Volume 1

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

UIN Sunan Kalijaga, Yogyakarta, Indonesia

May 28-30th, 2024

AICONICS PROCEEDINGS

CONFERENCE PROCEEDINGS

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

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

in collaboration with
The 5th Adab-International Conference on Information and Cultural Sciences (AICONICS)
and the 12th ELITE International Conference

and supported by

PROCEEDINGS

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

ISSN: 2715-0550

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

PREFACE

From The Rector of UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Dear audience,

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

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

Welcome to UIN Sunan Kalijaga, Yogyakarta, Indonesia.

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

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

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

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

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

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

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

Wish you all the best.

Wassalamu'alaikum wr.wb.

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

Rector of UIN Sunan Kalijaga,

Yogyakarta, Indonesia.

PREFACE

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

Assalamu'alaikum wr.wb.

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

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

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

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

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

Wassalamu'alaikum wr.wb.

Prof. Dr. Muhammad Wildan, MA.

Dean of Faculty of Adab and Cultural Sciences

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CONTENTS

PREFACE From The Rector of UIN Sunan Kalijaga	**i**
PREFACE From The Dean of The Faculty of Adab and Cultural Sciences	**iii**
EDITORIAL BOARD	**iv**
CONTENTS	**v**
Proceedings	
Title and Author	**Pages**
Unlocking Insights: Padlet's Role in Enhancing English Writing Skills for Students **Alfaridzi Zulkarnain, Hidayah Nor**	**1**
Word Formation Processes Found in The Vogue Magazine **I Gusti Bagus Wahyu Nugraha Putra, Ida Bagus Gede Nova Winarta**	**15**
Semantics Field Paradigm : Emotion Word Denoting "Happy" Found In The Novel I Will Plant You A Lilac Tree **Putu Devi Maharani, Komang Dian Puspita Candra**	**22**
Politeness Principle Compliance Used in the Close the Door Podcast entitled: "Raditya Dika dan Bayi Manusia": A Pragmatic Review **Komang Dian Puspita Candra, Putu Devi Maharani**	**32**
From Dance Challenges to Vocabulary Building: The Growth of English on TikTok **Natasya Putri Irnanda, Risma Yuliah Chasanah, Elma Fitrana**	**41**
Legal and Ethical Implications of Using Generative Chatbots in EFL Learning: A Comprehensive Literature Review **Sinarman Jaya, Fera Sazrianita, Syukri Hamzah**	**50**
Utilizing Instagram to enhance the vocabulary of Generation Z **Zuraidah, Sadillah**	**64**
In Search for Students' Perception: The Teacher's Use of Code Switching in Teaching English for Non-Native Speaker Students **Lenny Marzulina, Hikmah Zalifah Putri, Herizal, Denis Sadewa**	**89**
Using Semantic Mapping Technique on Second Year Students' Writing Quality of SMP Negeri 4 Kota Bengkulu **Fera Zasrianita, Ferri Susanto,Syukri Hamzah**	**97**
Exploring Students' Emotional Intelligence in Learning English at Junior High School **Syairatul Aulia, Istiqamah Ardila, Jumiati**	**109**
Metacognitive Transformation and Critical Thinking Digital Generation toward English Foreign Language Students' Expository Writing Skill in Revolution Era **Ferri sussanto, Fera zasrianita, Syukri hamzah**	**118**
Readers' Theatre: An Effective Strategy to Improve Students' Speaking Skills **Umar Abdullah, Annisa Indah Parawangsa**	**136**
Navigating Language Learning Challenges: A Sociocultural and Motivational Perspective from a Taiwanese Student **Abdul Halim, Chen Ching Yang, Ai-Chun Yen, Harmita Sari**	**142**
Slang Analysis Used by The University Students in The College Menfess Community On X **Muhamad Syahrul Savanni, Giaz Nutrian, Muhammad Aprianto Budie Nugroho**	**157**

Portraying Vocabulary Learning Strategies; From Determination to Metacognitive, which Strategies Do Students Mostly Use? **Ulpa Dewi, Fitri Rayani Siregar, Sokhira Linda Vinde Rambe**	**167**
Does Quizlet Work? Evaluating its Impact on Vocabulary Learning **Utari[1]*, Muhammad Aminuddin[2]**	**190**
Exploring the Bonds: Cohesion Analysis of Perempuan Jawa in the Novel *Hati Suhita Bulletin* **Aprilia Thianli Wardoyo[1]*, Burhanudin Rais[2], Amilda Ellay Yunia[3]**	**206**
The Efficacy of Blended Project-Based Learning on the Reading Proficiency of English Language Teaching College Students **Rendhi Fatrisna Yuniar**	**216**
The Potential of Using Webtoon to Improve Students' Reading Comprehension **Riki Astafi[1]*, Ervina[2], Annisa Rizki Sakinah[3], Sri Faradisa[4], Ahmad Jailani[5]**	**223**
Slang Word Analysis in The Grand Final of Stand-Up Comedy Indonesia IX on Kompas TV **Muhamad Syifa Qolbi[1]*, Nico Saputra[2], Muhammad Aprianto Budie Nugroho[3]**	**232**
The Effectiveness of Instagram Toward The Students' Speaking Skill At Ma Al-Azhar Asy-Syarif Sumatera Utara **Bajuri Sahnan[1]*, Sholihatul Hamidah Daulay[2]**	**237**
Cultivating Students' English by Pengasuhan: Challenges and Barriers in Islamic Boarding School **Ibnu Ziat Saragih[1]*, Sholihatul Hamidah Daulay[2]**	**245**
Linguistics Development in Islamic Boarding School: A Case Study for EFL Teacher **Anggi Handayani Harahap[1]*, Sholihatul Hamidah Daulay[2]**	**253**
Improving English Teaching Skill Trough Taking Esp Course: Case Study At Future English Education Center Kampung Inggris Pare **Lutfi Shoirin Najah[1]*, Enggar Larasati[2], Nursamsu[3]**	**258**
Analysis of Students' Strategies in Improving Their English Skills: Case Study at Stain Bengkalis **Kurniati[1]*, Nur Aini[2], Helvi Diana[3], Ahmad Jailani[4]**	**264**
Linguistics In Language Teaching: The Case Of Indonesian Batak Students **Nazarudin Manik[1]*, Sholihatul Hamidah Daulay[2]**	**270**
The Influence of Students' Self – Confidence on Their Speaking Performance **Nur Isnaeniah[1], Anita[2]*, Afif Suaidi[3]**	**280**
The Affecting Factors of Students' First Language Learning into Writing Skill: An Analysis of Indonesian Interference in Learning EFL **Yandres A. Dj. Lao**	**288**
Revealing Non-English Major Students' Perceptions of the Integration of Metaverse in English Language Learning **Nita Sari Narulita Dewi[1]*, Muhammad Adlan Faishal[2]**	**303**
Innovative Approaches to English Language Teaching: Leveraging Technology and Student-Centered Methodologies **Nyla Salsabila Azzahra[1]*, Alfina Choirunnisa[2]**	**313**
EFL Learners' Experiences Using Pinterest for Essay Writing Ideas: A Case Study **Resti Madina Dewi[1]*, Muhammad Aminuddin[2]**	**316**
The Correlation among Self-Regulated Learning, Reading Comprehension and English Academic Achievement **Rifdatul Habibah[1]*, Nida Husna[2], Ismalianing Eviyuliwati[3]**	**327**

English Learners' Preferences When Using Websites and Applications to Help Them Learn English **R. Adelina Fauzie**	**342**
Exploring Endocentric and Exocentric Phrases in EFL Student Essays: A Case Study. **Najwa Rifaron[1]*, Muhammad Aminuddin[2]**	**351**
Analysis of Slang Words Used in Literary Community in X **Syifa Kamilah Nur-Aqidah[1]*, Sri Rahayu Pebriani[2], Muhammad Aprianto Budie Nugroho[3]**	**362**
The Implementation of Content and Language Integrated Learning (CLIL) in Improving Students' Speaking Skills **Siti Nur Syafa'ah[1]*, Nur Laila Kadariyah[2]**	**370**
Analizing The Errors of English Translation in Newspaper **Andi Adisaturrahimi**	**378**
Teaching English for Elementary Schools through Songs **Naura Ariesta[1]*, Yulian Purnama[2], Muflihah[3]**	**383**
Mapping Emotional Experiences: Perspectives of EFL Student Teachers in International Teaching Internships **Nuna Mustikawati Dewi[1]*, Aida Nur Khamidah[2]**	**396**
Navigating Vocabulary Growth: Exploring Note-Taking Strategies in Consecutive Interpreting **Wanda Mudawwinah Muhlis[1]*, Muhammad Aminuddin[2]**	**406**
Ideational Metaphors in Academic Paragraphs: A Look at University Student Writing **Asrel Sekar Mahawani[1]*, Muhammad Aminuddin[2]**	**419**
News Construction of Saudi Arabia's Participation in the Miss Universe Contest by Viva and CNN Indonesia **Dewi Ikke Nuryani[1]*, Bambang Wibisono[2], Hairus Salikin[3]**	**429**
Human Touch in a Digital Age: The Evolving Role of Translator in a World of AI and Online Tools **Nurainingsih[1]*, Muhammad Aminuddin[2], Dedi Sulaeman[3]**	**443**
Chat GPT vs Google Translate for Translation **Ika Oktaria Cahyaningrum**	**450**
English Teachers' Perception on Challenges in Teaching Speaking at Junior High School Level in Bengkalis **Ahmad Jailani[1]*, Mustika Shaomi Bela[2], Febby Octavia[3]**	**457**
Readiness for Integration of Innovative Teaching and Learning Technologies: EFL In-Service Teachers Performances in Classroom Setting **Cut Intan Meutia**	**464**
An Analysis of Slangs Words from Netizen Comments On Gussbagus Feed Instagram **Dani Hendrian[1]*, Muhammad Reza[2], Muhammad Aprianto Budie Nugroho[3]**	**475**
From Pictures to Conversations: Building Background Knowledge for Breakthrough Listening **Lasmi Febrianingrum[1]*, Fadilatun Hunaifa[2], Achmad Baidawi**	**482**
Enhancing Senior High School Students' Reading Comprehension Skills through Differentiated Instruction **M. Jufrianto[1]*, Muhammad Basri[2], Iskandar[3]**	**489**

Promoting Multicultural Coexistence: Innovations in Teaching English as a Second Language **Zesy Fitrotul Hamdiyah[1]*,Suci Melati Rarita Ningrum[2]**	**499**
People's Views on Jogokariyan Mosque in Google Maps Review: Corpus Linguistic Approach **Rahmat Hidayat[1]**	**504**
Examining Transitivity in Joko Widodo's Speeches Using UAM Corpus Tool **Faido Marudut Pardamean Simanjuntak[1]***	**513**
Teachers' Experience in Implementing Formative Assessment of Writing Instruction: Voices from EFL Teachers in an Indonesian Middle School **Muhammad Aziz Suminta Putra[1]*, Suparno[2], Endang Setyaningsih[3]**	**525**
Using Box and Marker as Instructional Media for Teaching Prepositions **Hanifah Oktarina[1], Luri Atikah[2]*, Sahyoni[3]**	**529**
The Effectiveness of Indirect Written Corrective Feedback in Teaching Writing for Senior High School Students **Sri Wahyuni[1*], Endang Sri Wahyuni[2]**	**537**
The Role of Hunters in 18th Century American Culture: A Study on James Fenimore Cooper's Novel *The Deerslayer* **Riyatno[1]*, Asih Ernawati[2], Ambar Pujiyatno[3]**	**548**
Empowering Learning: Enhancing Experience and Motivation through the English for Fun Approach on Messah Island, East Nusa Tenggara **Kesya Fitriah Azizah[1]*, Nani Hizriani[2]**	**556**
Fostering Students' Speaking Skill through Mobile Augmented Reality **Syaiful Islam***	**562**
Students' Gen-Z Preferences regarding Online versus Offline Format of Language Assessment **Eka Sustri Harida[1]* and Riandry Fadhilah Nasution[2]**	**569**
The Digital Literacy: Is it Necessary for EFL Learners' Academic Performance in the Classroom? **Muhammad Yusuf Daffa[1*]Ai Nur'Aida[2]**	**585**
Investigating the Effect of Wordwall Application on the Vocabulary Achievement of EFL Students in Indonesia **Muhammad Nuril Anwar[1]*, Noor Eka Chandra[2], Eka Puteri Elyani[3]**	**598**
The Influence of Mother Tongue on English Language Teaching: "Implication and Solutions" **Resdilla Pratiwi***	**608**
An Analysis of Slang Words in the Japanfess Community on the X Application : A Sociolinguistics Approach **Arin Ruhama Sabila[1]*, Rahmanida Khoerun Nisa[2], Muhammad Aprianto Budie Nugroho[3].**	**625**
Needs Analysis for Computer-Assisted Language Learning **Ummu Rofikah**	**616**
An Analysis Comprehensive of Merdeka Curriculum Implementation in Indonesia: Challenges, Impact, and Opportunities **Ajeng Dini Fitriani, Syifa Zakiah Sa'adah Al-qosimi, Anugrah Imani**	**624**
Felicia Hemans's "The Landing of the Pilgrim Fathers in New England" and the Failure to Coexist **Eta Farmacelia Nurulhady**	**634**

English Community; Pujon Kidul Malang as a Tourist Destination; Indonesia **Elfrida BR. Silalahi**	**639**
Intersections of Identity and Ecological Justice in the Skin and Its Girl by Sarah Cypher **Herin Ratnaningsih, Ashmita Rai**	**643**
Students' Challenges and Strategies in Answering TOEFL Reading Questions: Case Study at English Language Education Study Program State Islamic University of Mataram **Yunia Alfina Marta, Soni Ariawan**	**654**
Incorporating Technology in Teaching: An Analysis of English Lecturers' Proficiency Based on Bloom's Digital Taxonomy Framework **Made Wahyu Mahendra, Ni Luh Gede Gita Septiani Putri, I Putu Andre Suhardiana**	**661**
Investigating EFL Students' Writing Ability Through the Lens of Introvert and Extrovert Personality Traits **Wahyu Indah Mala Rohmana, Ahmad Hunayli**	**676**
Competence of the Teacher in Formulating the English Reading Assessment Question **Semaria Eva Elita Girsang, Efrini Panjaitan, Rita Mahriza, Anita Purba5, Ridwin Purba**	**693**
The Improvement of English Learning (Speaking Skill) Using Total English Environment Method **Eka Harisma W**	**698**
Has Catur Gatra Tunggal still been relevant? (Investigating Islamic Heritage Culture Sustainability in Java Island) **Kharisma Puspita Sari**	**706**
Pegon Script in Pesantren Tradition in Indonesia: Acculturation of Arab Culture, Local Identity, and Colonial Resistance Codes **Mahmudah, Wahyu Hanafi Putra**	**718**
Understand Social Innovation Organization Humanity Services Through Community Empowerment In The City Of Bengkulu **Ishak Fadlurrohim**	**730**
Exploring Pluralism in Kolsani Church Library **Khairunnisa Etika Sari[1*], Amri Melia Tsani[2]**	**740**
Representation of Feminism in the Mini Series of Ms. Marvel (2022) **Muhammad Abdul Aziz[1*], Dwi Margo Yuwono[2]**	**748**
Usability of ChatGPT as an AI Tool in Student Scientific Writing **Laila Fitriatin Nur Khasanah[1*], Salwa Merta Althifannida[2], Nihayatul Lu'lu'in Nihlah[3], Syifaun Nafisah[4]**	**764**
Adoption of ChatGPT in Academic Activities: Perceptions from university students **Md. Hasinul Elahi**	**776**
Postcolonial Reading on "The Death of His Excellency the Ex-Minister" (1974) by Nawal El Sadawi: An Integrated Discourse with Imam Ghazali's Teachings **Fakhrunnisa**	**785**
Religious Practices and Social Change: Study of changes in the religious practices of Muslim entrepreneurs after the pandemic **Nurhidayah[1*], Fikria Najitama[2]**	**803**
Toledo as a Place of Interaction Between Islam and Western Thought: Coexistence, Translation and Scholarship	**811**

Mehmet Ata Az	
Women's Fight for Intangible Gono Gini Property Rights: A New Perspective of Digital Era Consequences **Rima Nabilah Nuzula[1*], Ghina Rohadatul Aisy[2], Erni Haryati[3], Dedi Sulaeman[4]**	**823**
Evaluation of Students' Health Literacy Competencies: Case Study at UIN Sunan Kalijaga Yogyakarta **Lutfiah Zainur Rokhmi[1*], Marwiyah[2]**	**835**
Discrimination and Racism in Film "Baran" By Majid Majidi: A Feminist Sociological Analysis **Aning Ayu Kusumawati[1*], Husein Miftahul Rizqi[2]**	**845**
Multicultural Dimensions in Bugis Society: Deconstruction of Multicultural Islamic Education Based on Local Wisdom **Muhammad Tang[1*], Ismail[2], Muhammad Azmi[3]**	**859**

The Correlation among Self-Regulated Learning, Reading Comprehension and English Academic Achievement

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This research aimed to examine and investigate the relationship among self-regulated learning (X1), reading comprehension (X2), and English academic achievement (Y) during the academic year 2022/2023 at the Eighth grade student of Junior High School in West Jakarta. This research employed quantitative methods and employed correlation as its research design. A self- regulated learning questionnaire, a reading comprehension test, and students' yearly report were utilized in the process of data collection. During the data analysis procedure, the correlation value was determined by employing the r product-moment and r multiple regression coefficient tests. The research reveals that: (1) there was a positive and strong correlation between self-regulated learning (X1) and English academic achievement (Y), with a correlation value of 0.601 and a R square of 0.362; (2) there was a positive and strong correlation between reading comprehension (X2) and English academic achievement (Y), with a correlation value of 0.665 and a R square of 0.442; and (3) there was a positive and strong correlation between self-regulated learning (X1), reading comprehension (X2), and English academic achievement (Y) with the correlation coefficient r = 0.450, and the significant value is 0.000 < 0.05, consequently H1 is accepted and H0 is rejected. To summarize, this research found that students' self-regulated learning and English academic achievement are linked in a strong way. This result turned out to be possibly affected by the students' reading comprehension skill. Furthermore, the researcher suggests that EFL instructors and syllabus designers can promote SRL components with the English subject. It encourages the teacher to create reading course plans that are centred on the SRL components for learning English and are student-centered.

Keywords: self-regulated learning; reading comprehension; English academic achievement.

1. INTRODUCTION

It is commonly known that education plays an essential part in any country's development (Islam et al., 2018). Yildirim in Bastug, (2014) emphasized that the potential of academically accomplished and competent people resources is the most essential aspect of any country's development. It may be argued that well-educated, literate persons play a more essential role in the future of nations because by being educated, people can get a better jobs. Individual education and academic success should be emphasized for all citizens. According to Ningrum et al. (2018), academic achievement measures a student's quality in cognitive and non-cognitive aspects. They also stated that academic achievement is one criterion of learning success that demonstrates students' learning performance. Therefore, it is essential to get good academic achievement.

In addition, a yearly report is one of the instruments used to know students' academic achievement. There are many subjects in the report, including English. English is widely used as a requirement for continuing students' education or applying for jobs (Hasbi et al., 2022). Nishanthi (2018) also supported that English influences every field of work and inspires individuals in their private and professional lives. Hence, English achievement can improve their cognitive skills and adapt to and cope with changes (Mahu and Petruta, 2012). As a result, pupils should take advantage of those opportunities to study English, as it is a crucial skill to master in the modern world.

Despite the importance of English academic achievement at school, several challenges need to be considered in increasing English academic achievement. One of those challenges is to improve pupils' reading comprehension skills. According to the findings of a policy study supported by the Ministry of Education and Culture, reading comprehension skills in Indonesia are remarkably low (Rombot et al., 2020). Several factors can cause it, including a lack of vocabulary (Anggara, 2021). Reading is one of the essential skills pupils must master to comprehend the English (Azizi et al., 2022). In addition, language acquisition will be a complicated process without reading since it is an excellent means of comprehension (Mart, 2012). Kaganang (2019) also supported that having adequate reading skills helps students to be great at obtaining and digesting information from available sources. Therefore, reading comprehension is part of students' need in the English learning process to gain good English academic achievement.

In the curriculum, reading comprehension should be mastered at all levels, including Junior High School. In line with the 2013 curriculum, Junior high school students in Indonesia are asked to be capable of comprehending some short functional texts such as descriptive, narrative, procedure, and recount text in some aspects (Peraturan Menteri Pendidikan Dan Kebudayaan No 37, 2018). Each type of text has different elements. They may have other functions, structures, and linguistic features. Such as the function of descriptive text is to convey information about a specific item, which can be a person, thing, or animal (Ermita et al., 2019), narrative text amuses the reader since it deals with unusual and unexpected events (Priyana, 2008), then procedure text is meant to give step-by-step instructions or information so that tasks can be done in a safe, efficient, and correct way (Susanti et al., 2015), and recount text is to provide the reader with a picture of an event based on the location and time of the event and told coherently (Sari et al., 2022). Understanding those types and their distinctions is essential for pupils to become successful readers.

However, reading still needs to be solved for many Indonesian students. Based on observations and English teaching experience in one of the Public Junior High School in Jakarta, the researcher found it difficult for the students to comprehend the text. It is seen from the reading test score. In reading a text, the students only received an average score of 60. As a result, the Minimum Learning Mastery or Kriteria Ketuntasan Minimum (KKM) of Eighth Grade students are under 50 %. Students need to understand the meanings of several words when reading a text because they need prior knowledge. Hence, they need help comprehending the text.

According to Ayu et al. (2017), comprehension of reading text requires interaction between the text and the reader. In this case, the reader must correlate prior knowledge to the information in the text. It is in line with Smith et al. (2021) that readers with a good knowledge of a specific issue, both in terms of amount and quality of expertise, are more likely to comprehend a text than readers needing more prior knowledge. This condition will aid in constructing meaning by allowing the reader to visualize the situation described in the text and anticipate what will happen next. Hence, Indonesian pupils' reading levels remain low, according to 2018 PISA results. Indonesian pupils score 30% for reading, or

Level 2 (OECD average: 77%). In this situation, students can at least identify the key concepts in medium to long-length texts, find information using specified criteria, and reflect on the text's purpose and form. Reading ability in Indonesia grew (397 in 2015), but decreased (371 in 2018) to 2001 levels (Triarisanti et al., 2022).

Besides reading comprehension that influences English academic achievement, there is also another factor, including the students' behaviour in studying. The researcher discovered some facts based on observation of some students in the first semester of eighth grade at one of the public Junior High School in Jakarta, which showed that students who excelled at English academic achievement outperformed their peers regarding students' behaviour in studying, including self-regulated learning. Students have extra time to study independently after the pandemic. However, they still find it challenging to be self-regulated learners. According to Allam et al (2020) students still have lack of self-discipline, which refers to how self-regulated learning influences readiness levels due to environmental interruptions such as work commitments and a large home environment.

The ability to self-regulate is one of the critical human characteristics associated with reflection, self-awareness, emotional and volitional processes, goal setting, and the achievement of vital and essential goals, all of which lead to self-development and success in the learners' academic pursuits (Ozhiganova, 2018). In a while, when students are lack of self-regulation, particularly in language acquisition, they are easily distracted and lose focus, which can have a negative impact on their academic achievement (Pahuriray, 2021). It means that self-regulated learning has become essential for pupils' success in their studies (Kulusakli, 2022).

Based on what has been said thus far, it is reasonable to conclude that self-regulated learning and reading comprehension are related to academic achievement in English. It aligns with several previous studies that stated that self-regulated learning and reading comprehension could influence English academic achievement. *Firstly*, the research was conducted by Pahuriray (2021). The research aimed to investigate the relationship between grade five students' self-regulating competence in language acquisition and their English academic achievement in the Philippines. As respondents, there were 280 students (150 males and 130 females). It was discovered that the greater the self-regulation ability of the respondents, the greater their academic success. In contrast, the weaker their self-regulation capacity, the lower their academic success. *Secondly*, the research was done by Inan (2013). The research examined the relationship between self-regulated learning practices and students' Grade Point Average (GPA) in an ELT program. The findings revealed strong positive relationships between three elements of self-regulated learning techniques (i.e. motivation and action to learning, planning and goal setting, and learning and assessment strategies) and the participants' GPA levels.

Thirdly, the research was done by Dima Hijazi (2018). He stated that the relationship between students' reading comprehension and English achievement is entirely positive at Yarmouk University. He also indicated that reading comprehension is a crucial factor in the overall success of the learning process since it has a major impact on other language skills. It assists students in broadening their knowledge base to become successful and competent readers and improve their learning quality. *Lastly*, Bastug (2014) conducted research in primary schools. The research's objective is to assess the extent to which attitudes toward reading and reading comprehension influence academic accomplishment. The research results supported the hypothesis model, proposing a connection between reading attitude, comprehension, and academic achievement. Put another way, a positive attitude toward reading and strong reading comprehension were significant predictors of academic success.

Several recent studies have explored the relationship between self-regulated learning and academic achievement (Pahuriray, 2021; Inan, 2013) and studies in reading comprehension and English academic achievement (Dima Hijazi, 2018; Bastug, 2014). However, no exact research has examined the relationship among self-regulated learning, reading comprehension, and English academic achievement. To fill this gap and with the importance of fostering students' self-regulated learning as a student's behavior needed in studying, students' understanding in comprehending the English text and enhancing English academic achievement have contributed in finding that the three aspects are interrelated. Moreover, the majority of the research in those research focuses on the primary and university levels. Hence, a secondary group of students can be considered to broaden the contribution of self-regulated learning and reading comprehension to English academic achievement at all levels. Therefore, the present research examines the relationship among self-regulated learning, reading comprehension, and English academic achievement in public junior high school in West Jakarta in 2022/2023.

2. LITERATURE REVIEW

2.1 English Academic Achievement

Lawrence and Vimala (2012) stated that a student's level of academic achievement was determined by the amount of knowledge they obtained through formal education and was often expressed by their test scores, grade point averages, overall averages, and degrees. Academic achievement is measured by students' grades after finishing their courses (Marzulina et al., 2019). Academic achievement has been shown that a variety of variables, including learner personality traits, school organizational climate, curriculum development, teaching-learning setup, and home circumstances, all influence accomplishment to vary degrees (Illahi and Khandai, 2015). Hence, a yearly report is one of the instruments used to measure students' academic achievement. There are many subjects in the report, including English.

English is widely used as a requirement for continuing students' education or applying for jobs (Hasbi et al., 2022). Nishanthi (2018) also supported that English influences every field of work and inspires individuals in their private and professional lives. Hence, English achievement can improve their cognitive skills and adapt to and cope with changes (Mahu and Petruta, 2012). Consequently, English academic achievement is significant in education and the learning process. English academic achievement refers to a student's aptitude, competence, and knowledge of English that they have acquired or mastered during a specific period. English academic achievement is denoted by scores, which can be calculated from the average daily scores and the final test.

2.2 Self-Regulated Learning

SRL refers to self-regulated learning is an internal aspect within students. Hence, it must be recognized as an active, constructive, and internal learning process (Ningrum et al., 2018). It highlighted the learners' responsibility to direct their learning (Mohammadi et al., 2020). In general, SRL is characterized as a student's conscious efforts to control and direct complicated learning processes and comprises three key components: cognitive strategy utilization, meta-cognitive processing, and motivating beliefs (Pahuriray, 2021).

Moreover, self-regulation is not an intrinsic human capability. It can be taught, nurtured, and strengthened through time (Al-Hawamleh et al., 2022). Therefore, students can learn in a self-regulated setting, where they set and pursue their own goals and critically assess the materials they select. It is in line with Xiao et al. (2019) that a self-regulated student is expected to manage and control the learning experience while also being aware of and managing contextual factors such as course and instructor demands, where and when to study, and who, when, and where to seek help. The self-regulated learner activates the learning task, whereas the teacher can establish the task in self-regulated learning (Robertson, 2011).

In addition, Self-regulated learning is of greatest importance in an English as a Foreign Language setting such as Indonesia. It is possible that pupils of English as a foreign language are not provided with adequate opportunities for interaction since the majority of their exposure to the target language occurs in the classroom and because they have little opportunity to use the target language in real-world settings (Kormos and Csizér, 2014). As a result, students must become self-sufficient and autonomous lifelong learners, which implies they must learn on their own outside of the classroom and apply numerous SRL strategies.

2.3 Reading Comprehension

Reading comprehension is the process of extracting and generating meaning concurrently during communication and written language engagement (Snow, 2002). The reading comprehension goal is to help students increase their knowledge, skills, and experiences (Initiative, 2002). He also stated that the students must have them if they want to be competent and active readers. For each assignment, students must demonstrate an in-depth understanding of the material presented in the reading (Setiawati and Budiasih, 2022). It means that if the reader can understand what the text intends to deliver or understand the writer's expectations, they will grasp the text. According to those opinions, reading comprehension is a progression in establishing meaning and acquiring sense from the related text. Understanding is a reciprocal relationship between the reader and the book to comprehend the words. Comprehension is someone's ability to make sense of the meaning based on what they read. It is the way someone is comprehending the text.

Moreover, everyone has different reasons for reading a text. The type of text being read determines the reader's intention. For example, readers may read a motorcycle sign to determine where they will travel. When reading novels or storybooks, the reader seeks enjoyment; meanwhile, when reading a textbook, newspaper, or magazine, the reader seeks information. It is in line with Tankersley (2003) that readers should understand the purpose of reading because it is closely related to what the reader wants to get from the topic. Moreover, according to Bojovic (2010), reading for a goal gives motivation, which is a crucial part of being a successful reader. He also stated that reading is an interactive action because the reader uses both the information on the page and what they already know; reading is also interactive because it requires the use of more than one skill at the same time.

3. METHODOLOGY

3.1 Method and Design of the Research

This research used a quantitative research method. The quantitative research method evaluates using a statistical technique, which provides detailed information to address the research question or hypotheses (Creswell, 2012). Meanwhile, the design of this research used a correlational research design. According to Ary et al., (2010) a correlational design is a non-experimental quantitative research design that does not modify the variables but rather confirms their relationship. This research design includes several statistical tests used to examine the correlation between various variables (Creswell, 2012). Hence, the correlational research design used to find out the relation among variables.

As a design of this research, the researcher used correlational among self-regulated learning, reading comprehension and English academic achievement. Self-regulated learning (X1) and reading comprehension (X2) are independent variables in this research, while English Academic Achievement (Y) is dependent. The dependent variable linked to the independent variables (X1, X2) (Y).

3.2 Population and Sample

The research population was Eighth-grade students of Junior High School in West Jakarta in the academic year 2022/2023. In addition, the researcher used purposive sampling to select the sample for this research. A technique known as purposeful sampling selects the sample based on the objectives of the research. It is in line with Ilker Etikan Rukayya Sunusi Alkassim, (2016) that purposive sampling is a non-random sampling method that selects selections with characteristics relevant to the study's objectives . This research's objective is to examine the relationship among self-regulated learning, reading comprehension, and English academic achievement.

In correlational study, the sample is selected based on a number of factors. According to Jack et al., (2009), a correlational study necessitates a minimum sample size of 30. They also stated that data collected from samples smaller than 30 may produce inaccurate results for the association's strength. The sample for this research was selected based on the following criteria: 1) The class have 36 students; 2) Students in this class perform better in English, and the researcher wishes to examine their relationship; 3) The principal instructed the researcher to conduct the study in this class.

3.3 Instrument

The researcher used some instruments. There are questionnaire, test and document. The first, the questionnaire to find out students' regulated learning. The SRL self-report was measured using a closed-ended questionnaire. The closed-ended questionnaire is built on a five-point Likert scale that ranges from 1 to 5 (strongly agree to strongly disagree). The rubric for assessing self-regulated learning was adopted from Amidei et al. (2019). The questions are about the SRL markers of motivation, cognitive strategy, and metacognitive strategy. The second, the researcher used a reading comprehension test to collect the data. The test items is 50 multiple choices. The 50-item multiple-choice questions about reading comprehension will be grabbed from several English books for Eighth grade and other sources of questions. Moreover, several reading comprehension components must be considered to extract information from a text. These include determining the main idea, recognizing detailed information, recognizing vocabulary, drawing inferences, and locating references. The last instrument was the document of students' English achievement scores

in 2022/2023 academic year. Since the English academic achievement score was obtained from the yearly report in the 2022/2023 academic year, no longer were validity and dependability required. Thus, the English teacher and the principal have already investigated its validity and reliability.

3.4 Data Collection

There are some procedures for data collection: (1). The students completed a 50-question multiple-choice reading comprehension test. The question (in a Google form) is sent via WhatsApp to the participants. (2) Immediately after completing a reading test, students are allowed to respond to a questionnaire regarding their capacity for self-regulated learning. A link to the Google form will be distributed as the questionnaire's administration technique. (3) The report book score of 8A in the second semester of the 2022/2023 academic year was obtained from the teacher to measure their English academic achievement. (4) The researcher used IBM SPSS version 25 to analyze the collected quantitative data. The results obtained on the tests were analyzed to determine the correlation among self-regulated learning, reading comprehension, and academic achievement in English.

3.5 Data Analysis

After collecting data on the students' self-regulated learning, reading comprehension, and English academic achievement, the scores for each variable were analyzed to determine whether or not there is a correlation between the three variables that are the subject of this study. To calculate the data for this investigation, parametric statistics were utilized. Multiple regression is used because there are two predictors for the dependent variable: self-regulated learning (X1) as predictor 1 and reading comprehension (X2) as predictor 2. Multiple regression is utilized because the dependent variable has two predictors.

Moreover, multiple regression technique analysis and correlation technique analysis will be implemented. The correlation and multiple regression techniques will be used to ascertain the degree or strength of the relationship between the variables. The multiple regression method analysis determines the relationship between the variables.

However, before the researcher conducts correlational analyses, requirement analyses have been tested. In this study, requirement analysis testing consists of two tests: the normality test and the linearity test. The normality test determines whether the population of variables Y and X has a regular distribution. The Kolmogorov-Smirnov method uses 0.05 as a criterion for accepting or rejecting the standard test. The linearity test, meanwhile, attempts to confirm that the relationships between the independent and dependent variables are linear. Y = a+b X is the equation model used in this investigation.

In order to test the hypothesis, the following steps were analyzed in the study: determining the fundamental regression and multi-regression equations that describe the relationship between the independent and dependent variables. The second phase is to investigate the linearity's equivalent. Third, gathering the coefficients of the partial relationship between the independent and dependent variables while controlling for the effects of any additional independent variables. In the conclusion, we will summarize the effect of each independent variable on the dependent variable.

4. RESULTS

The research's final hypothesis is that there is a statistically significant correlation between SRL, RC, and EAA. The R-value for the multiple correlation coefficient was calculated with SPSS 25 to be 0.67. When it reaches 1, it indicates a relationship exists between the variables. The relationship among these factors is strong. The significant value calculated is 0.000, which is less than 0.05. If sig is less than 0.05, the variables are significantly associated. This shows that the third hypothesis of this study is supported. According to the data below:

Table 4.1 The Correlation among SRL, RC and EAA

		SRL	RC	EAA
SRL	Pearson Correlation	1	.946**	.601**
	Sig. (2-tailed)		.000	.000
	N	36	36	36
RC	Pearson Correlation	.946**	1	.665**
	Sig. (2-tailed)	.000		.000
	N	36	36	36
EAA	Pearson Correlation	.601**	.665**	1
	Sig. (2-tailed)	.000	.000	
	N	36	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

In this stage, the R square is converted to a percentage (0.45 x 100% = 45%), demonstrating that SRL and RC contribute 45% to EAC and the remaining 55% is accounted for by other variables. The computation is as follows:

Table 4.2 The Regression among SRL, RC and EAA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671[a]	.450	.417	3.462

a. Predictors: (Constant), RC, SRL

Based on the explanation above, self-regulated learning and reading comprehension have a 45% influence on English academic achievement, interpreted as a significant correlation based on the R score. Thus, the research indicates that self-regulated learning and reading comprehension positively correlate with English academic achievement. However, when students' self-regulated learning and reading comprehension are insufficient, they will not correlate with strong English academic achievement. The greater the value of self-regulated learning and the score on the reading comprehension test, the higher the English academic achievement.

5. DISCUSSION

Good academic achievement is one of the essential objectives for students in the learning processes. Following Ningrum et al. (2018), academic achievement is one measure of learning accomplishment that demonstrates the performance of students' learning. Additionally, they stated that academic achievement is an indicator of student quality. Academic achievement refers to the grades students receive upon completion of their courses (Marzulina et al., 2019). Consequently, an annual report is one of the tools used to evaluate students' academic performance. The report contains numerous subjects, including English.

English is commonly required for students continuing their education or applying for employment (Hasbi et al., 2021). Nishanthi (2018) also supported that English influences each field of job and encourages people in their personal and professional lives. English proficiency can enhance their cognitive abilities and ability to adapt to and manage change (Mahu and Petruta, 2012). As a result, English academic achievement is crucial to the education and learning processes.

The hypothesis test's calculation strongly correlates with self-regulated learning, reading comprehension and English academic achievement. It indicates that those independent variables correlate well with the dependent variable. According to Oxford in Khamkhien (2010), some factors influence English academic achievement while it is acquired through learning, including language learning goals, learning style, motivation, and task requirements.

Learning style and motivation are related to student's behavior in studying, including self-regulated learning. SRL refers to self-regulated learning is an internal aspect within students. In general, SRL is characterized as a student's conscious efforts to control and direct complicated learning processes and comprises three key components: cognitive strategy utilization, meta-cognitive processing, and motivating beliefs (Pahuriray, 2021). According to Pintrich and De Groot (1990), pupils are able to plan, monitor, and modify their learning, as well as handle their class academic tasks efficiently and effectively with consistently high task performance while ignoring interruptions. In turn, these traits enable students to attain high academic performance.

In addition, Alotaibi (2017) stated that effective students of SRL are able to make connections between their thoughts and activities and the social and environmental implications of those thoughts and actions because they are intrinsically motivated and independent. He added that students are also able to plan, select, invent, or design a social and physical setting that is ideal for learning. It is in line with Bai and Wang (2020) that students who recognize learning English are more likely to manage their focus and effort in the face of interferences and setbacks and to develop their learning strategies.

The result might be related by the high positive correlation coefficients between forethought, planning and activation phase and other SRL components, indicating strong associations between them. In the Forethought phase, students examine the learning task and determine the goal setting. In other words, metacognition, cognition and motivation can all be inputs for goal setting and planning (Öztürk and Çak, 2021). Therefore, other SRL components will provide assistance and guidance when pupils establish learning objectives and develop the necessary strategies and plans to achieve these objectives. Thus, goal setting and planning was the greatest predictor of academic success. Effective goal-setting and planning, students engage in a sequence of cognitive activities that includes analyzing the learning task, defining its requirements in terms of specific objectives and actions, and monitoring their progress toward these objectives (Azevedo and Cromley, 2004).

Those cognitive activities will enhance the intrinsic motivation of students. Mohammadi etal ., (2020) stated that motivation also involves attitudes and beliefs that influence cognitive and metacognitive skills development and application. Students are more likely to accomplish excellent learning outcomes when they are highly motivated to learn (Islam et al., 2018). In addition, they will have a strong sense of self-confidence and a strong desire to succeed, which will affect their academic performance (Lustyantie and Aprilia, 2020). Consequently, students who can plan, set objectives and have high motivation tend to achieve higher grades than those who cannot. It is also supported from the researcher's interview to some students who get the low SRL. They stated that they never establish a schedule for learning; they study primarily when facing an exam and they were afraid to participate actively in the discussion.

Moreover, language learning goals and task requirements could be another factors influencing English academic achievement. Language learning goals is connected to the objectives for the study of English in Indonesia. In the curriculum, reading comprehension should be mastered at all levels. In line with the 2013 curriculum, Junior high school students in Indonesia are asked to be capable of comprehending some short functional texts such as descriptive, narrative, procedure, and recount text in some aspects (Peraturan Menteri Pendidikan Dan Kebudayaan No 37, 2018). Furthermore, a task is a challenge or obligation that is ordinarily completed during a problem-solving activity or series of activities (Cock and Meier, 2012). It entails the pursuit of established or emerging objectives. In the objective of the curriculum, reading comprehension should be mastered at all levels, including Junior High School.

Reading is one of the most essential academic tasks pupils perform, and it stresses that reading is the foundation of formal education (Bharuthram, 2012). In addition, Bastug (2014) mentioned that the majority of learning occurs through perusing and understanding such sources. He also stated that reading and learning from such materials is associated with academic achievement among students. Therefore, higher academic achievement necessitates pupils to read effectively and construct meaning based on their reading.

Increasing the quantity of reading material contributes to the enhancement of the reader's existing knowledge and experience. This augmentation in prior knowledge and expertise subsequently increases reading comprehension abilities. Cromley in Barber and Klauda (2020) stated that prior knowledge is one of the highest predictors of reading comprehension. Students' effective learning from knowledge and content is regarded as improved reading comprehension. Hence, pupils who increase their reading may enhance their academic achievement. It is in line with Ponkshe (2013) that pupils with good English reading comprehension abilities are expected to qualify academically. Andika et al. (2021) also supported that reading skills are essential for a student's academic and everyday success. As a result, the effect is predicated on the notion that the wealthy become wealthier and the poor become poorer. Less reading has led to a rise in deficiency among unsuccessful pupils relative to their contemporaries. Therefore, these students need to improve in literacy and other disciplines. On the other hand, proficient reader improves their performance through increased reading.

It can be concluded that pupils with greater SRL and reading comprehension tended to perform better academically in English. In contrast, students with poor SRL and reading comprehension tended to have poor English academic achievement. Due to SRL, pupils can use various cognitive, metacognitive, and motivational strategies to learn English. Moreover, developing reading comprehension skills is an essential part of English language acquisition for students.

6. CONCLUSION

First, the results of a correlation analysis revealed a positive and statistically significant correlation between self-regulated learning and English academic achievement among students. The correlation coefficient was 0.60. It implies that pupils with promptly self-regulated learning tended to have an academic advantage in English. On the other hand, pupils who lacked self-regulated learning tended to achieve weakly in English. Self-regulated learning supports English academic achievement through learning style and self-management, which enables students to use specific style for learning English through activation of cognition and metacognition and to maintain their motivation and learning goals. This circumstance causes them to have a deeper understanding of English learning. In conclusion, self-regulated learning impacts academic achievement in English.

Second, the results of a correlation analysis revealed a positive and statistically significant correlation between reading comprehension and English academic achievement among students. The correlation coefficient was 0.66. It implies that the wealthy become wealthier while the poor become poorer. Less reading has led to a rise in deficiency among unsuccessful pupils relative to their contemporaries. Therefore, these students need better comprehension and other disciplines. Moreover, accomplished readers increase their achievement through increased reading. As a result, reading skills are enhanced, and cognitive abilities also improve.

Third, the results of a correlation analysis revealed a positive and statistically significant correlation among self-regulated learning, reading comprehension and English academic achievement. The correlation coefficient was 0.67. It implies that pupils with greater SRL and reading comprehension tended to perform better academically in English. In contrast, students with poor SRL and reading comprehension tended to have poor English academic achievement. Due to SRL, pupils can use various cognitive, metacognitive, and motivational strategies to learn English. Moreover, developing reading comprehension skills is an essential part of English language acquisition for students. Consequently, monitoring learning strategy and comprehending the text must be enhanced to increase English academic achievement.

7. SUGGESTION

Some suggestions can be given as follows. First, for the English teachers and syllabus designers. The instruction of self-regulated learning (SRL) has received greater consideration from instructors and syllabus designers. It should be utilized during educational activities. The EFL teachers and syllabus developers may align the SRL components with the English subject. It encourages the teacher to construct reading course planning centred on the SRL for learning English and designed with a student-centred approach. In addition, instructors should cultivate a positive SRL environment where students can manage their learning. Here are a few steps to establish a classroom with SRL: Teachers should guide students' self-belief, goal-setting, and expectations during the first pre-taught stage. Second, during the performance phase, the teacher should encourage group collaboration and problem-solving through group discussion. In addition, instructors can encourage students to take notes and be aware of their schedules' assignments. Teachers can encourage students to engage in self-reaction activities and self-evaluate their learning strategy, actions, and outcomes during self-reflection. Consequently, pupils will be more independent learners.

Second, early emphasis should be placed on reading comprehension skills for EFL teachers. The correlation between reading and academic achievement has been discovered to be significant. Students who acquire this skill earlier have an advantage in English

classes. Moreover, accomplished readers improve their performance by reading more. When reading skills are improved, cognitive abilities are enhanced as well. In addition, Teachers can encourage students to peruse their favourite book. Promoting self-regulated students to monitor their motivation, cognition, and metacognitive strategy during English class is also crucial. This will increase the probability of reading success.

Lastly, the suggestions go to future researchers regarding the relationship among self-regulated learning, reading comprehension, and academic achievement in English. It is known that several factors influence academic achievement. English academic achievement cannot be explained solely by self-directed learning, just as it cannot be explained solely by reading comprehension ability. There are additional abilities included in English. Consequently, future research could model additional variables to test such latent factors. Despite these limitations, this study is anticipated to contribute to the existing body of knowledge.

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English Learners' Preferences When Using Websites and Applications to Help Them Learn English

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Technology has become people's daily needs. People almost all ages use technology to complete their life because they think technology can ease them handling their errands. Among users of technology there are English learners who can take the advantages of technology to help them enhance their English skills. However, there is still curiosity about how actually English learners use the technology to improve their English. By having this research, researcher found that English learners have different preferences in using websites and applications as parts of technology for sharpening their English skills because they have different background of experience about learning English. The condition makes the researcher understand that there are still not many English learners can use technology effectively to learn English by themselves. English learners need motivation and guidance from teachers to understand better what to do with the technology, especially websites and applications, so that they can get better websites and applications to be used in their English learning process. The research will open the eyes of learners who want to use websites and applications for learning English and also teachers who have not tried to help their students understand how websites and applications can help students a lot to enhance their English skills.
Keywords: technology; social media; websites; applications, learning English.

1. INTRODUCTION

The growth of mankind that never stops and the development of conditions in the world that continue to move quickly make human interaction in the world closer to the existence of advanced technology that continues to grow rapidly. Human communication between countries is carried out not only directly, but also through video calls which of course are mostly done using foreign languages as the language of international communication. Until now, English is still one of the foreign languages as the most widely used international communication language. As it was written by Dyvik (2024) that in 2023, there were around 1.5 billion people worldwide who spoke English either natively or as a second language. Therefore, English learning activities by non-native English speakers are still being carried out by many people around the world, including in Indonesia. English learning is also experiencing rapid development. Not only are learners learning English in class, but they also can now do it more freely outside the classroom either in groups or alone. There are many ways to learn English done by English learners, one of which is with the help of technology that has become increasingly sophisticated.

Learning English in an era where technology is very sophisticated like today is very possible to do alone or independently. This is supported by technological sophistication that appears in human life, especially support from the rapid development of the internet. The internet that can be accessed by anyone from anywhere makes people who create websites and applications competing to create many interesting websites and applications for various things that can be useful for humans. So many websites and applications are mushrooming that can be accessed by people including those with the theme of learning English. So many choices of websites that can be accessed using computers and even

mobile phones. Moreover, applications that are very easy to use are starting to be widely known by the public.

The development of the internet is so extraordinary that it certainly becomes very useful for people, especially almost everyone today, especially in big cities, has a mobile phone. Therefore, websites and applications are becoming more and more numerous because the creators believe that later the websites and applications that they create will have users and will be useful for users. Mobile phones with technology that is so sophisticated and computers with good specifications make people can enjoy entertainment and do useful things such as seeking knowledge faster than in the past before the internet appeared. Seeking English knowledge is one that people do also using computers and mobile phones.

But many people also know that the use of technology both on computers / laptops and mobile phones has many challenges in utilizing it. The human condition that is now in the age of advanced technology does not guarantee they can use it properly and optimally. Ameri (2020) stated that although learners have been born into a technologically rich world, they may not be skillful users of technology. In addition, just providing access to technology is not adequate. This results in the use of websites and applications that have not been maximized by English learners and become a challenge for people who want to learn English or anyone who hopes English learners can develop their English skills independently.

The author sees a phenomenon that occurs among English learners, namely they like to use their computers / laptops and mobile phones to do all kinds in their daily lives. However, due to challenges where technology users if they do not have enough expertise in utilizing it, especially for more specific things such as learning English, independent learning conditions cannot be carried out optimally. As stated by Ameri (2020) that meaningful development of technology-based knowledge is significant for all learners to maximize their learning.

The condition makes the author realize that English learners also have the same challenge that they have technology on their computers/ laptops and mobile phones, but do not have enough knowledge about what websites or applications they can use to learn English. Moreover it is especially because the English learners who became respondents in this research were not students from English department. They came from the Faculty of Economics and Business at the institute where the author is teaching. The author feels curious whether they also use their computers / laptops and mobile phones to learn English or not. If they use those technologies to help them learn English, the author feels interested also in finding names of websites and applications they have used. The author's curiosity about both things became problems of the research conducted here. The author hopes that by getting answers to the two problems of the research in the future, the author can provide input to respondents, who have shared their experiences, and the author can also share better for English learners in general about websites and applications that are possible to be used in the independent English learning process.

2. REVIEW OF PREVIOUS RESEARCH

Speaking of the use of technology to learn English, of course, this research is not new research. Many researchers have conducted research on many topics related to the topic the author is researching. But author believe the simple research that the author conducted would bring findings and results which later would also be useful for anyone who reads it.

There was research conducted by Diallo (2014) that covered the role of technology in helping English learners become more proficient English speakers. Furthermore, the research also found that using different types of technology was considered important and should be priority to think about by English learners who wanted to use technology to help them learn English. Trying different technologies like websites and applications would give English learners more and better insights in helping them learn English. It was found that different websites and applications usually had no similar ways to offer for English learners.

Parvin and Salam (2015) found that those English teachers who are not familiar with technology approach would have very limited opportunities to help their students learn English. The content provided online supported English learners in some English skills like reading and listening. It was found also by having the research that the use of technology has been highly advantageous, both to improve English learners' general language abilities and to assist them in learning the kind of English communication.

Dizon (2018) made research on Netflix and its benefits for English learners. He found that Netflix offered some benefits for English learners, for example it helped learners increase their motivation. Netflix also boosted the exposure of English vocabulary. Moreover, Netflix brought pragmatic knowledge about language that learners learned and practiced.

The research of Kieu et al. (2021) showed that most respondents it had chosen to use technologies to practice English. That research found that most respondents of the research felt familiar with the applications of technology to help them learn English. Respondents from that research thought that technology worked a lot for them to assist them practice English because technology were easily accessed from anywhere at any time.

Another research about the use Netflix and its benefits for English learners was conducted by Dizon and Thanyawatpokin (2021). The research found that Netflix gave effects on vocabulary learning and listening comprehension. The research found that it was a fact that there was a shift from traditional video consumption to video streaming that contributed to learners' easiness in accessing more authentic English as their second or foreign language. More English learners used Netflix as one of most popular video streaming applications that assist English learners enhance their English vocabulary and their listening comprehension skill. The learning process through Netflix was done by using the choices of subtitle provided by Netflix. Therefore, English learners could learn more new vocabulary and increase their listening comprehension skill independently.

Wei (2021) made research on the use of Google Translate for learning English and he found that the students who became the respondents were generally positive towards the use of Google Translate in their language learning. Most of them frequently used Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process.

The next research was a study conducted by Hu and Du (2022) that specifically researched an application called TikTok. According TikTok Web (2024) TikTok is the leading destination for short-form mobile video. Its mission is to inspire creativity and bring joy. From the research done by Hu and Du (2022) TikTok was used as English learners' media to help them learn English. The research showed the result that TikTok as one of popular applications could be utilized by English learners to help them learn English and TikTok also made learners feel more motivated externally. English learners became interested in doing more English-speaking activities.

In 2022 Hidayat et al found in their study that there were positive perception and confidence in using online learning by English learners that of course should motivate language teachers to help their students, the English learners, to use online technologies.

The technologies have provenly given a substantial role in the English learners' learning process.

The use of website and the application of Grammarly is also popular among researchers, one of them discussing it was research from Javier and Rey (2022) and he wrote in his research article that in the meantime, L2 writing students and teachers may continue using Grammarly that it has shown positive results based in the above mentioned studies. Teachers may use it as a teaching tool to explicitly teach grammar to the students. It was because Grammarly can check the following: (1) correctness; (2) clarity; (3) engagement; (4) delivery; and (5) plagiarism.

Chaisurya and Rungsiri (2023) believed and saw in from their research that English learners who used applications in their learning process performed significantly better in the posttest held compared with those learners who did not use applications. It showed that the use of applications could enrich English learners' effort to learn English and of course the effort would bring more benefits to English learners.

In their research in 2023 about BBC Learning English, specifically about its podcast program, Abdelhadi and Boukhelif found that by employing BBC Learning English podcasts, as readily accessible digital teaching tools, learner autonomy could be encouraged, providing students with exposure to authentic language use. In turn, teachers could leverage the findings of this study to align their instruction with their desired outcomes. Considering the current technological landscape in which students were immersed, podcasts emerged as an effective instructional strategy to enhance various aspects of EFL speaking skills.

3. RESEARCH METHODOLOGY

This research is qualitative descriptive research. The data taken from respondents who learn English with the author in the author's classes. The respondents are students at the Faculty of Economics and Business at the institute where the author is teaching. There were 76 respondents whose stories were used for this research. For conducting this research, the author used a survey about English learners' habits in using websites and applications for helping them learn English. The survey done by asking them to tell their stories through an essay and the author took notes for the data used in this research from the essays written by the English learners. The reason of asking them to write because the author believed that the results would be different from only asking them by using questionnaire where usually many respondents feel reluctant to tell longer in the distributed questionnaire form. For the analysis, this research wrote as a descriptive analysis based on the data obtained from the essay and the data or information gathered through the Internet.

4. FINDINGS AND DISCUSSIONS

From the data gathered by the author from English learners' essays, author found interesting results that there were many names of websites and applications mentioned by the total 76 respondents.

Table 1 The Ever-Used Websites by Respondents

No.	Websites	Numbers of Respondents
1.	boardicle.com	1
2.	www.bbc.co.uk/learningenglish/	5
3.	brainly.com	1
4.	www.englishscore.com	1
5.	www.britishcouncilfoundation.id/en/english-courses/online/websites	1
6.	www.busuu.com	1
7.	www.deepl.com/id/translator-mobile	1

8.	www.duolingo.com	11
9.	https://ed.ted.com/	1
10.	www.ef.co.id	9
11.	https://learnwithef.com/	1
12.	www.engbreaking.id	1
13.	www.english-academy.id/blog/	4
14.	www.englishcentral.com	1
15.	www.englishclass101.com	1
16.	www.englishclub.com	1
17.	www.englishgrammar.com	1
18.	www.englishlikeanative.co.uk	1
19.	www.fluentu.com	3
20.	www.futurelearn.com	2
21.	www.grammarly.com	7
22.	www.italki.com	1
23.	www.jagobahasa.com	1
24.	www.kampunginggris.id	4
25.	www.learningenglishbritishcouncil.org	1
26.	learningenglish.voanews.com	2
27.	www.lingvist.com	1
28.	https://lyricstraining.com/	1
29.	www.memrise.com	2
30.	https://quillbot.com/	1
31.	www.ruangguru.com	3
32.	www.speechace.com	1
33.	https://translate.google.co.id/	20
34.	www.vocabulary.com	3
35.	www.wallstreetenglish.co.id	4
36.	www.wikipedia.com	2
37.	www.youtube.com	4

Table 2 The Ever-Used Applications by Respondents

No.	Applications	Numbers of Respondents
1.	Anki	2
2.	Babbel	1
3.	BBC Learn English	1
4.	Beelinguapp	2
5.	Britishcouncil	1
6.	Busuu	2
7.	Cake	5
8.	ChatGPT	1
9.	Discord	2
10.	Disney +	1
11.	Duolingo	32
12.	Elsaspeak	3
13.	English grammar	1
14.	Game Episode	1
15.	Game Growtopia	1
16.	Google Assistant	1
17.	Grammarly	2
18.	Hellotalk	1
19.	Hoop	1
20.	Instagram	21
21.	Kamus Bahasa Inggris	1
22.	Kamusku	2
23.	Language Lesson	1
24.	Memrise	2

25.	Merriam Webster	1
26.	My Skill Application	1
27.	Netflix	5
28.	Quill bolt	1
29.	Rosetta Stone	1
30.	Snapchat	1
31.	Spotify	5
32.	TikTok	13
33.	Translate	5
34.	Twitter/X	1
35.	UDictionary	6
36.	Webtoon	2
37.	YouTube	30

The author saw from a wide variety of websites and applications available on the Internet that respondents chose, and they mentioned having used them most websites and applications are only chosen by a few, even just 1 respondent. In addition, from all websites and applications written by respondents, the author found that the websites and applications that were said to have been used were not websites and applications specifically made for learning English, for example, such as the Google.Translate (https://translate.google.co.id/) and grammarly (www.grammarly.com) websites chosen by quite a lot of respondents were websites made specifically for translating and editing in writing activities. While from the selected applications there were YouTube, Instagram, and Tiktok applications that many people have widely known were social media applications which were used to share videos and photos accompanied by narrations mostly not related with the content of English lessons. However, the author tried to discuss the five websites and five applications mostly chosen by respondents to see how the websites and applications possibly worked and finally chosen by respondents to learn English. The author would see how the websites and applications works from the author's point of view and some information from the Internet would complete the author's view. The author hoped that by describing it, the author could conclude reasons behind respondents' decisions in choosing them.

Table 3 Five Mostly Chosen Websites by Respondents

No.	Websites	Numbers of Respondents
1	https://translate.google.co.id/	20
2	www.duolingo.com	11
3	www.ef.co.id	9
4	www.grammarly.com	7
5	www.bbc.co.uk/learningenglish/	5

Table 4 Five Mostly Chosen Applications by Respondents

No.	Applications	Numbers of Respondents
1	Duolingo	32
2	YouTube	30
3	Instagram	21
4	TikTok	13
5	UDictionary	6

The first thing respondents were asked to write in their essays was about the websites they ever used to learn English. It has been known that a website on the Internet is usually a collection of files and related resources accessible through the World Wide Web and the Internet via a domain name. It is organized around homepage, or a landing

page and it is one of foremost vehicles for mass communication and mass media, as stated on the page of online Brittanica encyclopedia (2024).

The first website chosen mostly by respondents was Google Translate. Google Translate website is actually a part of Google's service and it was free of charge, it could be used by public. Anyone who needed the machine to translate could instantly translate words, phrases, even it could be used to translated long sentences, not only in English but also many other languages. Respondents used it a lot, even many of them still used it until now because Google Translate was easy to use and specially for English, it worked much better compared with other languages. The results of translation from English into Indonesian or from Indonesian into English ware satisfying. Moreover, for translating sentences if the structure of the source language to be translated was good then the result would not be disappointing. Diligent English learners could use Google Translate to learn many new vocabularies of English from the result of the translation they got from Google Translate and if they paid attention to the translation, they would be able to learn about the sentence structure of English in the translated sentences they had.

The second website mentioned by respondents was Duolingo. The website of Duolingo said that it was popular online platform that used bite-sized lessons, game-like features and AI to teach you a new language. Based on this description provided on the website of Duolingo respondents seemed interested in using it because they found attractive features to learn English by using Duolingo. Duolingo was not only available in the form of website but also available as an application. It was available both for free and paid, the difference was in the appearance of advertisements if users used the free version. The author herself was not too familiar with the Duolingo website because the author used the application. Next, the author would explain about the application in the discussion section about Duolingo application.

The third mostly chosen website was the EF website or better known as English First. On EF's website in Indonesia, people could find a blog menu. The EF blog had this full address https://www.ef.co.id/blog/language/ website. On EF web blog English learners could read materials about English and tips related to learning English. In addition, the EF web blog also provided articles about culture and other things related to career development. However, EF web blog was written in Indonesian so English learners could not practice understanding English directly from the readings they read. They could learn from ideas that motivated them about the importance of learning English.

The next website that many respondents chose was the Grammarly website. Grammarly website described itself as an AI writing partner that helped people find the words they needed for any context, style, or purpose. The author has never used Grammarly so the author would not explain more details about it, but from the respondents' stories, they said they used Grammarly to translate, and they could get translation results with better grammar. As the name implies, Grammarly was very useful for English learners to check the grammar of their English writing.

The last website would be discussed as the mostly chosen website by respondents is bbc.co.uk/learningenglish. As many people know, that BBC is a broadcasting company from the UK. The BBC that stands for The British Broadcasting Corporation, is a public service broadcaster headquartered in London, United Kingdom. It was founded in 1922 and is the world's oldest national broadcasting organization. The BBC operates several language-learning programs, including English programs for both adults and children, described by Ellis (2024). In addition to the BBC website, it also has an English learning application and as a review written by Ellis (2024) it was stated that English Learning materials on the BBC application are among the best learning resources for English learners

today. A review posted on a blog website said the app was well-organized, easy to use, and packed with valuable content to help students of all levels improve their English skills.

Next, the author would discuss the five applications mostly chosen by respondents. The application with the first most voters was the Duolingo application. The Duolingo application had both free and paid services. For the free one could be accessed and used by registering to become a member in the application. Then the application also provided the choice of learning from the lowest level or learners wanted to take a placement test so that they could use the application to learn from the level that suited the learner's proficiency. The author has been using the Duolingo application since 2021 and according to the author this application was quite fun and very interesting to use to help language learners, including English, to improve their skills. The Duolingo app introduced learners to the vocabulary of new words, the meaning of those words, and how they were pronounced. However, the author thought that learners still needed to take notes and keep practicing with the knowledge after using the application to get used to using the words they have learned in the Duolingo application.

Furthermore, the application with the second most selectors was the YouTube application. As many people already knew, the YouTube application was not specifically made for English learning, but respondents stated that YouTube could help them learn English through videos that they could watch. The content of these videos helped them learn English either directly, for example from English learning videos on accounts that provided English materials/lessons or indirectly from videos like talk show videos, film videos, and music videos.

The next two mostly chosen applications were Instagram and TikTok. According to the author, both applications were like the YouTube application. English learners could learn English from content owned by the accounts they followed in the form of pictures and videos. Then learners could learn new English vocabulary from the writing they could read and the things they watched or listened through many videos in both applications. Similarly, as the ideas thought by the author those things also really happened and experienced by respondents as they wrote in their essays.

The last application included in the application that many voters chose was the U-Dictionary application. This application was a dictionary and translator application that English learners could use by using their smartphones. One thing that the author did not like about this application was that there were too many ads that appeared when the author tried to use it. It seemed after they had many users, they increased the adds appeared on their application because according to English learners who have used it since long time ago at first the adds were not as many as the application had recently.

5. CONCLUSION AND SUGGESTION

Finally, the author could say that from the research conducted it was found that many English learners, especially the ones from the authors' classes who actually came from non-English language department students, had no lots of ideas yet about specific websites and applications to help them learn English. From mostly chosen websites and applications only some of them specifically built to help people learn English, for the website, the one which was found mostly interesting was the one from BBC website and for the application, it was found that Duolingo was the most favorable one.

From this conclusion the author would give suggestion especially for English teachers to be more careful in helping their English students choose the websites and applications to learn English. It would be a great idea if English teachers' groups could explore and try together the websites and applications available on the Internet and after that they could share the result to their students so their students could get better ideas for

the choices of better websites and applications to learn English. The author believed this process would not be easy to do, but hopefully it could be done to help English learners' condition in Indonesia, the beloved country.

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Exploring Endocentric and Exocentric Phrases in EFL Student Essays: A Case Study

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This study investigates how English as a Foreign Language (EFL) students utilize different phrase structures in their essays. By analyzing essays from 10 senior university EFL students, the research explores the use of endocentric and exocentric phrases in their essays. The findings suggest a trend towards more exocentric phrases (299 exocentric phrases as opposed to 275 endocentric phrases), potentially due to overuse of articles (e.g., 'the'). This tendency may indicate that students are still developing their ability to create complex noun phrases, which is frequently associated with more mature writing. By identifying this area for development, this study informs EFL instruction strategies, allowing teachers to focus on the formation of complex noun phrases and the appropriate use of articles, ultimately leading to a more sophisticated writing style in EFL learners.
Keywords: Phrase, Essay Writing, Endocentric, Exocentric

1. INTRODUCTION

An essay is a textual composition in which a single topic is divided into multiple paragraphs (Oshima & Hogue, 2006). EFL students must master the ability to write essays. Essay writing is an important aspect of schooling and the development of literacy in primary, secondary, and higher education (Hunter-Carsch, 1990). However, EFL students find it difficult to learn. An essay has to be written with a thesis statement, structured framework, and straightforward language. On the other hand, a phrase is a quite tricky word structure in an essay for EFL students because most of them focus more on making sentences. With this belief, the present study argues that EFL students may have had challenges, when writing endocentric and exocentric phrases. Hence, this study investigates the use of EFL students' phrases in their writing, especially endocentric and exocentric phrases.

Endocentric and exocentric is one branch of the phrase part of the distribution equation with its elements (Dewi, 2022). Endocentric is a parallel phrase that can have its elements substituted for it in specific functions. It is divided into three parts, such as coordinative, attributive and appositive. However, a term without any distributional similarity to its constituent parts is exocentric (Rumilah, 2021). Exocentric phrase is divided into two parts, such as directive and non-directive. Students' essays can become less boring, lively, and clearer by utilizing endocentric and exocentric approaches. It is intended that by positioning and crafting effective endocentric and exocentric phrases, students will enhance their English language proficiency, particularly in writing.

My personal observations indicate that EFL students were not well-versed in the concepts of endocentric and exocentric phrases. In their essays, the majority of them simply utilize well-known words like nouns, verbs, adjectives, and adverbs. Several of their works also demonstrate the employment of endocentric and exocentric phrases but they blind in theory. This study makes the assumption that students' writings will improve if they use both endocentric and exocentric phrases. Thus, the purpose of this study is to examine whether or not essay writing can encourage endocentric and exocentric language.

This study is also based on several previous studies which discuss phrases, and essay writing. Parkinson and Musgrave (2014) show that less proficient students more often use adjective attributes, while proficient students more often use noun-altering academic prose in their essay. In another study, Siregar and Syafi'ie (2017) show the use of both phrases in a newspaper, specifically in the Jakarta Post Newspaper. These two studies really give an insight to combine the variables. Hence, this present study will find out the kinds of endocentric and exocentric phrases the students use in their essays. In addition, these two phrases are rarely discussed in class, but sometimes exist in some essays.

2. LITERATURE REVIEW

Referring to Oshima & Hogue (2006), an essay is a piece of writing that has several paragraphs about a particular subject. The standard essay structures, consists of three parts such as the introductory paragraph, body paragraphs, and the concluding paragraph. The introductory paragraph will contain a general statement and thesis/ controlling statement. The body paragraphs contain one of the topic sentences and several supporting details that have been talked on by the controlling statement. Body paragraphs also can consist of two until more paragraphs. Lastly, the concluding paragraph will contain the closing statement and the author's opinion related to the topic being discussed.

Students will concentrate on verb construction when writing essays. As though a verb can only have its word order established when a subject comes before. However, students will pick up other patterns including idioms, phrases, and passive voice. A phrase is a grammatical unit made up of two or more words combined into a combination that has one meaning and is neither predicative nor dependent on another word (Thomas, 1993). A number of different phrase patterns are distinguished by commonalities in word categories that serve as the primary elements, word distribution and elements, and location and meaning. In particular, endocentric and exocentric phrases will be covered in this study based on their distribution and constituents.

Endocentric phrase divided into three parts such as coordinative, attributive and appositive (Tarmini and Sulistyawati, 2019). Coordinative endocentric phrases have equivalent elements. This equality can be determined by the possibility of the elements being connected by the conjunction “and” / “or”. For instance, “Father and mother are on holiday”. The words “father and mother” are equivalent elements to refer parent child. In contrast to coordinative, attributive endocentric phrases consist of unequal elements. One of the elements is a central element and the other elements are only attributes. For example, “House, the minimalist one, is on the suburbs”. The word “House” are the central element of “minimalist”. However, the word “minimalist” functions as an attribute or descriptor for a house on that suburbs. Appositive endocentric phrases consist of central element and the other element is the apposition. It is mean, all the elements are central elements, and lead to the same thing. For example, “Bandung, *kota kembang* is famous for its aesthetics of Dutch buildings”. The word “Bandung” is the central element of the apposition “*kota kembang”* which has the same meaning. Bandung is *kota kembang*, vice versa.

In addition, exocentric phrase has no distributional similarity to their constituent pieces. Exocentric phrases do not contain a primary element (Supriyadi, 2014). Exocentric phrase is divided into two parts such as directive and non-directive. Exocentric directive phrases are preceded by prepositions, such as “at, to, and from”. For example, “The chameleon fell from the mahogany tree.” The words “from the mahogany tree” is directive exocentric phrases because preceded by from prepositions. However, non-directive exocentric phrases are preceded by an article which is followed by a second component in the form of a noun, adjective, or verb category. For example, “The lecturers were having a

meeting". The words "The lecturers" is non-directive exocentric phrases because preceded by from an article "the".

3. METHODS

3.1 Participants

The participants in this research are 10 senior EFL students of English Education Department in English Education students at UIN Sunan Gunung Djati Bandung. They are chosen because they have completed syntax and academic writing course in 5th semester. The participants for this research are selected through purposive sampling. According to Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, and Walker (2020), purposive sampling is matching the sample to the aims and objectives of the research. Therefore, this research chooses them to participates this current study.

3.2 Instruments

A qualitative approach is used in this investigation. It is involving perceptions or points of view is best conducted using the qualitative method. This approach uses essay writing to find out how EFL students perceive their knowledge of endocentric and exocentric terms. This qualitative study will employ a case study design. According to Woodside (2010), case study is an empirical investigation examining a modern phenomenon inside its real-life environment, particularly in situations when it is difficult to draw clear distinctions between the phenomenon and the context.

The instrument in this study is document analysis. This study will obtain data to discover how essay writing promotes endocentric and exocentric phrases mastery. In this step the researcher will analyze ten essays from ten different students to make this essay have more perspective. By examining papers and analysis some document, the researcher can use case studies to determine how essay writing can advance EFL students' grasp of endocentric and exocentric phrases.

3.3 Procedures

The procedures of this study are the essay must have been written at least 300 words. In analysis, the researcher will mark and separate how they write parts of the endocentric and exocentric phrases. Therefore, the results of this analysis will identify kinds of endocentric and exocentric phrases the students use in their essays.

4. FINDINGS AND DISCUSSIONS

4.1 The Kinds of Endocentric and Exocentric Phrases in Students' Essay

The results of this study are predicated on the posed research questions. The investigator utilized document analysis methodologies to gather information for this study. Ten students were chosen to be a research sample for this study.

4.1.1 Endocentric Phrase

4.1.1.1 Coordinative Endocentric Phrase

Coordinative endocentric phrases have equivalent elements. This equality can be determined by the possibility of the elements being connected by the conjunction "and" / "or". S1 uses eight coordinative endocentric phrases. For instance, "students and teachers lack facilities and their use in technology. The word "students and teachers" is included in the coordinative endocentric phrases because the elements are equal and connect by conjunction 'and'. S2 uses five coordinative endocentric phrases. For instance, "Participation in learning is very important because there is teacher interaction with students or students with other students". The phrases "teacher interaction with students or students with other students" is coordinative endocentric

phrases because the elements are equal and discuss about interaction between teacher and student.

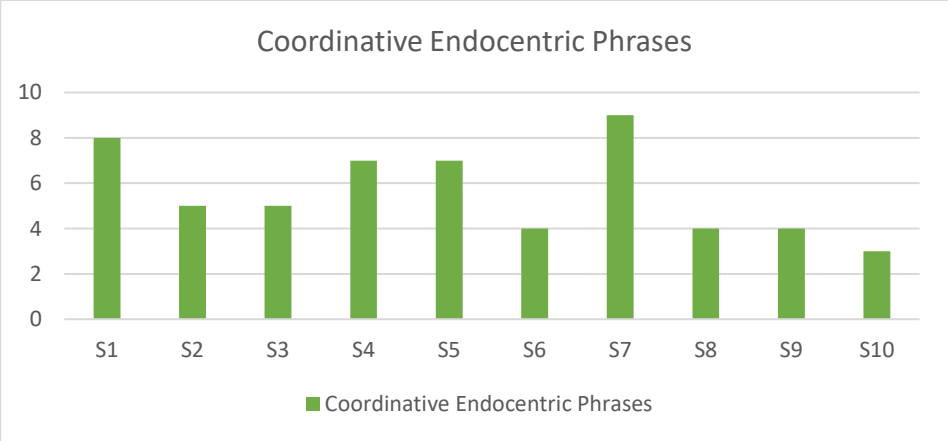
S3 uses five coordinative endocentric phrases. For instance, "The author totally agrees and concludes several reasons for it.". The words "agrees and conclude" is into coordinative endocentric phrases because the elements are equal about how the author agree and conclude something. S4 uses seven coordinative endocentric phrases. For example, "Online games are games that use or exist on electronic devices". The words "use or exist" is included in the coordinative endocentric phrases because the elements are equal and connect by 'or'.

S5 uses seven coordinative endocentric phrases. For instance, "Numbering format and numbering pattern are not aligned". The words "format and numbering" is included in the coordinative endocentric phrases because the elements are equal and discuss about the pattern. S6 uses four coordinative endocentric phrases. For instance, "There are three advantages to online learning convenience, flexibility, and cost-effectiveness". The words "convenience, flexibility, and cost-effectiveness" is included in the coordinative endocentric phrases. It is looked from coma and the conjunction 'and'. It is also referring to the same thing such as advantages in online learning.

S7 uses nine coordinative endocentric phrases. For example, "It was emphasized that the quality of schools and the quality of teaching depend on the quality of a teacher". The both phrases "quality of schools and quality of teaching" is coordinative endocentric phrases because the elements are focus on the word 'quality' as a center of attention. S8 uses four coordinative endocentric phrases. For example, "The student will be very different, whether it's from a social or academic aspect". The words "social or academic" is the form of coordinative endocentric phrases because the elements are equal and refer to the human goals.

S9 uses four coordinative endocentric phrases. For example, "This is caused by many factors and problems". The words "factors and problems" is coordinative endocentric phrases because the elements are equal and connect by 'and. S10 uses three coordinative endocentric phrases. For example, "These countries include Singapore, Malaysia, the Philippines, Australia, and others, etc". The phrases "Singapore, Malaysia, Philippines, and Australia" is coordinative endocentric because those elements are country in the world and have the same equality. Overall, the chart below can be seen as the result of the analysis.

Table 4.1.1.1 total of coordinative endocentric phrases



Based on the data, S1 uses eight phrases, S2 and S3 uses five phrases, S4 and S5 uses seven phrases, S6, S8, and S9 uses four phrases, S7 uses nine phrases, and S10 uses three phrases. Furthermore, S7 wrote this phrase the most with the total nine

phrases. In contrast, the tenth student wrote this phrase least than the other with the total three phrases. The total of students' coordinative endocentric phrases is 56 phrases. In addition, S1, S3, S6, S7 and S9 is only use conjunction "and" for their coordinative endocentric phrases.

4.1.1.2 Attributive Endocentric Phrase

Attributive endocentric phrases are opposite from coordinative. It consists of unequal elements. One of the elements is a central element and the other elements are only attributes. S1 uses 22 attributive endocentric phrases. For example, "Online learning makes students not supervised directly by the teacher because of distance barriers". The word "barriers" is the central element of "distance" when it is function for explain more about the barriers. S2 uses 24 attributive endocentric phrases. For example, "Online learning has a bad influence on the social life of students". The word "life" is the central element of "social" when it is function for explain more about the life. Life is too general, then the word 'social' is the boundaries to set the life topic is just about social context.

S3 uses seven attributive endocentric phrases. For example, "Relationship between English videos and listening skills". The word "videos" is the central element of "English". However, the word "English" functions as an attribute or descriptor for the language use in the videos. S4 uses 21 attributive endocentric phrases. For example, "The writer states that online games do not always bring up good vocabulary to be learned". The word "good vocabulary" is also attributive endocentric phrases because it has the central element and attributive elements. The word "vocabulary" is the central word compare to the "good" word. The "good" word function is to tell the reader that the author does not discuss unless the good one.

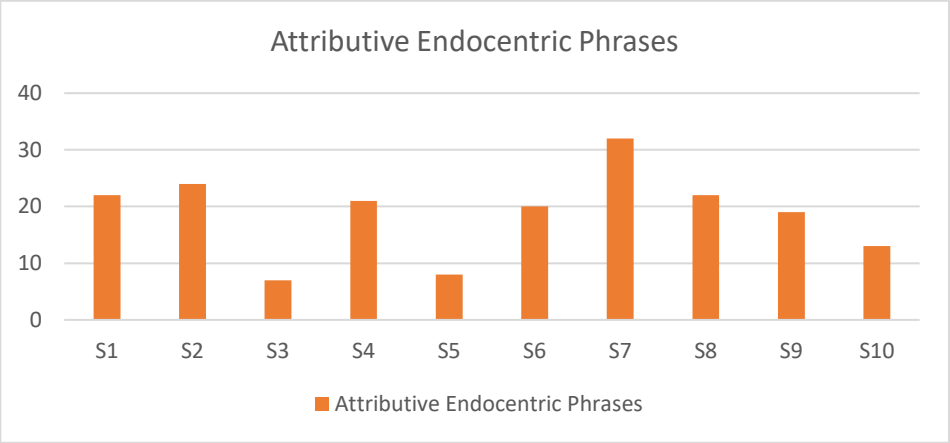
S5 uses eight attributive endocentric phrases. For example, "The method of writing scientific papers refers to the method of disclosing objective facts". The word "scientific papers" is also attributive endocentric phrases because it has the central element and attributive elements. The word "papers" is the central word compare to the "scientific" word. S6 uses 20 attributive endocentric phrases. For example, "There are three advantages to online learning convenience, flexibility, and cost-effectiveness". The word "three advantages" is attributive endocentric phrases because the two of word are unequal. The central element of the phrases is "advantages" and the word "three" functions as explain about how many advantages that will be discussed at the essay.

S7 uses 32 attributive endocentric phrases. For example, "Because the Indonesian people need improvement in terms of human resources". The word "resources" in the sentence is the central element of "human". However, the word "human" functions as an attribute or descriptor for the resources. S8 uses 22 attributive endocentric phrases. For example, "internet signal during learning is not stable". The word "internet signal" is attributive endocentric phrases because the two of word are completed. The central element of the phrases is "signal" and the word "internet" functions as explain about the signal.

S9 uses 19 attributive endocentric phrases. For example, "In terms of English proficiency, this year Indonesia ranks 80th out of 112 countries in the world with a score of 466 points". The sentences contain two attributive phrases. The two of them is "English proficiency" and "Indonesia ranks". The word "proficiency" is the central element of "English". Because the essay was talking about the proficiency in English, not in another language. S10 uses 13 attributive endocentric phrases. For example, "Becoming fluent in English will really help children in exploring and access sources of knowledge both from written media and electronic media". The word "sources of knowledge" is attributive endocentric phrases because the words are unequal. The

central element of the phrases is "sources" and the word "knowledge" functions as explain about the sources that being discussed. In summary, the result can be seen in this figure below.

Table 4.1.1.2 total of attributive endocentric phrases



Based on the attributive endocentric data, S1 uses and S8 uses 22 phrases, S2 uses 24 phrases, S3 uses seven phrases, S4 uses 21 phrases, S5 uses eight phrases, S6 uses 20 phrases, S7 uses 32 phrases, S9 uses 19 phrases, and S10 uses 13 phrases. Meanwhile S7 wrote this phrase the most with the total 32 phrases. In contrast, S3 wrote this phrase least than the other with the total seven phrases. Hence, the total of students' attributive endocentric phrases is 188 phrases.

4.1.1.3 Appositive Endocentric Phrase

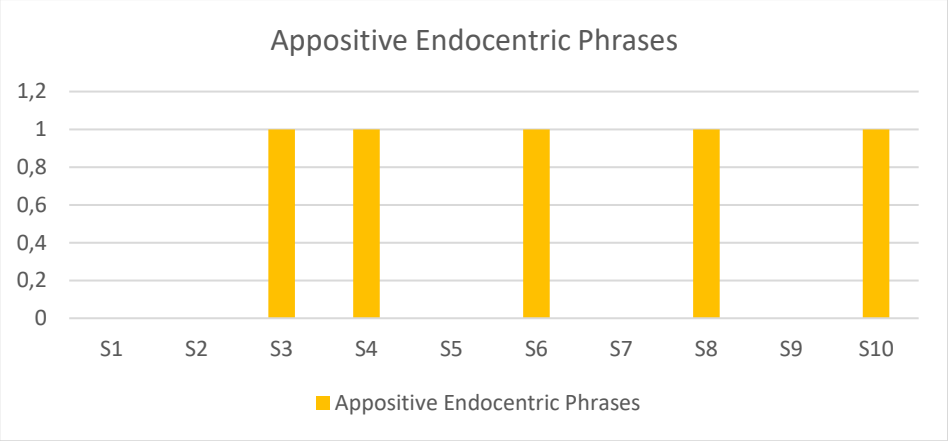
Appositive endocentric phrases consist of elements, one of which is the central element and the other element is the apposition. This means that all the elements are central elements, and lead to the same thing. This phrase is the least numerous phrases because not all students use this kind of phrases. S3 uses one appositive endocentric phrase. For example, "Media such as YouTube videos can be used to improve this skill". The word "Media" is the central element of the apposition "YouTube" application which has the same meaning. The media discussed in the third essay is YouTube. Therefore, the words above are included in the appositive endocentric phrases because the elements lead to the same meaning.

S4 uses one appositive endocentric phrase. For instance, "The negative impact can affect the health of students who are constantly playing online games, or in another sense, (addiction)". The word "constantly" has the same meaning with "addiction". The sentence is referring that constantly playing online games has the same meaning with addicted playing online games. The elements also lead to the same thing, which means continuously in playing online games. S6 uses one appositive endocentric phrase. For example, "Many media, such as YouTube, Instagram, Tiktok, and others, can be used". The phrase "Many media" is the central element of the apposition some application such as "YouTube, Instagram, Tiktok" which has the same meaning. The many media discussed in the sixth essay is that three application.

S8 uses one appositive endocentric phrase. For example, "Determining effective subjects online learning (study and examination) with multi-attribute utility theory (MAUT) method". The phrase "multi-attribute utility" is the theory and central element of the apposition "MAUT" method which lead to the same meaning. The abbreviation "MAUT" is stand for multi-attribute utility theory. S10 uses one appositive endocentric phrase. For instance, "These countries include Singapore, Malaysia, the Philippines, Australia, and others, etc.". From all country in all over the world, the word "countries" is only referring to some countries such as "Singapore,

Malaysia, the Philippines, Australia". The four country that have been discussed is also called 'the countries' and vice versa. Hence, the words above are appositive endocentric phrases because the elements lead to the same thing. The figure below will show the result of this phrases.

Table 4.1.1.3 total of appositive endocentric phrase



In fact, this phrase is rarely used. Therefore, not all students use it in their essays. The data showed only S3, S4, S6, S8, and S10 that used this kind of phrase. They also just use in one example in their essay. Besides, S1, S2, S5, S7, and S9 did not use this kind of phrase. Lastly, the total of students' appositive endocentric phrases is only 5 phrases.

4.1.2 Exocentric Phrase

4.1.2.1 Directive Exocentric Phrase

Exocentric directive phrases are preceded by prepositions, such as "at, to, and from". S1 uses seven directive exocentric phrases. For example, "In the village there is still minimal infrastructure to support online learning". The words "to support" is directive exocentric phrases, because it is preceded by prepositions 'to'. S2 uses four directive exocentric phrases. For example, "the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world". The words "from the digital learning" is directive exocentric phrases, because it contains by prepositions 'from'.

S3 uses three directive exocentric phrases. This student only uses one preposition which means 'to'. For example, "The presence of YouTube, which provides a variety of interesting videos can be used as a medium of learning for students to improve this ability,". The words "to improve" is directive exocentric phrases, because it is preceded by prepositions 'to'. S4 uses five directive exocentric phrases. For example, "many positive impacts arise from online games, especially for students". The words "from online games" is directive exocentric phrases, because it contains by prepositions 'from'.

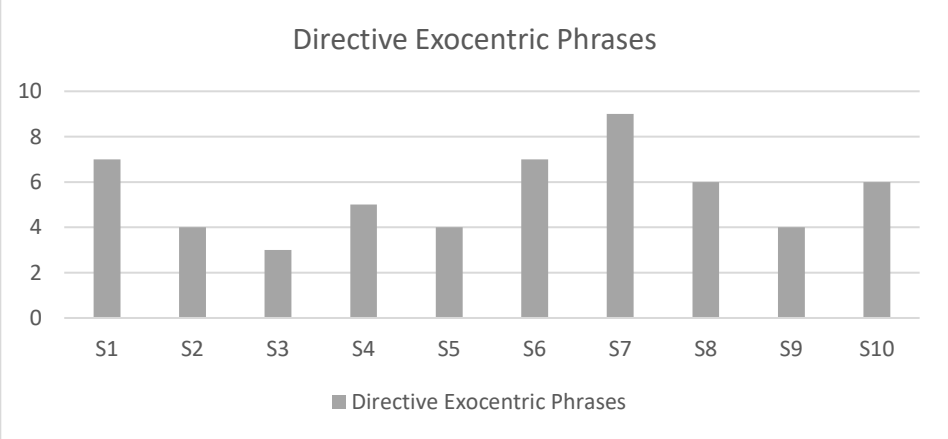
S5 uses four directive exocentric phrases. For example, "Thesis entitled the use of visual vocabulary to improve students' vocabulary has three errors in the systematics of writing a thesis". The phrases "to improve" is directive exocentric phrases, because it is preceded by prepositions 'to'. S6 uses seven directive exocentric phrases. For example, "another advantage of online learning is that teachers and students can save on expenses because online learning provides flexibility for teachers, and students do not have to learn at school.". The words "at school" is directive exocentric phrases, because it contains by prepositions 'at'.

S7 uses nine directive exocentric phrases. For example, "when viewed from the competence of teachers, in Indonesia there are still many teachers whose competence

is inadequate". The phrase "from the competence" is directive exocentric phrases, because it contains by prepositions 'from'. S8 uses six directive exocentric phrases. For example, "After the implementation of the online system, the quality of education is felt to be decreasing". The phrase "to be decreasing" is directive exocentric phrases, because it is preceded by prepositions 'to'.

S9 uses four directive exocentric phrases. For example, "In the village there is still minimal infrastructure to support online learning". The words "to support" is directive exocentric phrases, because it is preceded by prepositions 'to'. S10 uses six directive exocentric phrases. For example. "From this examination, it has been shown that both of the issues impact either students and teachers". The first phrases here "from this examination" is directive exocentric phrases, because it contains by prepositions 'from'. There are above included directive exocentric phrases because it contains "to, from, and at" preposition. Hence, in summary the result can be seen in the below figure.

Table 4.1.2.1 total of directive exocentric phrase



Based on the data that have been showed, S1 and S6 uses seven phrases, S2, S5 and S9 use four phrases, S3 uses three phrases, S4 uses five phrases, S7 uses nine phrases, S8 and S10 uses six phrases. The third students only use 'to' preposition for her essay. Furthermore, S7 wrote this phrase the most with the total 9 phrases. In contrast, the S3 wrote this phrase least than the other with the total 3 phrases. Them the total of students' directive exocentric phrases is 55 phrases.

4.1.2.2 Non-Directive Exocentric Phrase

Non-directive exocentric phrases are preceded by an article which is followed by a second component in the form of a noun, adjective, or verb category. S1 uses 26 non-directive exocentric phrases. For example, "Online learning has helped the fate of education in Indonesia". The words "the fate of education" is non-directive exocentric phrases, because it is preceded by an article 'the'. S2 uses 25 non-directive exocentric phrases. For example, "In the scope of online learning, effectiveness is an important thing because it is a consideration of learning objectives". This sentence has three example of non-directive exocentric phrase. There are the scope, an important thing, and a consideration.

S3 uses 22 non-directive exocentric phrases. For example, "a variety of interesting videos can be used as a medium of learning for students to improve this ability". This sentence contains three example of non-directive exocentric phrase. There are a variety, a medium, and this ability. The words "a variety" and "a medium" is non-directive exocentric phrases, because they are preceded by an article 'a/an'. S4 uses 14 non-directive exocentric phrases. For example, "students who are addicted to online games are known to rarely exercise, as a result of which their health has deteriorated slightly". This sentence has two non-directive exocentric phrases such as a result and

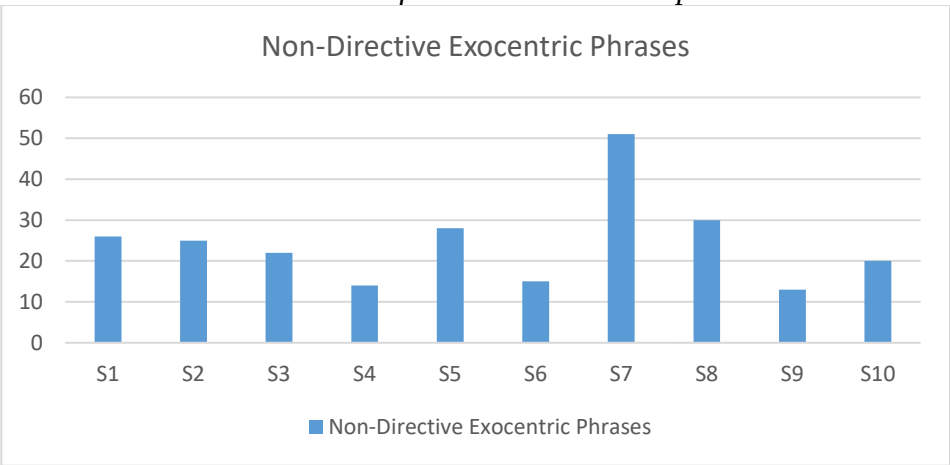
their health. It is because the words "a result" is preceded by article 'a' and "their health" is preceded by 'pronoun' or specific word.

S5 uses 28 non-directive exocentric phrases. For example, "the author's statement does not use stamp duty and is not signed, and using an objective word or sentence". This sentence has two non-directive exocentric phrases such as the author and an objective. It is because the words "the author" is preceded by article 'the' and "an objective" is preceded by article 'an'. S6 uses 15 non-directive exocentric phrases. For example, "it can be concluded that online learning provides added value in the form of convenience". The words "the form of convenience" is non-directive exocentric phrases, because it is preceded by an article 'the'.

S7 uses 51 non-directive exocentric phrases. This student wrote the most compare to others. For example, "the teacher is a person who provides knowledge to students". This sentence has two non-directive exocentric phrases such as the teacher and a person. Both of them is preceded by an article. One of them is 'a/an' and another is 'the' article. S8 uses 30 phrases. For example, "This issue deserves more attention". The words "this issue" is non-directive exocentric phrases, because the word 'this', has a same function with article 'the' when make the word refer to student difficult in understand the material.

S9 uses 13 non-directive exocentric phrases. For example, "English language is the 'universal language' that plays a role as the global communication medium". The both words "a role" and "the global" is non-directive exocentric phrases, because it is preceded by an article 'a/an' and 'the'. Lastly, s10 uses 20 non-directive exocentric phrases. For example, "This helps them become more successful later in life and explore new cultures". The words "this help" is non-directive exocentric phrases, because it is preceded by determiner 'this. Overall, the data result can be seen in the below figure.

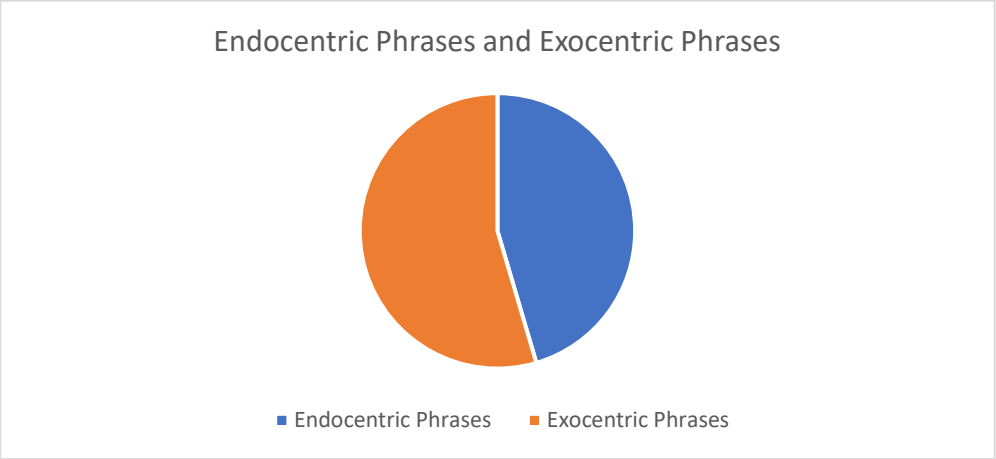
Table 4.1.2.2 total of directive exocentric phrase



Based on the figure above, S1 uses 26 phrases, S2 uses 25 phrases, S3 uses 22 phrases, S4 uses 14 phrases, S5 uses 28 phrases, S6 uses 15 phrases, S7 uses 51 phrases, S8 uses 30 phrases, S9 uses 13 phrases, and S10 uses 20 phrases. The total of students' non-directive exocentric phrases is 244 phrases. The seventh student wrote this phrase the most with the total 51 phrases. In contrast, the ninth student wrote this phrase least than the other with the total 13 phrases.

The sum of the endocentric phrases that have been discussed by the students in the coordinative phase is 56 phrases. There are 188 endocentric phrases from students in the attributive segment. Additionally, there are five endocentric phrases from the students in the appositive part. In exocentric, students have used 55 exocentric in

directive segment in total. There are 244 exocentric phrases in all from the students in the non-direct segment. Consequently, there is a greater prevalence of exocentric than endocentric phrases; there are 249 total endocentric phrases and 299 total exocentric phrases.



5. CONCLUSION

Every student essay is definitely filled by any phrase. This research can prove this by their essay. In the previous study, endocentric is always on the top because their participant favor in attributive endocentric phrases. However, in our study, the data showed that exocentric are superior by the article "the". The gap between endocentric and exocentric is approximately 50 where endocentric is less and exocentric is more**.**

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Analysis of Slang Words Used in Literary Community in X

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Slang is the varieties of language that has been a phenomenon that is familiar in daily life, especially in social media such as X (formerly known as twitter). This is also an interesting topic to be discussed as sometimes some slangs are only used in certain community. This research aims to disclose some slang words, the types, and the meaning of the slang words that are used in literary community in X. The data were collected by the account *literarybase* which is an *autobase* account in X. The account is used to discuss anything related to literary in X where someone can send a message anonymously and the others send comments. The method used in this research was qualitative descriptive method. The researcher observed posts in the account *literarybase* and recorded the relevant slang words to be analyzed and classified them, The researcher used the theory of slang words by Allan and Burridge (2006) to classify the slang words. As the result, there are 28 slang words with four types of slang words used in the posts that were analyzed. Those are Fresh and Creative, Flippant, acronym, and clipping, with flippant and acronym as the most widely used types of slang words.

Keywords: Sociolinguistics, slang words, literary community, X

1. INTRODUCTION

Sociolinguistics, according to Holmes (2013), is a study which focuses on the relationship between language and society which the sociolinguists are interested in the way people speak in different social context. Suzanne Romaine (2000) also defined sociolinguistics in which sociolinguistics is all about language in society. It has close connections with the social sciences, in particular, sociology, anthropology, social psychology, and education. It encompasses the study of multilingualism, social dialects, conversational interaction, attitudes to language, language change, and much more. One of the branch of sociolinguistics is slang.

Slang is one of the language varieties studied in sociolinguistics. It implies that people in society converse with one another using this language. (Namira, Wardana & Geubrina; 2024)

Agha (2015) in Ardianta, Rajeg & Dewi (2022) defines slang as a category of aberrant registers of language and defines it as an ideological framework for reasoning about language. It suggests that slang could exist in a language other than the slang speaker's original tongue.

According to Eble (1996) in Nasution, Karimah, Sitepu, Tryana & Kusumoriny (2021), slang is made up of colloquial words and expressions that are constantly changing. Speakers utilize slang to establish and reinforce their social identities within their group or in line with prevailing social trends. Because slang is made up of colloquial words and phrases that are constantly changing, it follows that slang is always present in conversation.

According to Allan and Burridge (2006), in Ardianta et al (2022), there are five distinct types of slang: fresh and creative, flippant, imitative, acronym, and clipping. The categories of slang can be viewed in the following ways.

1. Fresh and Creative

Slang languages can have updated vocabulary as well as new words that are smart, imaginative, and informal. Many of the terms are undoubtedly already well-known to us; they may even be slang terms, but we are unaware of it. This situation is specifically caused by their long history. Daddy is an example of new and creative slang. It is a phrase used to refer to men, particularly the elder ones.

2. Flippant

Slang terms are compound words made up of two or more words whose meanings are unrelated to one another. As an illustration, the definition of "break a leg" is "good luck." Wishing for good luck is a theatrical superstition that tempts fate. The slang terms itself derive from folk etymology, which used American actor John Wilkes Booth as an example. Booth killed President Abraham Lincoln by jumping onto the stage and breaking his legs. This dates to the 1930s and is said to be of English origin. It was used in the UK and the USA approximately in 1973.

3. Immitative

slang that combines two separate words to mimic normal English word usage. The example is the word ‘wanna’. It derives from the expression "wish to." Although it is not used in written English, this slang term is frequently used in spoken English.

4. Acronym

The kind of colloquialism where a word or group is constructed from its initial letter. As an illustration, consider LOL, an internet slang term that originated in the US in 1991 and stands for "Laughing Out Loud."

5. Clipping

The kind of slang that shortens words while maintaining meaning by removing some of its constituent components. Word cus, for instance, signifies that because. Although these words are frequently used in short form, clipping is not appropriate in formal settings.

Some researchers have conducted researches regarding the use of slang words in some fields such as social media, movie, and song lyrics. There is Pratiwi & Maghfira (2022) who have done a research about the use of English in slang on video content used by tiktok content creators. There is also a research of slang words used by Balinese generation Z in instagram communication conducted by Wedananta, Padmadewi, Artini & Budasi (2023). Firman, Indahyanti & Jusmaniar (2024) have also done an analysis of slang word found in OME TV, an online chat platform. A research of slang words used by live chat of Valkyrae livestream on youtube has also been conducted by Ardianta, Rajeg & Dewi (2022).

Beside the research in the fields of social media, there are also some researches of slang found in a song lyric, such as the research conducted by Siringoringo & Marpaung (2022) that analyze slang language in song lyric “Damn I Love You” by Agnes Monica and Siahaan, Herman & Purba (2021) that analyze Slang Word in Song Lyrics in ‘When We All Fall Asleep, Where Do We Go?’ album by Billie Eilish.

The researches regarding slang words have also been done in the field of movie and novel. The analysis of slang words used in “The Boss Baby” movie script has been done by Abidin (2021). Namira, Wardana & Geubrina (2024) have also done a research of slang words in *Free Guy* movie by Matt Lieberman. In the field of novel there is a research conducted by Nasution, Karimah, Sitepu, Tryana & Kusumoriny (2021) about slang words in Me, and Earl, and The Dying Girl novel.

Another research has also been conducted in the field of education. Lutfiana & Mafulah (2021) have done a research about the use of slang words in online learning context of EFL class.

Literarybase is one of the base or *autobase* accounts on the X platform (formerly twitter) which is quite widely used. According to Agoestin (2019) in Mardiana & Zi'ni (2020), *autobase* is a combination of the words "Automatic" and "Fanbase". *Autobase* is an account where people who have the same interests or interests gather to provide information or send messages (Riauan & Salsabila, 2022). It serves as a platform for followers of the account to send anonymous questions via Direct Message (DM). Through *Autobase*-based accounts, X users can send anonymous posts according to the type of base. For example, base accounts that discuss cats, beauty, food, music, movies, etc. There is also a special base for questions, where followers can ask about anything without restrictions. This *autobase* works by utilizing bots (Mardiana & Zi'ni, 2020).

Moreover, *autobase* also uses another term, namely *menfess* (mention confess). *Menfess* (mention confess) are messages sent to the base account via direct message (DM) which will then be uploaded automatically using the Bot service. This bot is useful for sending tweets or messages from direct messages anonymously, without revealing the sender's identity. This *autobase* account is useful for Twitter users who do not have many followers to convey their messages to many people, such as asking for advice or answers (Riauan & Salsabila, 2022).

Literarybase itself is one of the *autobase* accounts where the followers have a liking and interest in books and reading activities. They discuss topics about books and other kinds of literacy, such as book recommendations, opinions about books, and many more.

2. METHODS

This research uses a qualitative descriptive method with a case study research design. Bogdan and Taylor (1975: 5) in Yakin (2023) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be silent. The case study method is a type of research that in detail examines various aspects of a particular individual, group, or organization. In this study, researchers need to collect as much information as possible about the subject under study to provide a comprehensive understanding (Mulyana, 2018 as cited in Ratnaningtyas, et al., 2023). Descriptive analysis research is a form of research aimed at describing existing phenomena, both natural and man-made phenomena. The data obtained are in the form of words or pictures (Rusandi & Rusli, 2021). This research focuses on English slang terms used by X users in the @literarybase autobase account.

The research data studied is written data in the form of utterances contained in posts (utterances in the form of sentences uploaded by Twitter account users) in the literacy community on the X @literarybase account. The data in this study is in the form of vocabulary on the X @literarybase account.

There are several steps that researchers take when collecting data. The data collected are English slang vocabulary or terms used by X users. The data collection process was carried out by:

1. The researcher will observe the posts uploaded by @literarybase Twitter account users.
2. Whenever the researcher finds a relevant utterance or sentence, the utterance will be recorded in text form. The recording is done carefully to ensure that all relevant slang terms are well documented.
3. Once the data is collected, the researcher will analyze the content of the recorded utterances or sentences. Data in the form of English slang terms in specific contexts will be examined and recorded for further analysis.

4. The data will be categorized into several slang types according to Allan and Burridge (2006).

3. RESULTS AND DISCUSSION

In this section, the researcher provides a description of the data in order to clarify the analysis. The slang words to be analyzed are contained in sentences delivered by users of platform X who send messages or posts to the @literarybase account. The theoretical approach used refers to Allan & Burridge's (2006) theory to facilitate the identification and distinction between types of slang.

Table 1 Type of Slang Found in @literarybase

No.	Slang Words	Type of Slang	Meaning
1	Bookstagram	Fresh and Creative	A specialized term within the broader Instagram platform where users share content related to books
2	CR (Current Read)	Acronym	The book that an individual is currently reading at the moment
3	TBR (To-Be-Read)	Acronym	A list of books that a person plans or intends to read in the future
4	Shelfie	Fresh and Creative	A photo or selfie of your bookshelf
5	Reading slump	Flippant	A period of time in which you have difficulty picking up a book or you struggle with reading
6	Readathon	Fresh and Creative	An event where participants challenge themselves to read for an extended period of time
7	Binge-read	Fresh and Creative	Reading many of the books in a series in a row, and in a relatively short period of time.
8	Wrap-up	Fresh and Creative	A summary of the books you read in the previous month, which frequently includes star ratings for each book
9	Book hangover	Flippant	**A** book leaves you emotionally drained
10	BOTM (Book of The Month)	Acronym	A monthly membership service that allows users to pick books at discounted pricing
11	Buddy read	Flippant	An agreement to read the same book at the same time as someone else and can discuss it together later
12	Bookworm	Flippant	Someone who loves to read books and spends a significant amount of time immersed in literature
13	Book mail	Flippant	Books received via the mail
14	PB (Paperback)	Acronym	A book with softcover or paperboard cover
15	DNF (Did Not Finish)	Acronym	A book that a reader started but decided not to complete for various reasons

16	HC (Hardcover)	Acronym	A book with cover made from thick cardboard wrapped in cloth
17	WIP (Work in Progress)	Acronym	A book that researcher is currently working on
18	Cliffhanger	Fresh and Creative	When a book ends right in the middle of a dramatic scene, and you're left desperate to know what's going to happen
19	Book haul	Flippant	A display or video sharing books you received or purchased
20	Book hoarder	Flippant	A wonderful person who likes collecting, hoarding, or being surrounded by books at all times
21	Bookish fellow	Flippant	Someone who is deeply interested in books and reading
22	Floppy book	Flippant	A paperback book with soft, flexible covers and pages
23	Book nook	Flippant	A special reading spot
24	Book stack	Flippant	A stack of books and sometimes organized based on a theme, such as color, size, or genre
25	Ghost writer	Flippant	A professional writer who is hired to write a book or other literary work on behalf of someone else
26	Anon writer	Clipping	Anonymous writer, someone who write and share their work without revealing their true identity
27	TIA (Thanks in advance)	Acronym	To express gratitude in advance for assistance or responses in online discussions or forums.
28	Nder	Fresh and Creative	Stands for "sender", the user X who sends the message on the autobase account.

To provide clarity, the researcher offers explanations for each data point listed below:

Data 1

*"/lt What's a book on your **TBR** that you expect to be a 5 star read?"*

In that context, *"TBR"* stands for *"To Be Read"* which refers to a book that a person plans or intends to read in the future. The question invites people to talk about what book on their reading list they expect to be the one they rate 5 stars. This implies that they are looking forward to or believe that the book will be one of the best that they read.

The use of the abbreviation "TBR" allows for faster and more efficient delivery, so it belongs to the slang acronym type.

Data 2

*"Do you expecting that your partner are a **bookworm** too? Or a literature-enthusiast? 📚📜 /Lt"*

"*Bookworm"* slang refers to someone who loves reading books and spends a lot of time immersed in literature. In the post a bove, one of @literarybase's followers asked other followers if they would like to have a bookworm partner.

The term *"bookworm"* belongs to the flippant slang type because it is made up of two words whose meanings are not interconnected.

Data 3

"/lt aku lagi di fase reading slump 🫠"

In that context, *"reading slump"* refers to a period of time in which you have difficulty picking up a book or you struggle with reading or a period where one experiences a decline in interest or motivation in reading books. The term belongs to the flippant type as it is used casually and informally in everyday conversations on social media such as Twitter. It does not describe a very serious or scientifically technical condition, but rather feels more like a light-hearted expression used to express that one is having a hard time reading a book or finding an interesting book.

The slang belongs to the flippant type because it consists of two or more words whose meanings are not related to each other.

Data 4

*"Just finished Discretion by Karina Halle. Kesel banget sama **cliffhanger** ending 🤩"*

In the utterence above, *"cliffhanger"* refers to a cliffhanger ending in the book "Discretion" by Karina Halle. The term describes a moment where the reader is left in great suspense or confusion, as the story is not finished and expects a continuation or further explanation in the next chapter or book.

Cliffhanger belongs to the fresh and creative slang type because although the term may be widely known, its use is still relevant and can create a strong image in the reader's mind.

Data 5

*"guys..... bedain ghost writer sama **anon writer** ya..... penulis yg pake nama pena & ngga tampil di publik tuh disebutnya anon writer... bukan ghost writer.... aduh ini lama2 misleading bisa2 nama penulisnya ikut jelek looohh :(yuk jgn malu cari tau istilah baru yg kamu belum paham artinyaa /lt"*

In this context, "anon" refers to "anonymous writers" or writers who choose to remain anonymous.

The term falls under the "clipping" type of slang because "anon" is an abbreviation or simplification of "anonymous writer," where only the essential parts of the phrase are retained for ease of use in everyday conversation on platforms like Twitter.

4. CONCLUSION

According to the data above, user X who follows the @literarybase account uses four types of slang out of the five types of slang theorized by Allan & Burridge (2006), which are Fresh and Creative, Flippant, Acronym, and Clipping. There are 7 fresh and creative slang types, 12 flippant slang types, 8 data with acronym slang types, and 1 clipping slang type found randomly in this study. The most widely used slang types are flippant and acronym. The findings reveal the diverse ways in which slang is used by users to communicate and engage in discussions related to literature and reading activities. In addition, this study highlights the prevalence of slang on online platforms and its role in shaping digital discourse and community interaction. This research contributes to the understanding of slang use in the context of contemporary digital communication, highlighting its linguistic features and social functions in specific online communities.

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The Implementation of Content and Language Integrated Learning (CLIL) in Improving Students' Speaking Skills

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Content and Language Integrated learning is one of the teaching approaches which integrates both the content material of non-English subjects and English Skills. It is used in bilingual learning, so that CLIL is not only used to achieve learning objectives but also improve language and communication competences, especially speaking skills. This research purposed to prove that CLIL also can be used to teach English and improve the students' Speaking skills. This research was conducted to find out how the teacher implements CLIL in improving the students' speaking skills and the challenges faced in its implementation in the classroom. This research used descriptive qualitative method and the participant was one English teacher who implemented CLIL in teaching English in MAN 3 Banjarmasin. The data were collected by using observation and interview. The result of the research was revealed that the teacher implemented CLIL chose the material based on the syllabus and additional resources taken from internet, the teacher had tried to communicate using English during the lesson but still adjusted to the ability of the students in learning activities, and then, designed assessment by practicing oral test. Next, created the learning activities by asking the students to make their own dialogues and practice it when the dialogue was ready
Keywords: CLIL, Improving, Speaking Skill, Learning Approach.

1. INTRODUCTION

English as it is commonly known, is an international language that is widely used as the main language in several countries, even one of the mandatory general subjects that accompany students from elementary school to university level. Within Indonesia itself, it is a foreign language that is used as one of the subjects that must be in every curriculum. This is because English is a language that has an important role in almost all aspects of life, especially in communicating with other people in many ways and in all aspects including in terms of education. The importance of mastering English is supported by the existence of compulsory English subjects that are offered starting from elementary school and continuing until higher education. Learning English for some people can be very challenging, because there are various language skills that need to be built up, including speaking, listening, reading, and writing, which certainly have differences with the daily language used. Hadi (2017) mentioned that the two primary domains of language skills are language competence and performance, which refer to comprehension and appropriate use of language in oral and writing communication. Realizing the importance of language skills, which in this study is focused on speaking skills, teachers are able to use several approaches and methods of learning in the classroom. There were many learning methods and approaches that teachers can apply to help students in improving their speaking skills and in achieving learning objectives, one of which is CLIL which stands for Content and Language Integrated Learning. CLIL is basically a language learning approach by integrating language and content materials that aim to develop language competence and communication competence. There are 4C components in CLIL, namely *content*,

communication, cognition, and culture. English subjects have learning outcome targets as same as the 4C component of CLIL, namely learners can use their language skills in English to communicate according to the situation and purpose, learners are also expected to explore various materials taught in a variety of topics including social issues and cultural contexts

2. METHOD

The research was carried out using descriptive qualitative research method. According to Ary (2010), qualitative research looks on the importance of interactions, activities, situations, and resources. Additionally, according to Ary (2010), descriptive data in qualitative research refers to information that the researcher uses to explain study findings. This information can take the form of quotes from documents, field notes, interviews, or snippets from audio, video, or electronic communications. The experiences and viewpoints of the participants make up the collected data. In summary, qualitative research is a research methodology that aims to investigate, explore, and examine a study problem. In addition to looking for solutions to these issues based on data results. Creswell (2009) states that qualitative research is a means of examining and understanding the significance that people or groups ascribe to a social or human circumstance. Descriptive qualitative method are quantifiable, real, and extremely accurate research methods. The research findings are presented in great detail and are subsequently supplied in the form of research reports. This data research was collected through interview and observation with one English teacher as a participant from MAN 3 Banjarmasin. The teacher is a teacher who implements the CLIL learning approach in teaching and learning activities and in helping students improve their speaking skills.

3. FINDINGS

In collecting data to answer how the teacher implements this approach in teaching and learning activities, this research refers to Setianingsih (2017) regarding what needs to be considered in implementing CLIL. The researcher combined the results of the interview and observation data collection. Several things that should be considered in the implementation of CLIL in classroom learning, namely (a) choosing appropriate materials, (b) using language as a means of communication, (c) creating appropriate learning activities, and also (d) designing suitable assessment instruments. CLIL has a framework called 4C, namely *content, cognition, communication, and culture.* The combination of CLIL's framework with things that should be considered in the implementation of CLIL are expected to help students understand the learning materials better while also practicing the language skills.

3.1 Choosing Appropriate Materials

The use of material (content) during learning activities, the teacher used materials are regulated by the Ministry of Education and Culture combined with language skills, which in this study are focused on speaking skills. As said by the teacher:

"The existing material from the curriculum itself is very good and supports students' language skills. It's just up to us as teachers how to develop it so that it can be understood by students"

In this framework related to the content, the teacher also tried to find additional subject matter such as through YouTube, as well as provide important explanations through

PowerPoints in order to provide material more simply to students. Thus, the learning objectives can be achieved well.

In cognition, the teacher provided exercises related to the students' understanding on the material that has been learned. In providing these exercises, the teacher tried to give students time to prepare them so that they could review the material. The teacher provided the exercises that would be carried out in an oral exam, which is intended so that the students could describe their understanding of the material and got used to speaking using the target language (English language).

*"In the understanding part **(cognition)**, for example, we ask whether this material is easy or difficult, where are the obstacles, or for example in narrative text material, we usually repeat the previous material at the beginning, what is remembered and known about narrative text so that their understanding is not lost."*

There are two materials that require the students' good understanding during the oral exams, namely Analytical Exposition and Simple Present Tense. It is said that the need for good understanding is because English itself is not our first language, which is natural if the students need to be given time to learn the material again and practice how to speak well and correctly through the target language.

Next, the communication section. Communication in CLIL is the use of full English or mostly as a tool for interaction in the classroom. In this case, the language target is to learn English well because English is not the students' first language. Therefore, here the teacher tried to use English and provides many opportunities for the students to practice Speaking skills.

But according to the teacher herself, using English in the classroom had its own challenges. As the teacher said:

"Communicating using English in the classroom is not that easy, maybe only some of students immediately understand what I mean. Therefore, I try to speak with vocabulary that they can understand and the meaning of my sentences can be conveyed well to students."

Furthermore, in the culture section. What is meant by culture here were related to the local content of the surrounding environment related to the topics that are in the students living area. so that it can increase students' understanding of themselves and other and can keep the attitude of care and responsibility emerges. In this case, the teacher gave the students the opportunities to learn culture from the defined material on several occasions. The teacher slipped in questions that stimulated the students to answer according to their personal experiences, as the teacher explained that:

"At the beginning of learning after the holiday, I tried to ask what they had done during the holidays, but due to limited vocabulary, most students only answered to the point with one word that they thought could represent their vacation activities, such as sleeping, traveling, and others."

3.2 Using Language as A Means of Communication

It is explained that the use of language is a means of communicating in the classroom. Therefore, it is expected that teachers can facilitate the use of language in the classroom as an effort to train students' speaking skills.

The researcher found that the teacher tried to maximize the use of English during the lesson as she explained that she usually used English but also adjusts to the ability of the students in the class, the teacher said.

"If the students in that class have a good ability and knowledge of English then the use of English in the class will be more, but if the ability of the students is somewhat less, then, there will be less use of English, because if I teach by using a lot of English in a class that has less ability, then I have to explain twice, first in English and then translate again into our language."

Furthermore, the teacher added that:
"Even though the material taught in English, maybe at the beginning or at the end we can use English in brief interactions, or when giving sparking questions, but when explaining the material almost entirely in Indonesian, because if it is explained fully in English, the students do not understand, while with the explanation using Indonesian alone students need time to digest what we explain."

During the lesson itself, the teacher explained that the students responded well when the teacher interacted with them using English, as the teacher said:

"Some of students gave a positive response because they understood, but there were also those who because they did not know, so they did not give any response. Because, actually from what I observed, actually these students want to be able to speak English but they don't know the vocabulary and are less enthusiastic during the lesson."

3.3 Creating Appropriate Learning Activities

This section explained how the teacher designed learning activities in the classroom, so that students can understand the material well and also can improve their language skills. The teacher tried to do different activities during learning, but of course it was adjusted to the learning material at the meeting, such as asking the students to make a dialogue related to material in which there had to be an argument sentence and also asking them to practice it when the dialogue was ready. In this case, according to the teacher, it could increase understanding of the material being studied, as according to the teacher:

"Asking students to create a dialog that contains an argument can improve students' understanding of the material better. Because they find out for themselves about what is discussed in the material."
Furthermore, in speaking exercises that the teacher tried to give to the students are such as presentations, giving comments on the video lessons shown, giving conclusions, or also as simple as permission to leave the class using English, as stated by the teacher:

"If the strategy might be like asking questions in English, practicing dialogue, presentations, giving students a video show and then asking them to comment on it in English which is about practicing speaking skills, also imposing class rules such as permission to leave the class in English."

3.4 Designing Suitable Assessment Instruments

In determining the method of assessment, of course, the teacher referred to the process of designing evaluation instruments that are suitable for measuring student understanding and student development in student language skills. In this case, the researcher found that the teacher assessed some materials by conducting oral exams. The teacher explained that by conducting this oral exam, he hoped that the students could practice their speaking skills and also, they would understand the material more deeply.

The reason for the oral exam that was held taking some of these materials as a result of interviews with the teacher is:

"Introduction is related to their vocabulary, which starts with simple things, how they master grammar, such as simple present tense. Then the second, related to translation also goes into their knowledge of vocabulary. Then the third, knowing their understanding of the material. Finally, assessing their writing, in the present tense, whether they remember the pattern, are able to change the sentence according to the formula, or whether they still need to be guided, and for analytical exposition it goes into their understanding of a text. About the structure of the text, the sentences used, how many arguments there are in the text."

As for the speaking assessment itself, the teacher said that:

"If for the speaking assessment it is like the ones that often exist too, such as fluency how many percent, pronunciation how many percent, which is like most teachers used too"

4. DISCUSSION

After analyzing the whole of finding results, it was found that the teacher expressed the opinion that the implementation of CLIL could support learning activities and helped them in improving the speaking skills, the better improvements due by implementing the 4C framework in CLIL had helped to achieve learning objectives. CLIL itself was a learning approach that is often used in bilingual learning, such as in math, physics, tourism classes which the delivery of the material uses the target language. in this study, the material taught in English and is also delivered in English. In providing material during the lesson, of course, it could not use English as a whole, but still try to use it optimally. Because English itself is not the first language for students, nor the teacher herself. Therefore, in its implementation, there are several things that the teacher must pay attention to, as discussed in the previous point. By paying attention to these things and combined with the CLIL framework itself, there are several things that can be described:

4.1 Choosing Appropriate Materials

From the obtained, the teacher attempted several activities to practice speaking skills during teaching and learning activities so that students could understand the material better, where the teacher interacted a lot by English. This is in line with what is intended by the CLIL approach. This is in line with Genesee (2003) who states CLIL is a bilingual content-driven methodology where mastery of academic objectives is considered as essential as the proficiency in the target language.

4.2 The Language Used

Teachers also provided the examples of good language skills to the students, such as giving sparking questions in English, and also guiding students to speak in English. This is in line with David and Beadle (2014) which states that CLIL increases the opportunities for language learning and practice without increasing the curriculum time and specialist language teacher time allocated to language learning.

In terms of the use of English in the classroom, it can be said that teachers did not use it too much. It was more used when interacting and instructing something to the students than when explaining the material. As the results of interviews and observations that have been made, in one class there are several different abilities of students. This makes it difficult for the teacher to speak English with many, as the teacher stated during the interview: *"when teaching in a class where the students' English proficiency is less, it will be difficult to speak a lot in English, because I have to explain twice"*.

This finding is in accordance with the purpose of *communication* in the 4C framework of CLIL. As according to Coyle (2008), it is a tool of communication in teaching and learning activities, so that teachers interact with students using the target language in the lesson. In this section, the teacher also added that the students are getting used to the use of English in learning activities. So that, the students could gradually pronounce vocabulary and short sentences in English.

4.3 Creating Appropriate Learning Activities

For the students who have deeper understanding, the teacher also created varied teaching and learning activities in the classroom, but without being separated from the existing material and there are activities that can improve students' language skills, one of which is speaking skills. Finally, the teacher made the appropriate assessment aspects related to the students' language skills and the students could understand the material that has been taught.

The teacher conducted oral tests where the schedules had been arranged and announced in advance so that they could study the material to be tested and prepare well. This is done to determine the development of students individually and to conduct learning activities that can help students develop their language skills.

With activities that are in accordance with learning, students become more integrated with the existing material because of activities that support learning objectives. for example, there are material presentation activities both individually and in groups, practice making and practicing dialogues, story-telling, reading news, and other activities. this is in line with research from Muhammad Qurays (2023) with the title "Applying Content and Language Integrated Learning (CLIL) to Improve Students' English Speaking Skills". The findings showed a significant difference in the experimental speaking group. The learners feel enjoyed during learning, and they can increase their knowledge and improve their speaking skills with appropriate activities during learning.

4.4 Designing Suitable Assessment Instruments

Teachers must pay attention to making assessments that are in accordance with the objectives of learning. Based on the observations and interviews that had been conducted, the teacher had conducted oral tests with some predetermined material, to help the students understood the materials more deeply and helped the students improved their language skills, especially in speaking skills. This is in line with Spratt (2012) who explains that the purpose of CLIL is to improve students' knowledge and language skills in a subject by using the target language in the classroom.

The teacher also explained that she took grades after completing a chapter from the book, which aimed to allow the students to revisit the lessons that had been taught and understood them better. As explained by Bachman (1990), assessment has a great influence in knowing the extent of students' understanding of the material that has been given.

This is in accordance with Brown's (2004) explanation that assessment is a continuous process that covers a far larger range of topics. Then, based on the findings, the teacher scheduled the oral test time is also in accordance with Brown (2004) who categorizes assessment into several parts, there are: (a) formal assessment and (b) formative assessment, which based on the interviews the teacher had been carried out the purpose of this test is to find out students' understanding of the material that has been taught, By this way, the teacher conducted discussions, questions and answers, students' understanding of the material, and introduction; (c) summative assessment, in this case, the teacher conducted it after completing some material and chose the materials such as introduction, simple present tense, and analytical exposition as the test material.

5. CONCLUSIONS

CLIL is a learning approach that can be applied in any subject using the target language, so that, when they teacher implemented it in the classroom, the learning objectives and the material could be mastered and language skills improved, too. Based on the results of the research, in the implementation of learning in the classroom, the content referred to in this study is English subject matter that is also taught in English. The teacher implemented the things that must be considered by herself before implementing the CLIL approach and combined with the framework. The teacher had also ensured that the students could understand the material well by conducting varied learning activities and including practices to hone their language skills and their confident. CLIL is one of the good learning approaches to help improve students' speaking skills because there is communication that uses English as a tool to communicate in the classroom.

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Analizing The Errors of English Translation in Newspaper

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Undoubtedly, as individuals, no one can escape the occurrence of errors. Includes the task of converting words or phrases, particularly in the context of newspapers. Not all newspaper writers possess fluency in English. It is normal for the writer to make errors in the newspaper. This study focuses on investigating the Radar Bone Newspaper. This study employs a qualitative methodology, utilizing observation and interview as the instruments. The researcher selected the Director of Radar Bone as the individual from whom information was requested. The data and its source are derived from two distinct sources. The first refers to newspapers that have errors in English translation. The second piece of information is derived from direct talks with The Director of Radar Bone. The investigation revealed that there were a total of 10 errors in the English translation of articles published in the Radar Bone newspaper over the course of one week. All the errors categorized as miscellaneous error. The researcher identified other factors contributing to the occurrence of the error, such as typographical errors, the misconception that English is easy, familiarity or lack thereof with certain English words, lack of educational background in English, and lack of English writing instruction.

Keywords: error; English translation; newspaper.

1. INTRODUCTION

Translation is the act of transforming the meaning of a text into another language in conformity with what the author intended in the text. Translation can bring people who speak different languages together. They can understand whatever text they read after having it translated. Translation is vital since it is a kind of communication. However, there are numerous occurrences of translation blunders, particularly in newspapers. If there are translation problems, the true message of the text is not conveyed effectively. There could be a misunderstanding. One of the goals of the translating activity is to promote multilingual cross-cultural contact among people. Translation required not simply word-for-word substitution, but also a cultural grasp of how individuals in various countries thought. This approach allows us to distinguish between the ethnographical-semantic method and the dynamic equivalent method (Zakhir, 2009).

Translation has become increasingly important in facilitating communication between nations speaking various languages. The twentieth century has been defined as the "age of reproduction" or translation. The ability to translate effectively is not an innate skill; rather, it is acquired through a sequence of encounters in formal educational settings or other scenarios. Every translation is a modification to the original text; it transfers the message from the original text to the target language. However, such a process needs to be clearly recognized, not only as transference from one linguistic aspect to another, but also as connection between two languages (Tisgam, 2009).

According to Nida and Taber (1982), translating consists of replicating in the language of the receptor the closest natural aquivalent of the source-language communication, first in terms of meaning and then in terms of style. Writing something by using English translation can be used if we understand how to translate English. But, there are still many people who do not know how to translate English well. Therefore, many

people who do wrong translation. Someone's translating skills effected by practice, aptitude, skill, and big interest.

Newspaper is printed publication, issued, daily or weekly with news, advertisement etc (Oxford, 2008). If the writers already know how to translate English well, the writers can make a writing and publish it in the newspaper. Everyone can read the writing. It is a good news, because everyone can read what our brain thinking about. In additional, we have to know which one is the good translation and which one is the error translation. Does not rule out the possibility, there is the error English translation, especially in the newspaper. The failure of the translator does not mean he is not mastering the source language, but it is because he is not mastering the target language with good grammatical. Furthermore, faults in translation affect the quality of the final output and the degree of miscomprehension by the reader (Ardeshiri, 2014). In this case, the researcher chose Radar Bone Newspaper as the object of the research because Radar Bone is the most famous in town.

2. LITERATURE REVIEW

Some key skills are required when learning English. The most vital skills are listening, speaking, reading, and writing. However, there is another key ability in learning English that we appear to overlook: translation (Patha 2013). Translation ability is a fundamental talent in English. To understand English writings well, one must be able to translate or at least master the translating talent. Because there are so many languages spoken around the world, translation is one of the tools that individuals use to improve their understanding of other languages. Because there are so many cultures and ideas shared in the world, Indonesians must learn different languages, one of which is English. In order to discuss ideas with people from other nations, Indonesians must be fluent in both spoken and written English. However, the majority of Indonesians do not speak English. That is why Indonesians must start learning English from the beginning.

One of the issues with translation is that a translator may not always be able to communicate messages accurately. Translation is a complex skill. A translator must interpret a source material and then translate it into another language while retaining the content, style, and intent of the source text. This takes skill in both other languages and the native tongue, as well as specialised and cultural knowledge. However, at the primary level, simple words with little specialised or cultural information are frequently utilised because effectively translating source materials semantically and grammatically is the first move in many translation courses.

The frequency of translation errors while translating from Indonesian to English is higher than when translating from English into Indonesian. One belief is that translation needs a translator to be fluent in both the source and target languages. Many students struggle to accurately translate Indonesian literature into English due to poor second language skills (Wongranu, 2015).

According to Peter Newmark, translation is a craft that involves attempting to replace a written message or statement in one language with the same message or statement in another. Each activity involves some type of loss, which can occur owing to a variety of circumstances. It creates a constant conflict, dialectic, and argument based on the claims of each language (Newmark, 2001).

Translation is a communication technique that aims to transfer knowledge from the original to the foreign reader. It is made feasible by the equivalent of a thought hidden behind its various spoken manifestations. It is also regarded as the process by which a message presented in a certain source language is linguistically altered so that readers of the target language can understand it (Tisgam, 2009).

Translation is the expression in a different language (target language) of what has previously been articulated in another language (source language), while maintaining semantic and stylistic equivalents. Shifting from one language to another means changing the forms. Furthermore, the conflicting forms transmit meanings that may not completely correspond. There is no absolute between terms in languages (Bell, 1993). According to Newmark (2017), "there will be no global communication without translation". Translating a sentence can be difficult. It should convey the context intended by the original language and have the same meaning.

According to Jahanshahi (2015), the translation process is divided into three stages: understanding the text, translating the text, and improving the translation. In the first stage, the translator understands the overall content of the text, emphasizing the text of each text. Each word is examined in terms of its meaning, as a word can have multiple interpretations based on its position in the sentence or paragraph structure of the text. After carefully reviewing the material and understanding the meaning, the following step is to translate it into the target language so that the message can be presented correctly.

The final stage is an improved translation result called "latch" or "smoothing". A translation error is something that is very complicated and difficult to define and identify. Viewed from the standpoint of equivalence, translation errors can be considered as non-equivalence between source text and target text, or non-adequacy of the target text.

According to Pattanapong Wongranu (2016), the types of error English translation are: *syntactic error* (countability, determiners, tense, preposition, punctuation, form, part of speech, ellipsis, voice, relative clauses, agreement, serial verbs, word order, pronoun references, fragments, double verbs, noun clauses, double subject, parallelism), *semantic error* (by using dictionary, sometimes people chose incorrect words when translating), *misscellaneous error* (which consisted of misspelling, under-translation, and unnatural translation), next, under-translation error, where people did not translate important words or phrases. last, *unnatural translation*. it refers to a translation that does not sound correct in English.

For the causes, Pattanapong Wongranu (2016) stated that the learner's errors come from several possible sources, they are: i*nterlingual transfer* (caused by interference or interference from the first language), *intralingual transfer* (caused by the target language that the learners are learning), *context of learning* (caused by the absence of a tutor in a learner process), *communicative startegy*.

3. RESEARCH METHOD

The method applies in writing this research is qualitative method which aims to analyze the error of English translation in newspaper. Qualitative method is concerned with the amount or number of something rather than how good it is (Oxford, 2008). This research takes place in Watampone. The instrument of this research used observation and interview. Observation is a strategy that can be utilized when data cannot be acquired through other sources, or those collected through other means are of little value or difficult to validate (Hancock, 2009). This research took three weeks. For observation, the researcher uses a week. For the first week, the researcher collects the newspapers, especially Radar Bone. Radar Bone is published in Monday until Saturday in every week. Six days a week, for one kind of newspaper. As long as that time, the researcher always goes to the library to look for the newspapers. Not all the newspapers that the researcher takes. The researcher focused to the English words in the newspaper and find out the errors of English translation. After that, in the second week, the researcher focused to analyzing the error of English translation. The third week, the researcher goes to the newspapers produce building.

The next instrument is interview. The interview takes form of semi-structured interview which contained questions asking for the information to The Director of Radar Bone. (e.g., educational background and whether or not they had learnt about English). The qualitative data analysis used in this study is from Miles and Huberman (1994). The approach is known as 'transcendental realism,' and its primary components are data reduction, data display, drawing and validating findings, all of which interact throughout the study, as seen in the frame above.

4. FINDING AND DISCUSSION

4.1 The Types of The Error of English Translation in Newspaper

4.1.1 Miscellaneous error. A miscellaneous error in translation is one that does not fit well into a certain category or is difficult to identify. It could cover a wide range of concerns, including: Inconsistencies in vocabulary and style, ambiguities in the translation make the message ambiguous, incorrect formatting or layout, mistakes in punctuation and capitalization, problems with reading and cohesiveness, localization issues, such as utilizing expressions that are not well known in the target culture, errors due to misreading of the original text.

In this case, miscellaneous error is other error that could not be categorized into syntactic error or semantic error. There are three kinds happened in this type; misspelling, under-translation, and unnatural translation. Sometimes the writer of the newspaper did not write English words carefully. Although just one letter missing or one letter incorrect, it means error. It will make another meaning also.

These errors can still affect the quality and accuracy of the translation and should be addressed during the revision and editing process.

4.2 The Causes of The Error of English Translation in Newspaper

When the researcher interviewed The Director of Radar Bone, The Director said that the causes of errors in Radar Bone newspaper are :

a. Mistyping. This type of error happens when the writers rush to complete his writing. So the writers did not pay attention to the good spelling and writing.
b. Think English is really easy. This is a common error because the writers think poorly in writing English words. Errors in simple words are the problematic aspects of learners.
c. Familiar with those English words, so they did not write those English words carefully.
d. Not familiar with those English words. A writer may not be familiar with a lexical, terminological or phraseological unit.
e. English is not their educational background. Lot of writers who are from non-English major. Because there is no provision major in writing in the newspaper.
f. There is no training in writing English. Translation is a difficult task since it involves more than just substituting words from one language into another, but also transferring the meaning and sense that the writer want to express in the most natural way. Therefore, it is necessary to carefully train prospective translators in order to develop excellent translators and writers.

In Radar Bone newspaper, all of the cause of English translation errors are Interlingual Transfer. Interlingual transfer is facilitated by interference from the first language. This blunder typically arises in the early phases of language learning, when learners are unfamiliar with the grammar.

5. CONCLUSION

Based on the result of data analysis and discussion in the previous chapter, the researcher concludes that in this research all of the types of errors of English translation that happen in Radar Bone newspaper is miscellaneous error. There are 10 errors English translation in Radar Bone newspaper in a week. In this research, the causes of errors are mistyping, think English is really easy, familiar with those English words, so they do not write those English words carefully and English is not their educational background. About the causes, there is nothing intralingual transfer, context of learning and communicative strategy causes. All about interlingual transfer as the causes of the errors in the newspaper found.

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Teaching English for Elementary Schools through Songs

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The integration of music and technology into language instruction offers a dynamic and effective approach to language learning. This paper discusses the benefits of using songs as a teaching tool in English language instruction for elementary school students. The use of songs and technology in language instruction has both been shown to have significant benefits for language learning, and it is important for educators to consider the profound impact that music can have on the learning process and how it can contribute to creating a more inclusive and engaging learning environment for all students. Additionally, the accessibility and availability of song lyrics, audio recordings, and relevant instructional materials should be considered to facilitate the implementation of music-based language activities in research settings.

Keywords: English Language Teaching, Elementary Schools, Songs, Language Instructional

1. INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has become increasingly important (Balla, 2016). English has become the lingua franca of commerce, tourism, and international communication. People from all over the world are learning English for various reasons. Some individuals plan to study or work abroad, while others simply want to be able to understand and enjoy English songs and media. Teaching English through songs has been recognized as an effective and engaging method for elementary school students. Using songs as a tool for teaching English to elementary school students has numerous benefits. Firstly, using songs in the classroom can capture the attention and interest of young learners (Kemma, 2020). Songs are inherently captivating and enjoyable, making the learning process more engaging and interactive. Furthermore, songs provide opportunities for repetition, which is crucial for language acquisition. Repetition helps students practice the sounds and structures of the English language, enabling them to develop a better understanding and fluency (Kumar et al., 2022). Additionally, songs can aid in the development of listening skills as students focus on understanding the lyrics and melodies. Moreover, songs can also assist in the development of language association and assimilation skills (Kemma, 2020).

2. DISCUSSION

English language acquisition plays a crucial role in the education of elementary students (Calderón et al., 2011). It not only allows them to communicate effectively in an increasingly globalized world, but also helps them develop important cognitive and linguistic skills (Importance of English Language in Education, 2023). Furthermore, learning English as a second language can open up a world of opportunities for these young learners, both academically and professionally. By providing elementary students with the opportunity to learn English as a second language, we are equipping them with a valuable

tool that can help them succeed in their future education and careers (Admin, 2020). Additionally, teaching English as a second language to elementary students allows for greater inclusive and integration within the school community. It helps foster a sense of belonging and acceptance among students from diverse linguistic backgrounds. By teaching English as a second language to elementary students, we are promoting cultural competency and creating a more inclusive learning environment (Islam, 2023). By providing adequate English as a Second Language instruction, elementary schools can support the language development and academic success of English learners. Furthermore, early exposure to English as a second language can facilitate a seamless transition into higher education and the workforce, as many universities and employers require proficiency in the English language.

2.1. Overview of using songs as a teaching tool in language learning

Using songs in language learning offers numerous benefits. It helps to capture the attention and excitement of learners, promotes repetition for practicing sounds and structures, enhances listening skills, facilitates language association and assimilation skills, develops phonological skills, and creates a relaxed and enjoyable learning atmosphere (Kumar et al., 2022). Furthermore, songs provide language practice opportunities through repetition and help learners develop a deeper understanding of the language's cultural context. They can also serve as a memorable and engaging way to learn vocabulary, grammar, and pronunciation (Maniam et al., 2020). English learners face unique challenges in the education system, particularly in elementary and high school settings (Calderón et al., 2011). Some of these challenges include limited English as a Second Language instruction, inadequate preparation of general education teachers to support English learners, and grouping English learners with diverse skill levels together without addressing individual needs (Short & Echevarría, 2005). Based on the sources provided, it is clear that addressing the needs of English learners in schools is crucial for their academic success. Effective instruction and comprehensive reform models, along with components such as school structures and leadership, language and literacy instruction, integration of language and content, cooperative learning, professional development, parent and family support teams, tutoring, and monitoring implementation and outcomes are essential in providing quality education to English learners (Liggett, 2010). Using the sources provided, schools can enhance their programming to better support English language learners. By utilizing the sources provided, schools can improve their programming to effectively support English language learners and ensure their academic success (Calderón et al., 2011). Therefore, it is important for schools to prioritize instruction that meets the specific needs of English learners and implement comprehensive reform models that address various aspects of language learning, such as providing adequate language instruction and support, integrating language and content learning, incorporating cooperative learning strategies, offering professional development for teachers, involving parents and families in the educational process, and monitoring the implementation and outcomes of these initiatives (Kumar et al., 2022).

2.2. The Role of Songs in Language Acquisition

Songs play a significant role in language acquisition for elementary school students learning English as a second language (Kumar et al., 2022). They provide a context for language learning and help students internalize vocabulary, grammar, and pronunciation in a meaningful way. Songs offer a natural and enjoyable way for students to practice and reinforce what they have learned in the classroom. This is accomplished through repeated exposure to target language structures, vocabulary, and pronunciation patterns. The implementation of songs in the language learning process helps students to internalize language more effectively as they are exposed to natural, interesting language through the lyrics. Additionally, songs contribute to the development of critical language skills such as listening comprehension, phonological awareness, and language production (Kemma, 2020).

2.3. The Three Stages of Implementing Songs in Teaching English

The implementation of songs in teaching English for elementary school students typically involves three stages: preparation, core activity, and follow-up (Kumar et al., 2022). In the preparation stage, the teacher selects a suitable song that aligns with the learning objectives and interests of the students. The teacher may provide pre-teaching activities such as introducing vocabulary, discussing the song's theme, or activating prior knowledge to prepare students for the song. During the core activity stage, students engage actively with the song by listening to or watching a video of the song, singing along, and participating in related language activities. The teacher can incorporate various activities such as gap-filling exercises, matching lyrics with pictures, or discussing the meaning of certain lines in the song (Kemma, 2020). These activities serve to reinforce language learning and engagement with the song. In the follow-up stage, the teacher provides post-activity tasks to consolidate and extend students' learning. These tasks can include writing a reflection on the song, creating a new verse or chorus, or even performing the song in front of their classmates. By incorporating songs into the English language curriculum for elementary school students, teachers can create a dynamic and engaging learning experience (Kumar et al., 2022). This approach not only helps students internalize vocabulary, grammar, and pronunciation in a meaningful way, but also enhances their overall language skills and provides an enjoyable learning atmosphere. The implementation of songs in teaching English for elementary school students is highly beneficial. Using songs in the language learning process can effectively support language acquisition. Songs contribute to the development of critical language skills such as listening comprehension, phonological awareness, and language production (Kemma, 2020). Songs can help improve listening comprehension as they provide learners with opportunities to practice listening to natural, authentic language in a musical context (Kumar et al., 2022).

2.4. Benefits of Using Songs in Teaching English for Elementary School Students

There are several benefits benefits of using songs in teaching English for elementary school students. Firstly, songs capture students' attention and provide a fun and exciting learning experience. Secondly, songs offer opportunities for repetition, which is crucial for language acquisition. Lastly, songs create a rich language environment where meaningful communication takes place, allowing students to develop basic interactive skills necessary for life (Shen, 2009). Using songs as a teaching tool in English language instruction for elementary school students offers numerous benefits. It helps to capture students' attention and keeps them engaged in the learning process. Furthermore, songs provide ample opportunities for repetition, allowing students to practice and internalize vocabulary,

grammar, and pronunciation. Lastly, incorporating songs into the curriculum creates a vibrant and enjoyable learning atmosphere, making the language learning experience more meaningful and memorable for students.

While using songs to teach English to elementary school students has its benefits, it is important to consider the potential drawbacks of this approach. Some educators argue that relying too heavily on songs may limit students' exposure to other important language learning activities (Tegge, 2018). When songs become the primary method of instruction, students may not be adequately challenged to practice other language skills such as reading, writing, and speaking. (Legak & Wahi, 2020). Additionally, some critics of using songs in language learning argue that not all students may have a natural affinity for music or may not find songs as enjoyable as others. This could lead to disengagement for those students who do not connect with the musical aspect of language learning (Engh, 2013).

Another concern raised by critics is the potential limitation of song lyrics in providing comprehensive language input. While songs may expose students to vocabulary and pronunciation, they may not necessarily cover the full range of language structures and functional language that students need to navigate real-life communication scenarios (Jolly, 1975). This could lead to a gap in students' language proficiency, particularly in formal or academic language use.

Furthermore, some educators argue that an over reliance on songs may lead to a lack of variety and differentiation in the classroom. Students with diverse learning styles and preferences may not all benefit equally from a song-centered approach, and teachers may struggle to provide tailored support for each student's individual needs (Messiou et al., 2016).

It is important to consider these opposing views when determining the most effective and balanced approach to teaching English to elementary school students. While songs can be a valuable tool for language acquisition, they should be considered as part of a holistic and varied language learning curriculum that addresses the diverse needs and preferences of all students.

By using songs and music in language learning, educators can create an environment where learners have opportunities to practice the target language through repetition and develop essential skills such as listening, language association, assimilation, and phonological skills (Shen, 2009). This can contribute to a more enjoyable and effective learning experience for students. Overall, the use of music and songs in teaching English can benefit learners by capturing their attention, keeping them excited for learning, providing repetition practice, developing listening skills, promoting language association and assimilation skills, enhancing phonological skills, and creating a relaxed and enjoyable learning atmosphere (Manivannan, 2006). In the field of language learning, there has been a shift towards considering multiple language skills and authentic learning environments (Hwang & Fu, 2018). Therefore, integrating technology into language instruction can be highly beneficial (Ghanizadeh et al., 2015). Utilizing technology in language instruction has been found to have positive effects on language learning outcomes. It can enhance students' listening, writing, speaking, and reading skills, as well as improve sub-skills such as grammar and vocabulary learning. Furthermore, technology can foster problem-solving, critical thinking, and collaborative work, which are essential skills for success in the 21st century. By incorporating technology and games into language classrooms, teachers can keep learners motivated and engaged in the learning process. Technology integration and the use of music in language acquisition have both been shown to have significant benefits

for language learning. Therefore, it is important for educators to consider incorporating both music and technology into their language instruction to create a comprehensive and effective learning experience for students.

2.3. Cognitive benefits of learning through songs

Cognitive benefits of learning through songs include the development of listening skills, aural awareness, and language reasoning. Additionally, music lessons can also help build confidence in students as they receive feedback and improve their skills (Music lessons improve children's cognitive skills and academic performance, 2023). Overall, the use of music and technology in language instruction can provide a valuable and engaging learning experience for students. In conclusion, the integration of songs and technology in language instruction can have significant benefits for learners. It offers opportunities for language practice, improves listening skills, develops language association and assimilation skills, enhances phonological skills, and creates a relaxed learning atmosphere that promotes effective language acquisition.

2.4. The Power of Music in Language Learning

When considering the role of music in language acquisition, it is important to delve deeper into the ways in which music can significantly impact the learning process (Linh et al., 2020). Music provides a multi-sensory experience that engages learners on various levels, making the language learning process more holistic and comprehensive. Through the use of rhythm, melody, and lyrics, songs can capture the attention of learners and create a memorable learning experience (Garcette, 2022). This engagement can lead to increased motivation and a more enjoyable learning atmosphere, which in turn can contribute to improved language acquisition.

Furthermore, music can provide a rich cultural context for language learning. Through exposure to songs in different languages, learners can gain insights into the traditions, values, and everyday life of the speakers of the language they are learning (Hasan & Tan, 2013). This not only enhances their understanding of the language but also fosters cultural awareness and empathy.

In addition to its cultural significance, music offers repetitive patterns that are crucial for language learning (Cruz-Ferreira, 2014). The repetitive nature of songs enables learners to practice sounds, vocabulary, and grammar structures in a natural and enjoyable way. This kind of regular, structured practice can lead to the development of strong language skills and a deeper understanding of linguistic concepts.

Moreover, the use of music and songs in language learning can foster essential cognitive benefits. It can aid in the development of listening skills, aural awareness, and language reasoning (Maniam et al., 2020). When learners engage with music in a language they are learning, they are exposed to authentic pronunciation, intonation, and rhythm, which can greatly enhance their language comprehension and oral proficiency.

Overall, the integration of music into language instruction offers a dynamic and effective approach to language learning. It combines cultural, linguistic, and cognitive elements, creating a rich and immersive language learning experience that resonates deeply with learners (Lems, 2005). As educators continue to explore innovative methods for language instruction, they should consider the profound impact that music can have on the

learning process, and how it can contribute to creating a more inclusive and engaging learning environment for all students.

2.5. Overview of language learning theories related to auditory learning.

Auditory learning theories play a crucial role in understanding the effectiveness of using music and songs in language acquisition (Kumar et al., 2022). These theories emphasize the power of auditory stimuli in facilitating language learning and memory retention. By engaging learners' auditory senses through music and songs, educators can tap into the natural inclination of the human brain to process and retain information received through sound. This can enhance the learning experience and promote long-term language retention.

2.6. Exploring the Connection Between Music and Language Acquisition

The integration of music and language acquisition extends beyond cognitive benefits and cultural context. It also delves into the emotional and social aspects of learning. Music has the ability to evoke emotions and create personal connections, which can profoundly impact language acquisition.

When learners engage with music in a language they are learning, they often develop a personal connection to the lyrics and melodies (Cohrdes et al., 2016). This emotional connection can enhance their motivation and enthusiasm for language learning. It can also serve as a catalyst for meaningful interactions and discussions about the themes and messages conveyed in the songs, allowing learners to express their thoughts and feelings in the target language. As educators continue to explore the multifaceted impact of music on language acquisition, it becomes evident that music offers a unique platform for language expression, emotional engagement, and social interaction (Verga et al., 2015). By incorporating music into language instruction, educators can create a nurturing and inspiring learning environment that values the holistic development of language learners.

2.7. Deepening Understanding Through Language Learning Theories

Language learning theories related to auditory learning provide valuable insights into the cognitive processes underlying language acquisition (Johnson & Johnson, 2004). The auditory channel is a fundamental pathway for language input and comprehension, and theories such as the auditory processing theory and the auditory-cognitive processing theory offer frameworks for understanding how music and songs can enhance language learning. These theories highlight the role of auditory stimuli in shaping language perception, discrimination, and memory. When learners engage with music in language instruction, they are exposed to varied auditory input, including pronunciation, intonation, rhythm, and musical patterns. This exposure activates the auditory processing mechanisms in the brain, honing the learners' ability to decipher linguistic nuances and comprehend the subtleties of the target language (Kaplan-Rakowski & Loranc-Paszylk, 2019).

Moreover, the rhythmic and melodic components of music can synchronize with language patterns, facilitating the internalization of vocabulary, grammar structures, and speech rhythms. This synchronization between music and language can optimize the cognitive processing of linguistic information, leading to enhanced language acquisition and retention (Hutka et al., 2013).

2.8. Previous studies on music and language learning.

Previous studies on music and language learning have consistently demonstrated the positive effects of incorporating music into language instruction. These studies have shown that music can enhance language learning in various ways. For example, research has found that music can improve learners' pronunciation accuracy by providing them with auditory models and opportunities for imitation (Cruz-Ferreira, 2014). Additionally, music can aid in the development of listening skills by exposing learners to authentic language samples and helping them attune their ears to different sounds and accents. Furthermore, music has been found to enhance learners' vocabulary acquisition and retention through the use of catchy melodies and repetitive lyrics. Overall, the incorporation of music in language instruction serves as a powerful tool for promoting language acquisition, improving pronunciation, enhancing listening skills, and facilitating vocabulary acquisition and retention (Foundation, 2021).

2.9. Effectiveness of Songs in Teaching Vocabulary, Grammar, and Pronunciation

Research has extensively examined the effectiveness of songs in teaching vocabulary, grammar, and pronunciation in language acquisition. One study by Gurlek and Subasi focused on the impact of music on vocabulary learning in English as a foreign language (Tegge, 2018). The findings revealed that students who were exposed to songs with targeted vocabulary showed significantly higher improvement in vocabulary retention compared to those who learned through traditional methods. This suggests that incorporating songs with specific vocabulary can effectively aid in vocabulary acquisition and retention.

Similarly, the effectiveness of songs in teaching grammar has been studied by Choi and Schmid (Maniam et al., 2020). Their research demonstrated that exposure to grammatically rich songs led to better understanding and application of grammar rules among language learners. The repetitive nature of song lyrics and the musical context help learners internalize grammatical structures in a more engaging and memorable way.

Moreover, the impact of songs on pronunciation has been a subject of interest in language acquisition research. Smith's study on the use of songs in pronunciation training showed that learners who practiced pronunciation through songs exhibited improved accuracy and fluency in their spoken language (Singing Facilitates Word Learning and Memory, n.d). The melodic and rhythmic properties of music assist learners in acquiring correct intonation and speech patterns, contributing to overall improvement in pronunciation skills.

2.10. Benefits of Incorporating Song and Music in Language Instruction

Bellow are several benefits of incorporating song and music in Language Instruction

2.10.1. Enhanced Engagement and Motivation

One of the primary benefits of using music in language instruction is the heightened engagement and motivation it elicits in learners (How Music can Help Your Language Learning Efforts, 2014). The emotive and evocative nature of music can captivate students' interest, making language learning a more enjoyable and immersive experience. As a result, learners are more likely to be actively involved in the learning process, leading to greater retention and application of linguistic knowledge.

2.10.2. Support for Memory and Retention

Music has been shown to facilitate memory and retention through its rhythmic and melodic structure. When language content is incorporated into songs, the musical elements can aid in the internalization and recall of vocabulary, grammar rules, and pronunciation patterns (Verga et al., 2015). This can be especially beneficial for learners who struggle with traditional rote memorization methods, as the engaging nature of music can enhance their ability to remember and apply language concepts.

2.10.3. Cultural and Contextual Understanding

Songs often reflect cultural nuances, traditions, and societal themes, providing learners with valuable insights into the cultural context of the target language (Garcette, 2022). By analyzing and discussing song lyrics, learners can deepen their understanding of the cultural aspects intertwined with the language, ultimately fostering a more well-rounded comprehension of the language and its associated customs.

2.10.4. Fostering Language Practice and Application

Through activities such as singing, analyzing song lyrics, and discussing thematic elements, learners have opportunities to practice and apply the language in a communicative setting (Cruz-Ferreira, 2014). This practical application can enhance their language production skills, encourage creative expression, and promote meaningful interactions in the target language.

2.11. Things to consider when Incorporating Song and Music in Language Instruction

2.11.1. Linguistic Accuracy and Complexity

While songs can be engaging and immersive, their poetic and artistic nature may sometimes deviate from standard linguistic structures and grammatical rules (Krashen, 1989). As a result, learners might encounter instances where the language used in songs differs from formal, everyday speech. Educators must navigate these discrepancies effectively and ensure that learners are exposed to a balanced mix of authentic language use.

2.11.2. Varied Learning Preferences

It's important to recognize that not all learners may respond to music in the same way. While some students may thrive in music-based language activities, others may find it less effective or engaging. Educators should therefore supplement music-based instruction with diverse teaching approaches to cater to the varied learning preferences and needs of their students (Halim et al., 2023).

2.11.3. Time and Resource Allocation

Integrating music into language instruction requires careful planning and resource allocation. Educators need to select appropriate songs, create supporting materials, and allocate sufficient time for music-related activities without compromising other essential aspects of language learning (Mizener, 2008).

2.11.4. Translation and Cultural Sensitivity

When using songs in a language learning context, educators must be mindful of the cultural and linguistic nuances embedded in the lyrics. Ensuring accurate translations, explaining cultural references, and addressing any potential sensitivities are vital to providing a comprehensive and respectful learning experience (Bahry, 2012).

2.12. Selection Criteria for Songs Used in Language Instruction Studies

The selection of songs for language instruction studies is a crucial aspect that significantly influences the effectiveness and validity of research findings. Criteria for choosing songs in language acquisition studies often involve considerations that align with the specific linguistic objectives of the research (Busse et al., 2018).

2.12.1. Relevance to Linguistic Objectives

Selecting songs that directly align with the linguistic objectives of the instruction is paramount. Whether the focus is on vocabulary acquisition, grammar comprehension, or pronunciation practice, the chosen songs should contain linguistic elements that correspond to the targeted learning outcomes (Kemma, 2020). This alignment enhances the applicability of the music-based activities to the overall language curriculum.

2.12.2. Clarity and Intelligibility

Clarity of lyrics and intelligibility of the vocal performance are crucial factors to consider, especially for learners at various proficiency levels. When selecting songs, educators should prioritize compositions with clear enunciation and comprehensible language usage. This facilitates learners' understanding of the lyrical content and aids in the accurate interpretation of vocabulary, grammar, and pronunciation nuances (Demircioglu, 2013).

2.12.3. Cultural Appropriateness

Cultural appropriateness plays a significant role in the selection of songs for language instruction. Educators should be mindful of the cultural context portrayed in the songs and ensure that the content aligns with the cultural sensitivities and values of both the learners and the target language (Kurek, 2016). Embracing diverse cultural perspectives through the chosen songs can enrich the language learning experience and promote cross-cultural awareness.

2.12.4. Emotional Connection and Engagement

The emotional resonance of songs can significantly impact learners' engagement and motivation. When choosing songs, educators should consider the emotional appeal and relevance to the learners' interests and experiences. Songs that evoke personal connections or arouse emotional responses can enhance the overall engagement and enthusiasm for language learning activities (Driver, 2021).

2.12.5. Diversity of Musical Styles and Genres

Incorporating a variety of musical styles and genres can cater to the diverse preferences and backgrounds of language learners (Spanish, 2016). A balanced selection of songs from different musical traditions and genres broadens the exposure of learners to various cultural expressions and musical forms, thereby fostering inclusive and appreciation for linguistic diversity.

By adhering to these recommendations for selecting songs in language instruction, educators can effectively leverage the pedagogical benefits of music in language acquisition while addressing the potential considerations and challenges associated with integrating songs into language learning practices (Mizener, 2008).

2.12.6. Vocabulary Acquisition and Retention Studies

In studies focusing on vocabulary acquisition and retention, the selection of songs with targeted vocabulary is paramount (Nie et al., 2022). Researchers may prioritize songs that prominently feature the vocabulary items under investigation. Moreover, the complexity and appropriateness of the vocabulary in relation to the learners' proficiency levels are essential factors. Utilizing songs with contextual relevance to the learners' interests and experiences can also enhance the effectiveness of vocabulary acquisition through music.

2.12.7. Grammatical Understanding and Application Studies

For research targeting grammar comprehension and application, the selection of songs with grammatically rich content is essential (Spencer, 1984). These songs should exhibit clear examples of the grammatical structures being examined, allowing learners to engage with diverse sentence constructions and language patterns. Consideration of the cultural and contextual appropriateness of the selected songs is also crucial in ensuring that learners can relate to and comprehend the linguistic concepts embedded in the music.

2.12.8. Pronunciation Training Studies

In studies focused on pronunciation training, the selection of songs with distinct phonetic features and clear enunciation is fundamental (Shen, 2009). Additionally, the musical genre and tempo of the selected songs may align with the specific phonetic challenges faced by the learners. For instance, songs with varying tempos and rhythmic patterns can offer diverse opportunities for practicing different aspects of pronunciation, such as stress patterns and intonation.

2.12.9. Cross-cutting Considerations

Across all study types, researchers should consider the cultural sensitivity and appropriateness of the selected songs, ensuring that the musical content aligns with the learners' cultural backgrounds and respects diverse linguistic nuances (Jawas, 2020). Furthermore, the accessibility and availability of song lyrics, audio recordings, and relevant instructional materials should be considered to facilitate the implementation of music-based language activities in research settings.

In practice, the selection of songs for language instruction studies involves a meticulous process that aims to align the musical content with the specific linguistic objectives, learner demographics, and pedagogical considerations. This careful selection of songs not only enhances the validity of research outcomes but also ensures the relevance and efficacy of music-based language instruction practices.

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Mapping Emotional Experiences: Perspectives of EFL Student Teachers in International Teaching Internships

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Emotional landscapes experienced by EFL student-teachers during the International Teaching Internships and their strategies utilized to overcome the emotional challenges. Employing a qualitative approach, this study involved two EFL student teachers who completed internships at Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia, chosen through purposive sampling. Data was accumulated using semi-structured interviews and analyzed thematically. The Findings revealed a range spectrum of emotions experienced by the participants, including positive ones like motivation and satisfaction, as well as negative emotions such as outrage and fear. To mitigate the impact on teaching, the participants utilized problem-solving and emotion-adapting effects on coping strategies, such as seeking forgiveness, self-reflection, and understanding students' backgrounds. This study holds significance for enhancing cross-cultural sensitivity in teacher education programs and preparing them to effectively navigate diverse cultural contexts.

Keywords: EFL Student teacher, Emotional Geographies, Coping strategies

1. INTRODUCTION

Teaching English as a Foreign Language (EFL) is a dynamic and rewarding profession that often involves navigating diverse cultural and linguistic landscapes. For EFL student teachers embarking on international teaching internships, the experience can be both exhilarating and challenging. This research aims to explore the emotional journeys of EFL student teachers during their international teaching internships, shedding light on the nuanced ways in which they perceive, interpret, and cope with various emotional experiences. This international teaching internship program is due to the program that is designed to provide a unique and enriching experience for student teachers by offering them the opportunity to teach in an environment with different cultural, age, and racial aspects (Kevin Dvorak 2020)

International teaching internships provide EFL student teachers with invaluable opportunities to immerse themselves in different cultural contexts, interact with diverse student populations, and refine their teaching skills. However, alongside the excitement of teaching abroad, EFL student teachers also encounter a range of emotional challenges. These challenges may include feelings of isolation, cultural shock, language barriers, homesickness, and uncertainty about their teaching abilities. These different aspects will lead to understanding and misunderstandings in the student teachers' interactions with the school community which in turn will lead to different emotions, both positive and negative, and form what Hargreaves (2001) calls the 'emotional geography' of teaching. Therefore, to succeed as teachers, they should not only possess pedagogical knowledge but also be able to manage their emotions, when dealing with the dynamics of the professional community (Hasting, 2010).

Understanding the emotional dimensions of EFL student teachers' experiences in international teaching internships is essential for several reasons. Firstly, it contributes to

the growing body of literature on the emotional aspects of language teaching, highlighting the unique challenges faced by those teaching in cross-cultural contexts. Secondly, it provides insights into the coping strategies employed by EFL student teachers to navigate these challenges and thrive in their roles. By mapping out their emotional experiences, this research seeks to identify patterns, themes, and insights that can inform teacher training programs, curriculum development, and support mechanisms for EFL student teachers undertaking international teaching internships.

Framing EFL student-teacher's emotional experiences in terms of five themes: sociocultural, moral, physical, professional, and political according to Andy (2001), it is hoped that this study can provide insights that can reduce the potential for misunderstandings in interactions between school members. A better understanding of these emotional factors can strengthen interpersonal relationships and promote a more positive and productive school environment.

Previous research conducted by Rejeki et al., (2018) shows that the presence of emotions provides advantages and/or disadvantages for the learning process. In addition, Cowie (2011) analyzed teachers' EFL negatively and found that even though it was negative, EFL was seen as an important perspective from which to view teacher life and an important part of being a teacher. It can be interpreted that emotions are good or bad. Another study by (Yuan & Lee, 2016) tried to explore teacher emotions in a student-teacher context at a university in Beijing, China. Their study showed that participants experienced both positive and negative emotions.

Through qualitative research methods using interviews, reflective journals, and observation, this study captured the rich and complex array of emotions experienced by EFL student teachers during their international teaching internships. By amplifying their voices and perspectives, this research aims to enhance the understanding of the emotional dimensions of teaching abroad and contribute to the professional development and well-being of EFL student teachers worldwide.

Studies about student teachers' emotional journeys in international teaching internships are rarely found, it is therefore, this study purposed on the diverse emotional experiences encountered by EFL student teachers during international teaching internships. Furthermore, it also discusses the student teachers perceive and interpret the emotional challenges they face while teaching in cross-cultural contexts, and the coping strategies for dealing with the emotional challenges that arise during the internship abroad.

2. LITERATURE REVIEW

2.1 Understanding Emotional Experiences in Teacher Education

In preparing proficient future teachers, the educational program for student-teachers holds significant importance in navigating the diverse challenges of the profession. It includes emotional challenges as highlighted by Day and Leitch (2001) who stress the importance of emotional readiness for teachers, asserting that emotional competence is essential for successful teaching. Consequently, research on the emotional dimensions of teacher education, especially in international contexts, is crucial to understanding the complex dynamics involved in the teaching-learning process, yet it remains largely underexplored. An insight into emotional experiences can guide the development of strategies for preparing teacher well-being, enhancing professional development, and improving student learning outcomes.

The research on the emotional preparation for teaching holds special significance in international contexts, where educators frequently encounter varied cultural norms, language barriers, and socio-economic gaps among students. Within these contexts, teachers are required to not only possess content knowledge and pedagogical skills but also

demonstrate cultural awareness, empathy, and resilience in their interactions with students and colleagues. Despite the critical role of emotional competence in fostering inclusive and encouraging learning atmospheres, teacher education programs in international settings frequently lack comprehensive instruction in this domain.

Additionally, in an international context, the emotional challenges faced by teachers are compounded by factors such as language barriers, cultural adaptation, and professional isolation. Negotiating unfamiliar cultural terrains and adapting to fresh educational frameworks can evoke feelings of loneliness, frustration, and inadequacy as they navigate unfamiliar cultural landscapes and adjust among educators. Without adequate assistance and direction in developing emotional resilience and cultural competence, teachers in international contexts may find it challenging to address the diverse needs of their students and thrive in their professional capacities.

To address these gaps, there is an increasing demand for teacher education programs to integrate explicit training in emotional competence and cultural awareness into their curricula. This could involve integrating modules covering subjects like emotional intelligence, cross-cultural communication, and stress-coping mechanisms, as well we facilitating opportunities for introspective exercises and mentorship.

By equipping prospective educators with the competencies and knowledge to navigate the emotional complexities of teaching in international contexts, teacher education programs can better prepare them to foster inclusive and culturally responsive learning environments and ultimately enhance student success and well-being.

2.2 Emotional Challenges in International Teaching Internships

International teaching internships present distinct emotional challenges for EFL student teachers, largely often arising from cultural differences, language barriers, and the unfamiliarity of the teaching environment. Research by Bolen and Bolen (2018) highlights the emotional labor involved in teaching English in foreign countries, including managing feelings of isolation, frustration, and cultural shock. Similarly, Li (2016) points out language anxiety and self-doubt as common emotional experiences among EFL student teachers during international internships.

In addition to cultural differences and language barriers, international teaching internships frequently demand that EFL student teachers navigate unfamiliar teaching environments and educational systems. The transition from the familiar settings of their home country to a foreign context can be intimidating, as student teachers must adapt to new classroom dynamics, instructional approaches, and student expectations. This process of adaptation can contribute to feelings of doubt and unease, as student teachers confront the challenges of establishing their efficacy as educators in a foreign context.

Moreover, the emotional challenges faced by EFL student teachers during international internships extend beyond the confines of the classroom to their personal lives and social interactions. Living in a foreign country can amplify feelings of isolation and homesickness, as student teachers might find themselves distanced from their usual support systems and familiar environments. Additionally, cultural differences in social norms, communication styles, and daily routines can result in misunderstandings and interpersonal conflicts, compounding the emotional strain experienced by student teachers.

Research also indicates that EFL student teachers participating in international internships may experience heightened levels of language anxiety and self-doubt. The expectation to communicate proficiency in a second language, particularly in instructional contexts, can contribute to feelings of insecurity and inadequacy. Student teachers may worry about their language skills affecting their ability to effectively deliver content, engage students, and establish rapport with colleagues. These anxieties can erode

confidence and impede the professional growth of student teachers throughout their international internship experiences.

Despite the emotional obstacles inherent in international teaching internships, studies also highlight the potential for personal and professional growth. By confronting and overcoming these challenges, EFL student teachers can cultivate resilience, flexibility, and intercultural competency, which are valuable skills for future educators in an increasingly interconnected world. Furthermore, international internships provide opportunities for student teachers to gain firsthand exposure to diverse educational contexts, expand their cultural perspectives, and deepen their understanding of language teaching and learning. Through introspection, assistance, and mentorship, student teachers can navigate the emotional complexities of international internships and emerge as assured, adept, and culturally sensitive educators.

2.3 The Role of Support Structures

Effective support structures are essential for helping EFL student teachers in managing their emotional journeys during international internships. Resources like mentoring programs, peer support networks, and pre-departure training are recognized as valuable tools for addressing emotional challenges (Burbank et al., 2012). Additionally, research suggests that reflective practices, such as journaling and group discussions, can help EFL student teachers comprehend their emotional experiences and foster resilience (Pithers & Soden, 2000).

Mentoring programs play a pivotal role in providing EFL student teachers with tailored guidance and support throughout their international internship experiences. Experienced educators or mentors can offer valuable insights, practical advice, and emotional encouragement to help students in navigating the complexities of teaching in a foreign context. By serving as trusted advisors and sounding boards, mentors aid EFL student teachers in identifying and addressing emotional challenges, devising coping mechanisms, and bolstering confidence in their teaching capabilities. Furthermore, mentors facilitate the assimilation of student teachers into the local educational community, fostering a sense of inclusion and rapport that can alleviate feelings of isolation and cultural shock.

Peer support networks also offer EFL student teachers avenues for mutual encouragement, collaboration, and shared learning experiences. Through connecting with peer student teachers facing similar challenges, individuals can provide each other with empathy, validation, and practical support. Peer support networks can facilitate the exchange of coping strategies, resources, and success stories, empowering EFL student teachers to navigate their emotional experiences more effectively Additionally, peer interactions cultivate a sense of camaraderie and solidarity, engendering a supportive community that enhances resilience and well-being during international internships

Pre-departure training programs play a crucial role in preparing EFL student teachers for the emotional demands they might encounter during international internships. These programs offer opportunities for student teachers to understand the cultural, linguistic, and educational environments of the country they're heading to, while also helping them develop practical skills and strategies for adjusting to life and work overseas. By addressing subjects like cross-cultural communication, intercultural awareness, and emotional well-being, these programs provide EFL student teachers with the necessary knowledge and abilities to handle the emotional complexities of teaching abroad. Additionally, they assist student teachers in setting realistic expectations, defining objectives, and devising proactive coping mechanisms to address potential emotional hurdles in advance.

2.4 Implications for Teacher Education

Educators and program administrators must acknowledge the emotional aspects inherent in international teaching internships and establish robust support systems to aid EFL student teachers in managing emotional hurdles. Moreover, integrating reflective methodologies into teacher education curricula can cultivate emotional intelligence and foster self-awareness among aspiring educators.

Recognizing the emotional facets of international teaching internships is essential for teacher education programs to effectively equip future educators for the challenges they may encounter in diverse educational contexts. By acknowledging the emotional complexities of teaching in an international context, educators and program administrators can design comprehensive and holistic teacher education programs that prioritize the well-being and professional development of EFL student teachers. This may involve incorporating coursework, workshops, and seminars that address topics such as emotional resilience, cultural competence, and stress management, as well as providing ongoing support and mentorship to student teachers throughout their internship experiences.

Moreover, integrating reflective practices into teacher education curricula can play a pivotal role in fostering emotional intelligence and self-awareness among future educators. Techniques like journaling, critical incident analysis, and peer feedback encourage student teachers to scrutinize their thoughts, sentiments, and classroom experiences, enabling them to identify patterns, strengths, and areas for development. Through reflection, student teachers can gain deeper insights into their emotions, convictions, and instructional approaches, enhancing their capacity to respond adeptly to the diverse requirements of their students and navigate the

Beyond fostering emotional intelligence and self-awareness, reflective practices can also facilitate ongoing professional development among future educators. By promoting student teachers to engage in critical self-reflection and collaborative inquiry, teacher education programs can empower individuals to continually refine their teaching practices, incorporate feedback, and adapt to evolving educational landscapes. Moreover, reflective practices can cultivate a culture of lifelong learning and inquiry within the teaching profession, promoting continuous improvement and innovation in teaching and learning methods.

Overall, the integration of reflective practices and the acknowledgment of emotional dimensions in teacher education programs have the potential to revolutionize the preparation of future educators and enrich the quality of teaching and learning in international contexts. By equipping EFL student teachers with the necessary skills, knowledge, and support they need to navigate emotional challenges as educators, teacher education programs can contribute to the development of resilient, culturally competent, and emotionally intelligent professionals who are prepared to meet the diverse needs of students worldwide.

3. METHOD

The study utilizes qualitative research techniques to explore the emotional landscapes of EFL student teachers and their coping mechanisms during international teaching internships. This approach is suitable for elucidating the emotional experiences and coping strategies of EFL student teachers throughout their teaching internships. Thematic analysis, as outlined by Braun and Clarke (2006), is employed in data analysis for this qualitative approach. Thematic analysis serves as a versatile and pragmatic research tool capable of generating detailed yet nuanced data narratives, thereby offering various formats for qualitative research. When delineating perceptions of emotional landscapes and

coping strategies during international teaching internships, thematic analysis proves to be invaluable.

The research is situated within the context of international teaching internships for EFL student teachers. The international internship took place over 2 weeks at Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. The school community comprises individuals from nearly all regions of Indonesia, each with distinct cultures, traditions, and languages. Moreover, many students predominantly use English rather than Indonesian due to their prolonged stay in Malaysia, where English serves as a secondary language. These geographical distinctions provide ample data concerning the emotions of EFL student teachers for research purposes.

The participants of this research are two EFL Student teachers who joined an International Internship Program in Malaysia in 2023. There are Pseudonyms (Karina and Winter). Karina and Winter are 7th-semester students majoring in English language education at two different Islamic universities in Central Java Indonesia. K and W did an International teaching internship.

Thematic analysis allows the researcher to identify, examine, and present themes within the data. Thematic analysis serves as an independent and reliable method for qualitative analysis, providing rich, intricate, and sophisticated research outcomes. This approach also serves as a versatile and practical research tool.

Data analysis involves six steps: listening to the audio and transcribing the data, coding the data to make it more accessible, reviewing each transcript to examine each theme individually, verifying themes against previously written code, identifying and defining themes, and refining the topics submitted for analysis findings.

The methodology employed in this research streamlines data collection and analysis for researchers. According to Braun and Clarke (2006), data reliability and finalization need verification. To ensure data reliability, the researcher triangulated data using sources such as conceptual and empirical journal articles, as well as stimulated recall interviews. Additionally, the data underwent examination by one supervisor in a peer review process. Moreover, the participants reviewed the interpreted information, with two EFL student teachers reviewing the data concerning EFL student teachers during international teaching internships.

4. FINDINGS AND DISCUSSION

Data was gathered via Zoom and WhatsApp platforms as well as in-person interviews, then set up an appointment by messaging K and W on WhatsApp. There were two sessions for the interviews, each lasting between sixty and ninety minutes. Numerous statements are transcriptions of audio recordings. Based on data analysis, it was found that all participants felt both positive and negative emotions. The most dominant emotion they felt during the international teaching internship process was sociocultural geography. Because emotions and coping strategies are mutually reinforcing, the themes that address the two research questions report typical emotional events or sequences of emotional events as embodiments of emotional experiences and related coping strategies.

4.1 The diverse emotional experiences encountered by EFL student teachers during international teaching internships.

- EFL student teachers may experience a range of emotions, including excitement, curiosity, frustration, anxiety, loneliness, and cultural shock, as they navigate unfamiliar teaching environments and cultural contexts.
- Emotional experiences may vary depending on factors such as the host country's cultural norms, language proficiency, classroom dynamics, and the personal backgrounds of the student teachers.

- Some student teachers may encounter positive emotions, such as a sense of fulfillment or cultural enrichment, while others may struggle with negative emotions, such as stress or homesickness.

4.2 The EFL student teachers perceive and interpret the emotional challenges they face while teaching in cross-cultural contexts.

- EFL student teachers may perceive emotional challenges differently based on their prior experiences, expectations, and cultural sensitivity.
- Some student teachers may view emotional challenges as opportunities for personal growth and cultural learning, while others may perceive them as obstacles to effective teaching and adjustment.
- Interpretations of emotional challenges may be influenced by individual coping mechanisms, support networks, and cultural awareness, shaping how student teachers navigate their experiences abroad.

4.3 The coping strategies EFL student teachers employ to navigate the emotional complexities of international teaching internships

- EFL student teachers may employ various coping strategies to manage emotional complexities, including seeking social support from peers, mentors, or local communities.
- Engaging in reflective practices, such as journaling or self-assessment, can help student teachers process their emotions and gain insights into their teaching experiences.
- Developing resilience through self-care activities, such as exercise, mindfulness, or hobbies, can enhance student teachers' ability to cope with stress and adapt to new environments.
- Utilizing technology for communication with friends and family back home, as well as accessing online resources for emotional support and professional development, can mitigate feelings of isolation and homesickness.

Eight narratives recount the emotional journey of two EFL student teachers in SIKL Malaysia, focusing on themes like social integration, teaching challenges, cultural adaptation, and support systems within the school community. Analyzing these narratives through Hargreaves' emotional geography framework reveals the intricate interplay between physical, moral, socio-cultural, professional, and political dynamics within schools. The study underscores the importance of addressing both social and emotional aspects in teacher preparation, aligning with previous research by Zembylas. It highlights the array of emotions, both positive and negative, emerging from the complexities of teaching English in a transnational context, echoing Hargreaves' notion of teaching as deeply emotional.

Teachers' emotions are influenced by societal norms and structures, shaping their experiences within educational institutions. EFL student teachers must understand and adhere to these institutional norms to integrate successfully. Deviating from these standards can lead to negative emotions, impacting both oneself and others. For instance, Karina and Winter's lack of awareness about their students' diverse backgrounds caused confusion and offense when choosing appropriate language. They felt uneasy witnessing the students' politeness and worried about communication breakdowns due to an inadequate classroom environment. Additionally, the pressure of being apprentice teachers exacerbated their emotional strain. These instances highlight the varied and socially contextualized emotions teachers can experience. These findings resonate with recent sociocultural research by Zembylas, which portrays teachers' emotions as integral components of a dynamic and evolving experiential system.

Positive feelings, such as inspiration, admiration, satisfaction, enjoyment, and relaxation, were evident in this investigation. Through interviews, it was found that Karina and Winter experienced these positive emotions during their international teaching internship. This was facilitated by the supportive and welcoming school community, which fostered strong connections. Furthermore, their interactions with supervising and cooperating teachers, who provided consistent feedback and assistance, contributed to their sense of contentment. These positive experiences motivated them to engage in self-reflection and enhance their teaching skills. This aligns with Zeichner's research (2010), emphasizing the significance of mentor relationships in teacher development during practical training experience.

Managing emotions is essential for EFL student teachers, as illustrated by K's story and her efforts to understand and adapt to her students' backgrounds and communication styles. Meticulous planning before teaching helps teachers like K and W navigate negative emotions and uncertainties effectively. This proactive approach not only enhances teachers' confidence but also creates a conducive learning environment. Employing problem-focused coping strategies, such as seeking advice and completing assigned tasks diligently, enables student teachers to overcome challenges and gain valuable experience during their internship. Reflective practices, exemplified by W's apology and self-improvement efforts, facilitate personal growth and foster positive relationships with colleagues, contributing to a more harmonious classroom environment.

Prioritizing thorough planning before stepping into the classroom can assist K and W in effectively managing their feelings of fear, offense, confusion, and awkwardness during teaching. The confidence of EFL student teachers significantly rises when they invest time and effort into meticulously planning lessons, mastering the subject matter, and refining teaching techniques. Adequate preparation serves as a potent antidote to fear of the unknown, reducing the likelihood of being caught off guard by unforeseen challenges and minimizing confusion or discomfort during instruction. By proactively preparing, teachers not only enhance their ease and competence but also cultivate a conducive learning environment, facilitating an easier and more enjoyable learning experience for both teachers and students. In this scenario, K and W employed problem-focused coping strategies, seeking advice from others, engaging in conversations to gather additional insights, or seeking suggestions for resolving the issue.

During a teaching internship, distress arising from tasks beyond one's responsibility can be managed using techniques akin to K's approach of disregarding distress. While it may not be immediately possible to alleviate uneasy feelings, consistent effort in completing assigned tasks can gradually reduce tension. Situations where one feels powerless to decline an assignment can arise during internships. Despite potential setbacks, focusing on task completion yields valuable experience. In addition to alleviating pressure, approaching tasks with optimism enhances understanding of educational dynamics. This coping approach aligns with Lazarus's theory, which suggests that emotional focus arises when individuals perceive situations as uncontrollable, necessitating acceptance of circumstances and associated negative emotions to minimize psychological distress.

Addressing concerns about the potential repercussions of classroom mismanagement on teacher relationships can be achieved through self-improvement initiatives. Acknowledging and rectifying errors are crucial steps. W opted to apologize to repair her relationship with the teacher, despite uncertainty about the response. She chose to overlook the lack of immediate acknowledgment and instead reflected on ways to enhance classroom management techniques. Through introspection, W identified the root cause of the error and devised stronger action plans to avoid recurrence. By striving for improvement, W aimed to regain educators' trust and prevent similar mistakes in the future,

fostering a more harmonious and productive classroom environment. In this context, reflection serves as a mechanism for implementing coping strategies

5. CONCLUSION

In conclusion, the emotional experiences of EFL student teachers in international teaching internships are complex and multifaceted. By mapping out these experiences, this literature review contributes to a deeper understanding of the emotional dynamics in teacher education. Moving forward, teacher education programs need to prioritize emotional preparation and support for EFL student teachers embarking on international internships, thereby enhancing the quality of their professional development and promoting successful teaching practices in diverse global contexts.

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Navigating Vocabulary Growth: Exploring Note-Taking Strategies in Consecutive Interpreting

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Vocabulary acquisition is a significant challenge for English language learners, particularly in consecutive interpreting. This study investigates the potential of note-taking strategies to enhance vocabulary development in this context. Utilizing a qualitative approach, the research explores the perceptions of five sixth-semester English education students at UIN Sunan Gunung Djati Bandung who have taken interpreting classes. Interviews revealed student-reported difficulties with consecutive interpreting and their strategies for overcoming them before employing note-taking. Additionally, the study discovered that students developed positive perceptions of note-taking's importance in vocabulary acquisition during consecutive interpreting. The research suggests that frequent practice in consecutive interpreting with strategic note-taking can not only improve vocabulary skills, but also enhance focus and translation quality.

Keywords: note-taking strategies, vocabulary acquisition, consecutive interpreting

1. INTRODUCTION

In the context of consecutive interpreting, vocabulary is one of the important components that must be mastered. A good mastery of vocabulary can produce a good interpretation, while if the mastery of vocabulary is lacking then it is possible that the interpretation results are less accurate. This is a challenge for EFL students. Woodeson, Limna, and Nga-Fa (2023) say that this difficulty in learning vocabulary happens for students who take English as a foreign language. Therefore, the note-taking strategy is used to overcome the difficulty of learning vocabulary acquisition in consecutive interpreting practice. Castelló & Monereo (2005) say that Note-taking can promote knowledge construction and transformation, potentially enhancing students' vocabulary.

Note-taking strategy is very important to use in consecutive interpreting classes, because it makes it easier to capture the essence of what is being discussed. It can also improve vocabulary, listening and memorizing skills. Hong-Mei (2012) states that note-taking in consecutive interpreting supplements memory efficiency and facilitates the listening-transference-speaking process. Therefore, the benefits students experience when using note-taking for consecutive interpreting tasks are that they reduce the burden of memory demands before using notes, because they have to listen carefully without writing down important things, avoid losing information, and improve the quality of the interpretation.

There are some previous studies that are relevant to this research. Yamada (2018) investigates the validity of recording the results of consecutive interpreting. This study used an empirical design with two groups of university students in Japan as participants. The results of this study show that the frequency of consecutive interpreting practice affects the ability to capture the meaning of what is said by the speaker. In another study, Garcia, Lopez, and Devesa (2023) state that note-taking in consecutive interpreting is a professional skill or habit that helps interpreters avoid cognitive overload and maintain

effective memory. This study uses a qualitative method, namely document analysis, with the research subjects being experienced interpreters, interpreting students, and interpreting instructors.

This recent study modifies previous research. This study analyzes how students' experience of using note-taking strategies can affect their vocabulary acquisition. By relying on their experiences, this study will also explore students' difficulties and how to overcome them when interpreting without note-taking, and how their vocabulary skills differ before and after using note-taking.

2. LITERATURE REVIEW

Consecutive interpreting is an oral interpreting technique in which the interpreting process waits for the speaker to finish speaking. According to Pöchhacker (2004), consecutive interpreting is a mode in which the interpreter starts interpreting the message after the speaker has finished producing the source speech. In the context of language learning, consecutive interpreting helps students to understand the source language and then translate it into the target language. Hussein and Ali (2022) say that learning consecutive interpreting will improve their ability to receive the source message and translate it accurately and efficiently in the target language.

Students who are new to consecutive interpreting face several challenges. Ribas (2012) says that voice clarity, length of speech, information density, lack of practice, and lack of concentration are also found in consecutive interpreting practice. In addition, Suaib, Nur, & Musrifah (2020) state that lack of mastery of the source language is an obstacle in consecutive interpreting. Then Liu, Luo, & Wang (2023) state that the problems in consecutive interpreting experienced by students were such as missing key information and incomplete notes on numbers and their meanings.

Al-Harahsheh, Shehab, A-rousan (2020) say that most of the challenges in consecutive interpreting are memory and reproducing the source text into the target text. According to Chen (2023), identifying common problems in consecutive interpreting are listening and analysis problems, and information loss.

Based on the challenges perceived by students, many strategies can be used to overcome these challenges. Ribas (2012) classifies that a strategy in listening and understanding in translation is to pay greater attention to the source language. Another strategy mentioned in previous research, Wang (2023) says that by maintaining focus and concentration, the quality of interpretation will improve. Then there is a strategy that is more important to use in consecutive interpreting. That strategy is the note-taking strategy. Gile (1995) says that note-taking is safer because it helps interpreters minimize their efforts when listening to the speaker and performing linguistic conversion at the production stage. In another study, Asgari (2015) recognizes that note-taking can ease memory. In addition, note-taking helps the translator remember details and long sentences from the message.

Note-taking in consecutive interpreting also plays a role in vocabulary development. As examined in previous studies, Jin and Webb (2021) state that writing words in notes is the most effective predictor of vocabulary learning when compared to those written in other ways. In addition, Wang (2015) says that consecutive interpreting can improve language fluency.

3. METHODOLOGY

This study explores students' experiences of note-taking as a strategy in CIP and its impact on their vocabulary acquisition. In addition, it also looks at the challenges and benefits of using NTS in consecutive interpreting classes. This research uses a qualitative

approach, focusing on individuals, especially students taking elective academic interpreting courses. Creswell (2016) states that qualitative research delves into the significance or interpretation of a situation or societal matter from the viewpoint of individuals involved in it.

Furthermore, this study uses narrative inquiry to examine the experiences of five students in an academic interpreting class. Furthermore, James (2018) says that narrative inquiry is a method of learning that emphasizes storytelling as a way to present and investigate interpretations of individual experiences. This design allows the students to share their personal note-taking experiences, affecting their understanding of consecutive interpretations. This provides deep insight into note-taking as an effective way of developing vocabulary mastery.

The data sources of this study are sixth semester students of English Education at UIN Sunan Gunung Djati Bandung who have studied interpreting in the previous semester. Overall, the researcher uses this narrative inquiry to examine in depth the experiences that participants had in using NTS on vocabulary development in CIP. This research uses semi-structured interview techniques and complementary data from questionnaires. The steps in this research are, firstly identifying participation, secondly classifying participants, thirdly data collection and the last step is data evaluation.

4. FINDING AND DISCUSSION

4.1 Findings

This study aims to explore students' experiences of note-taking on vocabulary development during consecutive interpreting. But before analyzing this, participants first filled out a questionnaire. Then five of the participants were interviewed about their interpreting challenges before using note-taking and how to overcome them. After knowing this, the participants were interviewed about their opinions regarding note-taking strategy, their vocabulary development after using note-taking, and the difference in their vocabulary ability before and after using note-taking.

i. Challenges faced by students in consecutive interpreting before using note-taking strategy

This section shows the challenges that participants faced when doing consecutive interpreting without using note-taking. From the interview results, the researcher categorized the challenges faced by participants into four categories.

Table 1.1 Challenges faced by students in consecutive interpreting before using note-taking

No	Challenges	P1	P2	P3	P4	P5
1.	Identify words from pronunciation	√			√	
2.	Difficulty in keeping focus		√			√
3.	Difficulty in identify meaning	√		√	√	
4.	Manage time		√			

The table above shows the challenges that participants felt. Participant 1 found it difficult to identify the word from the pronunciation spoken by the speaker. Then the second challenge is to identify the meaning intended by the speaker. Furthermore, the difficulty in maintaining focus is a challenge felt by participant 2 and participant 5, they assume that the loss of focus when interpreting can disturb the accuracy of the interpretation results. Then same as participant 1, participant 3 and participant 4 also found it difficult to identify the speaker's intended meaning. Lastly is managing time, participant 2 felt that managing time when interpreting the meaning of the speaker with a very short time lag is a challenge that must be considered as well.

ii. Strategies used to overcome the challenges faced before using note taking strategy

Participants have their own ways to overcome the challenges they face. From the interview results, the researcher concluded three strategies that participants used. Below is a table of strategies used by participants:

Table 2.1 Strategies used to overcome the challenges faced

No	Challenges	P1	P2	P3	P4	P5
1.	Maintain focus and concentration		√	√		√
2.	Remembering keywords	√	√		√	
3.	Reading and learning about the topic				√	

The table above shows that students used various strategies to help them overcome the challenges of consecutive interpreting before using note-taking. The participants believed that the strategies they employed could help them improve their interpretation quality and produce good interpretations.

iii. Vocabulary enhancements after using note-taking

This section focuses on the participants' opinions on their experiences in their vocabulary development after using note-taking in consecutive interpreting. However, participants were first interviewed about their personal opinions on note-taking strategies. Below are the statements that the participants expressed about the note-taking strategy.

Participant 1

> In my opinion, note-taking is very helpful in remembering the important points spoken by the speaker. Because if you rely on your memory, especially with a lack of vocabulary, it is like burdening yourself.

Participant 2

> Note-taking is very helpful in the process of language transition from the source language to the destination language. And this strategy can be a tool that can maintain our fluency and memory ability in CIP.

Participant 3

> I think note-taking is really helpful so that we do not forget the important points that must be interpreted. So with note-taking, we can avoid deviating from what we should interpret.

Participant 4

> I think this strategy is very helpful, like when I do not understand some words, it helps me after note-taking, because I take notes and find out the meaning of the word.

Participant 5

> I think this strategy is also really helpful, because as I said before that my difficulty is maintaining focus, with note-taking I have a grip on the notes when I will interpret.

The results of the interviews show that all five participants felt that note-taking is needed in consecutive interpreting. From the five participants interviewed, there are similar opinions about note-taking. The similarity in question is that note-taking helps them remember important points that will be conveyed. Then next, the difference in opinion from the five participants above is in the other functions of note-taking. Some of them added that note-taking can help them to maintain focus during interpretation, others said that note-taking helps the language transition process to be better.

In conclusion, they argued that note-taking can minimise errors during the interpreting process.. In addition to minimizing errors, note-taking also helps increase the accuracy of the interpretation results, and helps record important information or keywords to be conveyed. The next interview was an interview related to the participants' vocabulary development after using note-taking. Participants one to four felt that their vocabulary had improved. Meanwhile, participant five thought differently. The following are statements from the five participants about their vocabulary development after using note-taking.

Participant 1

> It helps, yes. You see, if we hear new or unfamiliar vocabulary, we write it down. The vocabulary can become a keyword, so we can find out the meaning of the vocabulary that we do not know. So I think it is really good.

Participant 2

> It is certainly helpful, as it involves an active process of noting important vocabulary that will be relayed back to the audience. As a result, this strategy can enrich our vocabulary.

Participant 3

> Yes, so when I take notes, I later look up the meaning of the vocabulary I wrote down, then I find out more vocabulary from the right target language that I will convey.

Participant 4

> It is quite helpful, because in my personal opinion, note-taking is like making your own dictionary of vocabulary from what the speaker says about the topic.

Participant 5

> Not helpful enough, as there is a lack of distance from note-taking and interpretation.

From the interview results above, Participant 1 to Participant 4 have similar opinions on how note-taking can affect their vocabulary development. They said that by note-taking, they learnt new vocabulary, found out the meaning, and as a result, they were able to enrich their vocabulary and produce good interpretations. However, unlike participant 5, she felt that there was no change in her vocabulary. This was due to the lack of time to find out more about the meaning of the vocabulary that had been recorded.

It can be summarized that 4 out of 5 participants agreed that note-taking was very helpful in the participants' vocabulary development. After knowing about the participants' opinions about their vocabulary development after using note-taking. The researcher reconfirmed the participants' vocabulary skills before and after using note-taking. This last interview aims to reinforce the participants' opinions on the previous questions. The following are statements from participants regarding the differences in their vocabulary skills before and after using note-taking.

Participant 1

> There must be a difference. Before note-taking, we just rely on our memory about the vocabulary, which may still have a lot of misses. Now, after using note-taking, we know that we've written down this vocabulary before, which means I know it because it's been written down.

Participant 2

> Of course. I personally experienced a difference in my vocabulary. After using note-taking, I often re-read my note-taking results to better understand the meaning of what the speaker said. Also, with note-taking, I automatically memorize new vocabulary after consecutive interpreting practice.

Participant 3

> Yes, there is a difference. Before we used note-taking, we would get stuck and do a lot of *"eu... eu..."*, because our memory may also be limited. Now after using note-taking, we are more organized, because we already know the meaning of the vocabulary, and what to convey.

Participant 4

> Of course there are differences that I feel. Before using note-taking, I had difficulty interpreting the meaning and also difficulty in understanding the meaning of the vocabulary. Whereas after using note-taking, I understand the meaning and the vocabulary that I did not know before.

Participant 5

> I would say there is, but it is not too significant. In my opinion, after using note-taking, the ability to memorize vocabulary is the most improved, whereas before using note-taking it was a bit difficult to remember what the main point was.

There are similarities in the opinions of the five participants above. They all agree

that there is a difference before and after using note-taking. The similarity is in the improvement of vocabulary recall, they believe that by writing down the vocabulary mentioned by the speaker and then finding out the meaning, it is easier for them to remember the vocabulary. Then for the difference lies before they use note-taking. Some always felt stuck because they did not understand the meaning, while others felt that their short memory ability was the reason why they did not remember the vocabulary spoken by the speaker.

In conclusion, the use of note-taking greatly affected the participants' memory ability and vocabulary comprehension. There was quite a difference between the participants before and after using note-taking. Next section is data reinforcement of the overall interview results. The data this time was taken using a Likert scale questionnaire. This questionnaire resulted in 11 participants. This Likert scale questionnaire consists of answer choices: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The first category is note-taking enhancing vocabulary acquisition and the second is note-taking improving the quality of interpretation. The following is a table of the questionnaire results:

Table 3.1 Note-taking enhancing vocabulary acquisition

Enhancing vocabulary acquisition							
No.	**Statements**	**SD**	**D**	**N**	**A**	**SA**	**Total**
1.	I feel that the note-taking strategy helps me in understanding deeper vocabulary.	-	-	2 (18.2%)	6 (54.5%)	3 (27.3%)	11 (100%)
2.	I believe that using the note-taking strategy can help me remember vocabulary better.	-	-	-	6 (54.5%)	5 (45.5%)	11 (100%)
4.	I believe that using notes during consecutive interpreting practice improves my understanding of vocabulary.	-	-	2 (18.2%)	7 (63.6%)	2 (18.2%)	11 (100%)
5.	I feel that using notes helps me expand my vocabulary.	-	-	5 (45.5%)	5 (45.5%)	1 (9%)	11 (100%)
6.	I agree that categorizing vocabulary in notes can help me remember it better.	-	-	3 (27.2%)	4 (36.4%)	4 (36.4%)	11 (100%)
8.	Note-taking strategies help me to identify important words and their contexts.	-	-	-	8 (72.7%)	3 (27.3%)	11 (100%)
9.	I think taking notes helps me expand my vocabulary in the source and target languages.	-	-	5 (45.5%)	4 (36.4%)	2 (18.1%)	11 (!00%)
11.	Note-taking strategy helps you remember new or important vocabulary during consecutive interpreting practice.	-	-	1 (9.1%)	5 (45.5%)	5 (45.5%)	11 (100%)

Table 3.1, titled "Note-taking enhancing vocabulary acquisition," explores how note-taking strategies influence vocabulary learning. Each row presents a statement on the topic, like "Using notes helps me remember vocabulary better." The table allows us to see how the participants reacted to these statements. By analyzing these responses, we can gauge the overall impression of note-taking's effectiveness. For most statements, a

significant portion of participants agreed or strongly agreed. For example, in statement 2, no one disagreed that note-taking helps them remember vocabulary, and nearly all participants (over 90%) agreed or strongly agreed. This suggests a generally positive perception of note-taking as a tool for improving vocabulary acquisition.

The categories above show the participants' vocabulary development after using note-taking. There are six statements that were answered neutral by participants, namely statements 1, 4, 5, 6, 9, and 11. While there are two statements, namely statements 2 (54.5% agree and 45.5% strongly agree) and 8 (72.7% agree and 27.3% strongly agree) show that participants 100% agree that note-taking helps their vocabulary development. Next is the second category, namely note-taking improves the quality of interpreting.

Table 3.2 Note-taking improves interpreting quality

Note-taking improves interpreting quality							
No.	**Statements**	**SD**	**D**	**N**	**A**	**SA**	**Total**
3.	I agree that taking notes during practice sessions helps me improve my response time in consecutive interpreting.	-	-	2 (18.1%)	5 (45.5%)	4 (36.4%)	11 (100%)
7.	I agree that using notes helps me overcome difficulties understanding complex texts.	-	-	2 (18.1%)	6 (54.5%)	3 (27.3%)	11 (100%)
10.	Note-taking strategy helps you to record important information during consecutive interpreting practice.	-	-	2 (18.1%)	4 (36.4%)	5 (45.5%)	11 (100%)
12.	Note-taking strategy helps you to capture the meaning of what the speaker is saying during consecutive interpreting practice.	-	-	1 (9.1%)	7 (63.6%)	3 (27.3%)	11 (100%)

Table 3.2 titled "Note-taking improves interpreting quality" explores the connection between note-taking and interpreting skills. It presents participants' responses to various statements on the topic. The results shown in the table above are very diverse, but dominated by agree and strongly agree responses. From the four statements in this category, statement 12 has the majority vote which shows that 10 out of 11 participants agreed that note-taking helps to capture meaning when consecutive interpreting is conducted.

Looking at the data, we see a generally positive view of note-taking's impact. For most statements, few participants disagreed, while many agreed or strongly agreed. This suggests participants believe note-taking helps them grasp complex information, capture speaker meaning during interpreting practice, and improve their response time. Overall, participants thought that note-taking can help their vocabulary development. In addition, note-taking can also improve their interpreting quality to be better with a high level of accuracy. However, there were some who thought differently. Next is the discussion section which discusses the findings in detail.

4.2 Discussions

This section discusses the three main focuses of this study: Students' perceived challenges in consecutive interpreting, their strategies for resolving their challenges, and

their vocabulary development after using note-taking.

i. Challenges faced by students in consecutive interpreting before using note-taking strategy

Based on the results of the interviews and the four main difficulties felt by the participants, the most common difficulty was the difficulty in identifying meaning. Three out of five participants felt that understanding meaning without note-taking was more difficult. Without note-taking, there were many misinterpretations. Liu, Luo, and Wang (2023) state that problems in consecutive interpreting experienced by students are such as missing key information, inconsistent abbreviations, unclear logics, and incomplete records of figures and their meaning.

Another difficulty that is more often felt by students is identifying words from their pronunciation. This happens because the accent they are usually hearing is different from the accent spoken by the speaker. As a result, they have difficulty remembering and identifying the new word. Al-Harahsheh, Shehab, A-rousan (2020) say that the most challenges in consecutive interpreting are memory and reproducing the source text into the target text. Then there are keeping focus and managing time which are used as challenges by participants. Keeping focus here means listening carefully to what is said by the speaker, because if it is not focused, the information received can be incomplete. Chen (2023) identifies common problems in consecutive interpretation include listening and analysis problems, and information loss.

In conclusion, although consecutive interpreting is the process of interpreting after the speaker has finished speaking or in other words there is a pause, participants still feel challenges in the process. These challenges can hinder the interpretation that will be delivered to the audience. Then it does not rule out the possibility that the meaning conveyed is misinformed and inaccurate.

ii. Strategies used to overcome the challenges faced before using note taking strategy

Apart from the challenges felt, students have their own strategies to overcome the challenges they face. From the results of the interviews that have been analysed, there are three ways that participants do to overcome the challenges that have been mentioned (see table 1.1). The first strategy is to maintain focus and concentration. By maintaining these two things, they can avoid miscues that might occur during consecutive interpreting. Wang (2023) says that by maintaining focus and concentration, the quality of interpretation will improve.

The second strategy is to remember the keywords spoken by the speaker. three of the participants made this as a strategy of perceived difficulties. Good memory is crucial for effective and practical interpretation, along with good knowledge of both source and target languages (Jabaghyan, 2021). Training the memory to remember keywords is very important, as it will affect the outcome of the interpretation. Kriston (2023) says that memory training is important in interpretation, as it influences the interpreter's performances.

The last is to read the topic that will be delivered by the speaker. By reading the relevant topic, it will automatically learn vocabulary that is relevant to the topic. Hong-mei (2012) states that understanding the original speech before taking notes is important for successful consecutive interpreting. In conclusion, the strategies mentioned earlier can help them to overcome the perceived challenges. Even with these strategies, some of them can help to improve the quality of interpreting and reduce the transmission of inaccurate information.

iii. Vocabulary enhancements after using note-taking

Note-taking strategy is one of the strategies that play an important role in consecutive interpreting. Gillies (2017) says that with frequent practice using note-taking, the ability to take notes with other techniques will begin to get used so that capturing meaning will become easier. From the interview results, all five participants agreed that note-taking is very helpful in the consecutive interpreting process. The participants think that note-taking helps to write down the important points spoken by the speaker. Jin (2010) says that notes in consecutive interpretation help interpreters memorise important parts of the source language and are crucial for the translation process. In the process, note-taking also helps to improve the quality of translation as well as assisting the transition process of the source language to the target language. In addition, effective note-taking in consecutive interpretation can significantly improve the flow of the speech and enhance the overall quality of the interpretation (Wang, 2023).

After using note-taking, participants were interviewed regarding their vocabulary development. Four out of five participants felt that their vocabulary improved after using note-taking. Jin and Webb (2021) state that writing words in notes is the most effective predictor of vocabulary learning when compared to those written in other ways. In addition, participants also argued that note-taking enabled them to re-read their own writing. Memorising or learning vocabulary by taking notes in one's own writing can help vocabulary development. Kang (2010) suggests that note-taking helps learners better use linguistic forms in their own rewriting, contributing to vocabulary acquisition. Meanwhile, one of the participants who thought that note-taking was not significantly helpful argued that note-taking only helped with vocabulary recall. Similarly, Hong-Mei (2012) found that note-taking in consecutive interpreting increases memory efficiency and facilitates the process of hearing-moving-speaking.

In addition, the participants perceived a difference in their vocabulary after and before using note-taking. Before using note-taking, the participants often felt stuck with their vocabulary because they did not take notes. In addition to feeling stuck, they also often had difficulty capturing the meaning intended by the speaker. However, after using note-taking, they were more confident with their vocabulary because they had taken notes and looked up the meaning.

From the subsequent findings, some participants gave agree and strongly agree answers about the development of their vocabulary skills after using note-taking. In addition, participants also agreed that note-taking improved their interpreting quality. Jia-men (2014) states that note-taking plays an important role in improving the accuracy, fluency, and formality of the target language in interpreting exams. However, there were some who answered neutrally to both categories mentioned earlier. Overall, this study confirmed that note-taking can help develop vocabulary skills during consecutive interpreting. In addition, other benefits of note-taking can also improve the quality of interpretation and enhance other important skills such as listening, speaking, and understanding the meaning.

5. CONCLUSION

This study describes the challenges faced by students in the consecutive interpreting process, the strategies used to overcome these challenges, and the effect of note-taking in improving their vocabulary. The main challenges faced by students in consecutive interpreting include difficulties in identifying meaning, recognising words from their pronunciation, maintaining focus, and managing time. Strategies used by students to overcome these challenges include maintaining focus and concentration, remembering

keywords spoken by the speaker, and reading the topic to be delivered to learn relevant vocabulary.

From this study, it can be concluded that note-taking also has a positive impact on students' vocabulary development, by improving their ability to remember and understand the meaning conveyed. In addition, note-taking proved to be very helpful in the consecutive interpreting process and improved their ability to remember and understand the meaning conveyed. Thus, this study shows that the use of strategies such as note-taking can help in overcoming the challenges faced in the consecutive interpreting process, while simultaneously improving students' vocabulary and overall interpretation quality. This confirms the importance of developing effective strategies and techniques in training students' skills in the field of language interpretation.

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Ideational Metaphors in Academic Paragraphs: A Look at University Student Writing

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This study investigates the use of ideational metaphors in the academic writing of fifth-semester English Education students at UIN Sunan Gunung Djati Bandung, Indonesia. Employing a qualitative descriptive method, the study analyzes 32 critical academic writing documents. A total of 149 ideational metaphors are identified from 987 nominal groups within the corpus data. The findings reveal that ideational metaphors deriving from material processes dominate, followed by, in order of frequency, mental, relational, verbal, behavioral, and existential processes. Notably, the analysis demonstrates that most students utilize ideational metaphors in their writing. These findings suggest the ideational metaphor analysis to inform pedagogical practices aimed at enhancing the conciseness of the university students' academic writing. By understanding how students use ideational metaphors, teachers can develop strategies to help students utilize them more effectively to produce clearer and more impactful scholarly manuscripts.

Keywords: ideational metaphors; academic paragraphs; university students.

1. INTRODUCTION

Mastering academic writing is essential for EFL learners' success, as effective writing is valued in careers, academics, and personal lives. University-level EFL students specifically encounter the challenge of formal academic writing, characterized by formality, conciseness, and complexity (Zhang, 2018). This style demands clear and formal language, presenting well-supported arguments on specific topics (Taylor, 2009). Strong grammar underpins clear communication, while academic writing also incorporates a higher level of vocabulary, increased use of noun phrases, and a more assertive tone (Hyland, 2009).

On the other hand, it is quite hard to write ideas in academic texts with the appropriate word choices related to the meaning expressed, let alone the use of ideational metaphors in academic writing texts. However, students are still confused about how to transform their ideas in writing, involving the writing style and the language used to deliver the exact messages (Fatimah, 2018). This includes a lack of vocabulary mastery and being unfamiliar with rewriting and constructing sentences that focus more on grammatical aspects. In short, the grammatical structures sincerely affect their academic writing coherently and cohesively. In this case, grammar in the lens of systemic functional linguistics is the main tool of language processing and the component that provides meaning to languages (Halliday & Matthiessen, 2004).

Systemic Functional Grammar (SFG) analyzes language based on its function and the meaning it conveys (Chapman & Routledge, 2009). This includes metaphors, a fundamental concept in SFG (Yang, 2018). Grammatical metaphors involve both vocabulary and sentence structure (Halliday, 1994) and allow writers to choose language forms that shape meaning for a specific purpose. Meaning can be expressed directly (congruent) or indirectly (non-congruent), with non-congruent forms often linked to

grammatical metaphors (Halliday, 1994; Halliday & Matthiessen, 1999, 2014). These metaphors are further categorized as interpersonal (mood and modality) or ideational (transitivity processes and nominalization) (Halliday & Matthiessen, 2014, 2004). This research focuses on ideational metaphors, specifically those realized through transitivity metaphors, as they are well-suited for analyzing student writing due to its communicative nature (Eggins, 2004).

Research in this area is still rare. Ngongo and Benu (2020) analyze interpersonal and ideational metaphors from 15 theses of undergraduate students. The study revealed that the material process is the predominant ideational metaphor, while the interpersonal metaphor was used in the mood system and modality with the most realized in declarative clauses. Then, Pasaribu (2022) elaborates on the occurrences of ideational metaphors in students' academic writing essays. The results showed that the writings include strong, grammatically correct metaphorical sentences. In another research, Alhusaiyan (2023) examines the ideational metaphor in academic writing produced by Saudi EFL students. It was shown that there is a rise in the number of excellent grammatical metaphors in the students' writings. Ramadhani, Nainggolan, and Sitompul (Ramadhani et al., 2023) reveal the most common ideational meta-function in the students' recount texts at SMAN 1 Panai North Sumatera. It further analyzed 10 students' recount texts and discovered the material process as the dominant process.

This current study modifies previous research. This study attempts to analyze ideational metaphors in students' academic writing projects. Yet, students do not notice the use of ideational metaphors in academic writing. They are only aware of the common words and arrangements. Napitupulu (2017) students often face difficulties in choosing proper word choices and putting them in the right word structure. Therefore, the analysis of ideational metaphors as functional grammar aspects can indicate how the students organize ideas and write academic texts from the aspects of nominalization and realization of the transitivity processes. Thus, this study intends to recognize the coherence and cohesiveness of students' academic texts in delivering information.

2. LITERATURE REVIEW

Language serves as the cornerstone of human interaction, allowing us to express ourselves and deliver messages through both spoken and written words. Systemic Functional Grammar (SFG), as defined by Halliday (1994), is a branch of Systemic Functional Linguistics (SFL) that delves into the natural grammar of language – how it's used in real-world contexts. This framework acknowledges that language, in both spoken and written forms, fulfills various social purposes. Similarly, Gerrot and Wignell (1994) emphasize functional grammar's significance as a tool for meaning-making. However, traditional, congruent expressions can sometimes limit the depth of meaning conveyed through language (Pasaribu, 2022). This is where grammatical metaphors come into play.

Grammatical metaphors stand as a powerful tool within Systemic Functional Grammar (SFG), offering a unique lens through which we can understand how language shapes meaning. These metaphors go beyond simply substituting one word for another; they represent a fundamental cognitive process that allows us to reframe our understanding of the world (Cameron, 2018). By transforming one grammatical category into another, often from concrete to abstract or vice versa (Halliday, 1985), grammatical metaphors provide alternative ways of conceptualizing reality. For instance, the sentence "The argument raged on" takes an abstract concept, "argument," and presents it through the lens of a concrete action, "raged," creating a more vivid image for the reader.

This process of transformation extends beyond the semantic level, impacting the very structure of language. Grammatical metaphors can modify language at the syntactic and

morphological level (Halliday, 1994). For example, the sentence "The company is a machine" utilizes a nominalization metaphor, transforming the verb "to function" into the noun "machine." This shift alters the sentence structure and emphasizes the company's efficiency. These linguistic phenomena highlight the dynamic nature of language, where individuals leverage various tools to express themselves and reshape their understanding of the world (Goatly, 2011). As Langlotz et al. (2019) suggest, grammatical metaphors offer more than just stylistic flourishes; they serve as a testament to the human capacity for creative expression and cognitive restructuring.

Highlighting the multifaceted nature of grammatical metaphors, this study focuses on ideational metaphors, particularly their connection to experiential meaning. These metaphors are realized through "transitivity metaphors" (Halliday, 1994). Halliday and Matthiessen (2014) define ideational metaphors as incongruent uses of words, phrases, and clauses within the system of transitivity. This system itself is comprised of six process types: material (doing/acting), mental (thinking/feeling/perceiving), verbal (saying), relational (being/having), behavioral (psychological behavior), and existential (existence of something). By examining how students utilize ideational metaphors and their corresponding transitivity processes, this research delves into the deeper meaning conveyed through language choices within student writing. This analysis offers valuable insights into how students construct meaning and express themselves through their written work.

3. METHODOLOGY

This research analyzes the ideational metaphors in students' academic writing projects. In short, this research identifies the types of transitivity processes as ideational metaphor expressions in students' academic writing projects. This study uses qualitative methods because the focus is on individuals, specifically in students' academic writing projects. For Creswell (2012), qualitative research is a method for exploring a topic extensively. Besides, Hennink, Hutter, and Bailey (2020) state the qualitative method applies particular research techniques, such as document analysis, interviews, and observation. This research employs a descriptive-qualitative approach to provide the findings from the analysis, description, and interpretation of data, surrounding the ideational metaphors in students' academic writing projects.

This study is designated to be a document analysis. Document analysis is used to identify the materials in a piece of written or visual content (Ary et al., 2010). The data source is students' academic writing project written by the fifth-semester students of the English Education Department of UIN Sunan Gunung Djati Bandung. Those are 32 critical academic writing projects which consist of one topic with several supporting evidences for each document. This study also uses corpus data to obtain the general amount of terms and assist in finding ideational metaphors in students' critical academic writing projects.

The hook for data analysis is Halliday's theory towards the ideational metaphors in students' academic writing projects to accomplish the research purpose. This study focuses on the transitivity metaphors to examine the quality of students' academic writing. The steps for data analysis involve: identifying and classifying each clause related to six transitivity processes. This includes nominalization which the processes function as things and are rephrased metaphorically as nouns (Halliday & Matthiessen, 2004). The data analysis is elaborated to find out the occurrence of ideational metaphors in students' academic writing projects.

4. FINDING AND DISCUSSION

4.1 Findings

This study aims to examine the use of ideational metaphors in students' academic writing projects. The students are required to deliver their interesting topic in critical academic writing projects that consist of one paragraph and some supporting pieces of evidence towards the selected topic. This study analyzed 32 students' academic writing projects to discover ideational metaphors. The ideational metaphor realization is in the metaphor of transitivity (Dinagara, 2016). The data analysis elucidated the whole text had 149 ideational metaphors with the detail of 104 occurrences of the material process as a predominant process of ideational metaphors. This is followed by mental processes with 39 occurrences, relational and verbal processes that emerge twice, then behavioral processes and relational processes with a single occurrence. Thus, the following table summarizes the ideational occurrences in students' academic writing projects.

Table 2 Types of Transitivity Metaphors in Critical Academic Writing Projects

No	Types of Transitivity Metaphors	Occurrences	Percentage
1.	Material Process	104	69.79%
2.	Relational Process	2	1.35%
3.	Mental Process	39	26.17%
4.	Verbal Process	2	1.35%
5.	Behavioral Process	1	0.67%
6.	Existential Process	1	0.67%
Total		**149**	**100%**

Table 1 presents the distribution of transitivity metaphors used in critical academic writing projects. Material processes dominate, accounting for 69.79% (104 occurrences) of all metaphors. This indicates a strong focus on actions and events related to doing. Mental processes (26.17%, 39 occurrences) are also prominent, suggesting students express their thoughts and understanding of the subject matter. Relational processes (1.35%, 2 occurrences) and other process types (2.69%) appear less frequently. Overall, the data suggests that students primarily rely on material and mental processes to convey their ideas in academic writing.

As you can see, the table shows the prevalence of different types of transitivity metaphors used in academic writing. Material processes, which describe actions and events, are the most commonly used type of metaphor. This suggests that students are primarily focused on conveying actions and doing things in their writing. Mental processes, which describe thoughts and feelings, are also relatively common. This indicates that students are also expressing their thoughts and understanding of the subject matter. Other types of metaphors, such as relational processes (which describe relationships between things) and verbal processes (which describe communication), are used less frequently.

In conclusion, the data in Table 1 suggests that students primarily rely on material and mental processes to convey their ideas in academic writing. This means that they are focused on describing actions and events, as well as their thoughts and understanding of the topic. In addition, it is apparent from Table 1 that the 149 occurrences of ideational metaphors are viewed as inconsiderable compared to the 987 nominal groups in the corpus data. This signifies incongruent or metaphorical expressions in students' critical academic writing account for 15.09% percent of whole nominal groups. Therefore, students' academic writing projects are classified as insignificant quality because of a small

nominalization of metaphorical expressions. The use of nominalization has an important role in constructing formal and concise writing in academic texts (Zhang, 2018). Besides, it is a good inception that most students have used ideational metaphors in their writing projects. The students are required to learn and understand ideational metaphors in-depth to apply ideational metaphors more in their academic writing projects.

In addition, Halliday and Matthiessen (2014) propose a wider framework with seven transitivity processes. These include material (actions and events), behavioral (habits and behaviors), mental (thoughts and feelings), verbal (communication), existential (existence), attributive (classification), and identifying (identification). However, the current research focuses on the six processes of transitivity metaphors identified in previous studies by Alhusaiyan (2023), Mahmudah et al. (2018), Ngongo & Naniana Benu (2020), and Pasaribu (2022). Notably, these studies categorize attributive and identifying processes as a unified relational process. This variation highlights the ongoing development and adaptation of transitivity theory in analyzing language use.

Hereinafter, the following discussion delves into the key findings of this research. We'll explore how ideational metaphors are specifically realized through the lens of transitivity processes. This analysis will shed light on the linguistic choices students make to convey their ideas in academic writing. Additionally, the next section will explore the potential educational implications of these findings, highlighting both similarities and divergences from previous research in the field. This comparative analysis will contribute to a richer understanding of how students utilize metaphor in critical academic writing projects.

4.2 Discussions

This current study focuses on the ideational metaphors employed in students' critical academic writing projects. Academic texts require unique textual structures that are condensed and compressed into nominal groups (Ezeifeka, 2015). Nominalization is the process of converting a verb into a noun phrase, often used to achieve this conciseness. Ideational metaphors are realized in these nominalized structures through transitivity processes.

1. Material Process

The material process is a subcategory of the transitivity system referring to the process of doing. There are two participants in this category. The actor is the one who takes action and the second participant is the object of the action, even if the clause does not mention the participants directly. The material process is represented by verbs such as "get," "make," "read, "and "buy." These illustrations of the material process as ideational metaphors are expressed in students' critical academic writing projects.

Extract 1: Globalization is a process of international **integration**

Extract 1 shows an incongruent expression with the noun form "integration" deriving from the verb "integrate." It is a change of material process and a possible congruent expression as in "Globalization is to integrate the international process."

Extract 2: Knowing grammar will help students avoid **making** English mistakes.

In this case, the use of the gerund "making" represents metaphorical wording from the root form of "make." Gerund is the most commonly changing of verb into a metaphorical word (Pasaribu, 2022). A possible congruent expression may involve wasted word as "Knowing grammar will help students avoid to make English mistakes." This finding indicates the students are well-grounded in transforming into gerund derivation.

Table 3 Material Processes in Students' Academic Writing Projects

Material Process	Frequency

Read	13
Smoke	7
Teach, advertise	6
Writing	5
Stay, purchase, use, reward	4
Provide, make	3
Emerge, prepare, develop, educate, contain, master, work, increase, consume, influence	2
Quarantine, restrict, implement, identify, match, watch, dry, chop, try, pollute, habit, take, define, integrate, exchange, wane, depend, regulate, move, spend, involve, get, obligate, attribute, express	1

Analyzing the material processes used by students in their writing, Table 2 reveals a focus on learning and comprehension. "Read" dominates the table with 13 instances, followed by processes like "Teach," "Writing," and "Smoke" (perhaps indicating the impact of reading on habits). While processes like "Purchase" and "Use" appear a few times, the overall trend suggests students primarily described actions related to acquiring and processing information. It is concluded that the material process is the predominant process rather than another transitivity process found in students' critical academic writing projects.

2. Relational Process

The process of being that defines the relational process. This is the relationship between two things without any effect from one thing to another. The relational process is composed of three types. Intensive is for describing something or someone. Circumstantial shows time and location. Possessive explains a situation of having (Halliday & Matthiessen, 2014).

Extract 3: **Being** able to compare a product's quality to others

The relational process is the process of being. As its definition, the use of "being" belongs to the relational. This is the intensive type of relational process from the congruent clause "we are able to compare a product's quality to others." The derivation from "be" into "being" is a gerund transformation for ideational metaphors. In addition, this study only found one relational process as the realization of ideational metaphors.

Extract 4: You want **to able to be** consistent

The verb used for the relational process is be. The use of "to able to be" is involved in an intensive type of relational process. A possible congruent clause as in "you want to and are capable of being consistent." The transformation from the congruent form into the incongruent makes the clause more concise. In addition, the following table presents the relational process as the realization of ideational metaphors in students' critical academic writing projects.

Table 4 Relational Processes in Students' Academic Writing Projects

Relational Process	Frequency
Be able	2

3. Mental Process

The mental process is the process of thinking, feeling, imagining, and knowing. In short, the process indicates affection, cognition, and perception are the mental processes. In the mental process, the participant is called a "senser" who must be conscious to think, feel, and sense. Another participant is the "phenomenon" which is the thing that is thought, felt, and seen.

Extract 5: **Learning** English not only through formal education**.**

The word "learning" is the gerund form of "learn." Extract 5 demonstrates metaphorical wording through gerund. The term "learn" can be categorized as the part of cognition process. Therefore, it is the ideational metaphor realized in the mental process.

Extract 6: There is no specific reason **for liking**

This passage demonstrates incongruent expression in the form of mental process. The prepositional phrase "for liking" is from the word "like" for showing affection. The grammatical shift in this term is the shift from verb to prepositional phrase. The use of "for" changes the "to infinitive" role on it. The congruent sentence can be "There is no specific reason to like English" It is downgraded with a prepositional phrase form to easily deliver the message of an idea. Collectively, this clause involves the verbal process as a transitivity metaphor.

Table 5 Mental Processes in Students' Academic Writing Projects

Mental Process	Frequency
Learn	29
Understand	4
Remind, feel, like, concentrate, know, worry	1

Table 4 dives into the mental processes students used in their writing. Here, "Learn" reigns supreme with 29 occurrences, showcasing a clear focus on knowledge acquisition. "Understand" follows at a distance with 4 instances, suggesting students aimed to not just learn facts but grasp them deeply. The remaining mental processes, like "feel" or "worry," appear only once each, hinting at students expressing occasional emotions or moments of concentration while conveying their learning journeys. Overall, the table emphasizes the dominance of mental processes related to knowledge acquisition and comprehension in students' academic writing.

4. Verbal Process

The verbal process refers to the speaking action. It means, there must be someone or something (sayer) conveying a message. The other participant in this process is the "receiver" who accepts the message. In the following extract, the participants are hidden and not directly mentioned.

Extract 7: It is good **for communication** when we visit other countries,

The above Extract 7 provides a nominalization of the verbal process. The use of "communication" is derived from "to communicate." Thus, a congruent expression as in "it is good to communicate when we visit other countries." The change from a verb into a noun in grammatical class is a metaphorical term through nominalization. It is supported by Mahmudah et al. (2018) the most common grammatical metaphor in their research is nominalization. The nominalization is in the form of a prepositional phrase, beginning with "for."

Extract 8: **Informing** public policy research

The use of "informing" is derived from "to inform." Extract 8 presents a nominalization of the verbal process. The transformation of a verb into a gerund form is the realization of ideational metaphors. It is because grammatical metaphors modify the basic form of word construction including transformation into the gerund (Afifi, 2021). The following Table 5 displays the occurrence of verbal process.

Table 6 Verbal Processes in Students' Academic Writing Projects

Verbal Process	Frequency
Communicate, inform	1

5. Behavioral Process

The physical and psychological functions relate to the behavioral process, for instance, smiling, sleeping, seeing, and sneezing. This process only has one participant: it is "behavior." Sometimes, this also has an additional participant "range" (Zhang, 2018).

Extract 9: **Inhaling** through the mouth with the other end

Extract 9 is identified as the incongruent clause in the form of a noun clause. The gerund "inhaling" is derived from "inhale" which belongs to the behavioral process. The transformation from the verb into gerund form concisely writes the whole main clause. This is a possible congruent form of "Smoker inhales through the mouth with the other end." This clause exhibits the psychological function in the case of ideational metaphors. Table 6 below illustrates a single occurrence of behavioral process.

Table 7 Behavioral Processes in Students' Academic Writing Projects

Behavioral Process	Frequency
Inhale	1

6. Existential Process

The existential process denotes the existence of someone or something. This process commonly starts with "be" or "there." The existential process is quite familiar with the relational process but this one focuses on the existence or occurrence.

Extract 10: The **presence** of social media allows the educational process

The use of the word "presence" in this passage is incongruent. Whereas, the possible congruent sentence can be "Social media presents and allows the educational process." In this case, the word "presence" refers to the existence of social media. This clause is classified as a metaphorical expression in the existential process. The downgrading choice is a nominal group with a grammatical shift from verb to noun.

Table 8 Existential Processes in Students' Academic Writing Projects

Existential Process	Frequency
Present	1

It can be seen from Table 7 that the existential process only emerges once in students' academic writing projects. Thus, the six types of transitivity process appear in the ideational metaphor expressions. The material process is a predominant process rather than the other five processes because people often deliver messages related to real action. This is also supported by Agbaglo (2020) who found the transformative nominalization from the material process is more than half of his findings. To conclude, this study found that students are still a bit aware of the ideational metaphors in writing academic texts. The findings and discussions of this research are in line with the findings from Mahmudah et al. (2018), Suhadi (2018), Pasaribu (2022), and Alhusaiyan (2023) emphasize EFL students still do not regard the grammatical metaphors. There are also other grammatical errors in students' critical academic writing which leads to low grammatical proficiency.

5. CONCLUSION

The current study examined the ideational metaphors in university students' writing projects. Academic writing must be formal, well-structured, concise, and coherent. In other words, academic texts with a high level of ideational metaphors can result a better students' writing quality. This study found that the students' academic writing projects have met a good writing quality with the ideational metaphor occurrences in most students' academic writing projects. Even though, the ideational metaphor occurrences are still 149 compared to the total 987 nominal groups in the projects. Surprisingly, the students are familiar with the derivation of gerunds in transforming the congruent into incongruent expression.

This research suggests several pedagogical implications for better writing academic texts. First, the students should learn and understand more about the ideational metaphors to apply them when writing academic texts. It then goes by improving the lecturers' teaching technique, let alone how to use ideational metaphors in writing. Finally, the university can add a supplementary program and books regarding ideational metaphors to assist the students for preferable writing academic texts.

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News Construction of Saudi Arabia's Participation in the Miss Universe Contest by Viva and CNN Indonesia

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One reality can be reported differently by different media. This research aims to reveal how VIVA and CNN Indonesia construct the news through language features. This research uses a descriptive-critical method using the Teun Van Dijk model of critical discourse approach. The data of this research are words, phrases, sentences and paragraphs. The data source comes from news about Saudi Arabia's participation in the Miss Universe 2024 competition in two online media on March 26 and 27 2024. The data was analyzed using the Teun Van Dijk CDA model. The research results show that there are differences in how to construct news about Saudi Arabia's participation in the Miss Universe 2024 competition. Viva News reported that Saudi Arabia's decision was wrong because Saudi Arabia is the center of Islamic icon of the whole countries and it did not reflect their identity as an Islamic country. Meanwhile, CNN Indonesia reported that Saudi Arabia's decision to take part in the Miss Universe 2024 competition was a good thing and a historic moment as the rise of Saudi Arabian women. These facts prove that the two online media have different ideologies.

Keywords: CDA; news construction; miss universe 2024; Saudi Arabia; Teun Van Dijk

1. INTRODUCTION

Language can be used for various functions such as to command, influence, persuade the speaker to do something, describe, pity, manipulate and so on. The important thing in language is that there is always something the speaker or discourse producer wants to achieve (Sukarno 2015). Discourse is the most complete language unit which in the linguistic hierarchical structure is the highest and largest grammatical unit (Mulyana 2005:6). According to its content, Mulyana classifies discourse into several types, one of them is social discourse. Social discourse is a type of discourse related to the daily and social life of society (Mulyana 2005:58).

Social discourse is produced by the media in line with the world's social situation which is very dynamic and interesting to discuss. One of the reports that is currently in the media spotlight and discussion is about Saudi Arabia's participation in the Miss Universe event. This triggered various responses from the public, some were pro and some were against. To convey discourse about the pros and cons, the mass media construct the news in a subtle way.

Mass media is one of the most effective means of conveying information. Ideally, the mass media is expected to be neutral in conveying news (Sukarno and Amurwani 2020). The delivery of information carried out by the media is packaged in the form of discourse to the public so that the media has a central role in forming public opinion through what has been reported (Juditha 2013). It can be said that through mass media, public opinion about something can be formed easily. Even now, humans are experiencing a shortage of information, where every day the media always presents a variety of information related to

politics, economics, social culture and entertainment in accordance with what the media has oriented (Nurhayati and Sukarno 2022).

The news we read is not only a reality and opinion of the news source but also a construction of the media itself (Eriyanto 2015:25). It can be said that news is not a description of reality, but rather a construction of reality that contains non-neutrality (Indah and Bakti 2017). This unneutrally cannot be separated from the role of journalists' subjectivity in viewing the object being reported. The unneutrally of a media can be seen from reporting about the same event which is reported in different ways by different media.

When the mass media constructs a reality, this is related to how journalists view an issue that is currently hotly discussed in society (Syas 2015). News construction is used to fight for the ideology espoused by a media. Ideology can be understood as an idea related to a system of thought, a belief system, and an action system (Firman et al. 2016). As a system of thought, ideology is often used as a means of legitimizing truth; as a belief system, ideology can be used as a basis for belief; as a system of action, ideology can be used as a guide for human behavior.

In critical conception, ideology is always associated with asymmetrical power relations and class domination, a hegemony (ideology and power). Classical theory says that ideology is built by dominant groups with the aim of producing and legitimizing their domination (Suciartini 2017). Each mass media has its own ideology which is believed to determine the direction and purpose of reporting as well as a tool to compete with other media. So, the media has a certain interpretation in interpreting reality. The news presented to society contains the ideology of a media. However, the ideology that is included in the news is latent and hidden, so that the affected audience is not aware that they are being influenced by the media (Syas 2015).

Critical discourse analysis seeks to uncover and explain the perhaps hidden relationships between language, power and ideology (Kristina 2020:7). Linguistic analysis using a critical discourse analysis approach is not only focused on a single perspective but is multidisciplinary (Fairclough 1989:3). In Teun Van Dijk's view, to properly understand the meaning of discourse, a framework is needed that will pave the way for discourse interpretation: first, describing systematic aspects of discourse, second, exploring the relationship between discourse and social structure. Third, it is necessary to study the cognitive (mental) structure of participants in the discourse (Kristina 2020:11). Van Dijk's model of discourse analysis is usually called 'social cognition'. In Van Dijk's AWK model, discourse has three dimensions, namely: text, social cognition and social context (Kristina 2020:16).

Van Dijk (Van Dijk 2008:72) says that control over other people's thoughts is usually carried out through limiting people's access to discourse. Therefore, authorities or parties who want to control other people's minds really want to own or control the media. Media ownership provides access to select and polish news according to their ideology. In the end, a selected and polished mindset sticks in the minds of media readers through the news presented to media readers. The higher the intensity of the news, the greater the media will be able to influence the minds of news readers and then form public opinion (Kristina 2020:22). This is what VIVA and CNN Indonesia are fighting for.

VIVA.co.id is an online news portal managed by PT Viva Media Baru, a subsidiary of PT Visi Media Asia Tbk with the code VIVA on the stock market. Launched on December 17 2008 at Ballroom XXI Djakarta Theater, Central Jakarta, this portal was previously named VIVAnews.com. VIVA Group is also the parent company of television media from ANTV, TVOne and VTV which is owned by the family of Abu Rizal Bakrie, a former coordinating minister for Indonesian finance during the era of President Susilo

Bambang Yudhoyono. Viva is currently led by Anindra Ardiansyah Bakrie, the third child of the Bakrie family.

Cable News Network Indonesia (known as CNN Indonesia and abbreviated as CNN ID) is a 24-hour Indonesian free-to-air television news channel owned by Trans Media in collaboration with Warner Bros. Discovery under license to CNN. Broadcast from the Trans Media studio in South Jakarta, this local franchise presents national and international content with a focus on general news, business, sports and technology.

In connection with news construction, there are several previous studies that have been carried out. Firman F. Santoso A. Dawud D (2016) researched the construction of ideology in the religious discourse of the Liberal Islam Network. Data were analyzed using the Fairclough model of critical discourse analysis theory. The results of this research show that language features are used to construct the JIL ideology. The ideology constructed through these language features is freedom of religion and interpretation of holy scriptural texts, religious pluralism, defense of personal and minority rights, and gender equality.

Apart from that, Indah and Bakti (2017) researched the construction of news about corruption on Metro TV and NET. Data were analyzed using the Fairclough model of critical discourse analysis theory. The results of this research show that the analysis of the construction of news discourse on Metro TV and NET was carried out through the text representation stage. Text representation is divided into aspects of vocabulary, grammar and textual structure. The construction of corruption news in such a way from each media tends to be firm and shows the media's attitude towards the phenomenon of corruption cases that are spreading in Indonesia.

The next research is research conducted by Sukarno and Amurwani (2020) which examines the construction of supporting and criticizing the reality of Prabowo becoming Minister of Defense. Data were analyzed using the Fairclough model of critical discourse analysis theory. The results of this research show that the reality of political news about PS becoming Minister of Defense is constructed by the online media into two different attitudes and views, namely the supportive attitude found in the media tempo.co, kompas.com, and bbc.com while the critical attitude shown by the media cnbcindonesia.com, kompasiana.com and tribun-bali.com. The factors that influence these differences in views are caused by the partiality of the mass media (owners) towards their media corporations, market interests, and the political situation in Indonesia.

The fact that many people have conducted research on news construction, including political, social and cultural news discourse, shows that the study of news framing by mass media is very important and interesting. However, there has been no research regarding the construction of events regarding Saudi Arabia's participation in the Miss Universe 2024 beauty pageant. Therefore, this research will examine the news construction of VIVA and CNN Indonesia regarding Saudi Arabia's participation in the Miss Universe contest. The problem formulation for this research is 1) how do VIVA and CNN Indonesia construct news about Saudi Arabia's participation in the Miss Universe contest? 2) why do VIVA and CNN Indonesia have differences in constructing news about Saudi Arabia's participation in the Miss Universe contest?

2. RESEARCH METHOD

This research uses a critical descriptive method using the Teun A Van Dijk model of critical discourse approach. This research data is in the form of words, phrases, sentences and paragraphs found in VIVA and CNN Indonesia news. The data source comes from news about Saudi Arabia's participation in the Miss Universe 2024 contest on two online media, namely VIVA on March 27 2024 and CNN Indonesia on March 26 2024.

Data collection was carried out by observing social news discourse on the online media VIVA and CNN Indonesia. Data selection was carried out by critically reading parts of the text that were interpreted to contain elements of the social news reality construction. Data is coded according to the origin of the media and the paragraph number in the news. Viva is coded with VV while CNN Indonesia is coded with CI. For example, Data VV 2 means news from VIVA paragraph 2. Likewise, code CI 1 means news from CNN Indonesia paragraph 1.

After being selected, sorted and coded, the data was then analyzed using the Teun A.Van Dijk approach. The model used by Teun A Van Dijk is often called social cognition (Umam 2009). Van Dijk describes discourse as having three dimensions or buildings, namely text, social cognition and social context (Tania and Rizqi 2021). The point of Van Dijk's analysis is to combine these three dimensions of discourse into one unified analysis.

In the text dimension, it analyzes how discourse strategies are used to describe a person or certain event. Apart from that, it analyzes how textual strategies are used to exclude or marginalize certain groups, ideas or events (Achfandhy 2020). Van Dijk divides these discourse elements into three levels, namely macro structure, superstructure and micro structure. All of these elements form a unity that is interrelated, related and supports each other. Macro structure is the global or general meaning of a text that can be observed by looking at the topics or themes put forward in a text. Superstructure is a discourse structure that is related to the framework of a text, how the parts are arranged as a whole. Microstructure is the meaning of discourse that can be observed from small parts of a text such as words, sentences, propositions, clauses and images (Achfandhy 2020).

Social cognition is a dimension to explain how a text is produced by individuals/groups of text makers (Achfandhy 2020). In the dimension of social cognition, the text production process involves individual cognition based on their profession (lecturers, journalists, bankers, politicians, business people, scholars, writers)(Kristina 2020:16).

In the social context dimension, we see how the text is connected further with the social structure and knowledge that develops in society regarding a discourse. This is a discourse that develops in society, so to examine texts it is necessary to carry out intertextual analysis by examining how discourse about something is produced and constructed in society (Achfandhy 2020). The social context criticizes the construction of discourse that develops in society regarding a particular problem/topic (Kristina 2020:17).

3. RESULT AND DISCUSSION

Miss Universe is a beauty pageant held once a year by The Miss Universe Organization (MUO). In this contest, the participants are not only tested for their intelligence but also for their body beauty by wearing beautiful and sexy clothes. One of the sessions that is a mandatory agenda is the swimwear session where all contestants from various countries are required to wear these clothes regardless of their background. Recently, surprising news came from an Arab woman who announced that she would represent Saudi Arabia in the Miss Universe 2024 contest. As is known, Saudi Arabia has never sent a representative to the contest considering that Saudi Arabia is the role model of Muslims throughout the world. A Muslim's belief is that all Muslim must cover their body, this is contradictory to the participation of Arab women who take part in Miss Universe. Regarding Saudi Arabia's participation in the Miss Universe 2024 event, many parties have spoken out, there are those who support it and many who oppose it. Then several news appeared related to this report. In this sub-chapter, the results of news construction on two online media will be presented, namely from Viva entitled " *Arab Saudi Perdana Ikut Miss Universe 2024, Netizen: Kiamat Semakin Dekat*" and CNN Indonesia entitled "*Arab Saudi*

Ikut Miss Universe, Diwakili Rumy Al-Qahtani " both news stories discuss Saudi Arabia's participation in the Miss Universe 2024 contest.

In this section, the research results of two news stories will be presented using the Teun A Van Dijk model of discourse analysis. In Teun A. Van Dijk's theory of discourse analysis, there are 3 frameworks, namely: text, social cognition, and social context. In the dimensions of text and social cognition, we will answer the problem formulation regarding how the news about Saudi Arabia's participation in the Miss Universe 2024 contest is constructed. After that, we will explain the dimensions of the social context which will also answer questions regarding the reasons why VIVA and CNN Indonesia have differences in constructing news about Saudi Arabia's participation in the Miss Universe 2024 contest.

A. Text Analysis

1. Macro Structure

Teun A. Van Dijk defines a topic as the macro structure of a discourse. From the topic, we can find out the problem and the actions taken by the communicator in overcoming a problem. Actions, decisions, or opinions can be observed in the macro structure of a discourse (Achfandhy 2020). Macro structure explains the global meaning of a text. In this case, the text is the theme of a news story (Nurlaily 2019). Text can be observed based on the topic or theme contained in the news. In this macro structure, journalists' views are expressed in how they see an event or phenomenon which is then turned into an opinion in the news (Fayruza, Mahliatussikah, and Al Hayani 2021). From the Viva news entitled "Saudi Arabia Participates in Miss Universe 2024, Netizens: The Apocalypse is Closer" and CNN Indonesia entitled "Saudi Arabia Participates in Miss Universe, Represented by Rumy Al-Qahtani" both news have the same topic, namely about Saudi Arabia's participation in Miss universe. This topic illustrates the general theme of these two online news stories and a picture of what journalists want to express in their reporting. This is done by journalists by inserting a few views about the news that will be reported.

2. Super Structure (Schematic):

According to Van Dijk, the importance of schematics is a journalist's strategy to support a particular theme/topic that they want to convey by arranging certain parts in a certain order. Schematics are the author's strategy in packaging his message by emphasizing which parts come first and which parts end. Schematic structure provides emphasis: which parts come first, and which parts can end as a strategy to hide important information. Efforts to hide this were carried out by placing important information at the end so that it seemed less prominent (Achfandhy 2020).

From the Viva entitled " *Arab Saudi Perdana Ikut Miss Universe 2024, Netizen: Kiamat Semakin Dekat*" and CNN Indonesia entitled "*Arab Saudi Ikut Miss Universe, Diwakili Rumy Al-Qahtani* " the two news stories have different schematics. These differences can be seen from the different lead focuses and different news sequences.

The lead is located in the first paragraph and contains who, where, and why in concise form (Widiati, Rohmah, and Furaidah 2018). Leads are used to direct readers to understand the content of the news. The power of the news lies in this part, so the lead is used to open the discourse.

In the news on Viva there entitled " *Arab Saudi Perdana Ikut Miss Universe 2024, Netizen: Kiamat Semakin Dekat*" is a lead

> "*Kabar mengejutkan baru-baru ini datang dari negara Arab Saudi. Bagaimana tidak, untuk pertama kalinya negara ini bakal mengirim perwakilannya untuk mengikuti ajang kontes kecantikan Miss Universe 2024*" (VV1)

(Shocking news recently came from Saudi Arabia. How could it not be, for the first time this country will send its representatives to take part in the Miss Universe 2024 beauty contest).(VV1)

This opening sentence or lead contains a reporting force which states that the event was unnatural and very surprising. By reading the lead the reader will know quickly where the news will go, whether the subject will be reported well or not, you can also find out from this lead. From the leads described above, it can be clearly seen that Viva will tend to report negative discourse about Saudi Arabia's participation in the Miss Universe 2024 pageant.

This discourse was then followed by news regarding the appointment of an Arab woman as a representative to take part in the Miss Universe contest. After that, netizens' pros and cons regarding the news were explained.

Hal ini menimbulkan pro kontra di mata netizen. Banyak yang menganggap positif keputusan Arab Saudi ini. Negara Timur Tengah itu dianggap telah bersikap modern.

Namun, tidak sedikit yang mengkritik keputusan Arab Saudi tersebut. Mereka menilai, ajang itu bertentangan dengan ajaran Islam soal menutup aurat bagi Perempuan (VV 5-6).

(This raises pros and cons in the eyes of netizens. Many consider Saudi Arabia's decision positive. This Middle Eastern country is considered to be modern.However, quite a few criticized Saudi Arabia's decision. They considered that this event was against Islamic teachings regarding covering the private parts for women) (VV 5-6).

After explaining several pros and cons from netizens regarding the participation of Saudi Arabian representatives in the Miss Universe 2024 contest, the news closed with comments from netizens who strongly criticized Saudi Arabia's decision.

"Well, mereka merendahkan diri sendiri, dengan pilihan mereka." "Semakin mundurnya peradaban, semakin terbuka bajunya, liat aja jaman prasejarah gimana." "Ya allah bendera kalimat tauhid dibawa ke ajang ini."(VV 14)

"Well, they disparage themselves, with their choices." "The further back civilization goes, the more open the clothes become, just look at what it was like in prehistoric times." "Oh Allah, the flag of the sentence of monotheism was brought to this event." (VV 14).

After that in the news from CNN Indonesia entitled "*Arab Saudi Ikut Miss Universe, Diwakili Rumy Al-Qahtani*" there is an opening sentence or lead.

Arab Saudi ikut Miss Universe. Rumy Al-Qahtani menjadi wanita pertama asal Arab Saudi yang akan mengikuti ajang kompetisi ratu sejagad, Miss Universe. Dalam unggahan di akun Instagram pribadinya, Rumy Al-Qahtani mengaku senang sekaligus merasa terhormat bisa mewakili negaranya dalam kontes kecantikan dunia tersebut. (CI 1).

Saudi Arabia competes in Miss Universe. Rumy Al-Qahtani is the first woman from Saudi Arabia to take part in the Miss

> Universe competition. In an upload on her personal Instagram account, Rumy Al-Qahtani admitted that she was happy and honored to be able to represent her country in the world beauty contest.(CI 1).

Leads are used to direct readers to understand the content of the news. The power of the news lies in this section so the lead is used to open the discourse that the participation of Saudi Arabia, represented by Rumi Al-Qahtani in the Miss Universe 2024 event, is a big historical event. This discourse was then followed by several positive views from news writers regarding Saudi Arabia's participation in the Contest. These sentences are used to support the discourse that will be built in the lead. This can be seen from the sentence below:

> *Bukan hanya dirinya yang menjadi wanita pertama di kompetisi tersebut yang berasal dari Arab Saudi. Hal ini juga ternyata jadi sejarah, pertama kalinya Arab Saudi mengirimkan kontestan di ajang kontes kecantikan sejagat itu* (C1 3).
>
> She is not only the first woman in the competition to come from Saudi Arabia. This also turned out to be history, the first time Saudi Arabia sent a contestant to this global beauty pageant (C1 3).

The sentence above shows that CNN Indonesia wants to support the lead's statement that Saudi Arabia's decision is right. Not only that, this decision is historic for the development of civilization in Saudi Arabia.

Then, the news is closed with the sentence containing support to Rumy as the representative of Saudi Arabia :

> *Rumy saat ini baru berusia 27 tahun. Keikutsertaannya dalam Miss Universe juga merupakan tugas dari Kerajaan Arab Saudi dalam rangka mengenalkan warisan budaya asli Arab Saudi kepada dunia (CI 7).*
>
> Rumy is currently only 27 years old. Participation in Miss Universe is also the task of the Kingdom of Saudi Arabia in order to introduce Saudi Arabia's original cultural heritage to the world (CI7).

This sentence tries to show that Rumy is a talented young woman who was chosen by Saudi Arabia to introduce Saudi Arabian culture to the world through the Miss Universe 2024 contest.

3. Microstructure : in this structure there are several parts of semantics, syntax, stylistics and restorative.

a) Semantics

Semantics in the Van Dijk scheme are categorized as local meaning, namely meaning that appears in the relationship between sentences. Semantics is used by oneself to describe positive things and is used to describe negative things in others(Umam 2009). At the semantic level, it can be known from the background, details, intentions, preconceptions.

1. Background

Background can be used to justify a text; therefore, background can be used to reveal what the author of the text meant. The setting of the event chosen will determine where the audience's views will be taken (Eriyanto 2001). The background to the news from VIVA and CNN Indonesia has something in common, namely that they both discuss the phenomenon of Saudi Arabia's participation in the Miss Universe event for the first time.

2. Details

Details are the way the text creator expresses them in an implicit or hidden way. Detailed discourse elements relate to the control of information conveyed by the news maker. Information will be conveyed in detail and completely, information that will benefit the reporter or the party who wants to be defended and will be conveyed briefly information that will harm him or the party he wants to defend(Umam 2009).

The news conveyed by VIVA regarding Saudi Arabia's participation in the Miss Universe 2024 event was conveyed in detail by this media. Viva not only displays statements from representatives of Miss Universe from Saudi Arabia but also displays the pros and cons of netizens regarding this phenomenon.

> *Hal ini menimbulkan pro kontra di mata netizen. Banyak yang menganggap positif keputusan Arab Saudi ini. Negara Timur Tengah itu dianggap telah bersikap modern.*
> *Namun, tidak sedikit yang mengkritik keputusan Arab Saudi tersebut. Mereka menilai, ajang itu bertentangan dengan ajaran Islam soal menutup aurat bagi Perempuan (VV 5-6).*
> (This raises pros and cons in the eyes of netizens. Many consider Saudi Arabia's decision positive. This Middle Eastern country is considered to be modern.
> However, quite a few criticized Saudi Arabia's decision. They considered that this event was against Islamic teachings regarding covering the private parts for women) (VV 5-6)

From the sentence above it can be seen that the news presented in detail regarding the pros and cons regarding Saudi Arabia's participation in Miss Universe 2024 with a larger portion of the cons shows that VIVA wants to control information that in fact the opinions that do not approve of Saudi Arabia participating in the Miss Universe event are more dominant compared to those who agree.

Meanwhile, in the news conveyed by CNN Indonesia, all the reports only presented the positive side of Saudi Arabia's participation in Miss Universe 2024. There was not a single opposing opinion reported. This shows that CNN Indonesia agrees with Saudi Arabia's decision.

> *Bukan hanya dirinya yang menjadi wanita pertama di kompetisi tersebut yang berasal dari Arab Saudi. Hal ini juga ternyata jadi sejarah, pertama kalinya Arab Saudi mengirimkan kontestan di ajang kontes kecantikan sejagat itu*. (CI 3)
> Not only was she the first woman in the competition from Saudi Arabia. This also turned out to be history, the first time Saudi Arabia sent contestants to a global beauty pageant.

The sentence above shows that CNN Indonesia considers Saudi Arabia's participation in the Miss Universe 2024 event to be a very good and historic thing.

3. Intentions

The intentions element looks at whether the text is conveyed explicitly or implicitly. Information that will be beneficial will be conveyed explicitly and information that will be detrimental will be conveyed implicitly (Umam 2009). In this element, it can be seen that the news conveyed by VIVA implicitly expressed its disagreement regarding Saudi Arabia's participation in the Miss Universe 2024 event. Meanwhile, CNN Indonesia explicitly assessed Saudi Arabia's decision to take part in the Miss Universe 2024 contest positively.

4. Presupposition

From the title set by VIVA and CNN Indonesia, the direction of the discussion of the news can be seen at a glance. Viva created the title " *Arab Saudi Perdana Ikut Miss Universe 2024, Netizen: Kiamat Semakin Dekat*" ("Saudi Arabia First Participates in Miss Universe 2024, Netizens: The Apocalypse is Closer"), the presumption of this title is that everyone doesn't like Saudi Arabia participating in the Miss University 2024 pageant. While, CNN Indonesia news entitled "*Arab Saudi Ikut Miss Universe, Diwakili Rumy Al-Qahtani*" ("Saudi Arabia Participates in Miss Universe, Represented by Rumy Al-Qahtani"), the presumption of this title is that a woman named Rumy Al-Qahtani succeeded in representing Saudi Arabia in the Miss Universe pageant.

b) Syntax

At the syntactic level, to portray oneself as positive and the other party as negative can be seen from sentence form, coherence, pronouns (Achfandhy 2020).

1. Sentence form

The news conveyed by Viva, the entire content of the news is conveyed in active sentences. Likewise with CNN Indonesia, almost all news content uses active sentences. All clauses in the two news texts are classified as declarative clauses. This clause indicates that the author positions himself as a provider of information about Saudi Arabia's participation in the Miss Universe 2024 competition.

2. Coherence

Coherence itself means the connection between one part and another, so that the sentence has a complete unity of meaning (Achfandhy 2020). Coherency has the role that two sentences describing different facts can be connected so that they become a coherent sentence (Eriyanto 2001).

In the Viva, elements of coherence can be seen in the sentences *Hal ini menimbulkan pro kontra di mata netizen. Banyak yang menganggap positif keputusan Arab Saudi ini. Negara Timur Tengah itu dianggap telah bersikap modern. Namun, tidak sedikit yang mengkritik keputusan Arab Saudi tersebut. Mereka menilai, ajang itu bertentangan dengan ajaran Islam soal menutup aurat bagi Perempuan (VV 5-6)*. (This raises pros and cons in the eyes of netizens. Many consider Saudi Arabia's decision positive. This Middle Eastern country is considered to be modern. **However**, quite a few criticized Saudi Arabia's decision. They considered that this event was against Islamic teachings regarding covering the private parts for women) (VV 5-6).

The word "**however**" is used by Viva to provide contrast to the positive side of Saudi Arabia's decision. At first Viva reported that there were those who supported it, but after that he also explained more criticism of Saudi Arabia's decision. This further shows that Viva tends to be in a position to criticize rather than support Saudi Arabia's decision to take part in the Miss Universe 2024 competition.

In the Viva, elements of coherence can be seen in the sentence " *Bukan hanya dirinya yang menjadi wanita pertama di kompetisi tersebut yang berasal dari Arab Saudi. Hal ini juga ternyata jadi sejarah, pertama kalinya Arab Saudi mengirimkan kontestan di ajang kontes kecantikan sejagat itu (CI 3)".*(Not only was she the first woman in the competition from Saudi Arabia. This also turned out to be history, the first time Saudi Arabia sent contestants to a global beauty pageant. CI 3). The word "**not only**" in this sentence is used to emphasize that Saudi Arabia's decision is very good because it could be a historic moment for Saudi Arabia.

3. Pronouns

Pronouns are words that are used as substitutes for subjects or objects in the form of objects and people (Achfandhy 2020). Pronouns are used by news writers to indicate where someone is placed in the discourse (Eriyanto 2001:253). In the news on Viva and CNN

Indonesia, the pronoun that is most often found is the suffix - *nya* almost all news content. This is used to replace the subject Rumy Al-qahtani.It can be seen from the sentence *Dalam unggahannya tersebut* …..(in her upload…) (VV 4) *Bukan hanya dirinya*…. (not only her…)(CI 3).

c) Stylistics

The center of stylistic studies is style. This can be seen in the lexicon or word choice. Viva chose words that convey negative meaning to Saudi Arabia's decision. As in the sentence "*Well, mereka merendahkan diri sendiri, dengan pilihan mereka..."* (Well, they are **degrading** themselves, with their choices...(VV 14)) while on CNN Indonesia the choice of words is aimed at showing a positive meaning in Saudi Arabia's decision. as in the sentence " *Di ajang tersebut, Rumy bertransisi melalui berbagai penampilan*..." (At the event, Rumy **transitioned** through various appearances...)(CI 6).

d) Rhetorical

Each text has a different purpose and therefore has a different rhetorical function depending on the social purpose and context of the situation (Santoso 2003:17). Rhetorical has a persuasive function and is closely related to how information is conveyed to readers. The rhetorical goal is to exaggerate something positive about oneself and exaggerate something negative about others. Van Dijk divides rhetorical elements into three parts: graphics, metaphor, expression.

1. Graphics

The news on Viva is graphically visualized with a picture of a woman wearing sexy and revealing clothes while holding a Saudi Arabian flag which has the phrase monotheism (*tauhid)* written on it. This was done to show that there was controversy caused by Saudi Arabia's participation in the Miss Universe event. Viva seems to emphasize that netizens' negative views of Saudi Arabia are normal because an Islamic country with a flag that reads sacred sentences for Muslims is juxtaposed with sexy and almost naked women. While CNN Indonesia only shows a woman wearing fairly closed clothes and posing normally. This is intended not to cause too much controversy. The images and news content are in line because they do not depict the controversy that occurred as a result of Saudi Arabia's decision to send its representative to the Miss Universe event.

2. Metaphor

Metaphor is a figure of speech that is used as a basis for thinking, justification or opinion to the public (Umam 2009). Viva uses several metaphors, one of which is in the sentence " *..mereka merendahkan diri sendiri, dengan pilihan mereka* .. (VV 14) They degrade themselves, with their choices" - This metaphor illustrates that Saudi Arabia's decision to send representatives to the beauty pageant is seen by some people as an act that lowers their dignity or damages their image personally or as a country.

Then for CNN Indonesia the metaphor used is in the sentence " *Arab Saudi ikut Miss Universe* …(VV 1) (Saudi Arabia is participating in Miss Universe) - This metaphor can be interpreted as a change because the usually conservative country of Saudi Arabia is now taking steps to get involved in international beauty pageants.

3. Expression

Expression elements are part of examining what is emphasized or highlighted by someone who observes the text (Sobur 2006).The both news delivered by Viva and CNN Indonesia have different expressions. Viva expressed disappointment with Saudi Arabia's decision to participate in the Miss Universe 2024 competition. This can be seen from the many news sources chosen that came from netizen comments criticizing Saudi Arabia's decision. It can be seen from the sentence "*Kabar mengejutkan baru-baru ini datang*

dari negara Arab Saudi … (VV 1) Shocking news recently came from Saudi Arabia...(VV1). The word "shocking" indicates that the writer of the news almost couldn't believe what was happening.

Meanwhile, CNN Indonesia expressed its approval and admiration for Saudi Arabia's decision in participating Miss Universe 2024 competition. It can be seen from the sentence " Rumy saat ini baru berusia 27 tahun. *Keikutsertaannya dalam Miss Universe juga merupakan tugas dari Kerajaan Arab Saudi dalam rangka mengenalkan warisan budaya asli Arab Saudi kepada dunia* (CI7) (Rumy is currently only 27 years old. Participation in Miss Universe is also the task of the Kingdom of Saudi Arabia in order to introduce Saudi Arabia's original cultural heritage to the world CI7). This positive sentence indicates that CNN Indonesia wanted to direct public opinion that through Miss Universe 2024 competition Saudi Arabia can introduce Saudi Arabia's original cultural heritage to the whole world.

B. Social Cognition Analysis

In the framework of Van Dijk's AWK model analysis, analysis of social cognition is required, namely the mental awareness of the writer who forms the text (Eriyanto 2001). Cognition in this term is a particular mental representation of a group of people (Fatmawati, Ririrn. Sukarno. Setiawan 2017). So critical discourse studies need to connect discourse with representations that socially underlie a society because these representations will become the attitudes and resources for group members' conversations about groups. other groups (Haryatmoko 2019).

Saudi Arabia is an Islamic country that applies Islamic laws in its country, for example, when someone steals, their hand is cut off. As an Islamic country and as the center of the Qibla for Muslims throughout the world with the Kaaba there, Saudi Arabia is a reflection and role model for Muslims throughout the world. However, recently surprising news came from an Instagram user who declared that she was Saudi Arabia's representative for the Miss Universe 2024 contest. This received various responses from the media.

Viva believes that Saudi Arabia's decision to participate in the Miss Universe event is inappropriate because Saudi Arabia is an Islamic country that applies Islamic law. One of them is regarding clothing that a Muslim woman must cover her body by wearing a hijab. By sending its representatives to the Miss Universe 2024 event, it is as if Saudi Arabia no longer requires Muslim women to wear the hijab. To support its argument, Viva displays the opinions of netizens who criticize Saudi Arabia's decision more than those who support it.

Meanwhile, CNN Indonesia has a different view from Viva. CNN Indonesia stated that Saudi Arabia's decision was historic for Muslim women in Saudi Arabia because Arabia no longer limits women from achieving. This was reinforced by the selection of sources who only presented statements from Miss Universe representatives from Saudi Arabia, Rumi-Al Qahtany. Then CNN Indonesia framed that the representative of Saudi Arabia was for the noble task of the kingdom. This can be seen from the sentence *Rumy saat ini baru berusia 27 tahun. Keikutsertaannya dalam Miss Universe juga merupakan tugas dari Kerajaan Arab Saudi dalam rangka mengenalkan warisan budaya asli Arab Saudi kepada dunia* CI 7 (Rumy is currently only 27 years old. Participation in Miss Universe is also the task of the Kingdom of Saudi Arabia in order to introduce Saudi Arabia's original cultural heritage to the world).

C. Social Context Analysis

Context is the circumstances surrounding and at the time the text was produced which functions as a background or something that becomes the social environment of the text. In this case, context plays an important role in determining the meaning of the text (Wiratno 2018:46).

Miss Universe is one of the most famous beauty pageants in the world. This event is held by the Miss Universe Organization, which is based in the United States, regularly but now the license is held by JKN Global Group, a media conglomerate from Thailand. Every year, dozens of beautiful women from various countries in the world compete to win the prestigious title and crown as the most beautiful woman in the world. Representatives from each country were obtained from similar events but at the domestic level, such as Miss Universe Indonesia. In fact, Miss Universe was born because of Miss America's refusal in 1951 to wear a Catalina Swimwear swimsuit, a brand produced by the Californian company, Pacific Knitting Mills, which was the main sponsor of the contest that had previously existed. In the end, the company created its own beauty contest by requiring all contestants to wear their swimsuits during a special session.

Even now, the swimsuit session is still mandatory for all contestants. This was what became controversial when a Saudi Arabian woman announced that she would be the representative of Saudi Arabia at Miss Universe 2024. This caused various public reactions. There are pros and cons. Therefore, the media is also divided into those who support and welcome Saudi Arabia's decision. There are also media who reject and criticize this decision.

In this report, Viva was in a position to criticize Saudi Arabia's decision. Therefore, the news regarding Saudi Arabia's participation in Miss Universe 2024 was reported from a negative side. This includes taking news sources from netizens who criticize in a larger portion than those who support. This is in line with the theory that news is not a description of reality, but rather a construction of reality that contains non-neutrality. Viva is media owned by the Bakrie family, a conglomerate family originating from Lampung, Indonesia. The Bakrie family adheres to Islam. Therefore, all reports in all media owned by the Bakrie family always uphold the Islamic religion and Eastern customs.

On the other hand, CNN Indonesia took the side of supporting Saudi Arabia's decision to take part in the Miss Universe 2024 competition. This can be seen from the sources selected only coming from parties who support Saudi Arabia's decision. CNN Indonesia is an online mass media affiliated with CNN International. CNN Indonesia is part of the Transmedia Group which took the license from Warner Bros (WBD) which originates from the United States, the country where Miss Universe was born. Therefore, the news produced by CNN is of course influenced by the ideology of its country of origin. ideologies about freedom, modernity and gender equality. They build these issues in every report. Likewise, when reporting about Saudi Arabia's participation in the Miss Universe 2024 competition, CNN saw this as something good for the progress of women in Saudi Arabia. CNN Indonesia cannot be separated from the influence of American ideology by giving a good image of Saudi Arabia's decision. This was done in order to be able to lead public opinion that Saudi Arabia's decision was appropriate in line with developments in the world.

4. CONCLUSION

This study implies that the same reality can have different meanings when constructed by mass media that have different ideologies. Based on text analysis, Viva and CNN Indonesia have different views regarding Saudi Arabia's participation in the Miss Universe 2024 contest. Viva views that Saudi Arabia's decision is considered inappropriate because Saudi Arabia is an Islamic country and becoming a role model for Muslims throughout the world. Meanwhile, CNN Indonesia thinks that Saudi Arabia's decision is very appropriate because Saudi Arabia can introduce their culture to the world. These two views explore the use of word choices, pronouns, sentences, graphics, metaphors and source choices to express views regarding the reality of Saudi Arabia's participation in the Miss Universe 2024 contest.

This research does not determine who is wrong and right in the construction of the news, but this research only reveals differences in news construction through the linguistic elements used. Therefore, news readers are required to be wiser and more critical by not simply accepting the information reported by the media.

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Human Touch in a Digital Age: The Evolving Role of Translator in a World of AI and Online Tools

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The rise of artificial intelligence (AI) and online machine translation (MT) tools has raised questions about the future of human translators. This study investigates how the translation industry is responding to the technological shift. The study looks into trends in required skills by analysing online translator job postings on platforms such as Upwork, Fiverr, and LinkedIn. According to the analysis, there is a growing demand for translators who can not only translate traditionally but also use MT tools, manage projects, and create content. The findings suggest that translators are adapting by incorporating machine translation tools to improve efficiency while focusing on irreplaceable human strengths such as accuracy, context, and cultural nuances. As technology continues to advance, translator must stay current with the latest tools and trends to remain competitive in the industry. By embracing these changes and honing their skills, translator can position themselves as valuable assets in a rapidly evolving digital landscape. This study adds to our understanding of how the translation profession is evolving in the digital age, emphasizing the ongoing importance of human expertise in a technologically driven world.

Keywords: Artificial Intelligence (AI), Online machine translation (MT), Human Translator, Digital age.

1. INTRODUCTION

The development of internet translation services and artificial intelligence (AI) has fundamentally altered how we overcome language barriers. Despite the fact that fast translations appear to be a magic trick at our fingertips, the world of communication remains full of nuances and cultural differences. This begs the question: what will happen to human translators in the digital age. This essay investigates the changing role of translator and argues that, despite advances in artificial intelligence and online resources, human interaction remain necessary for effective, culturally sensitive translation. No matter how great the AI is, it will never replace a human translator in translating the context because AI may not be equipped to make sense of sentences.

Delivering the meaning of sentence in target language along with the meaning of certain country's' culture is crucial for accurate translation. According to Hatim & Munday (2004, p.2) translation is the process of transferring the meaning of a text in one language (the source language or SL) to a text in another language (the target language or TL).Translation is about conveying the meaning of the target language rather than the literal words. Artificial intelligence (AI) is a broad field of study that allows computers and machine to mimic humans' perception, learning, problem-solving, and decision making abilities. AI technology has been widely applied in the field of translation to improve accuracy and efficiency. If AI translation tools are created to be 100% accurate in translating the context of the language, human translation must be prepared to face future

challenges. The future challenges that treat human translators existences. A question frequently asked is how will AI affect the industry?.

The development of Artificial Intelligence is moving so fast we might be able to predict what the challenges we are going to face in a year or two. However, the reality is that the possibilities are endless and unpredictable. The possibilities in hundreds of years AI might replace translators job and everything that human do. For instance, in the past to translate simple communication we need human translator but nowadays you just need AI to do it, it cost-effective and time-effective. That is why it is important for us to stay informed and adapt to these advancement in order to fully understand their impact on society, in this case for human translator. Fangfang and Xiaomei (2022, p 43) stated that the study of how to use computers to automatically convert natural language is one of the important research field in artificial intelligence and natural language processing. Staying informed will allow us to anticipate potential challenges and opportunities that come with AI advancement. By being adaptable and agile, we can ensure that we are prepared for the changes that lie ahead.

Wang (2023) stated that the continues development of AI translation tools like Dear Translate, Baidu Translate, DeepL Translate are widely used by people and it brings great convenience to people. He further adds, " the phenomenon of people relying on AI translation has become more and more serious, has cause translation position to be impacted to a certain extent" (2023, p1). It warns that human translator seems in great danger in the extinction, if someday this AI tools can translate 100 percent accurate and replace human translator completely. However, Ai (2022) reveals the bottlenecks that plague the quality of machine translation still exist. Despite advancement in AI technology, issues such as context understanding and idiomatic expression continue to challenge the accuracy of machine translation. As researchers work to address these challenges, the future of machine translation looks promising but still requires further development.

In addition as explicitly mentioned by Fangfang & Xiaomei (2022, p 44) in their research that although the quality of machine translation has increased, it is still not comparable to high- quality human translation. They added that pure machine translation cannot guarantee the translation quality, let alone increasing demand for language services. We still believes that human translator touch in the translation field is still very much needed to some extent and will exist for a very long time. Despite of machine translation has made significant advancements, there are nuance and cultural references that can be challenging for AI to accurately interpreted. Human translators bring a level of understanding and creativity that is essential for producing high-quality translation in certain context.

Furthermore, Lihua (2022,p2) stated that AI translation tools cannot simulate the "faithfulness, expressiveness, and elegance" of human translation in combination with social background and human culture. His investigation showed that machine translation can replace human translation in some aspects, but it cannot replace human translation. In conclusion, Lihuas' research highlighted the importance of human translation in accurately conveying nuance, emotion, and cultural references that AI may struggled to capture. This suggest that while AI translation tools have their benefits, they are yet capable of fully replicating the depth and complexity of human translation.

Translation services Market size was valued at USD 39.37 billion in 2020 and is projected reach USD 46.22 Billion by 2028, growing at a CAGR of 2.07% from 2021 to 2028 (Verifiedmarketresearch.com, 2024). There is an increasing need for translation services as a result of local market becoming more integrated into business. Companies are expanding globally, the rise of e-commerce for instance, which require companies to communicate effectively with customers in different languages. Cao & Luo (2020, p 15)

stated that in the exchange and development of international business, the translation of cross-border e-commerce English plays an irreplaceable role and becomes an important means of international business communication. In other word translation play big role in expanding the business, they need to translate their website and marketing materials to cater to international customers.

Numerous study has been conducted related to business and translator have mutual relationship. Selyer & Mugova (2017, p1) translator are using modern technological tools to enhance their business; and the impact E-commerce and M-commerce has on their work. Furthermore, Guha & Geher (2014) describe the application of machine translation in overcoming language barriers for global e-commerce at eBay. The advancement of technology has allowed translator to reach a wider audience and provide more efficient service. In conversational context the AI and online translation tool help the user immensely. However, in more serious context it must need the human touch to deliver the message into the target language. Zhang & Tang (2022, p1) stated that people's life and work are inseparable from machine translation, which bring a lot of convenience to people. Nevertheless, translation industry cover many various fields, some fields may can be replaced by AI and online translator tools some fields may not be replaced by it and still need the human touch.

In this paper we will discover how translation industry adjust to this technological advancement, this investigation also explore trends in job posting for translator on major platforms such Upwork, Fiverr and LinkedIn. By examining the keywords and project descriptions, the study examines the increasing demand for skills related to machine tools (MT) expertise, project management and content creation alongside traditional abilities.

The finding of this study shed light on the evolving role of translators in the digital age and provide insight into the skill that are most in demand in the industry. The research aims to contribute to a better understanding of the changing landscape of translation services and how professionals can adapt to stay competitive. The finding also suggest that translators need to adapt to changing landscape by acquiring new skills in order to remain competitive in the industry. Additionally the study highlights the importance of staying updated on technological advancements in order to meet the evolving demands of clients and employers.

2. METHOD

To investigate the evolving role of translators in the digital age, this study will employ a qualitative descriptive method (Creswell, 2014). First, online data analysis will be gathered to explore trends in the translation industry. We will collect public job postings for translators from platforms like Upwork, Fiverr and LinkedIn to identify the skills employers seek. The job posting seeking will be limited only that was posted in May 2024. Social media discussions on translator forums such Facebook or Quora groups will be analyzed to measure translator sentiment towards AI and online tools. Second, this qualitative research will involve conducting semi-structured interviews with a purposive sample of human translators' seekers who used to employ human translator. There are three participants who will take part in the interview. By doing these steps of collecting data and analyses the data finding of qualitative descriptive method, this study aims to create a comprehensive picture of how the role of translators is changing and where their unique skillset remains crucial in the age of AI and online translation tools.

3. FINDING

The analysis of online data that we have collected, specifically job posting for translators on platform like Upwork, Fiverr and LinkedIn revealed several key trends regarding the evolving role of translators in the digital age. We highlight several points from our finding, the skills, the qualifications that employers seek in hiring the human translators. This study aims to explore how translation job seekers adapting with the advancement of AIs' translation tool. Let us remind what Lihua explained (2022, p 1) that AI translation cannot simulate the faithfulness, expressiveness and elegance of human translations in combination with social background and human culture. And we do believe that the employers emphasize these three aspects to be included in their job translation postings because those are the main aspects that need to focus in doing the translation. The result as follow:

Table 1

Platforms' Name	Project Name & Description Job	Skills	Qualification
Upwork	English to Nepali Translator Translate the document from English to Nepali maintaining its original tone intent. Ensure translations are accurate, coherent, and culturally appropriate. Review the translation for any possible errors or clarification Deliver the translated document within the agreed-upon timeframe.	- English Proficiency - Understand Law - Be able to attend to detail and context	- Native Nepali Speaker - Proficient in English - Proven experience in translation, especially in English to Nepali - Strong understanding of cultural nuance and colloquialisms - Must have a keen eye for detail and a commitment accuracy.
Fiverr	English – Thai Translator We are looking for translator long term partnership for your YouTube channel with education and entertainment content. Its 4000 words script.	- Fluency: Proficient in both English and Thai, with excellent written and verbal communication skills in both languages.	- Translation experiences: Proven experience in translating content from English to Thai, preferably in the field of video content, marketing and entertainment. - Cultural awareness: a deep understanding of

			Thai culture and the ability to adapt content to resonate with the target audience. - Attention to detail: Meticulous attention to detail to ensure accurate translation and proofreading. - Reliability: able to meet deadlines and deliver high-quality work within the specified time frame. - Creativity: ability to convey the message in an engaging and entertaining manner, as appropriate for the content.
LinkedIn	Freelance English > Indonesian Life Sciences Translator Linguist are key players at TransPerfect. Your particular language skill and subject matter expertise will allow you to create and finalize the end product before it goes to the client. Under the guidance of your manager and in collaboration with Project managers, you'll have responsible for translating and proofreading documents about a variety of clients. TransPerfect offers the possibility to work remotely anywhere in the world. To meet the translation needs of our international clients,	- Excellent written and verbal communication skills in English and Indonesian - Specialized in any of the field above. - A degree in translation, Linguistics, or Language Studies or an equivalent degree that includes significant translation training from a recognize	- Acute attention to detail, spelling, and grammar. - Ability to maintain professionalism in all situations, especially under tight deadlines. - 2 years of translation experience and a college degree - 5 years of translation experience and no college degree; or A certificate of competence in translation awarded by an

	we are currently looking to expand our database of freelance linguist who translate from English into Indonesian un the following field/ specialization: Life Sciences: Clinical research protocol	institution of higher education.	appropriate government body.

The data collected was not listed all in table 1, those are some of the example of job postings that we collect from three major online platforms. From the description above we might conclude there are some aspects that certainly cannot posses by AI or online translation tools, namely cultural awareness, attention to detail, and can deliver the message in intended context. AI and online translation tools may have tons of database about everything. However, when it comes to translate some text in certain context human translators are superiors in this aspect. Human translators have the ability to understand nuances, cultural references and idiomatic expressions that machine may struggle with. They can provide a more accurate and culturally appropriate translation that captures the true meaning of the text. In the process of translation job there is thinking process by human translators in cultivating the text meaning before translate into the target language. Furthermore, from the job description, skill, and qualifications from the job postings we can see that the employer does not include the AI skill in the posting. It means that the quality, the skills, and the qualification of translators are still put as number one requirements for translation job. No matter how great or not human translators are with the AI and online translation tool, if you are that will be a plus and very helpful for you in doing the translation job but if you are not as long as you meet the requirements of the employers seek, then you are safe and ready to get the job done.

The result of the interview of three participants who used to employ human translators. The tree participants have the similar statements that as long as the translation job was done well, they do not really consider how the translator doing the job. They all emphasized the importance of accuracy and fluency in translation, regardless of whether it was done by a human or a machine. They also mentioned that they prioritize the deadline and cost-effectiveness when choosing a translation service. In addition, they need fast respond in case there are unsuitable translation in the text. One of the participants who is totally do not understand English, she believes for the translation result by the human translator has done. It means that for some people who does not have English knowledge background will put trust to the human translator service. In fact, they are able to leverage AI and translation online tools but they decide not to use it because there are always a shortcut to complete the translation job by using human translator service.

4. CONCLUSION AND DISCUSSION

In a world dominated by artificial intelligence and machine translation tool, the human touch remains a crucial element in many aspects of translation field. This is evident in the job market for English translators, where even as technology advance, there is continued demand for human expertise. Whereas AI and online translation tools can provide quick and efficient translations, it often lacks the nuance and cultural understanding that human translation bring to the table. This is especially important in industries such as literature, marketing, and legal where accuracy and context are paramount.

In conclusion, human touch in digital age for translation job is still playing crucial role. Human translator job will not be changed by AI nor online translation tools in anytime

soon. However, being adaptable and agile in advancement of AI will take you to another level of human translators' skills. AI and online translator tools were created to ease human job, adapt to changes will make us more efficient and productive in these present evolving days. To utilize the AI and online translation tool can help bridge language barrier and facilitate communication across cultures. Fostering greater collaboration and understanding among people worldwide is inevitable. And even if the materials are translated by AI or online translation tools, the post editing still need human touch to make sure that the content is correct and the intended messages are delivered well in the target language.

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Chat GPT vs Google Translate for Translation

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Chat GPT is an artificial intelligence technology from Elon Musk's Open Ai that can carry out sophisticated conversational interactions with its users. Since it was tested publicly, many users have been amazed by its sophistication. As a text-based computer program, ChatGPT is equipped with various very sophisticated features, including the ability to answer questions and understand the context of a conversation by producing text with a certain style and the ability to translate languages. In another hand, there is also Google Translate which has same fuction as machine translator, and everyone can use it easily. Chat GPT and Google Translate can automatically translate foreign languages and provide accurate responses in the desired language. In this research, researchers focused on testing the quality of the translations produced by Chat GPT and also Google Translate in terms of accuracy and acceptability. Chat GPT and Google Translate sophistication in translating need to be studied, especially the quality of the translation. There are three aspects in measuring translation quality, namely accuracy, acceptability and readability. This research is qualitative descriptive research, where the researcher explains in detail the results of the research and presents them in the form of a concrete and valid explanation, especially in measuring the quality of translation, namely accuracy and acceptability, so it is hoped that this research can help users, especially in the field of translation, to be able to make selections. first on the translation results.

Keywords: *Chat GPT, Google Translate, Accuracy, Acceptability*

1. INTRODUCTION

GPT Chat is a phenomenal technological discovery at the moment, how can this application not predict the next sentence in a conversation as quoted in an article which says "Understanding GPT Chat itself is an AI chatbot system that can understand and process human speech using technology deep learning as well as GPT algorithms. GPT chat also has the ability to answer questions, as well as understand the context of the conversation and produce text that is as meaningful as human speech (Ruhimat, 2023). Meanwhile, Google Translate is a free translation tool that has been developed by Google. This tool can quickly translate sentences, documents and websites from one language to another. In 2022, Google Translate supports translation in 133 languages and successfully translates more than 100 billion words every day.

There are several advantages of Chat GPT, namely the speed in providing answers and its very responsive nature, the answers presented simply use language that is easy to understand and the most important thing is its ability to produce text that is very similar to human style, resulting in flexibility in various conversational contexts making it very useful in practical application. No less than Chat GPT, Google Translate also has other advantages, namely translating via voice as input, being able to scan sentences through the camera. This advantage can be used in a book, newspaper, or other media. Apart from typing, this translator is able to interpret a word or sentence through writing, it can be used to translate chats directly.

Both have very sophisticated facilities for translating, it doesn't take a long time, Chat GPT and Google Translate are able to translate thousands of sentences in just a matter

of seconds. Based on the findings above, the researcher conducted research in the field of translation, namely analyzing in depth the translation results produced by both of them.

There are several references that the author uses in this research. The first research is research entitled "Accuracy Value of Translation Results of Literary Texts Using Chat GPT (Generative Pre-Training Transformer)" which states that the level of accuracy of the translation of the Arabic version of Eka Kurniawan's novel Cantik Itu Luka by Ahmad Syafi'i entitled Al-Jamaalu Jurhun using Chat GPT can be said to be quite accurate to achieve 70%.(Hasanah et al., 2023)

Meanwhile, in previous research, entitled "Google Translate for Legal Documents," Oktaria said that the acceptability of the Google Translate translation was still lacking because the choice of appropriate words in formal Indonesian documents had a different grammatical structure at the level of ordinary sentences. (Cahyaningrum, 2022)

Another research is a comparison of the translation quality of Chat GPT and Google Translate with the title " Analisis Hasil Terjemah Google Translate dan Chat GPT Bahasa Arab-Indonesia: Study Komparatif" by Abdul Aziz et all, saying that "Chat GPT translation results are more accurate than Google translate. This is because Google Translate is not able to convey the intended results, and the translation is mostly done using the literal method so that the results are out of the context of the discussion. "Chat GPT itself has characteristics in its translation, namely that it directly addresses the results/conclusions of the discussion and is still classified as being in the context of the discussion even if some words are not translated." (Aziz, Abdul, 2017)

From the discussion above, the researcher compared the translation results produced by Chat GPT versus Google Translate in an Al Jazeera online magazine article entitled "Give or take a few bombs, US complicity in genocide remains 'ironclad'" 9 May 2024. The researcher then entered the article These are to be translated by Chat GPT and Google Translate to be analyzed for accuracy and acceptability.

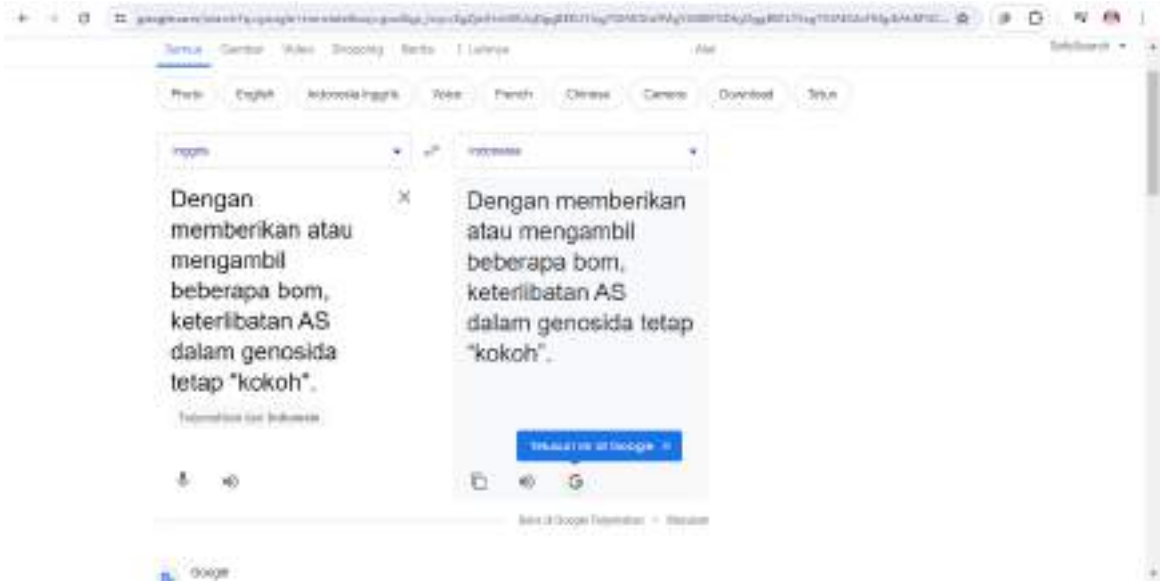
2. METHODOLOGY OF RESEARCH

In this research, researchers used a qualitative discrete approach, namely investigating, finding, describing and explaining systematically and in detail the quality of translations produced by Chat GPT and Google Translate. The research data is in the form of sentences taken from the famous online magazine Al Jazeera which was uploaded on May 9 2024 with the title "Give or take a few bombs, US complicity in genocide remains 'ironclad'" by a journalist named Belén Fernández. Meanwhile, for the quality of the translation, the researcher uses the theory from Nababan 2012 which discusses that the quality of the translation can be assessed by the level of accuracy, acceptability and readability. (Nababan et al., 2012).

3. DISCUSSION

In this study, the data used came from an Al Jazeera online magazine article which was then translated using two online translation machine tools, namely Chat GPT and Google Translate. Here is an overview of two online translation engines:

3.1. Figure 1: Translations generated by GPT Chat



3.2. Figure 2: Translation generated by Google Translate

There are several sentences discussed in the translation. The translation results produced by Chat GPT and Google Translate produce translations that are mostly almost exactly the same. There are only a few words or phrases that are translated differently. As in the title of the article which was then translated exactly the same by Chat GPT and Google Transate in the following sentence:

Data 1:

Source Language : Give or take a few bombs, US complicity in genocide remains 'ironclad'

Chat GPT : *Dengan memberikan atau mengambil beberapa bom, keterlibatan AS dalam genosida tetap "kokoh".*

Google Translate : *Dengan memberikan atau mengambil beberapa bom, keterlibatan AS dalam genosida tetap "kokoh".*

From the translation results above, no fundamental differences were found in the quality of the translations produced. In terms of accuracy, both translations are accurate, but in terms of acceptability, the translations produced by both of them still feel less than acceptable because the choice of words and language style still feels unnatural in the target language. The sentence illustrates that despite slight changes in the number of bombs or equipment delivered, the United States' involvement in the genocide remained strong and unchanged. This highlights that despite delays in certain arms deliveries, the US still provides steadfast support to Israel, even in the context of actions that could be characterized as genocide.

Data 2:

Source Language : Biden administration's decision to hold up delivery of 3,500 bombs hardly constitutes a betrayal of the Israeli killing machine

Chat GPT : *Keputusan pemerintahan Biden untuk menunda pengiriman 3.500 bom tidak benar-benar mengkhianati mesin pembunuhan Israel.*

Google Translate : *Keputusan pemerintah Biden untuk menunda pengiriman 3.500 bom tidak benar-benar menghidupkan mesin pembunuhan Israel.*

Overall, the quality of the translation produced by Chat GPT and Google Translate is almost the same, there is only one word that refers to the word "betrayal" which is then translated as "*menghianati*" and "*menghidupkan*". The word betrayal itself should be interpreted as *penghianat*, but according to Google Translate, it means *menghidupkan*. In fact, in terms of meaning, the author wants to convey the message that from this sentence Biden's decision to postpone the delivery of 3,500 bombs cannot be considered a betrayal of Israel's killing machine. In other words, despite delays in arms deliveries, the US still maintains strong ties with Israel. In terms of accuracy, GPT Chat is more accurate in interpreting betrayal than Google Translate. Meanwhile, in terms of acceptability, it is acceptable and feels natural if the word betrayal is interpreted literally as *menghianati* rather than the word *menghidupkan*.

Data 3:

Source Language : Speaking at a Senate subcommittee hearing, Secretary Austin remarked that the pause takes place "in the context of unfolding events in Rafah", the city in southern Gaza where an estimated 1.4 million Palestinians, including more than 600,000 children, are currently sheltering.

Chat GPT : *Berbicara di hadapan dewan komite sub-Senat, Sekretaris Austin mengatakan bahwa penundaan tersebut terjadi "dalam konteks peristiwa yang sedang berlangsung di Rafah", kota di selatan Gaza di mana sekitar 1,4 juta warga Palestina, termasuk lebih dari 600.000 anak-anak, saat ini tinggal.*

Google Translate : *Berbicara di hadapan dewan komite sub-Senat, Sekretaris Austin mengatakan bahwa tertundanya hal tersebut terjadi "dalam konteks peristiwa yang sedang berlangsung di Rafah", kota di selatan Gaza di mana sekitar 1,4 juta warga Palestina, termasuk lebih dari 600.000 anak-anak, saat ini tinggal.*

In general, there is no significant difference in the translation results, there is only one word that is different in the translation. The words delay and delay do not have a contrasting difference. This suggests that the decision to delay arms deliveries was made taking into account the developing situation in Rafah, which may have a direct impact on the civilians trapped there. In terms of accuracy and acceptability, they have the same quality, both are accurate and acceptable.

Data 4:

Source Language : The majority of these people were forced to flee to Rafah from other parts of Gaza, in keeping with Israel's modus operandi of making Palestinians refugees over and over again.

Chat GPT : *Sebagian besar orang ini dipaksa melarikan diri ke Rafah dari bagian lain Gaza, sesuai dengan modus operandi Israel yang membuat Palestina menjadi pengungsi lagi dan lagi.*

Google Translate : *Sebagian besar orang ini terpaksa melarikan diri ke Rafah dari bagian lain Gaza, sesuai dengan modus operandi Israel yang membuat Palestina menjadi pengungsi lagi dan lagi.*

Almost the same as the translation results of other sentences, only in the sentence above there is a translation of the word forced which is then translated as *dipaksa* and *terpaksa*. These two translated words are included in the active and passive sentences. Meanwhile, grammatically the word forced has a passive meaning, namely forced. The word forced is included in the active sentence so that in terms of accuracy the word *dipaksa* is more accurate than the word *terpaksa*. For acceptance, GPT Chat and Google Translate have a reasonable and acceptable translation in the target language. Meanwhile, the message to be conveyed is that Israel systematically forces Palestinians to become refugees, by expelling them from their homes or forcing them to flee repeatedly. This reflects a long-standing pattern of behaviour by Israel towards Palestinians, often resulting in their loss of shelter and security.

Data 5:

Source Language : Of course, given that the US has been actively abetting genocide and famine in Gaza for well over half a year with all manner of munitions and money, it's not exactly clear why the case of Rafah should suddenly elicit such imperial concern.

Chat GPT : *Tentu saja, mengingat bahwa AS telah secara aktif membantu genosida dan kelaparan di Gaza selama lebih dari setengah tahun dengan berbagai macam senjata dan uang, tidak jelas mengapa kasus Rafah tiba-tiba harus menimbulkan kekhawatiran imperialis seperti itu.*

Google Translate : *Tentu saja, mengingat AS telah aktif membantu genosida dan kelaparan di Gaza selama lebih dari setengah tahun dengan berbagai macam senjata dan uang, tidak jelas mengapa kasus Rafah tiba-tiba harus menimbulkan kekhawatiran imperialis seperti itu.*

From the translation results, there are no striking differences between the two, there are only additional words added to the Chat GPT translation results. This makes the translation more acceptable. It is not much different from the translation results from Google Translate, even though there are no additional words, the translation remains accurate and more acceptable. The message from the author feels confused and strange about the US attitude which suddenly shows concern about the situation in Rafah, even though the US has long been involved in supporting Israel and their harsh actions in Gaza.

Data 6:

Source Language : But, hey, it's potentially good PR. Prior to Secretary Austin's remarks on Wednesday, US officials had been noncommittal about the reports of a suspended weapons shipment

Chat GPT : *Tapi, hei, ini bisa menjadi PR yang baik. Sebelum pernyataan Sekretaris Austin pada hari Rabu, pejabat AS telah bersikap ragu-ragu tentang laporan pengiriman senjata yang ditunda.*

Google Translate : *Tapi, hei, ini bisa menjadi PR yang baik. Sebelum pernyataan Sekretaris Austin pada hari Rabu, pejabat AS telah menyatakan ragu-ragu tentang laporan pengiriman senjata yang ditunda.*

In the two translations produced, no differences were produced. However, the abbreviation PR is not translated by either them into *pekerjaan rumah* or homework/ another, giving rise to ambiguity in the meaning of homework or other abbreviations. Meanwhile, the actual meaning is an abbreviation of Public Relations.

This sentence implies that the US decision to postpone arms deliveries to Israel, especially in the context of the events in Rafah, could be considered an attempt to improve the image or public opinion of the US, especially among the international or domestic community who are concerned about the situation in Palestine. In other words, the delivery delay may be seen as a step taken to improve the US image, although the reasons behind it may not be entirely altruistic. In terms of accuracy and acceptability, the quality of the translation is still lacking because there are abbreviations that are not translated, resulting in an ambiguous message for the reader.

Data 7:

Source Language : Indeed, it appears that "ironclad" is the US political establishment's new favourite word when it comes to describing support for Israel – which means that, at the end of the day, Israel's habit of massacring Palestinians will always be defended over the right of Palestinians to not be massacred.

Chat GPT : *Memang, tampaknya "kuat" adalah kata favorit baru dari establishment politik AS ketika berbicara tentang mendukung Israel - yang berarti bahwa, pada akhirnya, kebiasaan Israel dalam membantai warga Palestina akan selalu dipertahankan di atas hak warga Palestina untuk tidak dibantai.*

Google Translate : *Memang, tampaknya "kuat" adalah kata favorit baru dari politik pendirian AS ketika berbicara tentang mendukung Israel - yang berarti bahwa, pada akhirnya, kebiasaan Israel dalam membantai warga Palestina akan selalu dipertahankan di atas hak warga Palestina untuk tidak dibantai.*

There are differences in the translation of the word political establishment which is then interpreted by Chat GPT as exactly the same as the source language. This makes the word foreign in the target language. Meanwhile, the Google Translate translation is interpreted literally as political establishment. From the results of this translation, the acceptance produced by Google Translate and Chat GPT becomes less acceptable, this is because the choice of words in the source language does not conform to the rules in Indonesian. while the message shows that the US has consistently and without hesitation stated that its support for Israel is firm and unwavering. However, the author criticized the use of the word, implying that US firmness in supporting Israel could mean that acts of violence and atrocities committed by Israel against Palestinians would always be maintained, even if they violated their human rights. In other words, the author states that Israel's safety is often placed above the interests and basic rights of Palestinians.

Chat GPT and Google Translate have translations that are almost exactly the same, there are only a few words that are translated differently, this makes the quality of the resulting translation in terms of accuracy and acceptability also different. The choice of words also influences the translation results, on the one hand, words that are not translated make the translation ambiguous. Meanwhile, borrowing words from the source language also makes the translation less acceptable because the target language still feels foreign, and literal translation also makes the target language less acceptable because the choice of words in the target language is less natural.

4. CONCLUTION

From the discussion above, it can be concluded that in terms of accuracy, GPT Chat has a good level of accuracy. This is because the word order in the target language is written clearly. In terms of accuracy, it is different from translating directly on Google Translate,

the choice of words in the target language is translated literally, resulting in an unnatural translation. The function of the sentences in the translation also determines the quality of the resulting translation, for example passive sentences which are then translated into passive sentences, also produce less acceptable translations. Meanwhile, abbreviations that are not translated by both make the sentence ambiguous. In terms of the translation produced between Chat GPT and Google Translate, it almost has the same translation, there are only one or two words that are different. As for the quality of accuracy, Chat GPT is more accurate, but you need to double-check it again to be sure of the translation results. Meanwhile, in terms of acceptance, GPT and Google Chat are not much different, both have acceptance qualities that are not much different.

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English Teachers' Perception on Challenges in Teaching Speaking at Junior High School Level in Bengkalis

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For many years, English has become a compulsory subject almost in all levels of education in Indonesia. This trend reflects the recognition of English as a vital tool for communication, academic advancement, and access to global opportunities. In its practice, there are many challenges in teaching English skills, especially in teaching speaking. This study aims to find out teachers' perceptions of challenges in teaching speaking skills at a junior high school. This study used a descriptive qualitative research design. Two English teachers at a junior high school in Bengkalis Sub-district were interviewed using a structured-interview method. The research findings showed that Students' low self-confidence, limited vocabulary, difficulties with sentence construction, and fear of making mistakes are the primary challenges. These difficulties contribute to students' overall struggle to develop speaking skills. Teachers also need to provide clear and suitable assessments and constructive feedbacks to assist students in overcoming challenges in learning speaking. Therefore, effective teaching method for teaching speaking skills involves addressing psychological barriers, creating supportive environments, utilizing diverse instructional techniques, and incorporating communicative approaches to engage students in meaningful language use. Furthermore, teachers recognize the importance of addressing these issues and use a variety of strategies to help students improve their speaking abilities.

Keywords: Teacher, perceptions, Challenges, Teaching speaking skill.

1. INTRODUCTION

English is the first world language and an international lingua franca that plays an important role in our lives (Rao, 2019). Speaking English is very important because it is based on several needs, which is the most basic need for a tool to communicate between nations in the current era of globalization, and also as a tool to digest, control and grow knowledge. Because of the importance of mastering a foreign language, German philosopher Johann Wolfgang Von said that "those who know nothing of a foreign language also know nothing of their own." This saying implies the importance of teaching foreign languages, in addition to the mother tongue and national language (Jaelani & Zabidi, 2020). Speaking English is very important because it is based on several needs, where these needs are the most basic needs as a means of communicating in everyday life.

In teaching and learning process, especially in teaching English, it is certainly inseparable from the challenges of a teacher in teaching the foreign language to students. According to Copland et al. (2014) of the many challenges that arise that affect a large number of teachers in different learning situations, namely oral language teaching, motivation, differentiated

learning, teaching in large classes, discipline, writing lessons and teaching language structures. Other challenges are regional, such as the development of teachers' English language skills. Teachers and school institutions present different challenges. Students' challenges include lack of vocabulary acquisition, lack of concentration, lack of discipline, shyness and speech problems. Meanwhile, teachers' challenges include the short duration of teacher training, language skills problems, limited mastery of teaching methods, lack of knowledge of information technology. And lack of professional development. Finally, the challenges of commercial sites are the scarcity of resources and facilities and time constraints. These challenges lead to inability of students to master English well, especially speaking skill which is very important for their career.

So, teachers must be aware of the challenges and try to identify factors influencing students speaking performance to help them overcome difficulties in learning to speak. Shalihah et al., (2022) indicates that student speaking ability can be influenced by 5 factors: performance conditions, the emotional factors, listening skills, subject knowledge, and feedback in speaking activities. Performance condition (time pressure, planning, level of implementation and level of support) is a way to measure the extent to which students have achieved competency in speaking the language being taught. Performance conditions in teaching speaking can cover various aspects, such as clear pronunciation, speaking fluency, the ability to communicate clearly and effectively and so on. The emotional factors such as first motivation, students' motivation to speak the language being studied can be influenced by positive or negative emotion. Teachers need to motivate students by creating a supportive environment, providing positive feedback, and demonstrating the relevance of speaking learning; second, confidence students who feel confident tend to be more successful in speaking. Teachers must build students' self-confidence by providing opportunities to practice, providing constructive feedback, and reducing embarrassment or fear; and third is anxiety, some students may feel anxious or stressed when speaking in front of others. Teachers need to identify and overcome this anxiety which strategies such as gradual speaking practice, role-play, or psychological supports. Third, in teaching speaking, listening skills are important because they help students understand and respond to the language used in everyday conversations. This involves understanding the intonation, vocabulary and grammar used by native speakers. Fourth, subject knowledge and skills in teaching speaking refer to the teachers understanding and proficiency in the specific content and method related to teaching spoken language. Fifth, feedback in speaking activities is an important component to help students improve their speaking skills. This involves providing constructive information to students about their speaking performance.

Some previous studies have studied about challenges faced by English teachers in teaching speaking. Laila et al. (2023) mentioned that teachers should have ability to employ various strategies in teaching speaking. Besides, the challenges usually being encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interferences of the mother tongue (Yusuf, 2016). In addition, students' student discipline, additional work, a lack of self-confidence, a lack of technical teaching, and controlling the classroom and class management also become challenges which may be encountered by them (Sukmojati et al., 2023).

The above studies show different findings which lead to a conclusion that different places may have different challenges in teaching speaking, so the ways of overcoming the challenges will also be different. In other words, there is a need to know the specific problems faced by English teachers to determine effective ways to enhance the teaching and learning process of English speaking skills. Resolving the problems faced by teachers will improve the quality of teaching and learning speaking skills which may then improve the quality of students' speaking skills (Laila et al., 2023). So, This study aims to explore teachers' perception on challenges in teaching speaking in junior high school in Bengkalis Island.

2. RESEARCH METHOD

Based on the purpose of this study namely to find out the perception of teachers in teaching English speaking, the researchers used descriptive qualitative research method as the research design. (Sugiyono, 2014) states that qualitative research is research that includes the description and analysis of phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of people both individually and collectively.

This study was conducted in a Junior High school in Bengkalis Island to know the perceptions of English teachers in teaching speaking. When collecting data, 2 English teachers at the school became the participants for this study. The instrument used was a Structured-interview to find out teachers' opinion on what challenges were faced in teaching speaking at their school.

3. RESULT AND DISCUSSION

From the interview with the participants, some information was collected as follows:

"The teacher's perspective on challenges in teaching speaking skills"

Challenges in teaching speaking are the lack of students' confidence in trying to speak, less vocabulary mastery, and difficulties in organizing vocabulary.

"The challenges faced by teachers include students being difficult to engage in speaking activities due to low self-confidence. Additionally, there are difficulties in vocabulary mastery and challenges in organizing words." (Teacher 1)

"The main challenge in teaching speaking skills to junior high school students is building their confidence to speak in a foreign language in front of others." (Teacher 2)

"Specific/ main challenge faced by English teachers when teaching speaking."

The teacher finds that the biggest challenge in junior high school is that the majority of students have limited vocabulary mastery which is below average. As the effect, they do not know how to say something in English. While another participant says that creating supportive environment also becomes important thing to make students enjoy in learning.

"The biggest challenge at the junior high school level is generally the limited vocabulary, with their vocabulary proficiency significantly below average" (Teacher 1)

"One of the challenges often faced by English teachers at the junior high school level is creating a supportive environment for students to feel comfortable practicing speaking in a potentially less conducive classroom setting." (Teacher 2)

"The teacher employs various approach to address variations in students' proficiency levels in lessons that focus on speaking."

The teacher finds that the teaching approaches should be tailored to the strengths and preferences of students' abilities. If students have a specific inclination or skill, teaching should be focused on that particular skill or inclination. Students with good speaking abilities should be prioritized by providing more opportunities for speaking practice. While the other says that she will give more assistance to those who need additional assistance.

"Tailor instruction according to each student's ability; when a student has more towards writing, listening, or reading, prioritize activities that align with their strengths. For those proficient in speaking, prioritize engaging them in continuous speaking exercises." (Teacher 1)

"I will employ various techniques such as group-based learning, role-playing, and tasks with varying levels of difficulty to address differences in students' skill levels. Additionally, I will allocate more time for students who require additional assistance." (Teacher 2)

"Teacher's encouragement towards student participation and engagement in speaking by considering potential reluctance and embarrassment"

Teachers have strategies to encourage students' participation by considering potential reluctance and embarrassment by growing student's self-confidence by giving friendly evaluation and relaxing activities such as games.

"Usually, one of the ways used is by fostering the student's self-confidence, after which the student will automatically dare to perform in public" (Teacher 1)

"I will create a supportive environment where every student feels valued and is allowed to learn from mistakes without the fear of evaluation. Additionally, I will introduce more relaxing activities such as games or discussions that are non-pressuring to enhance participation." (Teacher 2)

"Professional development support or opportunities for English teachers in improving the teaching of student's speaking skills"

The teacher provides vocabulary exercises to enhance student's speaking skills, aiding them in expanding their vocabulary and expressing ideas more clearly and proficiently in everyday interactions.

"I regularly conduct vocabulary-focused training sessions with the aim of increasing student's vocabulary. Additionally, I engage in interactions such as greetings and small talk in English to encourage students to become more comfortable speaking and fluent in the language" (Teacher 1)

"Support in the form of workshops or ongoing training on teaching speaking skills, as well as access to resources such as the latest learning materials, can be highly beneficial for English teachers." (Teacher 2)

"Assessment and feedback from teachers on students' speaking ability"

The teacher provides constructive feedback in the form of giving appreciation and give constructive feedback after they speak. At the end of the class teachers often asked questions to the student about what challenges they face in speaking English. Besides, teachers also allocate special time to students who have difficulties in learning.

"After they speak, whether it is good or not, I always invite other students to give applause, and I typically pose questions that address the students' difficulties at the end of class

session. Once answered, this is where the teacher's role comes in to resolve the issue. Commonly discussed aspects in this problem include a lack of understanding of English sentence meanings, vocabulary deficiencies, lack of confidence, and excessive focus on grammar" (Teacher 1)
"I will use a clear assessment framework to provide constructive feedback. I will also allocate time for individual evaluation sessions to provide specific advice to students." (Teacher 2)

"Teacher's perception on teaching speaking"
Speaking is a crucial aspect of English language learning. It should be practiced as often as possible to encourage students to speak confidently, and students also need to practice speaking out of the class.
"Speaking is crucial because it does not have to be taught in a programmed way but rather honed or practiced regularly (independently). Students are encouraged to bravely engage in speaking, overlooking the inevitable errors that may occur. In this way, mistakes become lessons, motivating students to correct them, all under the guidance and direction of the teacher" (Teacher 1)
"As an English teacher, I view teaching speaking as an opportunity to assist students in communicating effectively in the language they are learning, preparing them for real-world situations. Students need more time to practice their speaking in the class and out of the class" (Teacher 2)

Based on the result of the interview, in line with Malavika (2021), teachers believe that speaking is the most crucial among the four skills. Speaking skills will be the first thing to be seen and evaluated by others. Yet, teaching speaking also has many challenges to be solved.

One of the challenges in teaching speaking is that students experience communication apprehension, which can be associated with their difficulty in speaking. Communication apprehension is a person's fear or anxiety related to either actual or planned communication with another person or people. Students worry about communication because they believe they will struggle to understand others when listening and comprehend themselves when speaking. It is in line with Ningsih (2017) who found that the problems faced by students is their fear of making mistakes and "losing face" in front of their teachers and classmates due to being shy about speaking in front of other students. Speaking in front of others requires internal and external courage and motivation, such as a pleasant conversation atmosphere and interesting topics. Teachers must build their students' self-confidence if they lack confidence. They should also help and encourage students not to be shy anymore about speaking in front of others or their classmates. Providing praise and recognition for students' achievements, both personally and in front of classmates, is another way to boost students' self-confidence.

Creating supporting environment also another challenge in teaching speaking as Islamiati (2019) explains that the language environment has four broader general appearances that influence the quality and quality of second language learning, which supports the impact of the environment on student's speaking skills, specifically speaking proficiency. First, natural environment can be a powerful tool for learning to speak. Immersion in a place

where the language is spoken naturally. Practicing speaking in such environments encourages adaptability confidence, and a more intuitive understanding of the language's rhythm and tone. Second, the learner's role in communication, the learner's role in communicating in an environment that supports speaking English requires active practice such as take the initiative, listen carefully, ask questions, and participate in conversations. This includes a willingness to learn from mistakes, ask for feedback, and be open to correction to improve your English. A supportive environment provides support, opportunities, and acceptance of mistakes. Third target language models aim to help students learn English by providing a supportive environment for communicating in English. This can include using language models to provide feedback, practice speaking, improve comprehension, and expand students' vocabulary in English. By providing an immersive environment, target language models aim to improve students' proficiency in English. Fourth, availability of concrete referents, it refers to the ability to use or provide concrete or real examples to support or explain an idea or statement. This makes communication clearer and more persuasive as it supports the argument with facts or examples that the listener can identify with or imagine.

Besides students' anxiety and creating supporting environment, teachers should provide appropriate and constructing feedback and evaluation. Teachers need to give information how the class has progressed. Feedback is regarded as continual by an evaluation in the learning process, and it is more advantageous than grades (Aini, 2020). The teacher evaluates or asks questions that lead to student's difficulties in learning speaking in order to identify obstacles that students may face in speaking ability. This evaluation may include aspects of pronunciation, vocabulary, grammar, or students; confidence when speaking. By understanding these difficulties, teachers can design more appropriate lessons, provide specialized support, and help students overcome challenges in developing their speaking skills. And the workshop is designed to provide in depth support in the development of speaking skills, providing a space for participants to practice and gain a strong understanding in the art of communication.

Finally, teachers also need to use various strategies in teaching speaking such as role play, narrative (reading), social strategy, and discussion (Robert & Pane, 2020). These instructional techniques are significant to support students' speaking abilities. This method assists pupils in learning more quickly, easily, and enjoyably.

4. CONCLUSION

In conclusion, teachers' perspectives on challenges in teaching speaking skills highlight several common issues encountered at the junior high school level. Students' low self-confidence, limited vocabulary, difficulties with sentence construction, and fear of making mistakes are the common challenges face by English teachers. These difficulties contribute to students' overall struggle to develop speaking skills. Therefore, teachers need to do several things to overcome these problems. First, they have to boost students' self-esteem through positive environments, praise, and recognition for their accomplishments. Besides, they also need to use various teaching strategies/ techniques in teaching to improve students' vocabulary and engage students to speak in the classroom and outside the classroom. Constructive and clear feedbacks should also be given to students to support students' progress in learning speaking.

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Readiness for Integration of Innovative Teaching and Learning Technologies: EFL In-Service Teachers Performances in Classroom Setting

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1. INTRODUCTION

Over the past few decades, information technology (IT) has transformed into information and communication technology (ICT), enhancing its position in educational institutions (Abbot, 2001). Technology integration in education is evident as it continues to expand and prove to be a valuable tool in facilitating the learning process in the current digital era, which is now a worldwide phenomenon. Using ICT in educational pursuits is believed to improve the overall quality of the learning experience (Romero, 2008). Previous research has shown that integrating ICT into educational practices might improve students' academic achievements, stimulate creativity, and cultivate critical thinking abilities. ICT has been used as a substitute in teaching and learning, particularly in language acquisition. In English language education, specifically in teaching English as a foreign language, information and communication technology (ICT) offers students the chance to access study materials and enhance their English language skills through practice (Anas & Musdariah, 2018).

Nevertheless, the utilization of ICT in Indonesian schools, specifically in the context of English language instruction, needs to be more frequent (Unesco, 2011). In this instance, the researcher concentrated their investigation on utilising information and communication technology (ICT) to instruct foreign languages, mainly English. Therefore, educators must include Information and Communication Technology (ICT) in their teaching methodologies to enhance the quality of English language acquisition. Thus, English teachers must be competent in seamlessly integrating ICT technologies into their courses.

Furthermore, the writer observed several advantages of incorporating ICT in English education in the classroom, as evidenced by the writer's preliminary study. ICT empowers teachers to improve their teaching efficacy and efficiency. Various multimedia tools offer educators many genuine materials and assets to incorporate into their instructional sessions. ICT enhances teaching by increasing engagement and interactivity, fostering student motivation, and facilitating effective communication between teachers and students (Gilakjani, 2012). ICT enhances students' learning experiences by providing them with engaging and interactive opportunities, hence facilitating the development of their language abilities. Information and Communication Technology (ICT) helps to increase learners' motivation and involvement in language acquisition (Mesike, Lasut, Bawengan, 2020). Additionally, it can assist in surmounting obstacles encountered during the learning process. Based on the advantages mentioned above, the writer believes that using ICT (Information and Communication Technology) in the classroom is crucial.

In order to incorporate ICT into the classroom effectively, the way teachers perceive ICT plays a pivotal role in English language teaching (Park & Son, 2014). The teachers' impression of the benefits of using ICT in language instruction greatly influences their

decisions on how to use it. Nevertheless, there is a disparity between the attitudes and ideas of instructors and the actual implementation of technology in their classrooms. Simply having a good attitude towards ICT does not ensure that teachers will possess the necessary skills to effectively integrate ICT into their teaching (Egbert, Paulus, Nakamichi, 2002)

The author identified this deficiency in numerous secondary schools in Langsa. Currently, it is not advisable to use ICT into their teaching and learning activities. Despite numerous research studies demonstrating the effectiveness of using ICT for teaching English, the conventional technique continues to be widely employed. According to recent study, the utilization of technology in teaching has proven to be beneficial for students, not just teachers. It has been seen that this approach has led to improvements in students' skills and has fostered positive attitudes towards learning English (Juliana, 2021).

Moreover, a multitude of research papers have examined teachers' viewpoints on integrating ICT into English language instruction, investigating both the benefits and the obstacles that may discourage teachers from using ICT. A study conducted by Barnawi among college instructors at Yanbu Industrial College in Saudi Arabia, in the context of teaching English as a foreign language, found that there were favorable attitudes and a readiness to utilize information and communication technology (ICT) in the instruction of the English language. The survey emphasized the teachers' positive perception of the internet as a valuable and plentiful tool for English language instruction.

This study aims to investigate teachers' perspectives of the impact of Information and Communication Technology (ICT) on English education, specifically in an English as a Foreign Language (EFL) environment in Indonesia. This research deviates from previous studies that mostly examined college educators, since it explicitly aims to investigate the perspectives of vocational teachers on the incorporation of ICT in English instruction. The study intends to explore the teachers' perceptions using a qualitative research design. This investigation focuses on analyzing instructors' perspectives on the integration of information and communication technologies in the English language instruction and learning procedures specifically inside a vocational school in Langsa. The main emphasis is on the application of ICT in the instruction of English as a second language. How are in-service teachers' readiness to effectively incorporate novel teaching and learning technologies? What difficulties do teachers already employed in the field of education have when incorporating information and communication technology (ICT) into their English as a Foreign Language (EFL) teaching?

2. LITERATURE REVIEW

2.1 Multimedia

Multimedia technology has witnessed accelerated application across various domains such as the economy, science, technology, education, health, culture, media, entertainment, and music. It has emerged as a dominant force in the information society, and the fusion of media and network communication technologies has given rise to video and phone capabilities, among others. The pervasive adoption of these technologies has not only transformed people's lifestyles and habits but is expected to continue influencing human life, education, and work. In the mid-1990s, multimedia technology garnered attention in primary and secondary education due to its capacity to enhance students' interest in learning.

The integration of useful and auxiliary teaching tools through multimedia technology has also streamlined teachers' tasks, making teaching more effective and reigniting teachers' enthusiasm for the educational process..[1]

Multimedia refers to a form of communication that integrates various types of media and equipment within a process or learning activities. Multimedia learning engages the senses of vision and hearing by incorporating media such as text, visual images (both static and in motion), audio, and computer-based interactive tools utilizing information and communication technology. Meyer defines multimedia as a medium that combines sound and text.[2] encompassing mediums like television, PowerPoint presentations that include text, images, and voice. On the other hand, Martin makes a distinction between multimedia and audiovisual elements.[3] Examples of multimedia include video conferencing, video cassettes, which fall under the category of audiovisual media, and both interactive and noninteractive computer applications.

From the explanation above, multimedia can be defined as computer-based media that incorporates various types of integrated media within a single activity. Learning through interactive media, the internet, and similar platforms is often characterized as multimedia learning. Multimedia provides a direct learning experience, offering students the simultaneous processing of visual and auditory information, thereby enhancing memory retention during the learning process.

2.2 Information and Communication Technology in Education

Information and Communication Technology (ICT) in education encompasses a range of tools that support the teaching-learning process and various educational tasks. Proficiency in using ICT is essential for students in the context of teaching and learning. ICT comprises a diverse set of technological tools and resources designed for creating, communicating, storing, managing, and sharing information. It involves both hardware, such as ICT devices and digital cameras, and software, including applications like Excel and discussion forums.[4] In essence, ICT represents a combination of equipment, operating systems, applications, and communication capabilities, with examples including computers, digital cameras, and software applications like Excel.

ICT has the potential to empower both teachers and learners by facilitating communication, fostering interaction, providing new delivery modes, and transforming the overall teaching and learning processes.[5] The integration of ICT in the realm of language learning is considered unavoidable. The relationship between ICT and language learning is often likened to two complementary aspects, much like the two sides of a coin, mutually supporting and enhancing each other.

In a UNESCO document shared online, Information and Communications Technologies (ICTs) are defined with a broad perspective, emphasizing their scope, importance, and nature of use, particularly in the field of education. The definition

[1] Alain Chaptal, "New and Traditional Educational Media: How to Choose between Them - Teachers' Choices," International Journal of Phytoremediation 21, no. 1 (1998): 241–45.
[2] Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge University Press, 2009).
[3] K. Ritzhaupt, A., Martin, F. & Daniels, "Multimedia Competencies for an Educational Technologist: A Survey of Professionals and Job Announcement Analysis," Journal of Educational Multimedia and Hypermedia, 19(4), 421 (2010).
[4] Babak Ghasemi and Masoud Hashemi, "ICT: Newwave in English Language Learning/Teaching", Procedia - Social and Behavioral Sciences, vol. 15, 2011.
[5] John Harmen Valk, Ahmed T. Rashid, and Laurent Elder, "Using Mobile Phones to Improve Educational Outcomes: An Analysis of Evidence from Asia", International Review of Research in Open and Distance Learning 11, no. 1 (2010): 117–140.

underscores that ICTs encompass a diverse set of technological tools and resources utilized for communication, as well as for creating, disseminating, storing, and managing information. Recognizing that communication and information lie at the core of the educational process, the document acknowledges the longstanding history of ICT use in education. It notes that ICT has played a role in both formal and non-formal educational settings, spanning programs provided by governmental agencies, public and private educational institutions, for-profit corporations, non-profit groups, as well as secular and religious communities.

The integration of ICT in education is vital as it extends beyond the traditional school environment, enabling teaching and learning to occur even when teachers and students are physically distant. However, the incorporation of ICT is not a single-step learning process; rather, it is an ongoing and continual learning journey that creates a proactive teaching-learning environment.[6]

In summary, based on the explanations provided earlier, the researcher can conclude that Information and Communication Technology (ICT) has evolved into a crucial element in the teaching and learning process. It offers both teachers and students opportunities to acquire and apply essential 21st-century skills. The integration of advanced technology has the potential to enhance every aspect of students' learning experiences across various subjects, ultimately influencing the development of their intellectual capabilities.[7] In essence, technology serves as a tool to elevate students' knowledge, skills, and educational standards.

2.3 ICT in English Language Teaching

The incorporation of technology in language teaching and learning is not a recent development. In the decades before the advent of computers, audio-visual media served as pedagogical aids for delivering language courses. Tools such as the phonograph, radio, television, and telephone were among those utilized in language education during that time.[8] In the realm of language teaching and learning (LTL), Information and Communication Technology (ICT) is considered to provide contexts that facilitate the development of second language abilities. It creates rich, multidimensional learning environments for language learners, offering opportunities to interact with native speakers, engage with other learners remotely, and access authentic materials.[9] Moreover, one of the most prevalent applications of ICT in language teaching is through computers. According to Warschauer, computers gained attention from linguists and language researchers in the 1950s, coinciding with the conception of CALL (Computer-Assisted Language Learning). Since then, computer technologies have progressively become a predominant technological tool in language learning. In contemporary times, it is common for language teachers to integrate online resources, software, or digital devices into their lesson plans to facilitate instruction and enhance the appeal and engagement of their lessons.[10]

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[6] S.S.C. Young, "Education in a Vocational High School", Journal of Computer Assisted Learning 19, (2003): 447–461.

[7] P. S. Hsu, "Examining Current Beliefs, Practices and Barriers about Technology Integration: A Case Study." (2016).

[8] M. Rafael Salaberry, "The Use of Technology for Second Language Learning and Teaching: A Retrospective", Modern Language Journal 85, no. 1 (2001): 39–56.

[9] Chapelle, C.A*, The potentials of technology for language learning,* Amsterdam: John Benjamins (2003): 1–1.

[10] Fakhrurrazi M. Amin and Hanna Sundari, "Efl Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, Lms, or Messenger Application?", Studies in English Language and Education 7, no. 2 (2020): 362–378.

Many digital platforms have been extensively applied for language learning. Based on its use ICT divides into three categories: first, as a media tool or educational tool, which refers to as a complement to clarify the material delivered by the teacher; second, as a source of information; third, ICT as a system learning; in this category, ICT is designed in such a way as an integrated learning system as a function of media, resources, and also; and fourth, ICT as a tool for learning.[11]

The technology used in facilitating either education or language learning can be in the form of various digital devices, computer software programs, websites, a mobile application on a laptop or mobile phone, and any other technological products. Technology-based learning media serves a distinct purpose, aiming to elucidate, facilitate, and make the learning messages delivered by teachers more engaging for students. According to Rusman, teaching and learning activities become more effective and efficient when assisted by visual means. He highlights that 11% of learning occurs through the sense of hearing, while a significant 83% occurs through the sense of sight. Furthermore, it is emphasized that individuals can only remember 20% of what they hear, but they can recall 50% of what is seen and heard. As a medium, the computer is noted for providing immediate feedback on learning outcomes, contributing to a more interactive and responsive learning environment for students.[12]

In education, ICT has an important role in facilitating learning and developing students' skill. There are several types of ICT that are commonly used in education especially in EFL teaching contexts, as well as applications that are often used for this purpose.

2.4 Interactive multimedia

Information and communication technology (ICT) has simplified the integration of various media forms into computer program applications that can be executed on a computer. Multimedia can usually be found on website.[13] Teachers can integrate ICT tools such as interactive whiteboards, language learning apps, and online resources to create engaging lessons. For example, interactive whiteboards allow teachers to display and manipulate digital content, making it easier to illustrate grammar rules or play language-learning games. Language learning apps like Duolingo or Memrise provide students with interactive exercises and immediate feedback, helping them practice vocabulary and pronunciation effectively. Additionally, online resources such as educational websites and YouTube channels offer a wide range of multimedia content like videos, audio clips, and interactive quizzes to reinforce language skills. By leveraging ICT interactive multimedia, teachers can create dynamic English lessons that cater to diverse learning styles and foster a more immersive and enjoyable language learning experience for their students.

3. METHODOLOGY

This research employs phenomenology as its methodological approach to explored the EFL teachers' perception on the use of ICT in teaching English, including the challenges they face in using ICT to teach English and to know how do they overcome the challenges. The data of this research will be collected by semi-structured interview. In conducting research, the process of selecting individuals who will participate in the research is very essential. In choosing research subject, the researcher used purposive sampling technique.

[11] Rusman Kurniawan, *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi: Mengembangkan Profesionalitas Guru* (Jakarta: PT Raja Grafindo Persada, 2015).
[12] Ibid.
[13] Hartoyo, *Individual Differences in Computer-Assisted Language Learning* (Semarang: Pelita Insani, 2008).

In purposive sampling, the researcher is deliberately subjective in choosing those respondents and how those may affect the research as a way for checking validity.[14] With purposive sampling the writer will choose two English teachers at SMKN 3 Langsa. They consist of female. English teachers, who teach English in class tenth and class eleventh who always integrate ICT in their classes. The participant chosen were supposed to give information to the research focus of ICT. In addition, the researcher chose a semi-structured interview to collect teachers' perception. Semi-structured interview is a way of collecting data in which she or he has prepared an interview guide before doing interview but does not strictly follow to it either in terms of the precise wording of questions or the order of questions.[15] In conducting interview, teachers will answer 10 open-ended questions related to their behaviors, reason, advantages and challenges of using ICT in teach English.

4. FINDING AND DISCUSSION

The findings from the interviews with two experienced English as a Foreign Language (EFL) in-service teachers provide valuable insights into their perceptions of Information and Communication Technology (ICT) integration in the teaching and learning process, the challenges they face, and how they overcome these challenges. This discussion section delves deeper into these findings, connecting them with the existing literature, acknowledging limitations, and discussing their implications for theory, policy, practice, and future research.

4.1 EFL In-Service Teachers Readiness in Integration ICT

Moreover, T1's suggestion to use ICT as a facilitator aligns with the literature highlighting the role of technology as a tool to support and enhance traditional teaching methods.[16] This integration aims to create a balanced approach that capitalizes on the strengths of both conventional and technological pedagogies.

The recommendation to explore materials from diverse sources, such as YouTube and Google, echoes the literature on the significance of varied and rich learning resources.[17] This aligns with the SAMR (Substitution, Augmentation, Modification, Redefinition) model, advocating for the transformation of learning tasks through technology integration.[18] T1's suggestion underscores the potential of ICT to not only supplement traditional teaching materials but also transform the learning experience by providing multimedia resources.

T2's advice to utilize smartphones beyond social media and tap into the abundance of educational content available on platforms like Instagram aligns with the literature

[14] Jamie Harding, *Qualitative Data Analysis from Start to Finish* (London: Sage Publications, 2013).
[15] Virginia Braun and Victoria Clarke, *Successful Qualitative Research: A Practical Guide for Beginners* (Sage Publications, 2013).
[16] Shazia Kouser and Ishfaq Majid, "Technological Tools For Enhancing Teaching And Learning Process," Towards Excellence, March 31, 2021, 366.
[17] Nagapavan Chintalapati and Venkata Srinivas Kumar Daruri, "Examining the Use of YouTube as a Learning Resource in Higher Education: Scale Development and Validation of TAM Model," Telematics and Informatics 34, no. 6 (September 2017): 853.
[18] Sri Wahyuni et al., "Teachers' Technology Integration Into English Instructions: SAMR Model," in Proceedings of the International Conference on Science and Education and Technology (ISET,2019) (Paris, France: Atlantis Press, 2020).

emphasizing the potential of mobile learning.[19] This supports the idea that smartphones, when used purposefully, can serve as powerful educational tools.[20]

In summary, the positive perceptions of ICT integration among the teachers correspond with existing literature, highlighting the potential benefits of efficiency, engagement, and varied learning resources. However, the acknowledgment of challenges, such as disturbances and the need for teachers to be adept with technology, also aligns with the existing discourse on the complexities associated with technology integration.

4.2 Challenges of ICT Integration

The challenges identified by the teachers shed light on the practical hurdles and considerations associated with incorporating ICT into English language teaching. T1's mention of disruptions as a downside aligns with prior research emphasizing technical issues as a potential impediment to the seamless use of technology in the classroom.[21] This finding underscores the importance of schools and institutions investing in robust technical infrastructure to support effective ICT integration.[22]

T1's mention of the need for teachers to enhance their technological skills aligns with the existing literature emphasizing the significance of teacher training and professional development in fostering successful technology integration.[23] This emphasizes the dual role of teachers as both content experts and technology facilitators, necessitating ongoing training to keep pace with technological advancements.[24]

The discussion on the availability of equipment and facilities, such as laptops, Infocus projectors, and speakers, resonates with the literature highlighting the importance of adequate resources for effective technology integration.[25] Limited access to essential tools can impede the implementation of ICT-enhanced lessons, reinforcing the need for educational institutions to invest in infrastructure.

T1's acknowledgment of the technical challenges, such as projecting issues with Infocus, underscores the importance of teachers possessing troubleshooting skills. This aligns with Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, emphasizing the integration of technological, pedagogical, and content knowledge. Teachers must not only be familiar with technology but also possess the skills to troubleshoot and adapt to unforeseen issues.

T2's discussion on students' potential misuse of technology, such as using Canva or CapCut for purposes other than educational tasks, raises ethical considerations. This aligns with existing literature highlighting the need for educators to address digital citizenship and

[19] Agnes Kukulska-Hulme, "Mobile Learning as a Catalyst for Change," *Open Learning: The Journal of Open, Distance and e-Learning* 25, no. 3 (November 11, 2010): 181.
[20] Dinesh Kant Kumar and Peterjohn Radcliffe, "Using Smartphone to Enhance Education," (2019).
[21] Dee L. Fabry and John R. Higgs, "Barriers to the Effective Use of Technology in Education: Current Status," Journal of Educational Computing Research 17, no. 4 (1997): 385.
[22] Simin Ghavifekr and Wan Athirah Wan Rosdy, "Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools," International Journal of Research in Education and Science 1, no. 2 (2015): 175.
[23] Emily Hixon and Janet Buckenmeyer, "Revisiting Technology Integration in Schools: Implications for Professional Development," Computers in the Schools 26, no. 2 (2009): 130.
[24] Safdar Ali Shah, "Making the Teacher Relevant and Effective in a Technology-Led Teaching and Learning Environment," Procedia - Social and Behavioral Sciences 103 (2013): 612.
[25] Jennifer Thoma et al., "Planning for Technology Integration in a Professional Learning Community," The Reading Teacher 71, no. 2 (2017): 167–75.

responsible technology use.[26] The findings underscore the importance of integrating digital literacy into the curriculum to equip students with the skills to navigate the digital landscape responsibly.

The identified hurdles mirror the broader discourse on the complexities of technology integration. They emphasize the need for a comprehensive approach, encompassing technical support, teacher training, and the development of digital literacy skills among students.

In conclusion, the challenges identified by the teachers underscore the practical considerations and obstacles associated with ICT integration in English language teaching. These findings align with existing literature, emphasizing the need for investment in infrastructure, ongoing teacher training, and a holistic approach to address the multifaceted challenges of technology integration. The discussion serves as a valuable contribution to the broader conversation on optimizing the use of ICT in educational settings.

5. CONCLUSION

The teachers recognize ICT as a valuable tool that enhances traditional teaching methods, providing efficiency, engagement, and varied learning resources. Their acknowledgment of ICT's transformative potential aligns with existing literature, emphasizing the need for a balanced approach that leverages technology to augment and redefine educational practices. Despite challenges and the recognition of a learning curve, the teachers view ICT as an efficient and effective means to facilitate learning, catering to the diverse needs and preferences of today's students. Their advice to fellow teachers underscores the importance of embracing technology as an integral component of modern education, fostering adaptability and continuous professional development.

Moreover, the challenges identified by the teachers shed light on the practical hurdles and considerations associated with incorporating ICT into EFL teaching. These challenges range from technical issues, such as network disruptions and equipment limitations, to the need for continuous teacher training and addressing ethical concerns related to students' potential misuse of technology. The teachers' strategies for overcoming these challenges include seeking school support, conditioning classrooms for effective tool use, and fostering collaboration among teachers. The findings underscore the complexity of integrating technology in the classroom and emphasize the importance of institutional support, ongoing professional development, and the cultivation of digital literacy skills among both teachers and students. Overall, the study contributes valuable insights into the nuanced perceptions and challenges associated with the use of ICT in EFL teaching, offering practical considerations for educators and policymakers alike.

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AN ANALYSIS OF SLANGS WORDS FROM NETIZEN COMMENTS ON GUSSBAGUS FEED INSTAGRAM

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Language serves as a representation of the identities of its users. Language takes a vital role for people to communicate with others because without using language one person cannot communicate with others. When the use of new style starts growing and it is agreed by that people as a part of the language, slang appears. According to Maitland (2010), slang is the vocabulary that, despite not being listed in dictionaries, is commonly used on a daily basis by people of all walks of life. Slang sometimes created spontaneously by people, usually to describe what exactly they are feeling, or new words that have been created to express specialized meanings. Slangs can be found in many things such as Novel, Book, Comic, or even social media as well. On social media, users frequently converse with one another using a variety of slang terms or communication techniques. Like Instagram, which enables users to send pals photos or videos via feed, stories, or direct messages. @gussbagus_f1 is an Instagram account who contained a post F1 memes and usually in many people using slang words in Feeds Gussbagus account. In this study, the researcher employed a qualitative method to examine instances in which the comments from @gussbagus_f1 contained slang and the data were taken in April 2024.

Keywords: Slangs, Sociolinguistics, Gussbagus, Instagram, Social Media

A. INTRODUCTION

Language serves as a representation of the identities of its users. Language takes a vital role for people to communicate with others because without using language one person cannot communicate with others. Through a language, people can express what is on their mind and convey it to others. In comparison to the duration of a person's life, language changes relatively slowly, according to Fromkin (2007), p. 488. According to Kaye & Downes (2000), language serves as a means of expressing the identity of its users. When someone believes that a particular style of language is the most effective way to use it, they adopt it.

Sociolinguists approach language as an open system interacting with a variety of factors in a group or community. According to (Holmes, 2000), Sociolinguistics is a term that refers to the study of the relationship between language and society, and how language is used in multilingual speech communities. The focuses of Sociolinguistics such as investigating the relationship of language and society, focus on language use, social context such as topic, people interacted, and social background.

When the use of new style starts growing and it is agreed by that people as a part of the language, slang appears. Slang has several definitions. In dictionary, slang is a very informal usage of vocabulary and idiom that is characteristically more metaphorical, playful, elliptical, vivid and ephemeral than ordinary language. Besides, slang is not an official language that avowed in a dictionary. It is just a style of language used in a specific group of people. According Maitland (2010), slang is the vocabulary that, despite not being

listed in dictionaries, is commonly used on a daily basis by people of all walks of life. It means that slang is the secret language of the English or something that everybody can recognize but nobody can define. Slang sometimes created spontaneously by people, usually to describe what exactly they are feeling, or new words that have been created to express specialized meanings.

In this modern era, peoples develop their language develops by using the internet, especially on social media. On social media, users frequently converse with one another using a variety of slang terms or communication techniques. According to Boyd and Ellison (2007), a social network is a web-based service that lets users make their own public webpage within a networked system and view and access the data of other users who are connected to them. Social media will undoubtedly keep getting better as time goes on and more sophisticated technology is used. There are a few social media platforms, such as Facebook, Instagram, Whats App, and Twitter, where people can communicate with each other.

For Instagram, it is enables users to send the photos or videos via feed, stories, or direct messages to their pals. Instagram also can follow, like, and comment other users to add their content to a feed, And add some caption and location when users post a photo or video. Instagram also can comments in the post whether it is funny, sad, or even other reaction as well.

There are few Previous Study has analysis this research:

1. ***AN ANALYSIS OF SLANG WORDS USED BY INSTAGRAM ACCOUNT PLESBOL*** From (*Leo Saputra, Leni Marlina*), The researcher selected Slang terms were used in the caption of Plesbol's Instagram account. The information was gathered from the captions of pictures that Plesbol uploaded between August and December of 2018.
2. ***An Analysis of Slang Words Used for Comments on Instagram*** From (*Zaenul Wafa, Dwike Amalia Putri*), The purpose of this study is to identify slang terms on Instagram and determine their definitions. 25 slang terms were examined for this study; the researcher discovered 11 slang forms in abbreviation, 1 shortened form, and 13 interjections.
3. ***WORD FORMATION ANALYSIS FOUND IN ENGLISH SLANGS USED BY JUSTIN BIEBER ON INSTAGRAM*** From (*Febi Gilang Pratama, Wiyaka Entika, & Fani Prastikawati*), The purpose of this study was to identify the word formations in English slang that Justin Bieber used in his Instagram captions in order to document the process of word formation in English slang. The authors collected the data by reading, taking notes on, and comprehending the captions that were posted over the course of a year (June 2020 – June 2021). There are seven categories of slangs where the researcher conducted analysis based on the data: (1) Clipping, (2) Blending, (3) Acronym, (4) Borrowing, (5) Derivation, (6) Coinage, and (7) Multi Processes.
4. ***AN ANALYSIS OF SLANG WORDS ABBREVIATION IN AMERICAN CAPTION ON INSTAGRAM: A SOCIOLINGUISTICS APPROACH*** from (*Fera Ekawaty Napitu, Suhardianto*) This study aims to understand the meaning and construction of slang by examining phenomena that arise in social media platforms like Instagram.The explanation for the American's use of slang in the Instagram caption. The data for this study, which uses a qualitative descriptive

methodology on Instagram account and the data were collected over two months, from the middle of March to the middle of May.

@gussbagus_f1 is a F1 fans based from Indonesia that contain meme post on social media such as Youtube, Tiktok, Twitter, and Instagram. It is also @gussbagus_f1 has a lot of slangs words from the netizen comments on Instagram as well. So, this study will focused on what are the types of slangs and the example in the comments post from netizen on his Instagram Account as well.

B. METHOD

This study used a descriptive qualitative method. According to (Strauss and Corbin: 1990 in Hoepfl: 1997), descriptive qualitative research does not rely on quantitative methods or statistical analysis. The slang terms used by the community in the feed comments of the "@Gussbagus_f1" Instagram account served as the research's data source. In April 2024, the author came upon these posts and read through all of the comments.

C. FINDING & DISCUSSION

FINDING

From 228 Data that were collected, the most slang types were found is Abbreviation by 216 Data and the less slang types is Blending with 5 Data of them.

Table 1. Type Slangs

No.	Type Slangs	Frequencies
1	Abbreviation	216
2	Blending	5
3	Compounding	7
Total		228

A. Abbreviation
Abbreviations, or "abbrevs," it is a refer to simplified forms of words or phrases that are frequently used in casual speech, texting, or social media. They're well-liked because they facilitate faster and more effective communication by saving time and characters.

Table 2. Abbreviation

No.	Abbreviation	Frequencies
1.	DNF	11
2.	OP	5
3.	Bjir	8
4.	THR	12
5.	COD	2
6.	OTW	5

7.	Ajg	14
8.	Asw	11
9.	GGWP	3
10.	WKWK	57
11.	GP	12
12.	GOAT	1
13.	GWS	2
14.	DC	7
15.	FP	5
16.	NTS	5
17.	PP	2
18.	Njir	4
19.	Anj	7
20.	Gw	2
21.	IG	10
22.	SS	1
23.	VOC	9
24.	POV	3
25.	PTSD	2
26.	FR	4
27.	WTF	2
28.	AFK	1
29.	EZ	1
30.	STFU	1
31.	NT	3
32.	Btw	4
Total		216

Example:

- (Alonso **OP** tapi salah strategi hahaha)
  The term OP in slang is an abbreviation of Overpowered which when translated from English to Indonesian means too strong or excessive strength.
- (**POV**: Sahur di tahun 1860)
  POV it stand for “Point Or View, it is also a Abbreviation Slangs where is to indicate the prespective from which somethings is being presented or view
- **(NT** gede buat lando)

The stands of NT is Nice Try. It is a Abbreviation slangs word where it is intended for content that contains the struggles of someone who fails to achieve their goals.

B. Blending

Blending it is to create a new word or phrase by combining two words or more. They frequently appear as a result of linguistic innovation or to convey meaning in a funnier or more succinct way.

Table 3. Blending

No.	Blending	Frequencies
1.	Gacor	5
Total		5

Example:

- (Duel strol dan magnusen sih **gacor** wak, duel perebutan p17 tadi)
  The meaning of gacor in this case is great, cool, or solid and It refers to praise for someone who does something great. Gacor also it is a blending slangs where it is combined between **Gacok** (Stuttering) and **Kondor** (Condor).

C. Compounding

Compounding it is a type of slang were it combining between two or more words to create a new word with a specific meaning. This process often adds nuance, humor, or emphasis to the original words

.

Table 4. Compounding

No.	Compounding	Frequences
1.	El Nyengir	7
Total		7

Example:

- (Request goreng **El Nyengir**)
  El Nyengir is a slang term where "**el**" is a slang way of saying "**kepala**" (head) and "**nyengir**" means "**smiling broadly**" or "**grinning widely**.". Another meaning of "**El Nyengir**" is to describe someone who is smiling in a noticeable or exaggerated manner.

DISCUSSION

After the researcher gatering the data on slangs, There are three types of slangs were researcher have already found: Abbreviation, Blending, and Compounding. There are 228 data combined on slangs with Abbreviation is the most slangs with 216 data. The reason Abbreviation has the most of the type slangs is the comments has a lot of shortened versions of words or phrases such as GGWP, GP, DNF, OP, etc. Meanwhile the less types of slangs is Blending with 5 data of them. The reason is because rarely people were using that

combined word in the comments post on @gussbagus_f1 and only "Gacor" word with using Blending Slangs.

D. CONCLUSION

Language is a communication device that is used by people to convey messages to others in written or spoken. In slangs, it is a is a very informal usage of vocabulary and idiom that is characteristically more metaphorical, playful, elliptical, vivid and ephemeral than ordinary language. The slangs has spread out anywhere including Socuial Media such as Instagram. Instagram is a social media that allows someone to send a photo or video through feed, stories, Direct Message to their friends, or comments in the post as well. @gussbagus_f1 is a F1 fans based from Indonesia that contain meme post on Instagram, it is also had a lot of slangs words from in the comments post from netizen as well.. The researchers use qualitative data to analyze the slangs in @gussbagus_f1 and they are 228 data were found and they are three of them: Abbreviation, Compounding, and Blending. Abbrevation is the most common in any slangs by 216 data of them, while the less data of Slangs is Blending by 5 data and Compounding had a 7 data were found from the researcher. In the future, the reseaercher who read this article need more analysis about slangs words. Not only on social media, but in any analysis such as movie, theatre, etc.

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From Pictures to Conversations: Building Background Knowledge for Breakthrough Listening

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Listening comprehension remains a significant hurdle for many English language learners (ELLs). This article explores the crucial role of background knowledge in fostering breakthrough listening experiences. It argues that by bridging the gap between visual representations and spoken language, educators can empower learners to overcome challenges like rapid speech and unfamiliar accents. The article reviews research on the effectiveness of picture-based activities, such as image description, picture walks, and visual storytelling, in building background knowledge and enhancing listening comprehension. It highlights how these activities activate prior knowledge, strengthen vocabulary acquisition, and promote deeper understanding of spoken language content. This focus on visuals not only improves comprehension but also fosters critical thinking and narrative construction skills, ultimately leading to more successful communication for ELLs.

Keywords: *picture; building background knowledge; listening*

1. THE IMPORTANCE OF LISTENING COMPREHENSION IN LANGAUGE ACQUISITION

Listening comprehension is considered the foundation of language acquisition. It's the first language skill we develop as infants, allowing us to absorb sounds, vocabulary, and grammatical structures before we can speak ourselves. This early exposure lays the groundwork for future language learning.

Performing listening comprehension, there would be some challenges faced by learners. Native speakers often speak quickly, which can make it difficult for learners to catch individual words and follow the flow of conversation. It is called rapid speech. Moreover, the unfamiliar accents are crucial. It can hinder comprehension while listening. Another problem is learners with a limited vocabulary may struggle to understand words or phrases they haven't encountered before. Besides, lack of prior knowledge about the topic being discussed can make it difficult to grasp the context and meaning of spoken language. Moreover, staying focused and engaged can be challenging, especially when listening to lengthy stretches of spoken language. At last, performance anxiety or fear of making mistakes can hinder comprehension and prevent learners from fully engaging in listening activities. Those challenges can be minimized by applying some strategies.

According to Input Hypothesis by Stephen Krashen in (Gong, 2023), language acquisition occurs through comprehensible input, or language that learners understand slightly above their current level of proficiency. By listening to spoken English, learners are exposed to new vocabulary, grammar structures, and sentence patterns in context, which their brains can subconsciously process and gradually integrate into their own language production. In this part, the problems faced in listening can be avoided by providing scaffolding and

support during listening activities. Use visuals, repetition, paraphrasing, and cognates to make the input more comprehensible for learners. Moreover, offering differentiated listening materials with varying levels of difficulty caters to learners' proficiency levels.

Spoken language is the most natural form of communication. Listening to authentic conversations, lectures, or podcasts exposes learners to the way native speakers use language, including colloquialisms, slang, and natural variations in pronunciation and intonation. This exposure helps learners develop a more nuanced understanding of how English is used in real-world situations.

Listening comprehension is a receptive skill, meaning it involves understanding spoken language. Strong receptive skills provide a solid base for developing productive skills like speaking and writing. Learners who can comprehend spoken language can more easily identify patterns, build vocabulary, and internalize grammatical structures, which they can then use in their own spoken and written communication.

Successful listening experiences can boost learners' confidence in their language abilities. When they can understand spoken English, they feel more engaged in the learning process and motivated to continue practicing. This increased confidence can lead to greater fluency in speaking and writing as learners become more comfortable using the language they have acquired through listening.

Listening comprehension is intricately linked to other language skills. By listening, learners develop their pronunciation skills as they become accustomed to the sounds and rhythms of spoken English. They also improve their reading comprehension as they learn to associate spoken and written forms of the language.
Supported by *The Listening Schema Theory* from Bartlett in (Hu, 2012) suggests that we use existing knowledge (schemas) to understand new information. By activating prior knowledge through visuals, discussions, or pre-listening activities, we can enhance learners' ability to comprehend spoken language that relates to their existing schemas(Arbib et al., 1987).
Understanding the importance of listening comprehension and the theories behind it can help educators create effective language learning environments. By incorporating listening activities, building background knowledge, and providing exposure to authentic spoken language, teachers can empower learners to build a strong foundation for successful language acquisition (Hasan, 2000).

2. THE POWER OF USING PICTURES IN LISTENING CLASSROOM

Pictures look simply, but it is very worthy to activate prior knowledge. Visuals can tap into existing knowledge and experiences, creating a context for understanding the upcoming listening passage. This allows learners to connect new information to what they already know, facilitating comprehension. It is supported by Irgatoğlu (2017), in the pre-listening stage, before playing a tape recorder, the pictures related to the text can be shown to the learners to prepare them for the content of the text.

Moreover, pictures can bridge the vocabulary gap. They can pre-teach vocabulary and concepts visually, reducing the reliance on spoken language alone. This is particularly helpful for beginners or learners with limited vocabulary. In addition to, it can enhance engagement which add a dynamic element to listening activities, making them more

visually appealing and interactive. This can improve student focus and motivation, especially for learners with auditory processing difficulties (Jones & Kimborough, 1987).

Pictures cater to visual learners who process information more effectively through images. They can also benefit auditory learners by providing a visual anchor for the spoken language(Irgatoğlu, 2010). This will make spark discussion and critical thinking by which can be used prompts for discussions, encouraging learners to analyze details, make predictions, and share their interpretations. This fosters critical thinking skills and collaborative learning. By providing a visual reference point, pictures can make listening tasks less intimidating, especially for learners who experience anxiety. They offer a sense of security and can boost learner confidence in their listening comprehension abilities.

Furthermore, pictures introduce new topics and cultures. Pictures can introduce learners to new topics, cultures, and real-world contexts that may be unfamiliar to them. This broadens their understanding of the world and can spark curiosity about different cultures and perspectives. Pictures can increase retention. Research suggests that learners retain information better when presented visually. Pictures can serve as memory aids, helping learners recall key ideas and details from the listening passage.

Pictures can be adapted to different proficiency levels. Simpler visuals can be used for beginners, while more complex images can challenge advanced learners. This allows for differentiated instruction and caters to the needs of all learners in the classroom.
Having pictures in class can promote creativity. Activities like visual storytelling encourage learners to use their imaginations and think creatively. This makes learning more engaging and enjoyable.

3. BUILDING BACKGROUND KNOWLEDGE WITH PICTURES

Effective listening comprehension hinges not only on the ability to decipher spoken language but also on the knowledge and experiences learners bring to the task. Prior knowledge acts as a foundation, allowing learners to connect new information to what they already know and grasp the meaning of spoken language more readily. In the listening classroom, pictures can be powerful tools for building this essential background knowledge before students engage with listening activities. It is in line with Lestari (2016), pictures in listening activity can provide a general background and context so they contribute to students' interest and motivation.

This section will explore various strategies for utilizing pictures to (a)bridge the vocabulary gap and pre-teach key concepts; (b)activate prior knowledge and connect to students' existing experiences; (c)set the stage for listening comprehension by creating context and fostering prediction skills.

By incorporating these picture-based activities, educators can equip learners with the necessary background knowledge to navigate the complexities of listening comprehension and achieve a deeper understanding of spoken English.

3.1 These are some alternative activities to build knowledge in listening comprehension.

1. Image Description Activities:
Descriptions: Encourage students to analyze pictures in detail, focusing on various aspects. This could include:

- People: Who is in the picture? What are they doing? What are they wearing? How are they feeling?
- Objects: What objects are in the picture? What are they used for?
- Setting: Where does the picture take place? What time of day is it? Is it indoors or outdoors?
- Actions: What is happening in the picture? Can you describe the events leading up to this moment? What might happen next?

Examples:

- Beginner Level: Show a picture of a kitchen. Prompt students to describe the objects they see (table, chair, stove) and what people might do in a kitchen (eat, cook, talk).
- Intermediate Level: Show a picture of a busy street scene. Prompt students to describe the different people, vehicles, and shops they see. Encourage them to use adjectives and adverbs to add detail (crowded street, colorful clothing, fast-moving cars).
- Advanced Level: Show a picture depicting a historical event. Prompt students to describe the scene, the people involved, and their possible emotions. Encourage them to speculate on the event's significance (protest, celebration, historical figure).

2. Picture Walks:

Descriptions: Picture walks guide students through a series of images related to a specific topic or story. For each picture, students discuss what they see and use their imagination to connect the images and build a narrative.

Example:

Topic: A Day at the Beach

- Image 1: A family packing a beach bag with towels, sunscreen, and snacks.
- Image 2: The family driving to the beach in a car.
- Image 3: The family setting up their beach umbrella and chairs on the sand.
- Image 4: The family swimming and playing games in the ocean.
- Image 5: The family enjoying a picnic lunch under their umbrella.
- Image 6: The family packing up their belongings and leaving the beach.

Discussion Prompts: What time of year is it? Where is the family going? What are they looking forward to doing at the beach? What challenges might they encounter? How will they feel at the end of the day?

3. Visual Storytelling:

Descriptions: This activity encourages collaboration and creative thinking. Divide students into pairs or small groups and provide each group with a set of images related to a particular theme. From this point, the process of learning a language can be hampered by unpleasant emotions, which are often reduced in themed lessons while simultaneously arousing curiosity and fascination (Lestari, 2016). Students work together to create a short story based on the images, using spoken English to describe the scenes, characters, and plot.

Example:

Theme: A Lost Cat

- Image 1: A young girl holding a collar and tag with a sad expression.
- Image 2: A busy street scene with cars and people walking.
- Image 3: A dark alleyway with a trash can and scattered papers.
- Image 4: A friendly-looking woman holding a bowl of milk on her porch.
- Image 5: The girl and the woman smiling together, with a cat sitting between them.

Instructions: Students arrange the images in the order they want to tell the story. They then discuss the characters, setting, and events for each image. Finally, they present their story

to the class, using spoken English to narrate the events and describe the emotions of the characters.

All strategies above should connect to Listening Material. It ensures the pictures are thematically linked to the upcoming listening passage to provide a clear context and activate relevant background knowledge.

3.2 These are some strategies for building background knowledge with pictures

(a) Pre-Teach Vocabulary

- *Match the Picture*
  This strategy shows students a picture and a list of words related to the image. Students have to match the words to the objects or concepts depicted in the picture.
- *Label the Picture*
  This strategy provides a blank picture with key elements outlined and have students label them with the appropriate vocabulary words.
- *Create a Word Bank*
  This strategy shows a picture and brainstorm vocabulary words related to the image as a class. Write these words on the board or a chart paper to create a visual reference point.

(b)Activate Prior Knowledge

- *Brainstorming*
  The strategy shows a picture and ask students what they see, what they know about the topic, and what questions they have. Encourage discussion and build connections to their own experiences.
- *KWL Chart*
  The strategy uses a KWL (Know-Want to Know-Learned) chart with a picture. Students brainstorm what they already know (K) about the topic based on the picture, then generate questions they want to answer (W) before listening. After listening, they can fill in the learned (L) section.
- *Think-Pair-Share*
  The strategy shows a picture and have students think individually about what they see and what they know about the topic. Then, have them pair up and share their thoughts, encouraging discussion and activating prior knowledge collaboratively.

(c)Set the Stage for Listening

- Picture Sequencing
  This strategy shows a series of pictures related to a specific topic or story. Have students discuss the order of the pictures and predict the events that might unfold. This creates a narrative structure and prepares them for the listening passage.
- Captioning
  It provides a picture and have students create captions or short descriptions, encouraging them to think about the details and generate predictions about the upcoming listening content.
- *Wh*- Questions
  It shows a picture and have students generate wh- questions (who, what, where, when, why, how) related to the image. These questions can guide their listening and prompt them to focus on specific details.

From those strategies, there are some tips to do in building background knowledge in listening comprehension.

- Match the Complexity to Proficiency Level: Use simpler pictures with fewer details for beginners and gradually introduce more complex visuals as learners' proficiency increases.
- Variety is Key: Employ a variety of picture-based activities to keep students engaged and cater to different learning styles.
- Connect to Listening Material: Ensure the pictures are thematically linked to the upcoming listening passage to provide a clear context and activate relevant background knowledge.
- Scaffolding and Differentiation: Provide additional support for lower-level learners, like offering word banks or sentence starters. Challenge advanced learners with open-ended questions or more complex pictures.

By incorporating these strategies, you can effectively build background knowledge with pictures before listening comprehension activities. Ultimately, using pictures as a springboard fosters a deeper understanding of the listening material and paves the way for breakthrough listening experiences.

4. BENEFITS OF BUILDING BACKGROUND KNOWLEDGE IN LISTENING COMPREHENSION

By employing those strategies, we directly address the challenges faced by learners in listening comprehension and unlock the benefits of building background knowledge:

- Reduced Vocabulary Gap: Pre-teaching vocabulary ensures learners have a solid foundation of key terms, minimizing the struggle with unfamiliar words and enhancing overall comprehension.
- Enhanced Context and Connections: Activating prior knowledge creates a context for understanding the listening passage, allowing learners to connect new information to their existing schemata and build a more comprehensive picture.
- Reduced Cognitive Load and Anxiety: Building background knowledge reduces the mental effort required to decipher the spoken language, leading to less anxiety and a more positive learning experience.
- Promotes Active Learning and Engagement: Picture-based activities encourage active participation, critical thinking, and prediction, leading to deeper learning and a stronger foundation for retaining information.

In conclusion, the strategies for building background knowledge directly contribute to the benefits we discussed. By utilizing these methods, educators can empower learners to overcome the challenges of listening comprehension and achieve breakthrough listening experiences.

5. CONCLUSION

Listening comprehension, often perceived as a passive skill, thrives on a foundation of active engagement and prior knowledge. By incorporating picture-based activities into the listening classroom, educators can effectively build this essential foundation. Through pre-teaching vocabulary, activating prior knowledge, and setting the stage for listening, pictures empower learners to bridge the vocabulary gap, connect new information to existing schemata, and approach listening tasks with confidence.

This intentional preparation fosters deeper understanding, reduces cognitive load, and enhances engagement, leading to a more positive and successful listening experience. As learners move from "pictures to conversations," their background knowledge acts as a springboard, propelling them towards breakthrough listening experiences where they can actively engage with spoken language, grasp its nuances, and confidently navigate the complexities of communication.

In conclusion, integrating picture-based activities into listening instruction is not merely an add-on; it is a strategic approach to unlocking the full potential of learners and empowering them to become confident and successful listeners. By embracing the power of visuals, educators can transform the listening classroom into a dynamic space where learners actively build the knowledge, they need to embark on a journey of breakthrough listening.

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Enhancing Senior High School Students' Reading Comprehension Skills through Differentiated Instruction

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This study examined the impact of differentiated instruction (DI) on senior high school students' reading comprehension levels in the academic year 2023–2024. Finding the students' reading comprehension levels in the control and experimental groups in the pre- and post-test results is the main goal. Other objectives include determining whether the reading comprehension levels attained by the control and experimental groups differ significantly and identifying the advantages and disadvantages of this approach. To conduct the inquiry, a quasi-experimental design was adopted. The participants in this study were 71 Grade 10 senior high school students from UPT SMA Negeri 3 Takalar. The pre- and post-test findings, the survey, an in-class observation, and the researcher's notes are all used as data sources. The qualitative data was described using the fundamental process of comprehending, synthesizing, interpreting, and re-analyzing in order to determine common themes. Based on findings from the survey, the reflection, and the class, the benefits and drawbacks of DI were determined. Despite the noted and encountered challenges, statistical analysis showed a significant difference between pre- and post-test outcomes.

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Keywords: Effectiveness, Differentiated Instruction, and Reading Comprehension Level

1. INTRODUCTION

Students from Indonesia see the English course as a foreign language. English is introduced in early school and continues through university education. Thus, teachers ought to be able to adapt their teaching strategies to the needs and characteristics of their students in order to meet the government's learning objectives. The learning objectives in the primary, junior high, and senior high school levels are different. The two main learning objectives for seniors in high school are to be able to communicate and comprehend written material. Aspects of communication include comprehending and sharing knowledge, concepts, and feelings while also developing science, technology, and culture. The goal of the English course is to help senior high school graduates strengthen their speaking, listening, reading, and writing abilities so that they can participate in discourse and communicate in the language at a specific literacy level. Of the four English language skills that have been included into the curriculum, reading competency typically comes first. Reading comprehension is essential for those who wish to prosper in the future or pursue higher education. Reading teaches students how to understand and apply the most recent information.

According to some observations conducted in Englich class at UPT SMA Negeri 3 Takalar, there are still a lot of problems with the regular teaching and learning process. A number of students continue to read below grade level. Occasionally, individuals struggle to understand the meaning of a text, which makes it challenging to understand the information

accurately. Naturally, this makes it extremely difficult for pupils to get better at understanding what they are reading for comprehension across the globe. It is an essential ability for significant academic progress. While reading the text, the pupils ought to comprehend the main ideas of the section. They must develop this perusing skill because the focus is on reading to learn rather than learning to read (Alyousef, 2006). Because reading comprehension involves more than only the interaction between readers and reading texts, it is imperative that readers exercise their reading comprehension skills (Pourhosein Gilakjani & Sabouri, 2016). This suggests that children cannot fully understand the story by reading the reading comprehension materials alone. This phase of the reading process is when the passage's meanings become clear.

Many Indonesian students still have difficulty understanding what they read when they learn English as a foreign language (EFL) (Sulistiyo, 2016). The majority of English instruction takes place in classrooms rather than through casual conversation (Davoudi & Yousefi, 2015). Research indicates that poor reading practices, a lack of vocabulary in their schemata, and a lack of grammar competency are the main causes of Indonesian students' difficulty with EFL reading comprehension. Of the sixty-one Southeast Asian countries, Indonesia is ranked sixty-first on reading interest, according to a Central Connecticut State University research titled The World Most Literate Countries (Miller & McKenna, 2016). This issue is a reflection of the sharp decline in Indonesians' enthusiasm in reading, especially among students. The ability to read comprehension is essential when learning a language. Indonesian language learners could find it harder to grasp English texts than they would materials written in their mother tongue.

Many EFL students find it difficult to comprehend English because of their limited vocabulary, and this can be seen in the reality, especially in the class. The students' willingness to learn to read is decreased not just by their limited vocabulary but also by their disinterest in the teachers' conventional methods of instruction (Pradana, 2017). In order to solve this problem, the teaching-learning environment needs to be stimulating in order to inspire students to raise their reading proficiency. It is suggested that educators employ a specific technique to raise their students' reading comprehension proficiency (Sholeh et al., 2019). These findings raise serious concerns for elementary and secondary educators alike, as reading is a highly esteemed skill at the highest levels of academic study. This problem exists in UPT SMA Negeri 3 Takalar, South Sulawesi.

Two of the primary contributing factors were the lack of dynamism in the teachers' instructional tactics and the children' inadequate family support system. It was recommended that teachers emphasize collaboration with students in reading activities, take into account the differences in students' interests, learning profiles, readiness, and levels, and then give reading instruction after first considering each student's needs and abilities. Meanwhile, the reader's organized knowledge of life and the universe serves as the basis for understanding, absorbing, and remembering the concepts in the text, according to Anderson (1984). It is the arrangement of information concerning the reader's environment and way of life.

This was carried out in order to highlight the importance of the connection between reading and the lives of learners. He maintained that readers deduce meanings from the text and comprehend it in light of both the text and their own experiences, knowledge, and background. Meaningful learning occurs when comprehension of a material is enhanced by logical connections between its concepts and the learner's prior knowledge. Teachers

therefore need to make sure that the books they offer their students to read take into account their past knowledge. If these issues are not handled and the appropriate intervention is not provided, students may find it more difficult to learn other skills and function well in school. They will also struggle to read. This might make things harder as they go up the educational ladder, much like a domino effect.

Due to the previously indicated situation, the researcher began this study to examine the effectiveness of implementing differentiated instruction in raising the reading skills of the grade 11 pupils. It was discovered that differentiated education, which gives instructional pedagogies focused on teacher-student interaction more dynamism while taking into account the interests and personalities of the students, may improve students' reading comprehension. It is predicated on a curriculum that prioritizes students, where student participation is evident, and where teachers play a more facilitative role in the learning process. This study aimed to analyze how well individualized activities, exercises, and evaluations, together with varied instruction, addressed reading issues experienced by both teachers and students. The purpose of this study is to reduce the inequalities in reading accomplishment that teachers and students face, the study examined the effects of well-diversified instruction on students' reading comprehension levels. Therefore, the study concentrated on determining the benefits and drawbacks of using customized instruction to improve students' reading comprehension. In summary, by offering interesting and useful reading teaching practices, the research findings may assist educators and learners in raising their students' reading comprehension.

2. METHOD

2.1 Design of the research

As part of the study's mixed-method approach, a quasi-experimental design was used to address the first two study objectives. The paired t-test was used to assess improvements in reading comprehension between the control and experimental groups, and the t-test for independent samples was used to compare the pre- and post-test scores. To address the goal of determining the advantages and disadvantages of implementing individualized education, methodological triangulation was used. The perspectives of the students, three English-speaking observers, and the teacher-reflective researcher herself were scrutinized in addition to the researcher's notes and writings. These qualitative data were analyzed using the basic process of understanding, synthesizing, interpreting, and re-analyzing in order to identify common themes and combine thematic elements.

2.2 Participants of the Research

The study's respondents were the 71 Senior High School students enrolled in Grade 10 at UPT SMA Negeri 3 Takalar during the academic year 2023–2024. It is broken up into two pieces: one group totaling 35 students make up the experimental sections, while one other group totaling 36 students make up the control portions. The comparable groups were categorized based on how well they performed academically in their English score from the first semester of the school year 2023–2024.

2.3 Instrument of the Research

The primary component of the research instruments is the reading comprehension exam, which was developed by educators and scaled for academic level. It consists of fifty questions covering content from a fundamental subject in senior high school. The five reading comprehension levels were developed based on the researcher's reading

comprehension scale. Students at the advanced level scored between 41 and 50; those at the proficient level, between 31 and 40; those at the approaching level, between 21 and 30; those at the developing level, between 11 and 20; and those at the beginning level, only between 1 and 10.

Also, the researcher produced two sets of instructional modules. Modules inspired by DI were given to the experimental group when the control group opted for the conventional approach. The format used for design was the same for both sets. This structure was taken from Carol Ann Tomlinson's (2001) recommended framework. To fit the environment of the research study, a few adjustments were performed. Even though the modules shared the same structure, there were differences in the content and the way the two groups received the training. However, the reading materials, learning objectives, and learning capacities are the same for both modules. This was done on purpose to show that the competencies and goals that needed to be reached were the same, even with variations in presentation and delivery. Survey questions and questionnaires for classroom observations were also used in the study. To assess how the teachers used DI to deliver their courses, three English teachers were requested to complete observation questionnaires. Students were also given survey questions to answer in order to get their thoughts on the way DI was incorporated into their education. Not to mention, while he utilized DI, the teacher-researcher wrote down his personal thoughts on its benefits and drawbacks.

2.4 Methodology of the Research

First and foremost, the researcher requested approval to conduct the study from Jeneponto-Takalar, the head of the regional ministry of education, and the principal of UPT SMA Negeri 3 Takalar. To respect ethical standards, the responders got prior, informed consent. The learning modules and the teacher-made test that was used in the study were then developed by the researcher, who also asked for validations. Both groups took the pre-test in the initial stages of the study to determine how well they could read comprehension. Following that, instruction was given to the experimental group using DI and to the control group using the conventional approach. Over the course of almost two months, the program included 24 contact hours, or six weeks, of instruction. A test was administered again to see how much the children had improved. To assess the effectiveness of DI in reading, three experienced English teachers also watched classrooms. In addition, a survey form featuring an extended response question was distributed to the students who received DI instruction, and the teacher-researcher kept a personal notebook detailing his overall DI experience. This sparked conversations about the benefits and drawbacks of DI.

2.5 Analysis of the Data

Descriptive statistics like frequency and percent were employed to ascertain the rate and frequency that the students possessed in connection to their reading comprehension proficiency level. A weighted mean was used to quantify the findings from the teacher-led classroom observation and the student survey.

3. FINDINGS AND DISCUSSION

The results of the research and interpretation are given in the section that follows.

Table 1: Reading Comprehension Levels of Students: Percentage and Frequency

Reading comprehension level	Conventional Approach (36)	Differentiated Instruction Approach (35)

	Prestest		Post-test		Prestest		Post-test	
	F	%	F	%	F	%	F	%
Advanced	0	0	0	0	0	0	5	14
Proficient	7	19	9	25	11	31	19	55
Approaching	20	56	21	58	18	52	7	20
Developing	9	25	6	17	6	17	4	11
Beginning	0	0	0	0	0	0	0	0

The pre- and post-test results for the experimental group differed noticeably from those for the control group, as shown in Table 1. On the pre-test, no student in either group received a beginning level score; instead, six students (17%), eighteen students (52%) and eleven students (31%) received approaching, proficient, and advanced scores, respectively. In contrast, the post-test results showed that no student in either group was at the Beginning level; the number of students in the Developing level fell to 4 (11%); the number of students in the Approaching level increased to 7 (20%); the number of students in the Proficient level increased to 19 (55%); and the number of students in the Advanced level increased to 5 (14%).

The results indicate that while there were improvements in individual scores, the group's performance was not sufficiently improved to warrant reporting. The results of this study indicated that content differentiation is one of the essential elements of differentiated training. During the current experiment, D.I. focused only on the differentiation between processes and outputs. There was no difference in the content of the lessons because the researcher had to follow the senior high school curriculum; therefore, the control group and the experimental group received the same material from the researcher. The results also indicated that D.I. requires additional time to assess its effectiveness in relation to the skill being studied. The results also indicated that in order to assess differentiated instruction's effectiveness in relation to the skill being studied, additional time is needed. The results also indicated that more time is required to assess the efficacy of differentiated training with respect to the skill or competency being studied. This aligned with the comments made by the teacher-private researcher regarding his challenges when implementing differentiated instruction.

> "…Before I go into practice, I take a long time to prepare my lesson. I didn't really have the opportunity of time during the discussion, even though I really planned the lesson and selected the tasks and assessments that I included in my learning materials. Everything went off without a hitch for the various activities..."

The results of the student survey agreed with the observations made by multiple teachers. The results of the observation in the classroom indicate that the teacher used the researcher's and D's delivery.I made a number of mistakes, such as not allocating enough time for activities and not giving students enough time to complete their assignments. Based on the students' extended survey results, time constraints continued to be the biggest obstacle they faced when finishing their assignments and other tasks.

The results of the current study were corroborated by Humes's (2017) review of the effectiveness of using differentiated instruction while teaching reading to high school learners. According to his research, students who received the provided intervention outperformed those who received traditional education after using D.I. for a few months. Despite this, they received an average final score on the given reading exam. Therefore, he

suggested that three things were necessary for differentiated education to be successful and applied efficiently. The first priority is the teacher's knowledge and proficiency in differentiating the content, process, and products of the teaching-learning process; the second is the amount of time needed for lesson planning and implementation; and the third is the continuous assessment that is used to find out more about the readiness, interests, and learning preferences of the students. He emphasized that if teachers use DI to change the learning environment, instruction, evaluation, and assessment, students' reading performance might be much improved.

The results of this study validated Jefferson's (2016) assertion that teaching reading through tailored instruction was a genuinely beneficial approach. The study found that students who had access to a variety of tier-based reading materials improved their reading outcomes in the intervention group compared to children who received instruction in the core curriculum. The experimental group's significant improvement in gain scores provided more evidence, as posited by Harem (2010), that teaching reading and enhancing students' reading comprehension require three key elements. These were the following: 1) a range of student-accessible reading materials that are appropriate for their reading habits; 2) a creative and effective method of teaching reading that considers the demands and learning styles of each student; and 3) interesting and delightful reading exercises. The results of this study provided additional evidence in favor of Clay's (2013) claim that reading instruction should be centered on the needs and strengths of each kid. Assessment provides the facts required for effective instruction; hence assessments cannot be used to make judgments about instruction. Additionally, the study's findings corroborated Alvarez's (2015) claim that reading instruction should be specifically customized to each student's personality and background knowledge. When instructing kids in reading, educators should learn how to find local reading materials that cover subjects relevant to the community, which can serve as a substitute for literature from other cultures.

3.1 Benefits and Drawbacks of Differentiated Teaching in Reading Classes

Table 2: Teachers' Observation-Based Weighted Average Results

Part	Contents	Average	Description
1	Instructional Materials and Methods	3,74	Obvious
2	Student engagement and learning	3,74	Obvious
3	Instructional methodology	3,98	Obvious
		3,82	Obvious

The teacher-observers' observations mirrored the data from the teacher-differentiated researcher's classroom instruction. Based on the results, the Teaching Content and Procedure area has an average mean of 3.74 (obvious). This means that the key components of differentiated instruction are as follows: the lesson's content is adaptable to the needs and readiness of the learners; the materials offer a variety of options to enhance the students' creative thinking; and the course's integrated exercises help learners become more reflective so they can assess their own learning. As demonstrated by the sub-mean for teaching methodology being 3.74 (obvious), the execution of differentiated instruction included all of the necessary components, such as using creativity in discussing and expressing the lesson, working more collaboratively with students on projects and other activities, utilizing a variety of management strategies to support desired instruction, problem-solving exercises, and flexible groupings to support the learning procedure. The

final topic, Students' Participation and Learning, has a sub-mean of 3.98 (obvious), indicating that the essential elements of differentiated instruction, such as student participation and the chance for creative expression, were evidently included in and characterized the students' learning process. The classroom observation results in Table 6 indicated a high 3.82 for the general weighted mean, which is deemed high, even though the teacher-researcher employed Differentiated Instruction to deliver the course

Table 3: Weighted Results of the Survey for Students Using DI

Part	Contents	Average	Description
1	Instructional Materials and Methods	3,86	Strongly believe
2	Student engagement and learning	3,86	Strongly believe
3	Instructional methodology	3,88	Strongly believe
		3,87	Strongly believe

The weighted mean for the lesson's instructional material, as reported in Table 3's statistics, is 3.87, which is characterized as strongly believe. This suggests that students think the components of differentiated instruction are beneficial in aiding their understanding of the text they have read. According to the weighted mean for the teaching approach category, which was 3.86 (Strongly believe), students felt that the teacher was using DI effectively to deliver lessons. The third area's weighted average of 3.88, which is classified as strongly believe, indicates that the students who are taught using DI found this technique advantageous because it provides their complete participation and engagement.

Table 4: A Thematic Illustration of the Benefits and Drawbacks of Differentiated Instruction Based on the Comments of Observing Teachers

Items	Benefits	Drawbacks
Instructional Materials and Methods	1. Through exercises and evaluations, students were allowed to show off their inventiveness. 2. The reading selections matched the interests and backgrounds of the students.	1. The amount of reading materials is given to the students; the instructor should give them at least two, go over them in detail, and vary the exercises. 2. The amount of time allotted for discussion and lesson activities
Methods of Instruction	1. An innovative presentation and discussion of the material. 2. included a range of exercises to promote active participation from the entire class. 3. A shift in emphasis from teacher talk to student-centered conversation 4. Well-written questions made students reflect 5. Creative instructional	1. Even though there were many different approaches, some of them couldn't be applied to different students. 2. the commotion the activities caused 3. Finding it difficult to monitor the pupils when working on group projects 4. The conversation started later than expected due to the preparation and setup of the learning resources.

	resources that attracted students' attention	
Students' Involvement and Learning	1. Students were able to showcase their talents through their creative works. 2. Students might collaborate with their peers on group assignments. 3. Students' interest in the exercise was maintained by the lively conversation.	1. There weren't many summative tests given to students. 2. Students were given a restricted amount of time for planning and begin working on their work.

3.2 The Extended Students' Responses Students' List of Benefits and Drawbacks of DI

Following the synthesis of the students' substantial responses, the benefits of D.I. were identified in multiple domains. The teacher's tough questions, simulation and role-playing exercises, group projects, listening to audio and discussing the words, and viewing visual materials were some of the activities that inspired the students to engage more fully in the debate. Authentic or real-world assignments, challenging activities requiring quick thinking and brainstorming, and creative outputs that sharpen students' skills are all included in the second category of engaging presentations and outputs from the classroom.

It has also been discovered that differentiated instruction has two drawbacks. First, there are time constraints and other limitations on finishing the assignments, activities, and products. These limitations include a lack of supplies and insufficient time to be ready for the duties. Dependency on and annoyance with boisterous group members who disrupt the activity at hand represent the second form of conflict that arises when people collaborate. Although the student survey indicated a high weighted average of 3.88 and a strong agreement category for the researcher's execution of the lesson, the theme presentation of the extended student responses showed that there were still shortcomings in the use of D.I. that the teacher needed to consider when delivering the instruction.

3.3 Benefits and Drawbacks of DI According to the Reflective Notes of the Teacher-Researchers

With the aid of methodological, theoretical, and personal notes, the teacher-researcher shared his viewpoint on his own experiences and professional development. Three main obstacles were typically encountered when implementing differentiated instruction: scheduling a large amount of time for the lessons to be finished; keeping an eye on and supervising the students while they worked in groups, especially in light of the inevitable noise; and creating strict lesson plans with multiple planning paces. Despite these challenges, the lessons that were delivered using tailored instruction were effective in promoting learning and improving the students' reading comprehension skills. The outstanding benefits for both teachers and pupils were as follows: 1. The priming exercises

encouraged the students to focus on the reading materials they were given; 2. The variety of activities maximized student participation in the discussion of the material read; 3. The exercises and tests helped the students hone their analytical and problem-solving skills while also showcasing their creativity. 4. The actual or real-life tasks contained in the exercises offered to the students encouraged them to participate more because of the connection between the reading materials and their own lives. 5. The teacher's awareness and observations during the application of all the lessons broadened his perspectives on reading instruction and bolstered his commitment to giving the kids his best. 6. The teacher was able to learn a great deal about his pupils and create more efficient lesson plans for teaching and assessing reading abilities as a result of the students' involvement with him.

4. CONCLUSION

Differentiated instruction was clearly superior over conventional instruction in raising students' reading comprehension levels, even though the results showed that the students' reading comprehension levels had not changed for a variety of reasons (such as limitations on the ability to differentiate the content, the process, and the product required by the lessons). Teachers should proactively develop a variety of strategies for what students need to study, how they will study the lesson, and/or how they will apply what they have studied in order to increase the likelihood that each student will learn as much as he or she can, as effectively as possible (Tomlinson, 2003). Differentiated instruction (DI) can assist learners in meeting their diverse learning needs in this situation. It is a process that offers objectives, learning activities, and entry points tailored to each student's needs so that everyone in the class has access to the same curriculum (Hall, Strangman, & Meyer, 2003). However, there are benefits and drawbacks to adopting DI. They were identified in the study by considering the viewpoints of the students, teacher-researcher, and teacher observers. The exercises' real-life or authentic activities inspired the students to understand the readings more because they were applicable to their own lives. Through the tasks and assessments, they were able to express their creativity and improve their analytical and problem-solving skills. Nonetheless, there were challenges as well, like time constraints and other restrictions on finishing the assignment, activities, and outputs, like a shortage of materials and insufficient time to be ready for the tasks. Furthermore, when working together on projects, arguments regarding dependencies and the unease of rowdy group members also arise. Despite these challenges, the teacher-researcher observed that instruction using D.I. was beneficial in promoting learning and improving the students' reading comprehension skills. Additionally, it was shown that students' reading comprehension levels significantly improved. Differentiated instruction advanced students' reading comprehension skills since the statistical analysis revealed a substantial difference between the pre-test and post-test scores. The findings of McCullough's (2011) investigation investigating whether differentiated teaching enhanced the vocabulary and reading comprehension of second-graders who were having difficulty reading were in line with the findings of this study. The data demonstrated that pupils' reading performance increased following the implementation of tailored teaching. Furthermore, Firmender et al. (2013) evaluated the effects of a differentiated instruction enriched reading program on students' reading competency and comprehension (SEM-R) using the school-wide enrichment model-reading. The results of the study demonstrated that an enrichment reading strategy based on differentiated instruction was just as effective as and even more successful than a traditional whole-group basal method. These arguments, along with the study's findings, allow us to make recommendations for constructive social change that will assist educators in enhancing their methods of instruction and provide underprivileged readers with an opportunity to gain the skills and knowledge necessary to become competent, independent, and self-

sufficient adults. Teaching reading in a classroom of different learners with a range of learning styles and various intelligences requires reading teachers to consider these distinctions and adapt their instruction until they become utterly irrelevant.

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Promoting Multicultural Coexistence: Innovations in Teaching English as a Second Language

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This study explores the practices of coexistence in the context of teaching English as a second or foreign language. Promoting cross-cultural understanding and intercultural cooperation is crucial in an increasingly globalized world. The research analyzes various innovative strategies in teaching English that reinforce the concept of coexistence, including the use of technology, task-based approaches, and multicultural approaches. The findings indicate that integrating coexistence practices into English language teaching can enhance student motivation, broaden their awareness of diverse cultures and values, and promote appreciation for differences. Pedagogical implications of these findings are discussed, along with recommendations for curriculum development oriented toward coexistence in the context of English language teaching. This research contributes significantly to our understanding of how English language teaching can serve as a tool for promoting tolerance, mutual understanding, and cross-cultural harmony in today's global society.

Keywords: Coexistence, language teaching, English as a second language (ESL).

A. INTRODUCTION

In today's interconnected world, fostering coexistence and promoting cross-cultural understanding is increasingly recognized as imperative (Yadav, 2014). This study delves into the realm of English language teaching, investigating innovative strategies aimed at cultivating a sense of coexistence among learners. Drawing from various approaches such as technology integration, task-based methodologies, and multicultural perspectives, the research assesses their efficacy in fostering intercultural cooperation and promoting tolerance (Harmer, 2007).

The findings underscore the significance of incorporating coexistence practices into English language education, showcasing their potential to enhance student motivation, expand cultural awareness, and foster appreciation for diversity. By examining the pedagogical implications of these findings, this study offers valuable insights for curriculum development geared towards nurturing coexistence within the English language learning environment.

Ultimately, this research contributes to the broader discourse on leveraging language education as a catalyst for promoting mutual understanding and harmony across cultures in our increasingly globalized society.

B. LITERATURE REVIEW

In the pursuit of effective English language teaching methods that foster coexistence and intercultural understanding, scholars have explored various innovative approaches. Traditional teaching methods, while foundational, often struggle to engage students fully and may not sufficiently address the complexities of multicultural learning environments (Harmer, 2007). As such, educators have turned to alternative strategies that leverage technology, task-based learning, and multicultural perspectives to promote coexistence in the English language classroom.

Technology has emerged as a powerful tool in language education, offering diverse opportunities for interactive and engaging learning experiences (Yadav, 2014). From online language learning platforms to virtual exchange programs, technology-enabled approaches provide students with avenues to interact with diverse cultural contexts and engage in meaningful communication beyond the confines of the classroom.

Task-based learning represents another innovative approach that aligns closely with the principles of coexistence. By structuring lessons around authentic tasks and real-world communication, educators can create opportunities for students to collaborate, negotiate meaning, and develop intercultural competence (Ellis, 2003). Through collaborative problem-solving and project-based activities, learners improve their language skills and gain a deeper understanding of cultural perspectives and values.

Overall, the literature suggests that incorporating a combination of technology, task-based learning, and multicultural perspectives can effectively promote coexistence and intercultural understanding in English language teaching. However, further research is needed to explore the optimal integration of these approaches and their long-term impact on students' attitudes and behaviors towards cultural diversity.

C. RESEARCH METHODS

1. Research Design:
   This study employs a quantitative approach using a survey questionnaire distributed to participants in a classroom setting.
2. Participants:
   The participants are students enrolled in UINSATU English Education Department, Second Semester Class A, ensuring diversity across cultural backgrounds and proficiency levels.
3. Questionnaire Development:
   The questionnaire assesses attitudes towards multicultural learning, engagement with coexistence-focused activities, and perceived impact on language learning. It is designed based on literature review and expert input for validity and reliability.
4. Data Collection:
   Questionnaires are distributed during class sessions, ensuring informed consent and confidentiality of responses. Data collection methods include both printed and electronic formats.
5. Data Analysis:
   Data is analyzed using descriptive statistics (frequencies, percentages) to summarize findings. Inferential statistics may be used to explore relationships between variables.
6. Ethical Considerations:

Ethical guidelines are followed to protect participants' rights and confidentiality. Anonymity is ensured, and voluntary participation is respected.

7. Limitations:
   Limitations include sample size constraints, self-reporting biases, and context-specific findings inherent in survey research.
8. Implications:
   Findings inform curriculum development and pedagogical strategies for promoting intercultural understanding in language education.

D. RESULTS AND DISCUSSION

The implementation of modern strategies in English language teaching was investigated through the administration of a questionnaire to participants. The findings provide valuable insights into the effectiveness of these strategies in promoting language acquisition and fostering intercultural competence among learners. The results are discussed below, highlighting key themes and implications for English language education.

Data
Question:

1. The institution/organization where I work (school, campus, workplace, etc.) supports efforts to promote diversity and inclusion.
2. I realize the importance of promoting cultural diversity and building a multicultural society.
3. I feel comfortable interacting with people from different cultural backgrounds.
4. I feel that the use of innovative teaching methods can increase my interest and motivation in learning English as a Second Language.
5. I feel that efforts to promote multicultural coexistence can help reduce conflict and discrimination between cultural groups.
6. I have a good understanding of the culture and traditions of different ethnic groups.
7. I feel that innovative teaching methods can help me develop my English skills (listening, speaking, reading and writing) more effectively.
8. My lecturer/teacher often uses varied and interesting teaching approaches in English classes.
9. I feel that the use of technology in teaching English (such as multimedia, applications, etc.) can help me understand the material better.
10. I prefer teaching methods that involve practical and interactive activities compared to traditional lecture methods.

Table 1. Data Survey

Question	1		2		3		4		5	
	F	P	F	P	F	P	F	P	F	P
Totally Agree	12	57,1%	10	47,6%	4	19%	1	4,8%	8	38,1%
Agree	8	38,1%	10	47,6%	8	38,1%	10	47,6%	12	57,1%

Hesitating	0	0%	1	4,8%	9	42,9%	7	33,3%	1	4,8%
Disagree	1	4,8%	0	0%	0	0%	3	14,3%	0	0%
Strongly disagree	0	0%	0	0%	0	0%	0	0%	0	0%

Question	**6**		**7**		**8**		**9**		**10**	
	F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**
Totally Agree	14	66,7%	4	19%	13	61,9%	14	66,7%	12	57,1%
Agree	7	33,3%	10	47,6%	6	28,6%	5	23,8%	7	33,3%
Hesitating	0	0%	5	23,8%	2	9,5%	2	9,5%	2	9,5%
Disagree	0	0%	2	9,5%	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%	0	0%	0	0%

F: frequencies
P: percentages

The table above shows data from a survey conducted to determine participants' perceptions and attitudes towards innovative and multiculturally-oriented English language teaching. The table consists of 10 questions with a Likert scale ranging from "Strongly Agree" to "Strongly Disagree". Here is an explanation for each question: Most participants (20 out of 21) agree that the institution/organization where they work or study supports efforts to promote diversity and inclusion. Almost all participants (20 out of 21) realize the importance of promoting cultural diversity and building a multicultural society. Most participants (12 out of 21) feel comfortable interacting with people from different cultural backgrounds. Most participants (11 out of 21) feel that the use of innovative teaching methods can increase their interest and motivation in learning English as a Second Language. Most participants (20 out of 21) feel that efforts to promote multicultural coexistence can help reduce conflict and discrimination between cultural groups. Most participants (14 out of 21) feel they have a good understanding of the culture and traditions of different ethnic groups. Most participants (14 out of 21) feel that innovative teaching methods can help them develop their English skills (listening, speaking, reading and writing) more effectively. Most participants (13 out of 21) feel that their lecturer/teacher often uses varied and interesting teaching approaches in English classes. Most participants (14 out of 21) feel that the use of technology in teaching English (such as multimedia, applications, etc.) can help them understand the material better. Most participants (12 out of 21) prefer teaching methods that involve practical and interactive activities compared to traditional lecture methods.

Overall, this data shows that most participants have a positive attitude towards innovative and multiculturally-oriented English language teaching, and feel that such approaches can

enhance their understanding of cultural diversity and assist in the English language learning process.

E. CONCLUSION

The findings from the survey indicate a generally positive attitude among participants towards innovative and multiculturally-oriented English language teaching methods. The majority of participants recognize the importance of promoting diversity and inclusion, as well as the benefits of incorporating innovative teaching approaches and technology in language education.

Participants' comfort level in interacting with individuals from diverse cultural backgrounds suggests a growing awareness of the significance of intercultural communication skills in today's globalized society. Moreover, the perceived effectiveness of innovative teaching methods in enhancing language skills underscores the potential of these approaches in facilitating language acquisition and proficiency development.

The results also highlight the role of educators in creating inclusive learning environments through varied and engaging teaching approaches. By embracing practical and interactive activities, educators can cater to diverse learning styles and foster a deeper understanding of cultural diversity among students.

Overall, the survey findings support the notion that innovative and multiculturally-oriented English language teaching strategies play a vital role in promoting intercultural competence and language proficiency. Moving forward, it is essential for institutions and educators to continue embracing these approaches to cultivate inclusive learning environments and prepare students for success in an increasingly interconnected world**.**

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People's Views on Jogokariyan Mosque in Google Maps Review: Corpus Linguistic Approach

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Yogyakarta is a city rich in cultural diversity, known for its significant innovations. This innovation is seen in improving systems, infrastructure, the environment, and places of worship. One aspect of innovation in places of worship is the number of well-known mosques in Yogyakarta with their own characteristics. Jogokariyan Mosque is always crowded with worshippers or visitors who want to see the Jogokariyan mosque. The amount of interest of people who want to visit is recorded in google maps reviews. This review reflects people's views on various aspects related to Jogokariyan. This study aims to analyze Google Maps reviews of Jogokariyan mosque to understand people's thoughts and aspects behind those thoughts. This research method combines quantitative and qualitative approaches with data collection techniques through observation and recording. The data was then analyzed using the Corpus Linguistics approach with Ant.Conc 4.6 software. Then it is critically analyzed using critical discourse analysis with Norman Fair Claough's Critical Discourse Analysis method. The results showed that people's thoughts on the Jogokariyan mosque can be categorized into three aspects, namely management aspects, study aspects, and aspects of atmosphere uniqueness. The findings of the study are presented formally through tables and graphs, and explained in plain language

Keywords: *Community Mind, Jogokariyan Mosque, Google Maps Review, Corpus Linguistics*

1. INTRODUCTION

The name is known to the public because it has value. The name can be attached to the name of the city, the name of a person, the name of a building or the name of any other phenomenon (Motschenbacher, n.d.). It is therefore important to know the value contained in the name. In the perspective of another thing that does not know right or wrong, namely the value of a name based on the human mind (Rajeg, 2020). In the human mind, there will be differences from each other, but there will be the same tendencies or the same understanding in the human mind (Ningrum et al., 2018). So the same thought would be called the dominant mind, while the other thoughts would be called small-scale or less dominant thoughts (Al-Muthi'ah, 2019). One of the names of mosques that is quite famous in Jogjakarta is Jogokariyan Mosque (Lestari & Kurnia, 2014). Besides being famous among the natives of Yogyakarta, this mosque is also known by people outside Yogyakarta and even outside Java (Sari, 2017).

The mosque was widely covered by the media and studied many other financial and profit management systems (Lestari & Kurnia, 2014). Journalists and researchers will take different approaches based on the news and research results they want to know about. In this study, the author wants to examine people's thoughts about the Jogokariyan Mosque (Letmiros, 2020). People's minds can certainly be studied with many approaches, one of which the author wants to learn is through a review approach on Google Maps. Reviews are comments that google maps users give to express their thoughts (Goodnight, 1993). The thoughts expressed can be various joys, sorrows, appreciations, criticisms and suggestions

(Taufiq & Purnomo, 2019). In this expression there is no right or wrong, but it can be seen what thoughts dominate the reviews.

The focus of this research is on Jogokariyan's Google Maps review which contains mixed reviews. One can only review one review using one gmail account, which is much different when compared to the comment option on other social media apps like Youtube, Instagram, face book, tiktok and twitter where users can leave more than one review using the same account. The difference between Google Maps reviews and comments on other social media accounts means that the frequency of reviews will be in line with the frequency of reviewers or equal to the number of accounts used. Because reviews that have been added cannot be added back, but can be deleted and replaced with other reviews.

To find out the extent of this study, the authors reviewed several previous writings. First, Letmiros' writing sees the Jogokariyan Mosque as a mosque with high innovation, research is carried out with field research (Letmiros, 2020). Both Azzam and Muhyani's writings examine the management system at Jogokariyan Mosque (Azzam & Muhyani, 2019). Three writings by taufiq and Purnomo that examine the productive waqf model of Jogokariyan Mosque (Taufiq & Purnomo, 2019). Of the three studies, the study of people's minds did not get the same portion as management system and asset system research. So that the study that the author did raises a new gap because it examines people's thoughts about the Jogokariyan Mosque. Knowing the dominant thoughts of the community towards the Jogokariyan mosque will have an impact on mapping the community's mind towards the Jogokariyan mosque.

Based on this background of thinking, the author proposes two problem formulations, namely;

1. What do people think about Jogokariyan Mosque?
2. What is the form of a review of Masyakar's thoughts about the Jogokariyan Mosque?

2. METHODE

This research is a mixed research, namely qualitative and descriptive research. Data collection techniques use screen capture techniques and recording techniques. The data that the author uses is the written speech of the reviewer on Jogokariyan google maps from 2015-2024. The author copied and recorded the review data and then named the Corpus of Google Maps Reviews Jogokariyan Mosque 2024, abbreviated as KUMJ24. The source of the data is a review on google Maps of Jogokariyan Mosque with the name Jogokariyan Mosque rating 4.9 with 18,432 reviewers.

The collected data is then processed with the Corpus linguistics approach, then cognitive linguistics. The data that have been obtained using the corpus show a quantitative fication classification that shows the dominant list of words, phrases, and clauses. Data were analyzed using ICM Cognitive Linguistics to look at the dominant thinking of reviewers. The dominant mind will be analyzed to find out the Theme contained in the review.

The data that has been analyzed using Critical Discourse Analysis will show the discourse that regulators want to express through review. Data is presented in formal and informal forms. Formal data is presented in the form of charts and tables, while informal language is presented in the form of explanations using ordinary language.

3. DISCUSSION

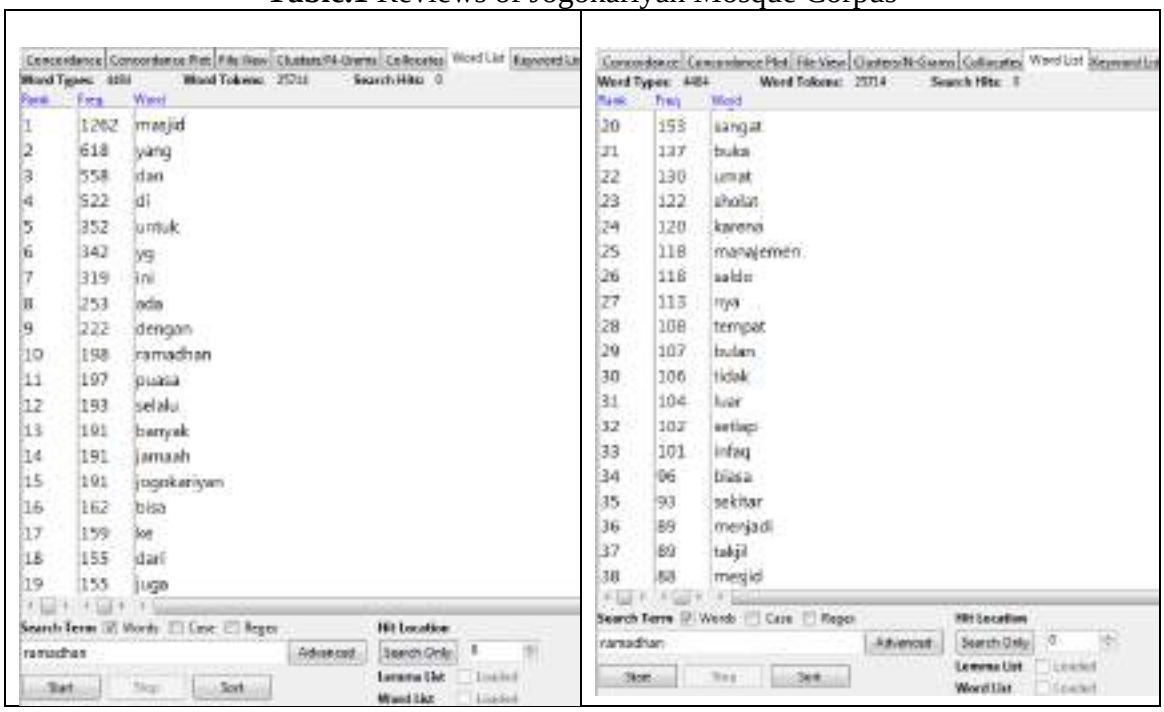
This study will discuss the review data into two parts: first using corpus linguistic analysis, second cognitive analysis.

Corpus Analysis

Analyze review data using the Ant.Conc.64 application. with Word List, Cluster N/gram and Concordance features. Before using Word List, Collocation, and Concordance users should use File View to open files that have been converted to txt form. Then analysis using Word Lsit, Word List is the initial analysis to find all the words with the most frequency and least. The challenge to finding the right keywords is to analyze them carefully, because keywords don't always come first. The word that ranks first in a word is, usually filled by, a preposition. The review data processed was 300 with details of management-themed reviews 150 reviews, people 107, iftar 112, balance 98, infaq 97, takjil 51, nyaman 50, alms 35, ngabuburit 58, empowerment 17. The selection of reviews is based on the classification of the Google Maps algorithm that whitewashes themes that have something in common. So that the reviews that the author summarized were 775 reviews with a word count of 26,273 words.

The results of processing the Word List of 26,273 words show the word preposition is in the highest position, namely Masjid with a total of 1262 words, but the word Masjid cannot be used as a keyword for people's minds in Google Maps reviews, because the word Masjid refers to the location of the mosque itself. Then the next word is preopposition which has not been able to show the use of keywords, so the author chooses the next word, namely the words management, balance, open, infaq, takjil, free, cash, zero, convenient, management, fasting, Ramadan, takmir, famous people.

Table.1 Reviews of Jogokariyan Mosque Corpus



In view of this, it is very clear that the keywords of Jogokariyan people's thinking cannot be determined by the number of words. This is because one person can write ulsan with more prepositions. In addition, from the word rank 1 to 24 cannot represent the content of the reviewer's thoughts because the word is used as a complement to reviews in mosques, so the author takes the word in the 25th place, namely management, balance, word, open,

infaq, takjil, free, cash, zero, convenient, management, fasting, Ramadan, takmir, famous people. So to make it easier for the author to classify the word into the table below:

Rank	Word	Frekuensi
10	Ramadhan	198
11	Puasa	197
15	jamaah	191
21	buka	137
22	umat	130
23	sholat	122
25	Manajemen	118
26	Saldo	118
33	Infaq	101
36	Takjil	89
39	Gratis	87
45	Berbuka	78
46	Pengelolaan	77
48	Nyaman	73
61	nol	62
68	terkenal	56
82	Kas	51
83	infak	50
87	ummat	47
90	takmir	46

Tema	**Komposisi Kata**	**Isi Tema**
Buka Puasa	Masjid, puasa, Ramadhan, buka, berbuka, Jogokariyan, bulan, makanan, gratis, menu	
Infaq	Masjid, infaq, Jamaah, infak, Jogokariyan, saldo, orang, parkir, sholat, uang	
Manajemen	Masjid, manajemen, pengelolaan, sholat, Jogokariyan, jamaah, indonesia, mesjid, mesjidnya, masyarakat, nyaman, management	
Ngabuburit	Ngabuburit, masjid, makanan, ramadhan, Jogokariyan, takjil,bulan, jogja, minuman, puasa	
panutan	Masjid, model, role, panutan, mesjid, nyaman, puasa, sholat, buka, jama'ah	
Saldo	Masjid, saldo, nol, jamaah, Jogokariyan, kas, rupiah, infak, terkenal, mesjid, manajemen	
Takjil	Masjid, takjil, ramadhan, bulan, puasa, Jogokariyan, buka, gratis, makanan, jamaah	
ummat	Masjid, ummat, islam, ummat, mesjid, Jogokariyan, jamaah, Allah, manajemen, masyarakat	

Wajib	Masjid, Wajib, jogja, sholat, berkah, Puasa, Ramadhan, bulan, Jogokariyan, jemaah	

Keyword data with frequency from the highest and lowest, can only prove the number of words used. The frequency of use of these words can have two possibilities, first being a keyword that is often discussed by the community and second being a complementary word to determine the keywords in the reviewer's mind. In the table above the word Ramadan is the most spoken word, but the word only refers to the moment of Ramadan which complements the words buka, bukapuasa, beriftar and takjil so that the theme of Ramadan can only be learned and another complementary word is the festivity of Ramadhan Jogokariyah village which provides various iftar or takjil menus. Therefore, additional analysis is needed, namely N/Gram cluster analysis and Concordance Plot.

N/Gram Cluster Analysis and Concordance Plot

After the Word List analysis is complete, the author uses the Cluster N/Gram feature to clarify what phrases often appear so that they can find out the tendency of the phrases used by reviewers. By knowing the dominant phrases in the keywords above, the analysis will proceed to the Ideal Cognitive Model (ICM) cognitive analysis. Here is the phrase data on some of the keywords above ;

No	**Word List**	Phrases	Frequency
1	Ramadhan	Ramadhan jokoryan	24
2	Puasa	Puasa gratis	20
3	jamaah		
4	buka	Buka puasa	114
5	umat	Umat islam	20
6	sholat		
7	Manajemen	Manajemen masjid Manajemen terbaik	38 11
8	Saldo	Saldo nol	14
9	Infaq	Infaq nol	5
10	Takjil	Takjil gratis	12
11	Gratis	Gratis bagi	8
12	Berbuka	Berbuka puasa	54
13	Pengelolaan	Pengelolaan masjid Pengelolaan dana	17 9
14	Nyaman	Nyaman untuk	9
15	nol	Nol rupiah	28
16	terkenal		
17	Kas	Kas nol	4
18	infak	Infak nol	6

The phrases that have been found are quite clear that the corpus is very helpful in resolving the dominant thoughts of the community towards the Jogokariyan Mosque. Corpus linguistics finds the frequency of words and phrases. However, this corpus analysis

is not enough because the predominance of words and phrases must be more scrutinized whether they are words or prepositions.

Keyword and Phrase Analysis

Some of the grouped keywords and phrases displayed indicate themes that are likely to be discussed in the study. Between dominant keywords and dominant phrases, themes from people's thoughts are easier to group. Some of these themes are;

Management

Management keywords that appear on the google maps homepage look very dominant touching more than 500 reviews of Jogokariyann Mosque. After the author digs deeper, some people write with the words management and management which both have the same meaning, namely the ability to manage something. So this management word shows the dominant mind of the community that the Jogokariyan mosque has a good management system

Here's some data about word management in general:

1.a. Financial Management

A derivative of the word management is financial management. Financial management is the ability to manage money within an institution. The author concludes this by looking at the facts of the review in words with the mask of financial management. These words include the phrases infak zero, balance zero, cash zero, infaq zero, zero rupiah. These five expressions become a branding that the Jogokariyan mosque is adept at managing finances that must be spent every week. Proof that the funds to be spent are infaq Friday cash balances are always zero and will be filled quickly, then spent again so that the results of expenses will be filled with the depleted balance. The following review data states that Jogokariyan Mosque is proficient in managing finances.

1.b. Human Resource Management

The word management is also used in social activities. People who reviewed the Jogokariyan Mosque also included in their reviews that they agreed that the Jogokariyan Mosque is also capable of managing human resources. Resource management is understood more as activities and events that require many volunteers and even volunteer volunteers to help without expecting anything in return. Therefore, the community believes and has confidence that the Jogokariyan mosque in addition to being able to manage finances is also able to manage the surrounding resources. Reviewing data phrases such as Kampung Ramadhan Jogokariyann activities, Kampoeng ramadhan Jogokariyan, crowded dawn prayers, free takmir takjil, atm rice, and nyaman are some phrases that often appear in google maps reviews.

From several similar expressions, reviewers have the same tendency that the Jogokariyan mosque has a must-visit event, namely Kampung Ramdhan Jogokariyan, and this mosque has many free facilities that can be used by worshippers or travelers. Some of these expressions show that the Jogokariyan mosque is considered a mosque with good and

quality human resources. Some reviews related to human resource management are as follows;

Cognitive Linguistic Analysis

The dominant data in Corpus analysis, will greatly help one part of the analysis of Cognitive Linguistics, namely the Prototype, Peripheral and Ideal Cognitife model (ICM) or ideal Cognitive Model. All three categories are radial categories in cognitive lingiistics. The prototype is the dominant tendency of the mind, the peripheral is the extended mind, and the ideal cognitive model is the ideal mind model of individuals and groups that can be different or the same. So that ICM can be in the form of prototypes as the ideal model of the group and in the form of peripherals as the ideal model of individuals.

Subjec	Reviewer	Radial Category
Masjid Jogokariyan	Ahmad Syarifudin: Masjid ini bisa dikatakan masjid dengan **manajemen** terbaik di Yogyakarta, bahkan mungkin di Indonesia Adityo Nasution: Masjid dengan percontohan dengan **manajemen** terbaik se Indonesia. **Arif Afrian**: Best masjid deh pokoknya. Dulu kalo gak salah pernah dapet award sebagai masjid yang punya **manajemen** terbaik di Indonesia Ardyka Pramadhanta: Masjid dengan **manajemen** terbaik , ketika umat selesai beribadah maka ekonomi, sosial, dakwah lah yang bergerak Nino: Alhamdulillah bisa berkunjung ke mesjid dengan **manajemen** terbaik di Indonesia. Parkir nya luas	Prototipe
	TECHNO MEDIA: Masjid teladan dengan **saldo** NOL. Untuk membangun masa depan ummat yang lebih baik Nia Ayu: Masjid yg **saldo** infaknya selalu 0 rupiah. Selalu makmur,selalu adem. Kenyang jg disini 😍 Muqziza T C: masjid yang **saldo** nya 0 rupiah Yulis Juwaidi: Masjid bagus dekat hotel lynn. Sholat subuh Agus Saputra: **Role model** pengelolaan masjid yang patut ditiru. Jamaah sholat subuhnya luar biasa...	Periferal
	Dedi Sopandi Sofwan: kita bisa merasakan cara yang lebih dalam mengelola sebuah **masjid yang ramah pada siapapun** Ahmad Siswaji : Masjid open 24 jam non-stop, **Saldo** nol rupiah, karpet empuk, bersih, toilet bersih, ada lift, ada tempat menginap	Ideal Cognitife Model

	Abdul Mughis : **Masjid yang sering dikunjungi banyak artis**, tokoh masharakat, tokoh politik dan para ulama Tonik Harto : Subannaallah..**masjid yg selalu penuh jamaah** ketika datang nya sholat... Teguh Subekti : **Masjid yg penuh amanah**, karena saldonya 0 terus	

From the explanation above, it can be seen that the prototype of community reviews about Goole Maps Jogokariyan is a mosque that implements a good management system. Management is considered a prototype because reviews almost jointly explain about management. In addition, there is also Peripheral as an expanded meaning, there is also a meaning about another assumption that Jogokariyan mosque is always with zero balance and dawn prayers are always crowded and finally in the analysis of the mind the ideal cognitive ideal is a friendly mosque, a trustworthy mosque, a mosque that is always crowded, a mosque visited by artists and a Zero balance mosque.

CONCLUSION

In the analysis of Google Maps reviews about the Jogokariyann mosque, the author managed to map the main thoughts of Jogokariyann mosque reviewers, namely mosques that are considered to have good managers in their management, both financial management and human resource management. In addition, the Jogokariyan mosque also has a special match, namely the routine event of the Jogokariyan mosque, namely Jogokariyan Ramadhan Village, Rice ATMs and other free facilities. Therefore, the dominating keyword is word management, followed by other words. In the Prototype of Cognitive Linguistics in congregational reviews is the word management with the best phrases of mosque management and management, as for reference keywords we can see in the words balance, infaq infak, cash, with the phrases zero balance, zero infak, infaq zero, which refers to the ability to process finances.

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Examining Transitivity in Joko Widodo's Speeches Using UAM Corpus Tool

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This study examines the transitivity system in the context of systemic functional linguistics theory using Donnel's (2008) UAM Corpus Tools 3.2 in the speeches of the president of the Republic of Indonesia, Joko Widodo (henceforth JW). It is centered on the analysis of processes, participants, and circumstances. This research is a descriptive qualitative study. President Joko Widodo's speech transcripts from 2015 and 2018 are kept in a text file (.txt) with UTF-8 encoding. The research's findings demonstrated that between 2015 and 2018, material process types were more prevalent than other process types. This suggests that JW wants to emphasize actual or action work in his speech, so he included material clauses. Actor and Goal accounted for the majority of participants in both 2015 and 2018. Location, Cause, and Manner were the most dominant circumstances in 2015, but in 2018, Cause, Manner, and Location were the most dominant. Again, Location is one of the most dominant circumstance features in the text. This might be regarded as JW's speeches being consistent. However, this might not be seen as a breakthrough because JW repeated several of the same points from the speech that was given three years earlier.

Keywords: UAM corpus tool, transitivity system, speech

1. Introduction

1. The Background of the Study

Everybody can speak, and everybody can hear them speak. This type of correspondence is also forwarded to other recipients by the sender. As a result, it falls under the category of publicly available communication (Schmitt & Viala, 1982). A president's national address is one type of speech. The president communicates in one direction when he speaks to the country. The selection of Joko Widodo as the subject of this study stems from the straightforwardness of his spoken style. Naturally, this sets him apart from other political elites when giving speeches that can occasionally be very challenging to understand. President Joko Widodo appears at ease when expressing his thoughts, as though he were having a casual conversation rather than making a political statement.

President Joko Widodo typically uses prepared text for his official addresses, which makes it simple to apply Systemic Functional Linguistics theory to examine it. The primary reason to investigate this is how the text of the speech that President Joko Widodo reads incorporates ideational meaning through the processes, participants, and circumstances found in his vision and mission. Stated differently, the researcher seeks to identify the dominant process in the speech text of President Joko Widodo so that Joko Widodo's leadership style may be examined and analyzed by examining the method he most frequently utilized to make his speech. In the present study, a

transitivity analysis of this presidential speech (e.g., Halliday and Matthiessen, 2014, Martin et al., 2010) is performed using corpus tools.

The analysis focuses on the roles of processes, participants, and circumstances in organizing the conversation. Investigating political discourses with transitivity is useful for the development of systematic functional linguistics theory itself. Language analysis based on the application of systemic functional linguistics helps people understand the ideas of speech both indirectly and directly. It can also help assess the speaker's ideology, understanding, attitudes, and values. For example, evaluating the speaker's values and understanding of the presented topic.

This research is based on the suitability of speeches from President JW's position at the beginning and end of his presidency in the first term. Even though he took office in October 2014, 2015 was Jokowi's first year in office. Thus, research on his speech began that year and will continue in 2018. Based on corpus instruments, this research investigates the transitivity of the text of the President of the Republic of Indonesia's speech. The expression used in Systemic Functional Linguistics (hereinafter SFL) based on Halliday's (2004) theory is transitivity.

Presidential speeches are often studied by various researchers using systematic functional linguistic theory. For example, Rosyid and Rizikien's (2015) research focused on Joko Widodo's victory speech on the Pinish ship on 22 July 2014. Their research, which used Halliday's systematic functional linguistics focused on three metafunctions based on the SFL treatment of the text of JW's victory speech. Faura (2015) studied the transitivity system of Joko Widodo's inauguration speech as President of the Republic of Indonesia. Harwiyati (2016) focused on the transitivity process that Jokowi uses in his speech. Nurfaedah (2017) examined political speech from the perspective of systemic functional linguistic theory, focusing on Halliday's three metafunctions, and analyzed the text of Hatta Rajasa's political speech. Marpaung et al. (2018) studied the transitivity process used in Donald Trump's speech. Priya et al. (2018) focused on transitivity (process, participants, and states), logical meaning, and situational context based on systemic functional linguistic theory.

2. The Research Question

Several transitivity theory studies have been conducted based on previous research. However, those using the instrument are rarely done. Thus, the researcher asks the question, what are the processes, participants, and circumstances analyzed by UAM CorpusTool in President Joko Widodo's presidential speech?

To answer this, researchers focus on transitivity and other research methods. Furthermore, this research investigates the transitivity system of President Joko Widodo's speech using UAM CorpusTool 3.2, which differs from previous research mostly based on intuitive knowledge.

2. Literature Review

Transitivity is a linguistic system related to the representation of internal and external experiences through language which is responsible for organizing the meaning of the experience of a clause. The world of external reality is brought into the world of internal reality in a person's conscious mind, which is processed in the transitivity system. Language is interpreted as an 'ongoing process', which is related to

movement, events, conditions, and material relationships. A clause as a grammatical unit has three components, namely (1) process, (2) participants, and (3) circumstances. Furthermore, transitivity also makes it easier to categorize sentences into smaller forms because they consist of processes (material, mental, relational, verbal, behavioral, and existential processes), participants (actor, goal, behaver, senser, phenomenon, sayer, target, values, token, and existent, and circumstances (extent, location, manner, cause, environment, accompaniment, role, matter, and angle).

According to Halliday (2014: 224), there is always only one participant in a material process, namely the actor, an active participant in the process, while the participant to whom the action is directed or subjected is called the goal. Thompson (2004) agrees with Halliday who says that every material process has an actor as the agent of the process. The process may influence target participants. Furthermore, material processes are ways of doing things. There are usually two participants in this process - the actor and the goal. Actors usually express the subject and goals indicate the object.

Mental processes are sensory processes, with the presence of a human or human-like participant who is involved in the process of seeing, feeling, wanting, or thinking and can also involve more than one participant. According to Halliday (2014:245), mental expression refers to our conscious perception of reality. Mental processes require the participation of two people. One participant must be a conscious human or another creature called a senser, while the other participant can be an object or fact, a participant that is sensed (seen, felt, thought) called a phenomenon. For example, *I remember my father and mother's advice* that the phenomenon is an object of cognition and the process is mental. So it seems reasonable to call the initial participant a senser.

The relational process is a process of connecting, carrying, or marking 'being', which means that something is considered to have attributes and markers of identity. According to Halliday (2014:259), relational sentences are used to identify objects. The participants in these sentences are called attributes and carriers. For example, *the weather is humid*. The participant *humid* is called the value (definition), and the participant *weather* is called the token (the thing defined). *Joey is a boy*; *the boy is Joey* (Joey = token; boy = value) is another example. The relational process is a way of connecting two objects or what is called ownership, which can occur between the owner of the property and the property. An entity and its environment, such as the environment, are said to be in an attributive relationship. This term also refers to the relationship between two entities. This is called an identification relationship.

Information is exchanged using verbal processes. Saragih (2010:8) defines verbal processes as processes that require the transmission of information. Verbal processes are often used in which 'conveying', 'saying', 'telling', 'declaring', 'reporting', and others. Furthermore, verbal processing usually involves three participants: verbiage, sayer, and receiver. Sayer is responsible for the verbal process but is not always a direct participant. Verbiage is a statement determined by a verbal process, and the recipient is the character to whom the verbal process is directed.

Behavioral processes are physiological or psychological processes of behaving, which can be exemplified through processes when humans carry out activities such as 'breathing', 'yawning', 'coughing', 'smiling', 'laughing', 'sniffling', 'sneezing', and so forth. (Gerot and Wignel, 1994). This process is related to physiological and

psychological factors, but the process itself functions similarly to a material process, namely the process of activity, movement, or work. The position of this process is between mental and material processes. The participants in this process are behavers, who are typically conscious beings. Halliday (2014:301) also shows that behavioral processes are usually intermediary. The most common example is "*Don't breathe*." or "*He's always playing*." The perpetrator is a participant in the behavioral process. According to Eggins (2004), this is the only participant in most behavioral tests. Behavior expresses something that people do and usually does not apply to other people. These obligatory participants are called behavers and are usually conscious beings (as perceivers in mental processes). The existential process is a process that describes that something exists. Hancock (2005:240) argues that existential processes can be easily identified by the presence of "there" in the subject position. For example, *There hangs a painting*. Circumstances can be defined as the nature of the environment or where the process takes place. The circumstance is not part of the process. Therefore, this point applies to all types of processes. According to Halliday (2014: 313), circumstances can be divided into nine different types: extent, location, manner, cause, environment, accompaniment, role, matter, and angle.

3. Method

1. Type and Design of Research

Qualitative descriptive research was used. The researcher collected qualitative data to study and explain the process, participants, and circumstances of President JW's presidential speech. To achieve this goal, the researcher collected transcripts of two presidential speeches by President Joko Widodo that were found on the Internet. The data collected was then described qualitatively.

2. Data Used in This Study

The data for this research comes from transcripts of President JW's speeches given in 2015 and 2018. The research data are two web-based spoken texts at his disposal. Therefore, the texts of the two speeches were used and processed by corpus tools. The researcher based his investigation on the fact that these speeches represent the years that JW presidents governed the country, both at the beginning and at the end of his term as president. Jokowi was elected in October 2014, but he only took office in 2015. As a result, investigations into his speeches began this year and will continue in 2018.

3. UAM CorpusTool 3.2

UAM CorpusTool 3.2 allows text and image annotation. You can enter comments in this document manually or use the program's semi-automatic function. Document coding allows users to apply functions to the entire text at once, while segment coding allows users to apply functions to specific parts of individual files (Donnell, 2008). Using segmental coding, this paper investigates the transitivity system of President Joko Widodo's speech. Users must start the project before they can start annotating. The marking of different aspects of a project can be considered as different levels of the project. At each level, elements can be created automatically or manually. Transitivity analysis selects entries through a manual process. After that, the user must select the annotation template that will be used for analysis. The built-in UAM scheme can be operated by users for sentence grammar and transitivity.

4. Analysis Procedures

Step 1: Start analyzing the project by loading the program text file. Transcribed texts of JW President's 2015 and 2018 speeches will be distributed for this research Once all the files are included in the project, create the transitivity analysis layer. Each text file has buttons to analyze each layer.

Step 2: Click the layer's button to start annotating. A window similar to Figure 1 will appear.

Figure 1. The code-document window

The Selected box shows the features assigned to the layer. Figure 1 shows the process marking layer. The middle box contains different options for the selected segment, for example, "bersyukur". By double-clicking the options in the middle panel, you assign different properties to the segments. Keep clicking to view other properties until the middle panel is empty, as shown in Figure 2.

Figure 2. Assigning features to the segment

Step 3: After each file is tagged and checked, click Statistics to see the results in more detail. Depending on the type of study, UAM can present statistics in a table, graph, or network view, as shown in Figure 3. The next section presents the statistical analysis.

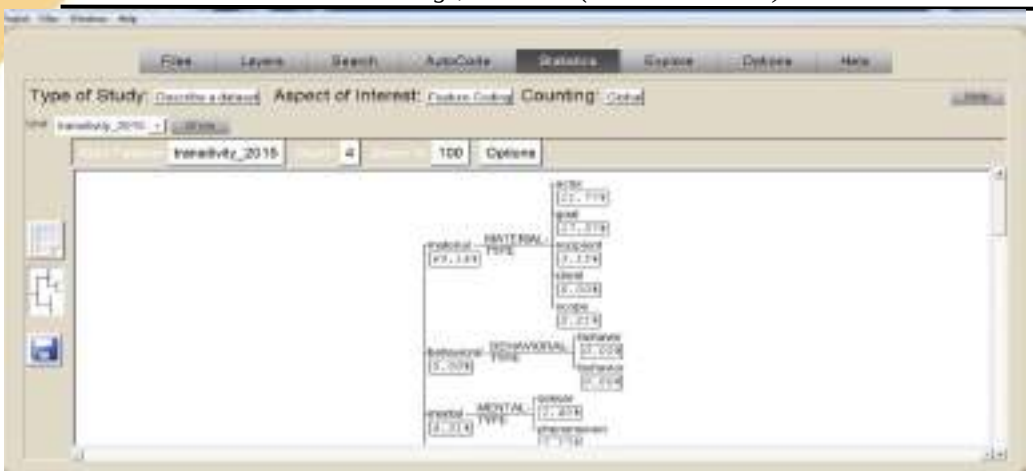

Figure 3. Network view of statistics of President JW's speech text

5. Data Analysis Technique

The data used in this research was taken from the transcript of President JW's speech and is intended to examine the patterns and roles, processes, and circumstances of the participants in his presidential speeches. Written notes of President JW's speeches were collected from 2015 to 2018. Transition analysis using corpus tools included the following procedures: Transcripts of President JW's speeches were recorded first and then analyzed using software. Then, the frequency of the type of procedure was recorded. Additionally, they were manually identified and classified according to each process type. After classification, the percentage was calculated. Finally, clause segmentation was performed, after which participants' tasks and conditions were assigned manually. Apart from that, this research also used the UAM Corpus Tool (version 3.2), a lexical analysis software. The corpus analyzer developed by Donnell (2008) specifically for the application of SFL in corpus research performs several functions such as file, class, search, autoencoding, statistics, etc. After processing by the corpus analyzer, the data was saved in UTF-8 encoding format (.txt) or as a text file. Finally, the researcher re-examined the data from the data screen, evaluating and observing the transitivity analysis process. If the information was accurate and verified, researchers decided to answer the question.

4. Findings

The findings of the transitivity analysis of President JW's 2015 and 2018 speech texts are presented in the following section.

1. Findings

Data analysis shows that in 2015 material processes dominated the text of the speech text of the JW President. Besides material processes, we can also see relational, mental, verbal, and existential processes present in the data. One process not seen here is behavioral. How often each process is present is summarized in Table 1.

Table 1. Percentage of Transitivity Analysis in President JW's speech text in 2015

No	Processes	Number	Percentage
1	Material	516	60.14
2	Relational	155	18.07

3	Mental	37	4.31
4	Verbal	12	1.40
5	Existential	9	1.05
6	Behavioral	0	0
	Total	729	84.97

The data in Table 1, reveals that material process types are used most frequently by President JW at 60.14%. The next most frequent process is relational at 18.07%. Other processes (Mental, Verbal, Existential, and Behavioral) are used infrequently and account for less than 5% of each of the text. The most dominant process is the material process according to the data collected. A total of 516 examples of the material process were found in President JW's 2015 speech, revealing the desire of President JW to highlight work activities, such as expansion of public work or improvements in human resources. Relational processes correlate to the links or connections between entities. The Indonesian president used relational processes primarily to make connections between thoughts and outcomes of actions. Some examples are the verbs *adalah, menjadi,* and *memiliki* which denote an association between what is outside us or President JW and what is inside us or President JW, such as possessions. Additionally, the researcher noted the occurrence of 37 mental processes. President JW used mental processes to inspire his listeners to recall the programs and policies that the government launched with public importance. Mental processes were also used in this text to remind the audience of the timeless goals set for the country by former President Sukarno in one of his speeches. The remaining processes do not make up a large part of President JW's 2015 speech; however, they do provide valuable insight into his goals. The 12 examples of verbal processes are used by President JW when speaking about his policies, whether popular or unpopular. He also used this process to call for peace in the Middle East, making evident his position of authority as president of Indonesia. The 9 cases of existential processes accentuate topics which are more sensational in nature and underscore the fact that those who are easily swayed by, or react to, such topics may experience repercussions. No examples of Behavioral processes were found in the text.

Table 2. Summary of the participants in President JW's speech text in 2015

No	Participants	Number
1	Material:	
	Actor	101
	Goal	149
2	Mental:	
	Senser	12
	Phenomenon	10
3	Relational:	
	Token	5
	Value	7
	Carrier	6
	Attribute	10
4	Verbal:	
	Sayer 4	4
	Verbiage	4
5	Existential:	
	Existent	7

Table 2 shows the participants found in President JW's 2015 speech, arranged according to their respective processes and frequency of occurrence. Participants in the material process appeared the most with Actor and Goal having 101 and 149 instances respectively. Two examples highlighting the participants of the material process from President JW's 2015 speech are shown below.

1. Kita (Actor) juga dorong (Process: Material) pembangunan infrastruktur, ketahanan pangan, dan perlindungan sosial (Goal). We (Actor) also push (Process: Material) infrastructure development, food security, and social protection (Goal)

2. Sejalan dengan nafas Nawacita, (Circ: Manner: Comparison) Pemerintah (Actor) saat ini (Circ: Loc: Time) terus (Circ: Extent: Frequency) mempercepat (Process: Material) pembangunan infrastruktur (Goal)

   In line with Nawacita's breath, (Circ: Manner: Comparison) the government (Actor) at this time (Circ: Loc: Time) continues (Circ: Extent: Frequency) to accelerate (Process: Material) infrastructure development (Goal)

Table 3. Summary of circumstances in President JW's speech text in 2015

No	Type of circumstance	Number
1	Location	32
2	Cause	29
3	Manner	25

The categories of circumstance in transitivity are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle. Each of these categories appears in President JW's 2015 speech. However, as you can see from Table 3, the results of the transitivity analysis show that the most frequently occurring types of circumstances found in the text are location (32 examples), cause (29 examples), and manner (25 examples). The frequency with which President JW uses the circumstance of location in his speech indicates that he is stressing location or place above other circumstances. This clearly relates to JW's action, since in reality, he is often traveling to various places within Indonesia to interact with the citizens of that nation.

In the data, the examples of Circumstances location appear below,

1. Pemerintah (Actor) memberikan (Process: Material) akses bagi wartawan asing (Goal) untuk masuk dan meliput (Circ: Cause: Purpose) di Papua (Loc: Place)

   The government (Actor) provides (Process: Material) access for foreign journalists (Goal) to enter and cover (Circ: Cause: Purpose) in Papua (Loc: Place)

2. Kita (Actor) bangun (Process: Material) jalan tol (Goal) di Sulawesi dan segera di Kalimantan dan Papua (Loc: Place). We (Actor) build (Process: Material) toll roads (Goal) in Sulawesi and soon in Kalimantan and Papua (Loc: Place)

Table 4. Percentage of Transitivity Analysis in President JW's Speech Text in 2018

No	Processes	Number	Percentage
1	Material	785	56.80

2	Relational	275	19.90
3	Mental	56	4.05
4	Verbal	6	0.43
5	Existential	23	1.66
6	Behavioral	0	0
	Total	729	82.84

As you can see in Table 4, in his speech from 2018, President JW utilizes the material process more frequently than he does the other process types at 56.80%. the second and third most frequent types are relational process at 19.90% and mental process at 4.05. The table also shows the frequency of the other types. Verbal 0.43%, Existential 1.66%, and Behavioral 0%. Based on the analysis of the data, the prevailing process is the material process. 785 examples of this process type were found in the text. This analysis reveals the desire of President JW to highlight work activities, such as expansion of public works or improvements in human resources. Of the second most frequently occurring process, the relational process, the researcher identified 275 examples in the text. Relational processes correlate to the links or connections between entities. The Indonesian president used relational processes primarily to make connections between thoughts and outcomes of actions. Three examples from the text are the verbs *adalah*, *menjadi* and *memiliki*. This process shows a relationship that is outside of us or President JW or inside of us or President JW, meaning a possession. The researcher also found 56 examples of mental processes. Mental processes were used by President JW to inspire his listeners to recall the programs and policies the government implemented for public benefit. Mental processes were also used in this text to remind the audience of the timeless goals set for the country by former President Sukarno in one of his speeches. 23 examples of existential processes were found in the text. This process was used by President JW to emphasize sensationalism and underscore the fact that those who are easily swayed by, or react to, such topics may experience repercussions. Also in the text, six examples of verbal processes were used by President JW in statements about his policies, whether popular or unpopular. He also used this process to call for peace in the Middle East, making evident his position of authority as president of Indonesia. No behavioral processes were found in the text.

Table 5. Summary of the participants in President JW's speech text in 2018

No	Participants	Number
1	Material:	
	Actor	171
	Goal	215
2	Mental:	
	Senser	17
	Phenomenon	17
3	Relational:	
	Token	5
	Value	0
	Carrier	7
	Attribute	30
4	Verbal:	
	Sayer	2
	Verbiage	2
5	Existential:	
	Existent	11

Table 5 shows the participants found in President JW's 2018 speech, arranged according to their respective processes and frequency of occurrence. Participants in the material process appeared the most with Actor and Goal having 171 and 215 instances respectively. Two examples highlighting the participants of the material process from President JW's 2015 speech are shown below.

1. Pemerintah (Actor) mempercepat (Process: Material) pembangunan sumber daya manusia(Goal).
   Government (Actor) accelerates (Process: Material) human resource development (Goal).

2. Kita (Actor) membangun (Process: Material) jalan trans Sumatera, trans Papua yang membuka kesempatan-kesempatan baru bagi rakyat (Goal).

   We (Actor) build (Process: Material) the trans Sumatra, trans Papua roads which open up new opportunities for the people (Goal).

Table 6. Summary of circumstances in President JW's speech text in 2018

No	Type of Circumstance	Number
1	Cause	60
2	Manner	55
3	Location	50

The categories of circumstance in transitivity are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle. Each of these categories also appears in President JW's 2018 speech. However, as you can see from Table 6, the results of the transitivity analysis show that the most frequently occurring types of circumstances found in the text are cause (60 examples), manner (55 examples), and location (50 examples). The circumstance of location is once again one of the most important conditions in the speech. This reveals that President JW had not changed his habit of meeting regularly with the citizens, continuing to travel to various provinces within Indonesia emphasizing the importance of meeting with the people.

In the data, the examples of Circumstances location appear below,

1. Selama empat tahun ini (Duration) infrastruktur (Goal) dibangun (Process: Material) secara massif dan merata (Quality) di seluruh peolosok tanah air (Loc: Place).

   During these four years (Duration) infrastructure (Goal) was built (Process: Material) massively and evenly (Quality) in all corners of the country (Loc: Place).

2. Pemerintah (Actor) membuka (Process: Material) Balai Latihan Kerja (Goal) di berbagai Pondok Pesantren (Loc: Place) sebagai bagian peningkatan keahlian SDM Indonesia (Product).

   The Government (Actor) opened (Process: Material) Vocational Training Centers (Goal) at various Islamic Boarding Schools (Loc: Place) as part of increasing the skills of Indonesian HR (Product).

5. Conclusion

This article tried to find a transitive system from a process perspective. In the text of President Jokowi's 2015 speech, material process types appear more often than other process types. In the case of circumstance, location (32 occurrences), cause (29 occurrences), and manner (25 occurrences) dominate the text, and actor and goal were the most frequent occurrences among participants. In 2018, there were more material process types than other process types. In terms of circumstances, cause (60 occurrences), manner (55 occurrences), and place (50 occurrences) are- the most dominant. Location is again one of the most dominant features of the circumstances in the text. Again, in the case of participants, Actors and Goals were the most prominent participants. In previous studies, the study of the transitivity system dealt with the percentage of the most material process, as was done by Faura (2015) which focused on transitivity and used the same theory - Halliday's Systemic Functional Linguistics theory. The result of the data analysis showed that for 58 clauses, the Material Process has the highest percentage because Joko Widodo has a high performance and his priority is to lead Indonesia. The use of the latest technology, the UAM Corpus Tool in this research, is an advancement in combining computer analysis with linguistic theory or functional linguistics. In summary, the UAM Corpus tool for SFL-based linguistic analysis is an innovative technique that can also be used to analyze political speech. However, the size of the data used in this study—specifically to look at transitivity with the UAM Corpus Tool—represents a sufficient spectrum of transitivity systems to evaluate the transitivity of the UAM Corpus Tool as a tool and not an approach.

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Teachers' Experience in Implementing Formative Assessment of Writing Instruction: Voices from EFL Teachers in an Indonesian Middle School

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Formative assessment is important to monitor students' learning achievement during instruction. Unfortunately, little empirical evidence and information how Indonesian EFL teachers conducted formative assessment in EFL writing instruction. This research used Narrative Inquiry which has aim to reveal two Indonesian EFL teachers' experience and the challenges in implementing formative assessment of writing instruction. Data of this research were obtained from interviews and teachers' reflective journals. The data were then analyzed through thematic analysis. This study contributes in-depth informations for Indonesian EFL teachers to enact formative assessment in writing instruction.

Keywords: Assessment, English as Foreign Language, formative assessment, writing instruction.

1. INTRODUCTION

Writing is one of the most complex in English lesson. It is so difficult, especially for secondary level. Monitoring by teacher is needed to get better students' understanding. In writing instruction, the teacher also can clarify students' error during instruction. Thus, formative assessment is needed in teaching learning acticity. Formative assessment is activities conducted by teachers and students, which can be used to elicit information as feedback during teaching learning activity (Black and Wiliam, 1998). It can help teachers for monitoring students' comprehension in learning material during instruction (Weurlander et al., 2012; Conderman et al., Guo and Xu, 2021). In contrast with summative assessment, formative assesment can help teachers to assess students' own learning (Sadler, 2009). By using formative assessment, it provides feedback and relevant information which can be used to improve students' learning (Shute, 2008). Not all assessments called as formative assessment because it need inference about students' learning which is elicited, interpreted, which can be conducted by teachers for further teaching learning activity (Black and Wiliam, 2009).

The core of formative assessment is whole informations collected during instruction can be used to foster students' achievement in learning material and it can improve their understanding and competence (Pastore et al., 2019). The teachers also can correct students' error (Conderman et al., 2020). There are five strategies in the formative assessment's framework which are conceptualized by Wiliam and Thompson (2007), those are: "(1) clarifying and sharing learning criteria for success; (2) engineering effective classroom discussion, questions, and learning tasks; (3) providing feedback that moves learners forward; (4) activating students as instructional resources for one another, (5) activating students as the owners of their own learning" (p. 15).

Teachers' feedback in formative assessment can help students to realize their error in writing. Thus, formal writing is needed to improve students' writing competence (Guo and

Xu, 2021). Investigating the implementation of formative assessment on writing have been conducted by some researchers. Krishnan, Black, and Olson (2021) revealed teachers' formative assessment for online collaborative writing. The study showed that teachers faced powerful challenges to enact formative assessment by using online collaborative writing. The result also portrayed teachers' engangement in formative assessment was different caused by different context such as in district-level structures the teachers had massive challenges.

The next study, Burner (2015) investigated formative assessment of writing instruction. The context of his research was EFL writing classess in Norway. The data was obtained from four teachers and 100 students' responses. His research found that mostly contradictions between teachers' and students' understanding of formative assessment in writing. This research also found that students appreciate during writing practice. Teachers gave oral feedback, such as feedback on written text or revision on students' text. But, students have obstacle such as a hard time to follow up feedbacks given by the teacher. Another obstacle faced by the teacher for conducting formative assessment was few teaching hours which can be allocated to EFL learning. It made teachers hesitate to practice more formative assessment in EFL writing classes. Another study by Guo and Xu (2021) explored formative assessment used in university EFL writing in China. This study obtained the data from the survey of 362 EFL lecturers from 12 universities. This study found formative assessment in writing classes was generally weak. There were limited conceptions of assessment by lecturers to enact formative assessment strategies in EFL writing classes. The research also elicited information that the lecturers were seldom to conduct student self and peer-assessment, which those are parts of formative assessment.

Based on the previous studies, this research is to dig deeper information about EFL teachers in conducting formative assessment in an Indonesian middle school, whether the teachers can implement formative assessment or not. The research questions of this study are: (1) How did EFL teachers in implementing formative assessment of writing instruction? (2) What were the challenges in implementing formative assessment of writing instruction?

2. METHODS

This present study used narrative inquiry. This present study revealed informations about how EFL teachers' experince to conduct formative assessment in writing instruction in Indonesia. There were two EFL teachers as participants in this research. They were EFL teachers in Indonesian middle schools. The researcher collected the data from interviews and teachers' reflective journals. This research conducted a semi-structured interviews with two EFL teachers to dig information more detail. To dig in-depth information, the researcher also gathered teachers' reflective journals from two EFL teachers. a semi-structured interview was conducted in Bahasa Indonesia to get a better understanding of the information given by participants. The present study used thematic analysis to analyze the data. Barkhuizen et al (2014: 75) described that thematic analysis is "It involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings. In published narrative studies major themes are typically discussed in separate sections of the report, where they are broken down into sub themes and illustrated by extracts from the narratives." The participants' responses were coded and categorized based on the theme. The coding was focused on the key meaning of participants' narrative, who the researcher had to pay attention to make understandable signs to represent every experience. The next step of analysis was coding. The process involved identifying narratives, assigning a code word or phrase that describe the meaning of narratives precisely.

3. RESULTS AND DISCUSSION

This section reveals two main themes describing EFL teachers in implementating formative assessment in an Indonesian middle school and the the challenges in conducting formative assessment of writing instruction.

3.1 EFL teachers in implementing formative assessment in an Indonesian Middle School

Two EFL teachers integrated formative assessment in writing instruction. They believe that formative assessment is important for students. They can give feedback and monitor students' competence by using formative assessment. The evidence of implementation formative assessment in writing instruction can be obtained from the interview:

> *"I asked the students to make sentences, then I read the sentences that written by the students. I gave feedback for the mistake in their sentences."* (Teacher 1, interview)
>
> *"formative assessment is very important to improve students' understanding and to train their skills in writing."* (teacher 2, interview)

The results show that teacher 1 and teacher 2 used formative assessment in writing instruction. This results are in line with Shute (2008) who stated that formative assessment provides feedback and relevant information which can be used to improve students' learning. Two EFL teachers also conducted some teaching-learning activities to implement formative assessment in writing instruction. it can be gather from the teachers' reflective journals.

> *"I asked the students to make decriptive text about an actress. They can decribe the actress based on their opinion. After they finished their descriptive text, I gave feedback and correction for their mistakes."* (teacher 1, reflective journal)
>
> *"I asked my students to make decriptive text about themselves. I gave the students 30 minutes to write their description. Then, I monitored their work and gave feedback when I found some mistakes in students' descriptive text."* (teacher 2, reflective journal)

Based on the results, it found that two EFL teachers conducted formative assessment in teaching-learning activity. The results also supported by Pastore et al. (2019) who portrayed that the core of formative assessment is all information collected during instruction can be used to foster students' achievement in learning material and it can improve their understanding and competence. From the feedback and correction by EFL teachers, it can help to collect information about students' comprehension which can be used for further writing instruction.

3.2 The Challenges in Implementing Formative Assessment of Writing Instruction

This research elicited information some factors and challenges which make formative assessment of writing instruction hard to follow up by the students. Those challenges faced by teachers made formative assessment can not be effective in teaching learning activity. The interviews with two EFL teachers revealed some obstacles on students writing based on the teachers perceived. Those obstacles were grammar mistake and lack of vocabulary mastery from students.

> *"The obstacles in conducting formative assessment of writing instruction is lack of students' vocabulary. It made students need to find words in dictionary. It made the students need more time to write sentences or a text."* (teacher 1, interview)

This result is in line with Burner (2015) who found that students have a hard time to follow up feedbacks given by the teacher. Another obstacle faced by the teacher for conducting formative assessment was few teaching hours allocated to EFL learning.

4. CONCLUSION

By providing experience from two EFL teachers who conducted formative assessment in writing instruction, the present study shows that formative assessment can be implemented by EFL teachers to improve students' comprehension in teaching-learning activity, especially for writing instruction. The feedback and correction given by the teachers; it can help the students realized their mistakes. The present study also draws the challenges faced by EFL teachers to implement formative assessment of writing instruction. Those challenges were grammar and lack of students' vocabulary mastery. Those challenges made teaching-learning activity can't be effective and optimal.

The present study also has limitation of the research. The researcher did not conduct post-test and pre-test to valid students' comprehension whether they have improvement or not by implementing formative assessment in writing instruction. This is not an ideal situation to explore in more detail and comprehensively, so further research is needed to dig deeper information about implementing formative assessment in writing instruction.

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Using Box and Marker as Instructional Media for Teaching Prepositions

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Prepositions are one type of grammar component. Prepositions are sometimes referred to as the largest of all English's little words. Despite their substantial appearance and their short length, they serve a variety of vital purposes. This study aims to address issues with instructional media and the significance of teaching prepositions to students starting in elementary school. This study employed qualitative research. The study used observation and interviews to get the data. The results showed that using box and marker as an instructional or teaching method in teaching English, specifically Prepositions, made interest in learning, and prevented them from becoming disinterested in the process. An interactive book with graphics that teaches English prepositions serves as the primary medium for this study. Additionally, students demonstrate improved self-discipline, responsibility, and involvement in primary school, ages nine to ten.

Keywords: box and marker; instructional media; preposition

1. INTRODUCTION

Grammar serves as a model or systematic explanation of native speakers' linguistic skills, which allows them to speak and comprehend their language with ease (Zhao et al., 2020). This indicates that grammar is crucial for anyone studying English as a second language. Acquiring knowledge of grammar can help with comprehension of English as a second language. According to English grammar, there are eight parts of speech: noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection (Azar, 1996). A preposition is one type of grammar component. It is sometimes referred to as the largest of all of English's little words. Despite their substantial appearance and their short length, they serve a variety of vital purposes. It illustrates how a noun or pronoun relates to other words in a sentence (Lee et al., 2020).

Prepositions of place are important in English language learning because they give vital spatial information for better communication and comprehension (Kamlasi, 2018). Understanding prepositions like "in," "on," "under," "behind," and "beside" allows students to appropriately describe the placement and orientation of items, people, and places relative to one another. Mastery of prepositions of place improves students' ability to give and follow directions, describe spatial arrangements, and convey information about their surroundings. Furthermore, prepositions of place are common in everyday language, appearing in a variety of settings such as conversations, written texts, and instructional materials. As a result, students must be proficient in employing place prepositions to gain proficiency and fluency in English language abilities, making their acquisition a pillar of language acquisition and communication proficiency.

However, most English language learners struggle with it as a communication tool because they do not understand English language learners well. A preposition is a significant challenge for students in two areas. First, students are bewildered by the variety of prepositions used in English and find it difficult to choose which one to use in each situation (Hassan & Elaagip, 2021). Second, they struggle with the metaphorical meaning of prepositions, which is often difficult to translate from their home language to English (Alwreikat & Yunus, 2020). It is the job of teachers to find and employ instructional materials that are entertaining, interactive, and relevant to their students' needs to help them understand prepositions.

Based on the interview, one of the English teachers at SDN 116 Percontohan said that many students may struggle to understand the abstract concepts of spatial relationships conveyed by prepositions. For example, distinguishing between "in," "on and above," and "below and under", “in front of”, requires comprehension of different spatial arrangements, which can be challenging for young learners. Additionally, Limited exposure to English language situations outside of the classroom, as well as limited practice opportunities, can impede students' comprehension of prepositional phrases. Students may fail to successfully internalise the use of prepositions if they do not receive regular practice in real-world circumstances. Moreover, students may attempt to directly translate prepositions from their native language to English, leading to errors in usage. However, prepositions do not always have straightforward translations between languages, and their usage varies greatly.

The challenges encountered in teaching prepositions have prompted researchers to explore alternative instructional media that can assist students in overcoming these obstacles. While various teaching media have been employed in teaching prepositions, such as pictures, videos, online resources, contextual teaching and learning, and total physical response (TPR). Yet, the use of concrete media to make abstract concepts more tangible has captured the attention of the author. In education, concrete materials refer to physical objects or manipulatives that students can see, touch, manipulate, and interact with to aid in the learning process (Mutodi & Ngirande, 2014). These materials provide tangible representations of abstract concepts, making learning more accessible and engaging for students, particularly in subjects such as mathematics, science, and language arts. Concrete materials help students build a deeper understanding of concepts by allowing them to explore, experiment, and problem-solve in a hands-on manner. Examples of concrete materials include counting blocks, fraction bars, geometric shapes, measuring tools, maps, models, and real-life objects (Tria Mardiana et al., 2023). By incorporating concrete materials into instruction, educators can facilitate active learning experiences that cater to different learning styles and promote conceptual understanding and retention.

Based on the explanation above, a box and marker can be categorised as concrete material or media, offering a visual and kinesthetic method that strengthens students' understanding of the concept of prepositions of place (Uden et al., 2023). By utilizing a box to represent space and markers to indicate object positions, students can directly experience and visualize the concept of prepositions of place in a concrete and relevant context. The use of the box and marker as a teaching medium presents a compelling alternative in instructing prepositions of place to young learners, aiding them in overcoming difficulties and enhancing their understanding of the concept (Duan et al., 2020).

The discussion leads this study to focus on the use of boxes and markers to teach prepositions of place and how it affects the learning process of fourth-grade students at SDN 116 Percontohan. In this context, the major goal is to investigate how a box and a marker as an instructional medium might help students learn the notion of prepositions of place. Furthermore, the study intends to find out how it affects overall learning

effectiveness, such as greater student participation, deeper conceptual understanding, and student's ability to use prepositions of location in everyday scenarios.

2. RESEARCH METHOD

This study followed a qualitative research design. The goal of qualitative research is to understand study participants' experiences, particularly their attitudes, behaviour, motivation, and perceptions (Creswell & Creswell, 2018). The study included 24 students from each of the four grades at SDN 116 Percontohan Panyabungan who worked as participants or informants. The instructional games from the first and second lesson plans were used in this study, which was specifically tailored for fourth-grade elementary school students. Interviews were done with all five students to determine their understanding and perception of the box and marker media. The implementation strategy included having students predict the placement of a marker using a box as visual assistance. Data collecting methods included observation, interviews, and documentation. The researcher's observations served as the primary source of data, with students receiving materials or participating in cooperative media activities focusing on prepositions in the classroom. Non-structural interviews were conducted, with the informants answering open-ended questions regarding their experiences with Box and Marker media. Data analysis consisted of three stages: summarising, presenting, and making conclusions or confirming facts. The first data organisation focused on learning objectives, learning activities, and assessments, with data collected through observational analysis and interviews with documentarians. Thematic analysis was then used to discover themes around the use of instructional boxes and marker media.

3. RESULTS AND DISCUSSION

Implementation of box and marker as an Instructional Medium in Teaching Preposition

When teaching prepositions of place to elementary school kids using a box and marker approach, there are three basic stages: pre-teaching activity, while-teaching activity, and post-teaching activity, each with its task.

Pre-Teaching Activity: This is the first part, which aims to prepare students for the lesson by developing their prior knowledge of prepositions of location. The teacher begins by addressing the pupils kindly before immersing them in a topic-related story. Following the story, the teacher exhibits a box depicting a space and uses markers to identify the placements of various objects within it. The teacher then engages the children by asking questions about the positions of the markers.

While-Teaching Activity: At this point, the teacher actively teaches prepositions of place utilising the box and marker media. During the Exploration phase, the teacher uses the box and markers to graphically show prepositions. The teacher begins by describing prepositions and then discusses how they function within sentences. The many sorts of place-related prepositions are then introduced, with examples provided for illustration. Students then participate in activities, either individually or in pairs, to practise utilising prepositions in context. In the Elaboration phase, students deliver their finished tasks, which the class evaluates and discusses together to discover any errors.

Post-Teaching Activity: This final part entails wrapping up the class and addressing any outstanding questions or challenges that students may have. The teacher and students reflect on the lesson, discussing obstacles they experienced and working together to

overcome them. This stage ensures that students grasp the instructional content and promotes active engagement in the learning process.

The Process of Teaching Preposition of Place with box and marker media.

Data from observation sheets and teaching journals, particularly with students, indicated that utilizing Box and Marker to enhance students' knowledge of place-specific prepositions would be beneficial if the following approach was used during the teaching and learning process:

1. Give the pupils an overview of the content they will study.
2. Mention the location prepositions they will be learning.
3. To help the students pronounce the prepositions, say each one aloud one at a time.
4. Drill the place preposition. To help the children pronounce the location prepositions correctly, read them aloud first and then ask them to repeat after you.
5. Describe the significance of place-related prepositions. Go about the classroom to Every student can maintain eye contact, particularly those seated in the rear row.
6. Use the box and marker to illustrate each preposition.
7. Give instances of how the prepositions "place" are employed in sentences and use the box and marker to illustrate each one.
8. Ask the class where the specific box and marker are located after displaying a few of them.
9. Assign the pupils to groups. The purpose of grouping the students is to enable them to discuss ideas and knowledge they have regarding place-specific prepositions with other group members.
10. Give the Student's box and marker that the teacher has provided and ask them to form various objects. For instance, may instruct the students to use their box and marker to construct the box and marker.
11. As an illustration, they could put the box and marker and declare, "Marker is beside the box"
12. Ask every member of each group to review their work. Could give instructions to the pupils on where to place the box and marker or pose some questions regarding the locations of the specific box and marker.
13. Invite a few children to step forward and arrange the box and marker according to your directions
14. Should be able to maintain control over the classroom environment so that the students will continue to pay attention to you after working in groups. To get the students to pay attention to what you are explaining, make sure to speak loudly.
15. Request that a few pupils teach their friends where to put the box and marker
16. To prevent overtime, you ought to think about Ensuring that all supplies are provided following schedule and in the appropriate amount, you should be able to measure and calculate the amount of time required for each task, as well as when it should begin and end.

Impact of the Box and Marker Media on Teaching Preposition of Place

The research findings were presented to elucidate the results of the statistically analyzed data. To implement this, I invited each 4th-grade student individually to participate by asking where the marker was positioned about the box I presented. Each student was prompted with the question, "Where is this marker located?" as I placed the marker on top of the box. Students then made educated guesses by indicating the marker's location relative to the box. Among the participants, only three met the criteria for excellent performance,

demonstrating politeness, enthusiasm for teamwork, receptiveness to learning, and attentiveness to explanations. However, nineteen participants fell short in the aspect of behaviour, failing to meet the standards for kindness and cooperation within the team. Consequently, three more students meet the criteria for satisfactory performance. To ensure unbiased evaluation, I employed various assessment criteria, including self-discipline, responsibility, involvement, and assigning scores based on students' tasks during the teaching and learning process.

The conclusions drawn from the observations of the 24 participants revealed several key aspects:

1. In this context, self-discipline refers to students' ability to focus their attention on the task at hand despite potential distractions. Students need to exhibit self-discipline to actively engage in activities such as arranging the marker about the box to demonstrate different prepositions. They must resist the temptation to deviate from the task and maintain their concentration throughout the lesson. Self-discipline also involves following instructions carefully, organizing their thoughts and actions logically, and persevering through challenges encountered during the learning process.
2. Responsibility in teaching prepositions of place with box and marker media entails students taking ownership of their learning outcomes. Students are responsible for participating actively in the learning activities, asking questions when clarification is needed, and seeking assistance if they encounter difficulties. They are accountable for completing assigned tasks accurately and on time, such as arranging the marker to represent specific prepositional relationships. Responsibility also involves respecting the materials provided, handling them carefully, and contributing positively to the collaborative learning environment.
3. Involvement in this context refers to students' active engagement and participation in the learning process using box and marker media. Students need to be actively involved in manipulating the materials, experimenting with different arrangements, and exploring the spatial relationships between objects represented by the box and marker. They should demonstrate curiosity and enthusiasm for the task, eagerly exploring various possibilities and sharing their observations with their peers. Involvement also entails effective communication and collaboration with classmates, as students work together to solve problems, exchange ideas, and consolidate their understanding of prepositional concepts.

Table 1. Impact of box and marker in teaching preposition of place

No	Name	Discipline	Responsibility	Involvement	Score of Tasks
1	AB	✓	✓	✓	75
2	ALD	✓	✓	✓	75
3	YTU	✓	✓	✓	75
4	HFG	✓	✓	✓	75
5	PRS	✓	✓	✓	75
6	WEY	✓	✓	✓	75
7	KSJ	✓	✓	✓	50
8	KLP	✓	✓	✓	75
9	RES	✓	✓	✓	75
10	TYU	✓	✓	✓	75

11	ASD	✓	✓	✓	50
12	HFJ	✓	✓	✓	75
13	HJK	✓	✓	✓	75
14	WUS	✓	✓	✓	75
15	LAM	✓	✓	✓	75
16	FAR	✓	✓	✓	75
17	QAC	✓	✓	✓	100
18	YRS	✓	✓	✓	75
19	OKL	✓	✓	✓	75
20	IMBL	✓	✓	✓	100
21	LR	✓	✓	✓	100
22	FIK	✓	✓	✓	75
23	DAN	✓	✓	✓	75
24	STI	✓	✓	✓	75

The following response demonstrates how the description of the table is consistent with the information from the interview. To gather information for my interview, I asked three samples of students at SDN 116 Percontohan Panyabungan Mandailing Natal's fourth-grade primary school about how well these boxes and markers are used as learning tools. The context determines the interview's goal. In the realm of research, in-person interactions with respondents are utilized during interviews to gather qualitative data about employing boxes and markers as learning tools. Preparing pertinent questions and employing powerful communication techniques are all part of the preparation, execution, and assessment phases of the interview process. Make sure the interview environment is comfortable and according to the interview profession in a professional capacity. To get to the appropriate judgments or conclusions, the data gathered from the interview must be assessed after it is over. In this instance, I have some questions about using a box and a marker as instructional tools for teaching prepositions. • Does using media to study aid students in learning English, particularly with boxes and markers? • Can students become engaged in learning using a box and marker as a learning tool? • Does studying with a marker and Instructional Media Box make the classroom uninteresting? The three respondents I asked for their responses to my interview results are as follows:

R1: "Ya, ini sangat membantu memudahkan kami untuk belajar bahasa inggris supaya kami tahu posisi suatu benda"

R1 : "Yes, this really helps make it easier for us in learning English to know the position of an object"

R2 : " Ya Miss, memudahkan sekali"
R2: " Yes Miss maked easier"

R3 : "Ya, ini benar-benar membantu Miss"
R3 : "Yes, this really help Miss"

According to the response above, students find learning more bearable when they employ instructional material, particularly boxes and markers, to teach prepositions. This Media

Box and Marker gives students the ability to understand where to put something in a prepositional sentence during instruction.

R1 : " Ya, kami menyukai keunikan dari belajar menggunakan media ini"
R1 : "Yes, we like the uniqueness of this learning media"

R2 : "Ya, kamu menyukai media Instructional ini"
R2 : Yes, we like this media Instructional"

R3 : "Ya, kami menyukai media kotak dan spidol ini"
R3 : "Yes, we like box and marker media"

According to the response above, the student's feel box and marker media are a particular treat they like during their in-class Preposition lessons. With these materials, they enjoy learning activities that make them feel uncomfortable during in-class lessons.

R1 : "Tidak, karna kami merasa belajar menggunakan media Box and Marker memudahkan kami dalam pembelajaran miss"
R1 : " No, because we feel that learning using media Box and Marker makes it easier for us to learn miss"

R2 : " Tidak, kami merasa bahagia Miss"
R2 : "No, we are feeling happy miss"

R3 : "Tidak, karna kami menyukai media Instructional ini kami merasa bahagia Miss"
R3 : "No, because we like this Instructional media we are feeling happy miss"
The response above suggested that students were delighted when using the media box and marker in their lessons. They particularly enjoyed the media since it made learning easier for them, especially when learning about the box and marker in the context of prepositional instruction. This is the result of the interview that I conducted with three students, identified as respondents 1, 2, and 3, asking questions following the notes that I made for this research project.

CONCLUSION

The implementation of Box and Marker as a teaching media for prepositions at the elementary school level proved to be highly effective in facilitating student understanding of prepositional concepts. Through a structured approach that included providing an overview of lesson content, demonstrating prepositions using tangible materials, and engaging students in active participation, teachers successfully translated abstract concepts into concrete learning experiences. This approach not only enhanced students' comprehension of prepositions but also fostered greater engagement, interest, and involvement in the learning process. Students demonstrated improved self-discipline, responsibility, and involvement skills while exploring prepositional relationships with the box and marker. The hands-on nature of the activities encouraged active participation and collaborative learning, leading to deeper retention and application of propositional knowledge. Overall, the use of Box and Marker as a teaching medium had a positive impact on elementary school students, enriching their learning experiences and promoting a deeper understanding of prepositional concepts.

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THE EFFECTIVENESS OF INDIRECT WRITTEN CORRECTIVE FEEDBACK IN TEACHING WRITING FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract: This study aimed at investigating whether or not there is significant effect of indirect written corrective feedback (WCF) in teaching writing for students in senior high school level. By involving sixty students at the tenth grade of Islamic Senior High School in Kediri, this research was conducted through a quasi-experimental research design. The thirty students of the experimental group got indirect WCF, and 30 students of the control group got direct WCF. ANCOVA was utilized to analyse the data. The findings revealed that four assumptions of ANCOVA were fulfilled: the data were normally distributed (0.195 > 0.05) and (0.190 > 0.05); the variance of the data is homogeny (0.147 > 0.05) and (0.289 > 0.05); there is no interaction between covariate (pre-test) and dependent variable (0.499 > 0.05); and there is linier relationship between covariate (pre-test) and dependent variable (0.00 < 0.05). Then, the final result of ANCOVA showed that the significance value is lower than α (0.000 < 0.05). It indicated that there is significant effect of indirect WCF in teaching writing for senior high school students. There is significant difference on writing skill between students getting indirect WCF and students getting direct WCF. This research supports the benefit of indirect WCF on students' writing skill.

Keywords: *Writing Skill, Indirect WCF, Direct WCF, Senior High School Students*

1. INTRODUCTION

Writing is one of language skills taught and learnt, and specifically categorized as the highest level of productive skills that should be mastered by English learners. In both second- and foreign- language education, it is becoming increasingly important. It has become tenets of communicative language teaching where Weigle (2009) states that it teaches language as a system of communication rather than an object of study (p.1). In Indonesia, teaching writing is compulsory. It is stated clearly in both Junior and Senior High School's basic competency as one of language skill that should be mastered in English subject (Permendikbud, 2018).

However, writing is considered as complex skills for students to achieve. Hussain, Hanif, Asif, and Rehman (2013) claimed that it requires much concentration, conscious efforts and practice in all its steps (p.831). Richards and Renandya (2002) state that the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text (p.303). It means that students have to pay attention to higher level skills such as planning and organizing as well as lower level skills such as word choice, spelling, punctuation, and so on.

With this consideration, in doing the process of writing, the students need to be guided by the teacher to help them achieve the real product of writing. Teachers have to give advices and suggestions as the input to their writing, namely feedback. According to Ur (1996), feedback is information given to the student about his or her performance of a

learning task, with the objective of improving the performance (p.242). Lalande (1982) noted that the students do not have better skill if their work is not corrected. Harmer (2004) also states that teachers have to consider the way in which they react to their students' writing in order for the writing process work well. Because of that, many efforts have been directed toward helping EFL students in teaching and learning writing skill; one such effort is providing written corrective feedback (WCF). In providing corrective feedback, Ellis (2009) suggests various strategies including direct corrective feedback, indirect written corrective feedback, metalinguistic corrective feedback, the focus of the feedback, electronic feedback, and reformulation.

Furthermore, the necessity of providing it, and how it should be provided has still been debatable. Truscott's (2007) claim that giving correction has predictable negative effects on students' writing and it is harmful. In contrast, according to Bitchener (2008), Bitchener & Knoch (2008), and Chandler (2003), feedback has proven to be beneficial in teaching writing.

Then, comparing the relative effectiveness of those various types of feedback has become the concern of many studies. There have been many studies with various finding investigating whether feedback should be directly or indirectly provided. Different from direct corrective feedback which consists of an indication the error and providing the correct linguistic form, Bitchener (2008) states that through indirect written corrective feedback, teacher brings students' attention to an error by indicating their error in four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is (p.105). It means that instead of the teacher providing the correct form, it is left to the students to correct their own errors. As a result, through indirect written corrective feedback, students have responsibility to make their written work better by finding the correct point.

Chandler (2003), comparing direct feedback and indirect feedback by underlining the error on American college ESL classes, revealed that both direct correction and simple underlining of errors are significantly beneficial to describing the type of error. Hosseiny (2014) investigated the role of direct and indirect WCF by underlining in improving sixty Iranian pre-intermediate students' writing skill. It revealed that indirect WCF on error helps the learners improve accuracy in their writing. It is in line with Shirota (2016) who found that indirect WCF by marking the error does statistically improve significantly Indonesian college students' writing accuracy. Westmacott's study (2016) explored six EFL intermediate Chilean university students' perceptions to the two types of feedback, direct and indirect WCF. It is reported that most students in this EFL setting claimed indirect feedback was more useful because it encourages deeper cognitive processing and learning.

In the same field, Aghajanloo, et.al. (2016), in addition, found that unfocused direct WCF should be emphasized as an essential tool for developing writing ability of intermediate EFL learners. Then, Wahyuni (2017), comparing direct and indirect WCF on Indonesian college students' writing quality with different cognitive styles, revealed that there was no significant difference of the two types of feedback. While, Bobrova (2017) found that indirect WCF is more useful with metalinguistic explanation. Last, Linh (2018) explored Vietnamese Public University teachers and students' perception towards indirect WCF on five different aspects of writing. Both teachers and students' perceptions match on the efficacy of indirect WCF for the treatment of grammatical errors, but it is inefficacy for the betterment of content.

Concerning those various findings regarding to the best provision of feedback, it has become one of the hot topics in the area of ELT. This current research deals with the effectiveness of indirect WCF by underlining to indicate the location of the error and giving

codes to show the type of error on the first year of senior high school students' writing skill. According to Ferris (2011), there are at least three distinct conditions in which teachers have to provide the correct form of students' error: 1) students are in beginner levels of English proficiency; 2) errors are untreatable; 3) the feedback focuses on particular error patterns (p.95). With regard to the first point, it implies that indirect WCF is preferable for students who has higher level proficiency. This is because they should have knowledge regarding to English proficiency as much as possible in order to be able to correct their own errors.

Thus, beside considering the benefit of indirect WCF, it is such a challenging teaching technique for the first year senior high school students that according to the basic competency of Curriculum 2013 (Permendikbud, 2018), they mostly have just learned some basic grammars before entering senior high school. Thus, by investigating whether or not indirect WCF is effective in teaching senior high school students' writing skill, it is expected to find the best way providing feedback for senior high school students' writing. It is also expected to give more empirical evidence to support the previous theories whether or not indirect WCF is also beneficial for senior high school, and it can be used as reference for those who want to conduct further research in the same field. Therefore, in keeping with the purpose of this research, the research question is formulated as follow "Is indirect written corrective feedback effective in teaching senior high school students' writing skill?"

2. RESEARCH METHOD

This research employed quasi-experimental design. Creswell (2009) said that in quasi-experiments, the researcher uses experimental and control groups but does not randomly assign participants to groups because there are only intact groups available to the researcher. Furthermore, this research involved non-equivalent (pre-test and post-test) control-group design, where both groups take a pre-test and post-test and only the experimental group receives the treatment (Creswell, 2009: 161).

The population of this research was the tenth-grade students of an Islamic Senior High School in Kediri. It consists of 330 students which come from eleven classes. The sample was taken by cluster sampling, where Ary et.al (2010) consider that the groups are not selected individually but, rather, groups of individuals who are naturally together (p.154). As a result, the researcher takes class X-IBB-1 as the experimental group and X-IBB-2 as the control group.

The data collected through recount text writing test consisting of pre-test and post-test. Pre-test was given before getting the treatment, while post-test was given after getting the treatment. In those tests, students were asked to write a recount text about experience in 60 minutes with the same instruction consisting at least three paragraphs: orientation, events, and re-orientation. Furthermore, for the pre-test, the researcher provided topic "bad experience". While, the post-test provided topic "good experience. Considering the validity of the test, the test proposed was in accordance with the need of basic competency 4.7.2 on Curriculum 2013 for first year of senior high school which require students to be able to write recount text (Permendikbud, 2018: 380). In content validity, the test was considered valid since the test of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on the Curriculum.

Moreover, the test given must be considered reliable where it gives consistent and dependable result repeatedly (Brown, 2004: 20). This research uses inter-rater reliability in order to avoid human error, subjectivity, and bias which might affect the scoring process. The researcher was the first rater, and the English teacher in a State Islamic Senior High School in Kediri was the second rater. Thus, the reliability measured is not the instrument

itself, rather the reliability degree between two raters. In giving scores, both raters used the same criteria of analytic scoring rubric proposed by Weigle (2009) which involves some aspects of writing: content, organization, vocabulary, language use, and mechanics.

There were no differences in the treatment between two groups except in the way of receiving the feedback in which the experimental group received indirect WCF and the control group received another type of feedback, direct WCF. Table 1 presents the treatment procedure for experimental and control groups.

Table 1 The Treatment Procedure

Meeting	Experimental Group	Control Group
1	• Explaining the process of writing recount text • Pre-test	• Explaining the process of writing recount text • Pre-test
2	• Explaining codes of indirect WCF • Revising pre-test • Writing text 1	• Explaining how to revise pre-test • Revising pre-test • Writing text 1
3	• Revising text 1 • Writing text 2	• Revising text 1 • Writing text 2
4	• Revising text 2 • Writing text 3	• Revising text 2 • Writing text 3
5	Post-test	Post-test

After the data have been collected, they were analyzed statistically using ANCOVA. This is because the sample of this experiment was taken by cluster sampling where students' initial ability might not the same. According to Creswell (2012), pretests may affect aspects of the experiment and are often statistically controlled for by using the procedure of covariance rather than by simply comparing them with posttest scores (p.298). Therefore, the researcher needs to reduce experimental error by controlling pre-test score as the covariate in the statistical analysis.

3. FINDING

Before testing the hypothesis, as a consequence of measuring the inter-rater reliability, Pearson Correlation was utilized to know the reliability degree between two raters. Then, to interpret the result, the researcher used agreement measures for categorical data proposed by Landis and Koch (1977: 165) as follows:

Table 2 Interpretation of Level Agreement

Coefficient of Reliability	Reliability Degree
< 0.20	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost Perfect

The following tables 3, 4, 5 and 6 present the computation result of inter-rater reliability.

Table 3 Inter-Rater Pre-Test of the Experimental Group

Correlations

		Rater 1 Pretest Experimental	Rater 2 Pretest Experimental
Rater 1 Pretest Experimental	Pearson Correlation	1	.966**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2 Pretest Experimental	Pearson Correlation	.966**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 Inter-Rater Pre-Test of the Control Group

Correlations

		Rater 1 Pretest Control	Rater 2 Pretest Control
Rater 1 Pretest Control	Pearson Correlation	1	.965**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2 Pretest Control	Pearson Correlation	.965**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 Inter-Rater Post-Test of the Experimental Group

Correlations

		Rater 1 Posttest Experimental	Rater 2 Posttest Experimental
Rater 1 Posttest Experimental	Pearson Correlation	1	.977**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2 Posttest Experimental	Pearson Correlation	.977**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 Inter-Rater Post-Test of the Control Group

Correlations

		Rater 1 Posttest Control	Rater 2 Posttest Control
Rater 1 Posttest Control	Pearson Correlation	1	.935**

	Sig. (2-tailed)		.000
	N	30	30
Rater 2 Posttest control	Pearson Correlation	.935**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

According to table 3, 4, 5 and 6 above, it can be seen that the correlation of two raters was significant at the 0.000 level with the coefficient correlation 0.966, 0.965, 0.977, and 0.935. It means that the two raters in correcting each test have "almost perfect" level of reliability degree. Because of that, the researcher took the average scores of rater 1 and rater 2 to be used as the further data analysis.

Before conducting ANCOVA, there are four assumptions that should be fulfilled. These assumptions consist of assumption of normality, assumption of homogeneity variances, assumption of homogeneity regression (slopes), and assumption of linier relationship between covariate and dependent variable.

Assumption of Normality

Kolmogorov-Smirnov used to do the normality test. The data needs to be normally distributed to fulfilled this assumption with the value of $p \geq \alpha$, and α as the significance level was 0.05. The result can be seen in table 7.

Table 7 The Normality Test Result of Pre-test

	Groups	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Pretest	Indirect WCF	.132	30	**.195**
	Direct WCF	.132	30	**.190**
Post_test	Indirect WCF	.103	30	**.200***
	Direct WCF	.089	30	**.200***

Table 7 above shows that p of pre-test and post-test of both the experimental group and the control group is higher than α (0.195, 0.190, 0.200, 0.200 > 0.05). Thus, the data of pre-test and post-test of both the experimental group and the control group were normally distributed as well.

Assumption of Homogeneity Variances

Homogeneity variances test needs to be fulfilled if the variance of the sample in both groups, the experimental group and the control group is similar. The researcher utilized Levene statistic test to analyze this assumption. The result of the significance value should be higher than the declared significant level 0.05 ($p > \alpha$) in order to have homogeneity distribution data. The results are presented as follows:

Table 8 The Homogeneity Variances Test Result

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre_test	2.155	1	58	**.147**
Post_test	1.146	1	58	**.289**

Regarding to the calculation table above, it can be seen that the significance value of pre-test and post-test was higher than the declared significant level 0.05 (0.147 > 0.05) and (0.289 > 0.05). This reveals that the data from the two groups have the same variant on pre-test and post-test.

Assumption of Homogeneity Regression (Slope)

The third assumption that must be performed to conduct ANCOVA is testing the homogeneity regression (slope). This test evaluates the interaction between the covariate and the independent variable in predicting the dependent variable. To fulfill this assumption, there must be no interaction between the covariate and the independent variable (p > 0.05).

Table 9 Homogeneity Regression (Slope) Test Result
Tests of Between-Subjects Effects

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1962.814[a]	3	654.271	40.272	.000
Intercept	508.465	1	508.465	31.298	.000
Groups	25.178	1	25.178	1.550	.218
Pre_test	1454.435	1	1454.435	89.525	.000
Groups * Pre_test	**7.535**	**1**	**7.535**	**.464**	**.499**
Error	909.786	56	16.246		
Total	365110.000	60			
Corrected Total	2872.600	59			

a. R Squared = .683 (Adjusted R Squared = .666)

Based on Table 9 above, it can be seen that the significant value is higher than α (0.499 > 0.05). It means that there is no interaction between covariate (pre-test) and dependent variable.

Assumption of Linier Relationship Between Covariate and Dependent Variable

The last assumption to conduct ANCOVA is to found the linier relationship between covariate and dependent variable. To fill this assumption, there must be linier relationship between covariate and dependent variable. It can be estimated by the significant value (p) < α. The following table 10 is the test result of linier relationship between covariate and dependent variable.

Table 10 Tests of Between-Subjects Effects

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1955.279[a]	2	977.639	60.748	.000
Intercept	546.650	1	546.650	33.967	.000
Pre_test	**1462.212**	**1**	**1462.212**	**90.858**	**.000**
Groups	517.569	1	517.569	32.160	.000
Error	917.321	57	16.093		
Total	365110.000	60			

Corrected Total	2872.600	59

a. R Squared = .681 (Adjusted R Squared = .669)

Table 4.12 above shows that the significant value of covariate (pre-test) is lower than α (0.00 < 0.05). It reveals that there is linier relationship between covariate (pre-test) and dependent variable.

Hypothesis Testing through ANCOVA

The final step of data analysis is testing the hypothesis through ANCOVA to know the effectiveness of the treatment. It is required to check whether there was a significant difference of the two groups in the result of the pre-test and the post-test. The hypothesis was analyzed at significant level of 0.05 in which the null hypothesis was approved if Sig > α. The hypothesis is:

H_0: There is no significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback.

H_1: There is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback.

Then, the criteria for accepting the hypothesis were as follows:

1. H_0 is accepted, if significance level is higher than 0.05 (Sig > α).
2. H_1 is accepted, if significance level is lower than 0.05 (Sig < α).

Table 11 shows the result of hypothesis testing using test of between- subject effect.

Table 11 Tests of Between-Subjects Effects

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1955.279[a]	2	977.639	60.748	.000
Intercept	546.650	1	546.650	33.967	.000
Pre_test	1462.212	1	1462.212	90.858	.000
Groups	**517.569**	**1**	**517.569**	**32.160**	**.000**
Error	917.321	57	16.093		
Total	365110.000	60			
Corrected Total	2872.600	59			

a. R Squared = .681 (Adjusted R Squared = .669)

Regarding to table 4.13 above, it can be seen that the significance value is lower than α (0.000 < 0.05). It reveals that alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

Table 12 Parameter Estimates

Dependent Variable: Post_test

Parameter	B	Std. Error	T	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	26.641	5.109	5.215	.000	16.411	36.871
Pre_test	.707	.074	9.532	.000	.558	.855
[Group=1]	**5.875**	**1.036**	**5.671**	**.000**	**3.800**	**7.949**
[Group=2]	0[a]	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

According to Table 12 above, it can be concluded that there was different result between students who got indirect written corrective feedback in the experimental group and students who did not get indirect written corrective feedback in the control group. It was proven from the table of parameter estimates above that Group 1, the experimental group, has lower significance value than α (0.000 < 0.05). It means that indirect written corrective feedback is effective in teaching tenth grade students of senior high school.

To regard the two outputs of ANCOVA above, the alternative hypothesis (H_1) accepted and the null hypothesis (H_0) is rejected. It reveals that statistically, there is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback

3. DISCUSSION

As mentioned previously, the aim of this study is to investigate whether or not indirect WCF is effective in teaching senior high school students' writing skill. Based on the output of ANCOVA testing the hypothesis of the research, the result of significant value of the independent variable, labeled "Groups", is lower than α (0.000 < 0.05). It means that H0 is rejected. Thus, there was different result between students who got indirect written corrective feedback in the experimental group and students who did not get indirect written corrective feedback in the control group. Then, the result of parameter estimates shows that Group 1, "the experimental group", has lower significance value than α (0.000 < 0.05). It means that indirect written corrective feedback is effective in teaching senior high school students' writing skill.

Different from direct written corrective feedback that only help students to know the correct form of students' error, providing indirect written corrective feedback on students' writing stimulates the students to have a self-editing section. This section gives students a chance to have guided learning and problem solving. Most of students think that solving the teacher's code feedback is an exciting thing to do. Because they are engaged to try to find out the correct form of their error by themselves, they easily memorized the error they had corrected in the previous writing and did not do the same error in the next writing. Thus, it is more helpful on students' long term writing development. Underline mark and codes given to students' writing make them to be more engaged to have deep learning to their errors in writing they have made. Thus, the experimental group gained more about the important aspects in writing, such as content, organization, vocabulary, language use, and mechanism, rather than the control group that given underline mark and directly provided the correct form of their errors.

Regarding the research finding, this is in contrast with some previous studies. It contradicts with Truscott's claim (2007) that giving correction has predictable negative effects on learners' writing and it is harmful. On the other hand, although Wahyuni (2017) found that there was no significant difference on writing quality of students getting direct corrective feedback and those getting indirect corrective feedback, the finding implies the same important point that teachers' feedback is the important source of knowledge to improve students' writing. At the same field, Aghajanloo, et.al's study (2016) also revealed contradictive finding that the unfocused direct WCF should be emphasized as an essential tool for developing writing ability of intermediate EFL learners. Any different context of some previous studies may lead those contradictive findings.

Furthermore, the finding of this study is similar to some other previous studies' finding. It is in line with Chandler (2003), Hosseiny (2014), and Shirota (2016) who revealed that indirect WCF helps the learners improve accuracy in their writing. Moreover, this finding gives more evidence whether not only by underlining to indicate the location of the error, but also by giving codes to show the type of error is beneficial in providing indirect WCF. Then, this finding also implies the same claim with another previous studies exploring teachers and students' perception towards indirect WCF (Westmacott, 2016) and reporting that indirect feedback was more useful because it encourages deeper cognitive processing and learning (Linh, 2018).

Summarizing the finding gotten, providing indirect written corrective feedback by underlining to show where the error occurred and using a code to show what type of error it is, is an advantageous technique in giving feedback to students' writing. It certainly provides an opportunity to improve students' linguistic knowledge through getting used to self-correct on their own writing. Therefore, from the whole calculation results gained in the study, it can be scientifically proved that the indirect WCF is effective in teaching senior high school students' writing skill.

4. CONCLUSION

The purpose of this study is investigating the effectiveness of indirect WCF in teaching senior high school students' writing skill. Based on the output of ANCOVA computation, the result of significant value of the independent variable is lower than α ($0.000 < 0.05$). It means that H0 is rejected. There was different result between students who got indirect written corrective feedback and students who got direct written corrective feedback. The students who got indirect written corrective feedback have better writing skill than the students who got direct written corrective feedback. It can be concluded that indirect written corrective feedback is effective in teaching senior high school students' writing skill. From this point, teachers may start using indirect WCF by focusing on certain aspect of writing to increase. It is intended to ease students to improve their self-correction ability step by step. While, students are suggested to always be highly motivated when the teacher engage them in deep learning toward their error. Last, the indirect WCF has been investigated in this study was by underlining and giving codes to the students' error. Further studies are able to combine it with metalinguistic feedback where the codes given are also completed with linguistic explanation in the margin of the paper regarding to the error made.

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The Role of Hunters in 18th Century American Culture: A Study on James Fenimore Cooper's Novel *The Deerslayer*

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The main objective of this study is to reveal the role of hunters in 18th-century American culture through an analysis of James Fenimore Cooper's novel "The Deerslayer.". This study employs the American Studies method, which integrates literary, historical, and sociological perspectives. History and sociology are used to supplement the existing literary sources. This information is primarily derived from James Fenimore Copper's novel The Deerslayer. This novel serves as the foundation for subsequent study, describing the role of the hunter in American culture. Additional resources include historical and sociological articles. Through a close reading of "The Deerslayer," the research investigates how Cooper portrays the character of Natty Bumppo, also known as Deerslayer, as a quintessential hunter figure who embodies the virtues and contradictions of frontier life. Natty's experiences as a hunter, fur trader, and frontiersman are analyzed within the context of broader themes such as cultural encounter, environmental stewardship, and moral integrity. Deerslayer is also portrayed as a skilled hunter who understands deer habits and is proficient in hunting. His name reflects his hunting expertise and knowledge of the animals he pursues. In 18th century America, hunters like Deerslayer would have been involved in the fur trade, a significant economic activity at the time. Hunters were in charge of trapping and hunting fur-bearing animals, such as beavers and other species, to provide pelts for the fur trade. Hunting's economic role had positive and negative environmental consequences, as overhunting certain species could disrupt ecosystems and cause species extinction.

Keywords: hunters; American culture; the deerslayer.

1. INTRODUCTION

When the first European settlers arrived at the Chesapeake Bay on May 6, 1607, they were surrounded by nothing but wilderness and dense woodland, with previously unknown plenty of game and fish (Justin Bender, 2019) (L.S. Warren, 2003). To survive, they relied more on existing natural resources, such as abundant game, so the ability to hunt was critical. Besides, they had more equipment, such as a hunting knife, a long rifle, powder, and shot, to aid their hunting activities (Todd et al., 1971).

Hunters play an important role in James Fenimore Cooper's novel "The Deerslayer," both in terms of plot and character development. The protagonist, Natty Bumppo, also known as Deerslayer, is portrayed as an expert woodsman and hunter who navigates the wilderness around Lake Otsego, New York, namely in the eighteenth-century setting (roughly 1740-55) (Person, 1989). Wilderness is "a natural landscape" where people can hunt wild animals (Watson et al., 2011). His hunting skills are not only necessary for survival, but they also serve as a test of his manhood and character as he embarks on a

rescue mission with his Delaware Indian friend, Chingachgook, to save Chingachgook's betrothed from hostile Huron Indians (Cooper, 1963).

The hunters in the novel, particularly Deerslayer, not only exemplify courage, resourcefulness, and a solid connection to nature, but also a remarkable resilience in the face of the untamed wilderness. Their roles transcend mere survival, representing profound themes of morality, identity, and the conflict between wilderness and civilization(Nash, 1982). The novel delves into the intricacies of manhood through the prism of hunting, as characters such as Deerslayer are incessantly tested and judged for their actions in the wilderness.

The hunters in 'The Deerslayer' not only play a significant role in shaping the narrative, but also mirror the challenges and values of the time period. They underscore the importance of hunting as a means of survival, identity, and moral exploration in the wilderness of 18th-century America, thereby making their presence felt and their actions intriguing throughout the story.

Hunting was a fundamental means of obtaining food for many settlers in colonial America. In a time before widespread agriculture and industrialization, hunting provided a reliable source of meat and pelts to sustain families and communities. Wild game such as deer, rabbits, squirrels, and birds were hunted for their meat, hides, and other resources.

The hunters played a pivotal role in the westward expansion of the American frontier during the 18th century. They were often the pioneers of exploration, venturing into uncharted territories in search of game and new hunting grounds. Their intimate knowledge of the land, survival skills, and ability to navigate wilderness areas were crucial in opening up new areas for settlement and trade, thereby shaping the novel's historical backdrop.

The fur trade was a vital aspect of the colonial economy in North America during the 18th century. Hunters, known as trappers or fur traders, ventured deep into the wilderness to trap beavers, foxes, and otters for their fur. They also bought furs from the Indians (Rebekah R. Liebman & Gertrude A. Young, 1966). In this case, Deerslayer convinced the Indians that the existence of woods was essential because the woods gave abundant wild animals for food (Riyatno et al., 2005).

These pelts or furs were highly valued European commodities used to make fashionable clothing and accessories. The fur trade played a significant role in shaping colonial economies and driving exploration and settlement in the interior regions of the continent.

Hunting held a profound cultural significance in 18th-century American society, symbolizing themes of masculinity, independence, and self-sufficiency. The skills of hunting were not just a means of survival, but a heritage passed down through generations, often celebrated in folklore, literature, and art. Hunting rituals and traditions were an integral part of many indigenous cultures, as well as European-American settler communities, underscoring its deep-rooted influence on society and providing a rich cultural context for the novel. Based on the explanation above, the main objective of this study is to reveal the role of hunters in 18th-century American culture through an analysis of James Fenimore Cooper’s novel "The Deerslayer.".

2. METHODS

The American Studies method is used in this work, which blends literary, historical, and sociological methodologies. In this study, the disciplines of history and sociology are used to enhance existing materials in the literature. The majority of information comes from James Fenimore Cooper’s novel, *The Deerslayer*. The story is utilized as a beginning point in the research to describe the role of hunters. The novel’s key data are the characters who

represent the role of hunters. They are classified as hunters and trappers. Then, the consequences of hunting relating to environmental effect of hunting are also discussed. Historical and sociological articles are other sources of secondary data that explain the role of hunters in 18th-centurye American culture. Before writing the data in the data card, the novel is carefully read. Reading those essential sources also ensures that the data are complete. The final stage is to categorize the data and analyze it.

3. ROLES OF HUNTERS IN 18TH –CENTURY AMERICAN CALTURE

Analyzing the role of hunters in 18th-century American culture through James Fenimore Cooper's novel "The Deerslayer" provides insight into the significance of hunting within the context of frontier life and the formation of American identity. In the novel, hunters like Deerslayer are portrayed as essential figures in the frontier society of early America. They are depicted as skilled woodsmen who possess the knowledge and abilities necessary for survival in the wilderness. Nonetheless, there was an emphasis on smartness and the picturesque in the arrangements of Deerslayer's dress, particularly in the section involving his arms and accoutrements. His rifle was in perfect condition, the handle of his hunting knife was neatly carved, his powder-horn was ornamented with appropriate devices lightly cut into the material, and his shot-pouch was decorated with wampum(Cooper, 1963). It means that Deerslayer has been ready to live in the wilderness as a hunter.

Hunting was not merely a recreational activity but a means of obtaining food, clothing, and materials for trade and barter. Through the character of Deerslayer, Cooper illustrates how hunting was not just a profession but a way of life for many individuals on the frontier.

Hunters in "The Deerslayer" are often portrayed as being deeply connected to the natural world. They possess a profound understanding of the forests, rivers, and wildlife around them. This connection to nature is highlighted through the character of Deerslayer, who exhibits a reverence for the wilderness and its inhabitants. “As the trunk lay stretched for near a hundred feet along the earth, the quick eye of the hunter detected the peculiarity, and from this and other circumstances, he knew it to be the tree of which March was in search (Cooper, 1963)”. For many 18th-century Americans, hunting provided a means of engaging with and understanding the natural environment, fostering a sense of harmony with the land.

Hunting played an important role in shaping the cultural identity of early American society. It was not only a means of sustenance but also a symbol of strength, independence, and self-sufficiency. Characters like Deerslayer embody these qualities, representing the rugged individualism and resilience that were highly valued in frontier culture. Hunting also served as a form of social bonding, with hunting expeditions providing opportunities for camaraderie and shared experiences among fellow frontiersmen.

While hunting was integral to survival on the frontier, Cooper's novel also explores the moral complexities and ethical dilemmas associated with the hunt. The protagonist, Deerslayer, grapples with questions of honor, justice, and the sanctity of life as he navigates encounters with both human adversaries and the natural world. Through these conflicts, Cooper prompts readers to reflect on the ethical implications of hunting and the broader themes of violence, colonization, and the clash between civilizations in early America.

"The Deerslayer" offers a nuanced portrayal of the role of hunters in 18th-century American culture, depicting them as central figures in frontier life who embody values of survival, connection to nature, cultural identity, and moral complexity. Through the lens of Cooper's novel, readers gain insight into the multifaceted significance of hunting in shaping the history and ethos of early America. n "The Deerslayer," James Fenimore Cooper

provides a captivating glimpse into the role of hunters in 18th-century American culture. Through the adventures of the protagonist, Deerslayer, Cooper explores the multifaceted significance of hunting in the context of colonial America.

One of the primary themes highlighted in the novel is the hunter's connection to nature. Through Deerslayer's intimate knowledge of the wilderness and his deep respect for the natural world, Cooper portrays hunting as not merely a means of survival, but also as a spiritual and philosophical pursuit. The hunter becomes a steward of the land, embodying a harmonious relationship with the environment. Additionally, Cooper delves into the societal role of hunters within the frontier communities of the time. Hunters like Deerslayer often served as providers for their settlements, supplying essential resources such as food and pelts. Their skills were highly valued, and they occupied a respected position within their communities.

3.1 Trappers

Trappers played a substantial role in the 18th-century American culture, particularly during the westward expansion and the fur trade era. Trappers ventured into uncharted territories, exploring vast wilderness areas in search of valuable fur-bearing animals. Their expeditions helped to map out regions of North America and facilitated the expansion of European settlements. Furs had long been a desirable commodity for European settlers in America. Animal trapping and hunting became popular among American Indian tribes due to the abundance of game and high-quality hides. One of the Europeans was French who had allied with the Hurons, who lived in Algonquin countries where beaver's population was abundant, in order that the French got furs (Remini, 2008).

Trappers were integral to the fur trade industry, which was one of the earliest and most profitable economic activities in colonial America(Kay, 1985). They trapped animals such as beavers, otters, foxes, and minks for their fur, which was in high demand in Europe for fashionable clothing and accessories.

Trappers often interacted with Native American tribes during their expeditions. This interaction led to cultural exchange, where trappers adopted some aspects of Native American lifestyles, survival techniques, and even language, while also introducing new tools and goods to indigenous communities.

Trappers were some of the earliest frontiersmen in America, living rugged lives in remote wilderness areas. They developed unique survival skills, including hunting, trapping, and wilderness navigation, which were crucial for their livelihood in the untamed wilderness.

The lives of trappers became the stuff of legends and folklore in American culture. Stories of their adventures, encounters with wild animals, and clashes with indigenous peoples were popularized in novels, dime novels, and later in films and television shows, contributing to the romanticized image of the American frontier.

The fur trade led to the overexploitation of many animal populations, leading to declines in certain species, especially beavers. This had ecological consequences for ecosystems across North America, altering habitats and disrupting ecological balances.

While the fur trade declined in the 19th century due to changing fashion trends and depletion of fur-bearing animal populations, the legacy of trappers remains embedded in American culture. They are often celebrated as pioneers of the American West, embodying the spirit of adventure, self-reliance, and exploration that defined the frontier era.

3.2 Hunters

Hunters played a crucial role in 18th-century American culture, contributing to both survival and social dynamics. Hunting was a fundamental means of subsistence for many early American settlers. In frontier regions and rural areas, hunting provided essential food sources, supplementing agricultural production. Deer, elk, bison, and other game animals were hunted for their meat, hides, and other resources.

Hunters were often at the forefront of westward expansion, exploring new territories and mapping out the land. Their knowledge of the wilderness, survival skills, and ability to navigate rough terrain were invaluable for settlers and explorers venturing into unknown territories.

The fur trade was a significant economic activity in 18th-century America, and hunters played a central role in supplying furs and pelts. The lucrative fur trade in the Great Lakes area became a source of wealth for people (Remini, 2008). They trapped animals such as beavers, foxes, muskrats, and raccoons, which were highly sought after in European markets for their fur. This trade contributed to the economic development of colonial America and helped establish trade networks with Native American tribes.

Hunting was not only a practical activity but also a cultural practice deeply ingrained in the fabric of early American society. Hunting provided opportunities for social interaction, camaraderie, and the transmission of skills and knowledge from one generation to the next. Hunting rituals and traditions varied among different cultural groups, including Native American tribes, European settlers, and African American communities.

Competition for hunting grounds and resources often led to conflicts between different cultural groups. Tensions arose between settlers and Native American tribes over access to hunting territories and control of valuable resources such as beaver pelts. These conflicts sometimes escalated into violence and shaped the dynamics of early American history.

While hunting provided essential resources for early American settlers, it also had environmental consequences. Overhunting and habitat destruction contributed to the decline of certain wildlife populations, prompting early conservation efforts and regulations to manage hunting practices and preserve natural resources. Overall, hunters played a multifaceted role in 18th-century American culture, shaping the way of life, economy, and interactions between different cultural groups on the frontier.

3.3 Positive Environmental Effect of Hunting

In the 18th century, hunting played an important role in American culture and had some positive environmental consequences. Hunting helped control the population of certain species, preventing overpopulation which could lead to resource depletion and ecosystem imbalance. This was particularly important for species like deer, whose populations could explode without natural predators. By controlling certain animal populations through hunting, it indirectly contributed to maintaining balanced ecosystems. For example, preventing deer overpopulation could protect vegetation and prevent habitat degradation, benefiting other species that relied on the same habitat.

In some cases, hunting was regulated by colonial authorities to manage wildlife resources effectively. Regulations such as seasonal hunting restrictions and bag limits were implemented to ensure sustainability and prevent the depletion of wildlife populations. Hunting was deeply ingrained in the culture of many Native American tribes and early European settlers. These cultures often had a strong respect for nature and understood the importance of living in harmony with the environment. Hunting rituals and traditions emphasized respect for the land and its resources.

Animals hunted for food provided sustenance for settlers and Native American tribes. Utilizing wild game as a food source reduced reliance on domesticated livestock and agricultural crops, lessening the environmental impact of intensive farming practices. Although formal conservation movements did not emerge until much later, hunting in the 18th century fostered an awareness of the importance of preserving natural resources for future generations. Some individuals recognized the need to conserve wildlife habitats to ensure the sustainability of hunting opportunities.

3.4 Negative Environmental Effect of Hunting

Hunting in 18th century American culture had several negative environmental consequences. The demand for furs and skins led to the overhunting of many species, including beavers, otters, and bison. The American bison is almost extinct due to continuous hunting to meet the need for food, clothing, and tents (Stoneberg Holt, 2018). This resulted in the near-extinction or local extinction of these animals in certain regions. For example, the beaver population was drastically reduced due to the fur trade, leading to negative impacts on aquatic ecosystems. The expansion of hunting activities, particularly by European settlers, often resulted in habitat destruction. Forests were cleared for settlements, agriculture, and logging, leading to loss of habitat for wildlife. Wetlands were drained for agricultural purposes, further reducing suitable habitats for many species.

Overhunting of specific predator species, such as wolves and mountain lions, has disrupted ecosystems by removing key predators from the food chain. This could cause imbalances in prey populations, vegetation dynamics, and other environmental processes. In some cases, hunting activities indirectly aided in the spread of invasive species. For example, releasing non-native game species for hunting caused competition with native species and ecosystem disruption. Furthermore, hunting practices can contribute to the spread of invasive species through the unintentional transport of seeds or organisms.

In the absence of effective regulation, hunting in the 18th century often involved indiscriminate practices such as wasteful killing, where only certain parts of an animal were utilized while the rest was left to rot. This not only resulted in the waste of valuable resources but also contributed to declines in animal populations.

The combined effects of overhunting, habitat destruction, and ecosystem disruption contributed to the loss of biodiversity in many regions. The decline or disappearance of certain species had cascading effects on ecosystems, impacting other species and ecological processes.

These negative consequences highlight the importance of responsible hunting practices and effective conservation efforts to mitigate the environmental impacts of hunting activities. Over time, recognition of these impacts has led to the development of wildlife management and conservation strategies aimed at promoting sustainable hunting practices and preserving biodiversity.

4. CONCLUSION

In "The Deerslayer," James Fenimore Cooper provides a captivating glimpse into the role of hunters in 18th-century American culture. Through the adventures of the protagonist, Deerslayer, Cooper explores the multifaceted significance of hunting in the context of colonial America.

One of the primary themes highlighted in the novel is the hunter's connection to nature. Through Deerslayer's intimate knowledge of the wilderness and his deep respect for the natural world, Cooper portrays hunting as not merely a means of survival, but also as a spiritual and philosophical pursuit. The hunter becomes a steward of the land, embodying a harmonious relationship with the environment. Additionally, Cooper delves into the societal role of hunters within the frontier communities of the time. Hunters like Deerslayer often served as providers for their settlements, supplying essential resources such as food and pelts. Their skills were highly valued, and they occupied a respected position within their communities.

Furthermore, "The Deerslayer" explores the moral complexities inherent in the hunter's way of life. While hunting is portrayed as a noble endeavor, it also involves moments of moral ambiguity and ethical dilemmas. Deerslayer grapples with questions of honor, justice, and the consequences of his actions, reflecting the broader moral challenges faced by individuals living on the frontier.

James Fenimore Cooper's "The Deerslayer" offers a rich portrayal of the role of hunters in 18th-century American culture. Through the character of Deerslayer and his experiences in the wilderness, Cooper provides insight into the spiritual, societal, and moral dimensions of hunting during this pivotal period in American history.

Indeed, the economic role of hunting in 18th-century American culture had both positive and negative environmental consequences. On one hand, hunting was essential for the survival and economic viability of frontier communities. It provided food, clothing, and other resources necessary for daily life. Additionally, the fur trade, which relied heavily on hunting, played a significant role in the early colonial economy, driving exploration and settlement.

However, the intensive hunting practices of the time also had detrimental effects on the environment. Overhunting, particularly of certain species prized for their fur or meat, could disrupt ecosystems and lead to population declines or even extinction. This disruption cascaded through food chains, affecting other species and altering the balance of ecosystems.

Moreover, the expansion of hunting grounds to meet the demands of growing markets often resulted in habitat destruction and fragmentation. Forests were cleared, wetlands drained, and rivers dammed to facilitate hunting and trade routes. These actions further degraded ecosystems and diminished biodiversity, threatening the long-term health and resilience of the environment.

The consequences of overhunting and habitat destruction were not always immediately apparent, but over time they contributed to ecological imbalances and the loss of valuable species. Recognizing these negative impacts, conservation efforts and regulations on hunting gradually emerged in the 19th and 20th centuries to mitigate the environmental damage caused by unchecked exploitation of wildlife. American bison nearly went extinct because of hunting (Stoneberg Holt, 2018).

While hunting played a crucial economic role in 18th-century American culture, its environmental consequences were mixed. While providing essential resources for survival and economic growth, overhunting and habitat destruction posed significant threats to ecosystems and biodiversity, highlighting the need for sustainable practices and conservation measures.

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Empowering Learning: Enhancing Experience and Motivation through the English for Fun Approach on Messah Island, East Nusa Tenggara

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Teaching English in remote areas like Messah Island presents a unique set of challenges and opportunities. This study investigates the implementation of the English for Fun approach as a means to not only overcome these challenges but also to enrich the learning experience and motivation of young learners on Messah Island. The research methods employed include participatory observation, interviews, and document analysis, with data analyzed using a qualitative approach. The results indicate that the implemented teaching approach successfully boosts students' learning motivation and enhances the quality of the learning process on Messah Island. It was found that students positively respond to enjoyable and interactive learning, as well as the use of technology in education. Outdoor learning also proves effective in creating a conducive learning environment and motivating students. This research contributes to the development of relevant and effective teaching models in the context of education in remote communities, as well as encouraging active student participation in the learning process.

Keywords: English for Fun approach, motivation, learning experience, Messah Island

1. INTRODUCTION

Pulau Messah, located in the province Nusa Tenggara Timur, reflects the contrast between its between the beautiful natural beauty and the harsh reality of its educational sector. Despite its attaractive natural scenery, the island faces significant challenges in providing adequate education facilities and opportunities for its residents. With limited educational infrastructure, including only one early childhood education center, one primary school, and one junior high school, students on the island face serious limitations in accessing quality education, exacerbated by the absence of a senior high school (SMA) in the area. Among these difficulties, there is a pressing need for concerted efforts and awareness to support the children of Pulau Messah. Providing assistance to these students is crucial in addressing educational inequality and instilling new motivation for them to pursue their dreams.

Teaching English in remote areas presents unique challenges due to limited resources, geographic isolation, and cultural differences. However, it also offers opportunities for innovative approaches that can enrich the learning experience and motivation of young learners. Introducing the English for Fun approach to Pulau Messah students could be particularly impactful. The English for Fun approach is a pedagogical strategy which focuses on fostering a happy and stimulating learning atmosphere for learners of the language. It involves delivering the material in a way that engages students and creates an engaging environment that supports learning (Avila, 2015). This approach places a strong emphasis on using engaging and interactive teaching strategies to actively engage students and grab their attention such as games, songs, and role-plays (Nayak & Mohanty, 2018). It also attempts to address specific learning difficulties by offering innovative and viable

teaching strategies to get beyond challenges like inattention or lack of interest (Iksan, Husnaini, Masruddin, 2022). Ensuring that students enjoy every aspect of the learning process is the main objective of the English for Fun approach, as this will increase motivation, comfort, and ultimately result in improved English competence.

This study aims to highlight the challenges faced by Pulau Messah community in learning and present the implementation and the potential impact of the English for Fun approach in enhancing the English language learning experience of students on the island. By addressing these objectives, it is expected that the research contributes to the broader understanding of educational disparities in remote areas and explore innovative pedagogical solutions that can empower students and improve learning outcomes. This research is significant as it not only sheds light on the pressing educational challenges faced by Pulau Messah but also offers practical insights and strategies that can be applied to similar contexts worldwide, ultimately advancing efforts to promote educational equity and access for all students.

2. RESEARCH METHOD

The research methods employed a qualitative approach that involves a combination of participatory observation, and interviews, and document analysis, all prepared towards gaining a comprehensive understanding of the implementation of the English for Fun approach in isolated locations like Messah Island. As mentioned by Tracy (2019) participatory observation allows the researchers to actively engage with the learning environment, gaining firsthand insights into how the approach is applied and observing interactions between students and teachers. Interviews with various stakeholders provide qualitative data on perceptions and experiences related to the approach, offering deeper context and understanding of challenges and effectiveness. Additionally, document analysis of relevant materials helps identify patterns and trends in the implementation of the approach.

3. FINDINGS AND DISCUSSION

The Challenges faced by Pulau Messah community in learning

The results show that the Pulau Messah community has significant challenges with learning, especially when it comes to English language instruction. It was discovered through teacher interviews and document analysis that the school's inadequate facilities are a major barrier to efficient teaching and learning.

It was discovered, specifically, that the school does not have materials to support the teaching of English, which makes it challenging for teachers to plan and implement engaging and effective lessons. The teaching process is further complicated by the teachers' expressed difficulties adjusting to the new curriculum, Merdeka Belajar Kampus Merdeka (MBKM). The geographical isolation of Pulau Messah makes these issues worse by limiting teachers' access to resources and opportunities for professional growth. Moreover, cultural differences may also play a role in hindering students' engagement and motivation in the learning process.

Thsese findings emphasize how difficult it is for the Pulau Messah community to learn English and how important it is for educational infrastructure to support efficient teaching and learning process. The lack of supported materials for teaching English, as identified through teacher interviews and document analysis is aligns with Wößmann

(2003) said that the availability and quality of resources significantly impact an school 's performance, in this case, the school's capacity to deliver quality English language instruction. Without sufficient resoureces, teachers are hindered in their ability to plan and implement engaging and effective lessons, ultimately impacting student learning outcomes.

Furthermore, the difficulties expressed by teachers in adapting to the new curriculum, Merdeka Belajar Kampus Merdeka (MBKM), highlight the importance of teacher training and professional development in educational reform programs. The challenges faced by teachers in adjusting to the new curriculum may reflect a lack of support and training opportunities provided by education authorities, which is consistent with the human capital theory (Burgess, 2016).). According to this theory, investments in human capital, such as teacher training, are essential for enhancing productivity and performance in educational settings. As a result, addressing the professional development needs of teachers is essential for successful curriculum implementation and raising the standard of instruction.

Due to Pulau Messah's remote location, teachers have less access to resources and chances for professional development, which makes these issues worse. This is in line with the idea of educational equity, which emphasizes the value of giving all students, regardless of where they live, access to high-quality educational opportunities (Madani, 2019). In order to address educational disparities and guarantee equitable access to education, education policymakers must support targeted interventions and provide professional development opportunities for teachers working in remote areas like Pulau Messah.

Additionally, the significance of culturally responsive teaching practices is highlighted by the way that cultural differences impede students' motivation and engagement in the learning process (Kumar & Maehr 2010) . In order to improve student engagement and learning outcomes, culturally responsive teaching incorporates students' cultural backgrounds and experiences into its instructional practices. To better meet the needs of diverse learners, therefore, efforts to improve English language instruction in Pulau Messah should take cultural factors into account and incorporate culturally relevant teaching strategies.

The implementation and the potential impact of the English for Fun Approach in Learning

From the researchers' participatory observation and interview, it is found that the English for Fun approach's implementation on Messah Island has the potential to significantly improve students' English language learning experiences. Students are actively engaged and motivated to participate in the learning process when engaging and interactive learning activities are incorporated into the classroom, such as games, songs, dancing, and the use of technology. The integration of outdoor learning further enriches the educational experience, providing students with opportunities to apply their language skills in real-life contexts while fostering a deeper connection with their natural surroundings.

During the meetings, the students were invited to join communicative activities such as , "Find Someone Who". The students were actively involved by asking their class about hobbies, habits

To get to know each others. Using boarding games, students were talking about everyday activities, and their favourite based provided vocabularies. Additionally, board games functioned as an educational aid by generating conversations about everyday activities and preferences, which strengthened vocabulary learning in a recreational context. Additionally, group singing and dance were incorporated into the curriculum, encouraging an integrated approach to language learning. These activities' outside-the-

classroom implementation promoted experiential learning and gave students chances to use their language skills in real-world settings.

Figure 1. Communicative Activities Using Board Game

The English for Fun approach's implementation on Messah Island represents a revolutionary change in English language instruction. Including entertaining and dynamic learning activities—such as games, songs, dancing, and technology use—is consistent with modern pedagogical theories that place a strong emphasis on learner motivation and engagement (Lazzaro, 2009).). This approach fosters a dynamic learning environment that stimulates students' interest and encourages active participation, resulting in improved retention of vocabulary and language concepts by accommodating a variety of learning preferences and styles (Grabinger & Dunlap,1995).

Figure 2. Students' Outdoor Learning Experience

In addition, by giving students chances for experiential learning in real-world settings, the incorporation of outdoor learning experiences enhances traditional classroom instruction. This activity supports learning through practical experiences and meaningful interactions, are in line with the experiential approach to language learning (Kohonen, etc, 2014). Students who interact with their natural environment not only use their language

skills in practical contexts but also acquire socioemotional, critical thinking, and problem-solving abilities that are critical to their overall development (Bradberry & De Maio, 2019)

An essential aspect of the English for Fun approach is its significant impact on students' learning motivation. By framing English language learning as an enjoyable and engaging activity, the approach taps into intrinsic motivation. Students become active agents in their learning journey, exhibiting increased excitement, engagement, and ownership of their learning process. This heightened motivation is crucial for mantaining long-term motivation and commitment to language learning (Lamb, 2017)

Furthermore, by creating an enjoyable and engaging learning atmosphere, the English for Fun approach improves the level of the educational process. Instructors can use this approach's flexibility to meet each student's unique learning needs, offer personalized support, and encourage collaborative learning experiences. Technology integration also makes it easier to access interactive learning environments and multimedia materials, which supports student autonomy and differentiated instruction (Grant & Basye, 2014).

4. CONCLUSION

In conclusion, the challenges faced by the Pulau Messah community in learning, particularly in English language instruction, highlight the urgent need for sufficient educational infrastructure and support. The lack of resources, including materials for teaching English, and difficulties in adjusting to new curricula hinder effective teaching and learning processes. Additionally, the geographical isolation of Pulau Messah exacerbates these challenges by restructing access to resources and opportunities for teachers' professional growth. Nevertheless, despite these challenges, the English for Fun approach's implementation offers bright promise for transforming English language education on Messah Island. Through engaging and interactive activities, this approach not only enhances student motivation and participation but also fosters practical language application and socioemotional development. By addressing the educational inequaities and implementing culturally responsive teaching practices, efforts to improve English language instruction in Pulau Messah can lead to more equal access to high quality education and better learning outcomes for all students.

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Fostering Students' Speaking Skill through Mobile Augmented Reality

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Students' desire for using technology to participate in their studies has recently increased. One technology that has been deemed appropriate for use in classroom environments, including science, math, and engineering, is augmented reality. Therefore, the purpose of this study was to determine whether using mobile augmented reality (MAR) could help students become more proficient speakers. With two groups—the control and the experimental—this study used a quasi-experimental design. They are holding teaching and learning sessions using both classic educational methods and MAR. The results of this study show that after instruction and learning, pupils in the experimental group had speaking abilities that were noticeably higher than those in the control group. This study also found that MAR can support student-centered learning, spark curiosity and interest in students, enhance students' cognitive, emotional, and psychomotor functions, and boost students' participation in the information-seeking process. It is advised that teachers use MAR in their instruction because it has successfully enhanced students' speaking abilities and promoted a deeper understanding of the material.

Keywords: speaking skill, mobile augmenteg reality

1. INTRODUCTION

AR technology connects genuine experiences in a virtual world for educators or teachers. This is a novel idea that can support educators and learners in gaining substantive information. Despite the fact that this technology has not yet been extensively used in education (Geroimenko, 2020).

In opposition to traditional teaching methods, augmented reality technology can assist pupils in acquiring new learning strategies. Research on this kind of application has covered a number of benefits, including: (a) making something complex simple to understand; (b) displaying essential educational information at the appropriate time and location, making information easily accessible; (c) focusing students' attention on an essential component of education—experience; (d) encouraging physical activity among students; and (e) allowing students to engage with complex phenomena (Radu, 2014; Mozaffari &Hamidi, 2023; Muhazaroh, 2023; Wu et al., 2013).

Many modern academics assert that research on augmented reality (AR) in education is still in its early stages, despite the fact that numerous studies have confirmed the value of AR technology in the classroom. On the other hand, a study disputes claims that the benefits of augmented reality (AR) on education "appear to be superficial" (Ibanez et al., 2014). In a meta-analysis of 26 studies on augmented reality in education, he found probable underlying causes as well as the benefits and drawbacks of deploying this technology (Radu, 2014).

The effectiveness of this kind of virtual learning environment was examined in a study. The study produced beneficial results that could serve as the foundation for additional

research (Wang et al., 2014). According to studies on the effectiveness of augmented reality (AR) in the classroom, especially those conducted recently, using this technology improves student motivation and performance, fosters positive feelings, and encourages students to take an optimistic view of the material they are studying (Hinojo Lucena et al., 2020). Only a few scientific fields have seen the efficiency of these experimental investigations, though. The bulk of research on augmented reality, according to a review by López-Belmonte, focuses on users' efficient use of technology in designed learning settings and taking into account the diversity of learners (Ardiansyah & Nana, 2020).

Subsequent studies ought to focus on the rise of augmented reality (AR) devices in cellphones, or MAR for short, which in this instance is based on Android or Macinthos. Additionally, pupils use tablets and cellphones for educational purposes (Sukmayasa & Sudiana, 2023). This serves as the foundation for determining the usefulness of augmented reality in the field of education, particularly English. The study's problems are as follows, which are based on the backdrop mentioned above: a) Is using MAR an effective way to improve speaking skills? b) What aspects of MAR effectiveness in enhancing speaking abilities are influenced by what factors?

As a result of this, one approach to address issues with enhancing speaking abilities is to offer immediate, palpable experience (Tsai, 2023). In order to solve difficulties encountered in daily life, students' analytical, creative, and critical skills are developed through the application of a problem-solving strategy, which is the subject of this research. Instead of only studying ideas or theories in isolation, this method helps students learn by having them solve real-world situations.

The problem-solving technique enables students to use English effectively to address difficulties faced in real-world scenarios, which is relevant to the development of speaking skills. In this instance, using MAR can make learning more engaging and dynamic, which will boost students' enthusiasm and drive to learn English (Ambarwati, 2023).

Students can engage in English-language interaction with items or virtual worlds through MAR (Wibowo et al., 2023) When using, students can hear or see instructions in English while viewing virtual objects. The next task requires students to use their newly acquired speaking abilities to articulate in English how they comprehend the virtual object.

Students are able to practice and enhance their speaking abilities in demanding and engaging contexts by utilizing augmented reality (Rifai et al, 2023) For many students acquiring English as a second language, getting better at speaking the language might be difficult. This is brought on by things like fear, a limited vocabulary, or a lack of opportunities to communicate in English in daily situations (Afriyadi et al., 2023) As a result, a ton of innovative technologies have been created to help students improve their English-speaking abilities.

In this situation, students who struggle with speaking English due to lack of vocabulary or fear can benefit from using augmented reality technology. Students can practice speaking English more casually and formally in an AR setting, and the technology provides instant feedback (Falan et al., 2023) Furthermore, augmented reality technology can help students acquire vocabulary in English in a more engaging and dynamic way (Rahmad et al., 2023)

In short, by providing engaging and dynamic learning opportunities, the problem-solving approach to MAR can enhance students' speaking abilities. This is in line with constructivism theory, which contends that learning happens most effectively when students actively participate in the process and develop their own knowledge via experience. As a result, using AR with a problem-solving approach can be a useful learning substitute for enhancing students' speaking abilities.

The present state of this research will not only determine whether or if augmented reality (AR) is useful for enhancing speaking abilities, but it will also identify the variables that

affect its effectiveness. Knowing this is crucial for future consideration and feedback while developing augmented reality. Knowing the results of this research is crucial since augmented reality (AR) technology is expanding quickly and finding application in a wide range of industries, including training and education. Consequently, investigating how augmented reality (AR) can enhance one's speaking abilities can have a big impact on how AR technology develops in the future. The focus of this study is to advance knowledge about the ways in which augmented reality technology can enhance speaking abilities and the variables that affect it. In doing so, it is intended that this research will offer a more comprehensive perspective on the utilization of augmented reality (AR) in training and education, as well as contribute to the advancement of AR technology in the future.

2. METHOD

Research Design This study employed a quasi-experimental approach, including a non-equivalent control group. The experimental group will receive treatment using MAR technology to learn speaking skills, whilst the control group will receive traditional speaking skill instruction. Data on students' speaking abilities will be collected before and after therapy, as well as after a set length of time, to assess the long-term impacts of employing MAR technology. Research Participants The research participants were seventh-grade pupils from a junior high school in Paiton District, Probolinggo. A total of 45 students participated in this study, including 24 in the experimental group and 21 in the control group.

Treatment The experimental group will be treated with MAR technology to improve their speaking skills. Students will utilize the MAR program on their cellphones to practice speaking English by interacting with virtual items in the application. Meanwhile, the control group will get traditional speaking skills instruction, such as presentations and group debates in class. Data analysis Data on students' speaking abilities will be examined using descriptive and inferential statistical techniques, such as the t-test, with the SPSS 20.0 software. The findings of the study will be utilized to test research hypotheses and assess the efficacy of MAR technology in enhancing Speaking Skills.

3. FINDINGS AND DISCUSSION

Findings

Effectiveness MAR to students speaking skill

Table 1 The Descriptive Statistic of Pre-Test Experimental Class and Control Class

Class	N	Mean	Std. Deviation
Control	24	40.00	22.8
Experimental	21	40.00	26.0
Total	45	80.00	48.8

Table 1 shows the mean scores of the control and experimental groups. The pre-test descriptive statistics table shows that the control group's mean score was 40.00 (sd 22,8), whereas the experimental group's mean score was also 40.00 (sd 26,0). Standard deviation is a value used to determine the distribution of data in a sample and how close it is to the mean value. Standard deviation cannot be good or bad because it just indicates how spread

apart the results in a sample are. The findings show that the control class has the same average score as the experimental group. Homogeneity refers to the two groups having the same ability in pretest learning outcomes before to treatment with the MAR.

Table 2 Descriptive Statistic of Posttest Experimental Class and Control Class

Class	N	Mean	Std. Deviation
Control	24	60.00	28.2
Experimental	21	86.67	13.1
Total	45	146.67	41.3

Table 2 displays the results of the descriptive statistics, as well as the total number of participants in this study (N), which is 45. The table shows the mean scores for the experimental and control classes. The mean score of the control class using the traditional learning model was 60 (s.d. = 28.2), and the mean score increased by 20 or 33.3%, but not as significantly as the experimental class. According to the post-test descriptive statistics table, the experimental group (the group taught using the STAD type cooperative learning paradigm) had a mean score of 86.67 (s.d. = 13.1). The experimental group's mean score increased by 46.67, or 53.8%, over its pre-test mean score.After analyzing the students' comprehension based on the table above, the next table would show the normality test and homogeneity test of the two classes; experimental class and control class. The normality test for the learning outcomes of control class and experimental class students used IBM SPSS Statistic 25 and found that the data was normally distributed. These results can be seen in 3

Table 3 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control	.138	24	.200*	.942	24	.179
Experimental	.158	21	.186	.914	21	.066

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.
Testing criteria:

- If sig > 0.05, this means (data is normally distributed)
- If sig > 0.05, this means (data is not normally distributed)

Based on the output above using IBM SPSS Statistic 25, data with the score of sig. in the Kolmogorov-Smirnov column of control class 0.200 and experimental class 0.186. The data obtained with the score of sig (0.200 and 0.186 > 0.05), which means that the value of student learning outcomes in the control and experimental classes is normally distributed.
Homogeneity Test of Control Class and Experimental Class

The results of the homogeneity test analysis of student learning outcomes in this study using IBM SPSS Statistic 25 found that the data is homogeneous. These results can be seen in the table 4.

Table 4 Homogeneity Test of Experimental Class and Control Class

		Levene Statistic	df1	df2	Sig.
Test of Homogeneity	Based on Mean	.159	1	43	.692
	Based on Median	.059	1	43	.809
	Based on Median and with adjusted	.059	1	42.094	.809
	Based on trimmed mean	.138	1	43	.712

Testing criteria:

- If sig > 0,05, this means (variance in each group is similar or homogeneous)
- If sig > 0,05, this means (variance in each group is not similar or homogeneous)

A data can be said to be homogeneous if the sig value. > 0,05. Based on picture 4.5, the data was obtained the based on Mean score of sig is 0.692. So 0.692 is more than 0.05 then the data of student learning outcomes can be said homogeneous.

The Hypothesis Testing The Independent Sample T-Test (Post-test)

The results of hypothesis testing using the independent sample T test because the data on student learning outcomes are normally distributed and homogeneous. In this research using the help of IBM SPSS Statistic 25, the results showed that the hypothesis in this research was accepted. These results can be shown in the table 5.

Table 5 Hipothesis Testing

	Levene's Test for Equality of Variances	t-test for Equality of Means				
					Std. Error Difference	95% Confidence Interval of the Difference

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference		Lower	Upper
Test_ Score	Equal variances assumed	.159	.692	-2.027	43	.049	-16.250	8.018	-32.420	-.080
	Equal variances not assumed			-2.032	42.594	.048	-16.250	7.997	-32.382	-.118

Research is said to have an accepted hypothesis if the sig value. < 0.05, which means H0 is rejected and Ha is accepted. Based on table 5, it can be seen that the score of sig. on Levene's test is 0.692, which means that the data is homogeneous. Furthermore, the t-test for equality of means obtained a sig value. (2 tailed) of 0.049 so that the hypothesis in this research can be said to be proven because 0.049 <0.05, which means that H0 is rejected and Ha is accepted. It means that MAR affects students speaking skill significantly.

4. CONCLUSION

The study found that implementing MAR improved student learning outcomes by 53.8% in the experimental class compared to the control class's average of 33.3%. Thus, the difference in student learning outcomes between the control and experiment classes is 20.5%. The independent sample t test was used to evaluate hypotheses about student learning outcomes, and the sig value was 0.049. 0.049 < 0.05 rejects H0 and accepts Ha, indicating a significant difference in learning outcomes between students taught with AR or not.

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Students' Gen-Z Preferences regarding Online versus Offline Format of Language Assessment

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Abstract

Language testing and evaluation are crucial for assessing students' proficiency and monitoring their learning progress. There are various methods teachers can employ, but some approaches may not be utilized appropriately. This research aimed to explore Generation Z students' perceptions of language testing and evaluation whether they prefer to choose online or offline formats. The study employed a survey method with an explanatory approach to investigate the issues and identify causalities. The research involved 30 out of 86 students as participants, selected through stratified random sampling. Data collection techniques involved administering questionnaires via Google Forms and conducting chats via WhatsApp, with data analyzed using qualitative and quantitative methods. The results indicated that nearly 60% of students preferred online language testing, particularly for reading subjects. Students with positive perceptions of online language assessment of their reading abilities demonstrated better reading comprehension performance. They favored this testing method due to its convenience and flexibility. Although some students prefer to have offline assessments, based on the findings, it can be stated that most Generation Z students prefer to be tested and evaluated using online or digital platforms. This aligns with their characteristic of predominantly utilizing digital modes of learning across various aspects. It is recommended that teachers need to enhance their competencies in digital teaching and learning methodologies and help students to learn based on their needs and comforts.

Keywords: evaluation, language test, online ways, and z-generation

1. INTRODUCTION

Language learning and evaluation are integral components of language education, playing pivotal roles in the development of linguistic proficiency and communicative competence. Language learning involves the acquisition of vocabulary, grammar, pronunciation, and cultural nuances, often through immersive experiences, classroom instruction, and self-study. Evaluation, on the other hand, serves as a means to gauge learners' progress and proficiency levels, providing feedback for improvement and guiding instructional decisions. Various assessment methods, ranging from traditional exams to performance-based tasks, are employed to assess different language skills, including speaking, listening, reading, and writing. Effective language evaluation not only measures learners' language proficiency but also fosters a reflective learning process, encouraging learners to actively engage with the language and continuously strive for improvement.

In the rapidly evolving digital era, significant shifts have occurred in education, particularly in language assessment. In this dynamic digital era, education has undergone

transformative changes, especially in the realm of language assessment. Teaching language assessment literacy in the digital age is important. It believes that technology has an impact to assessment, due to many ideas proving that technology plays an important role in assessing students language ability (Alakrash, Razak, Khalaf, Ogudo, & Mezhuyev, 2021; Joughin, 2009; Kurniawati, Maolida, & Anjaniputra, 2018; Thomas, Reinders, Muller-Hartmann, & Ditfurth, 2010). Technology helps teachers to assess their students' learning process and learning ability. These shifts underscore the need for educators to adapt, embrace technology, and explore innovative approaches to language assessment.

In the digital era, education has witnessed a transformative shift towards more accessible and adaptable learning methods, greatly impacting language assessment. Online platforms and tools offer innovative ways to assess language proficiency, allowing for more personalized and efficient evaluation methods. For instance, adaptive learning algorithms tailor assessments to individual learners' strengths and weaknesses, enhancing the accuracy of language proficiency evaluations (Jayasiriwardene & Meedeniya, 2022; Yang, Chen, Akcapinar, Flanagan, & Ogata, 2021). Moreover, AI integration also allows for real-time analysis and feedback in language evaluation systems, which promotes ongoing development (Hidayah, Hasyim, & ..., 2023; Zhang & Cao, 2022). Furthermore, the extensive application of technologies for remote proctoring guarantees the validity of online language tests, upholding assessment standards (Jiang, Xu, Pan, He, & Xie, 2023; Mohamed, 2024). Overall, these advancements reflect a paradigm shift towards more dynamic and inclusive language assessment practices in the digital age.

The current age of students nowadays is called as Z-Generation. Generation Z, widely recognized as those born between the mid-1990s and early 2010s (Iberdrola, 2024; Poláková & Klímová, 2019; Sakdiyakorn, Golubovskaya, & Solnet, 2021), has grown up in a digitally interconnected environment. They are major players in technology usage, and their tendencies in choosing between online and offline formats in language assessment are an intriguing topic for study. Today, it is widely accepted that people perceive the world according to the social, cultural, and economic conditions of the date range in which they were born. The term "generation" is used to define people born around the same time who share common characteristics. Individuals born after 2000 are referred to as Generation Z (Gen-Z) and are often regarded as i-Generation or Digital Natives because they grew up with mobile communication technologies and the internet (Gabrielova & Buchko, 2021). Consequently, this generation perceives the world differently from older generations. Understanding how Generation Z learners learn better can be helpful for teachers, school administrators, and policymakers in designing more effective instructional settings.

Several studies have been conducted to investigate Generation Z's preferences regarding language assessment formats. Some studies found that Gen-Z students tend to choose online designs because they offer flexibility in terms of time and space, as well as the opportunity to use technology they are familiar with (Ahmed Shaikh, Iqbal Umrani, Khan Jumani, & Ali Laghari, 2019; Chan & Lee, 2023). However, another study by He (2018) indicated that students still value direct experience in language assessment because they believe it provides richer feedback, holistic analysis, and opportunities for direct interaction with assessors. It is also stated that the result of computer and paper-based tests is relative according to the needs (Clariana & Wallace, 2002). The use of assessment, computer or paper-based tests, is still appropriate to the current system of education in this era, it depends on what skills and elements that is to be assessed.

The Theory of Technology-Based Assessment (TBT) posits that the use of technology in assessment provides advantages in terms of flexibility, interactivity, and accuracy (Kizilcec, Pérez-Sanagustín, & Maldonado, 2017). In the context of the education era, it is available to the students who learn in the 2020's cause if the digital era of the students involved in it. In the context of language assessment, TBT enables organizers to create experiences that are more authentic and relevant to real-life situations, thereby enhancing the validity of assessments. The use of TBT is appropriate for the students at the current time.

As seen in some previews the TBT assessment has been successful in assessing students' performance, enhancing students' responsibility, and avoiding the incorrectness behaviors of the students such as cheating (Chan & Lee, 2023; Clariana & Wallace, 2002; Tavakoli, Trippas, Scholer, Sanderson, & Zamani, 2023; Williams, Yoo, & Diamond, 2024). Further, mixed results were found on the effectiveness of technology-based exams in lowering non-teaching effort, improving instruction, supporting monitoring, and decreasing cheating. On the other hand, compelling data backed up the claims that technology-based evaluations enhance measurement accuracy, interpretability, engagement, interaction, and communication between educators and parents (Chen, Jeng, Sun, & Kaptur, 2023). In addition, Suharto, et. al (2023) in their research found that the students felt great about facing the online assessment; more than 50% of their students agreed that online tools of assessment helped them better in joining examinations. The use of online assessment is better in assessing students' English performance, however, offline assessment is still also needed for the students; it is also appropriate to the kinds and level of skills assessed (Abdulrazzaq & Abdellatif, 2023a; Alzubi, Al-Mwzaiji, & Nazim, 2022). Based on the explanation above, it is known that technology-based assessment helps teachers and students to face the digital era of education and is appropriate to the current system of learning, which is also done to language teaching.

The technology-based assessment is appropriate to assess various kinds of language assessment. In assessing the students' reading, the teacher uses authentic assessment (Harida, 2015). Authentic assessment is an assessment that calls for students to use their knowledge and abilities in a practical setting the purpose of this kind of evaluation is to gauge students' capacity for critical thought, problem-solving, and effective communication. Concerning authentic assessment, technology-based assessment is needed. According to Lailiyah et al (2022) digital literacy based on peer assessment had a major impact on EFL students' reading ability as well as their engagement. Peer assessment-based digital literacy has an impact on EFL students' reading engagement and competency at the same time. Not only in reading, digital-based assessment is also appropriate to another language skills assessment, such as writing, speaking, and others (George, 2018; Jiang et al., 2023; Malvado, Prastikawati, & Wiyaka, 2022; Tran & Nguyen, 2018). Interestingly, the language assessment is also developed in Islamic-based assessment. Rather than focusing on grades or numbers, the assessment of Islamic-based digital literacy collects data about students' processes (reading, writing, and using online digital tools). According to the study, the majority of teachers firmly concur with the program, as evidenced by the six indicators that were met. It suggests that engaging teachers in the digital journey becomes authentically difficult, especially in the new normal period (Lubis, Alkausar Saragih, & Asnarni Lubis, 2020). The students of Z-Generation are the digital students who prefer to use digital platforms and tools rather than paper or pencil; it is not only for learning tools but also for assessment tools. Technology-based assessment is very suitable to students in this recent age.

From the reviews, it is evident that Generation Z's preferences regarding language assessment formats result from a consideration of both technological flexibility and the need for social interaction and direct feedback. Therefore, it is important to continue investigating and understanding how the use of technology in language assessment can be tailored to the needs and preferences of current students. However, the need for assessment in language teaching is to evaluate or assess students' language performance. The appropriateness of the assessment tools will assess the right things to be assessed. For the Z-Gen students, the needs are also suitable to their styles and ways of learning, the teachers need to match with their necessities. This paper aims to present the students' G-generation perceptions of offline and online assessment in language teaching.

2. RESEARCH METHODOLOGY

2.1. Kinds of Research

This research was done by mixed-method, in which the data collected were gained by using statistical analysis and descriptive analysis. For statistical analysis, the description was about the percentages of the students' preferences on both kinds of assessment, however, the qualitative data and analysis would be about the description of the students' perception of both of assessment tools.

2.2. Research participants

The participants of this research were the English students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have been learning reading for two semesters. There were about 30 students participated in this research. They are students on the fourth and sixth semesters.

2.3. Instrumentation

The data have been collected through semi-structured interviews with the students. Students are given some questions related to the use of online and offline tools of assessment, and then based on their answers, some questions are acquired.

2.4. Techniques of Data Collection

Data collection has been done by giving some questions listed in group Whats-App. The questions have been about:

1. What do you think about online and offline test used in reading comprehension?
2. Which one do you prefer to choose in your examination?
3. What is your reasons for preferring the kinds of assessment?

When the students gave the response, the questions administered to him or herself. For the students who did not give the response, the information gained directly to their numbers of Whats-App. So, the data needed is enough.

2.5. Techniques of Data Analysis

The data were analyzed with descriptive statistics mean-score for quantitative data. The interpretation percentage can be seen in the following table:

Table 1 The Interpretation Score

Score	Category
0% - 20%	Very Bad
21% - 40%	Bad
41% - 60%	Good Enough
61% - 80%	Good
81% - 100%	Very Good

(Riduwan, 2009:89)

For qualitative data, it was done through reading, coding, grouping, and making interpretation.

3. RESULT AND DISCUSSION

In this subchapter, the result will be described. The result will be about the students' preferences to join in their examination test and the reasons. Below is the result:

3.1 Students' Preferences on Online and Offline Assessment Tools

Talking about the preferences of the students in determining online or offline kinds of language learning assessment, the result can be seen in the description in this subchapter. Based on the data gained, the students' preferences on the assessment are seen in the following table:

Table 2 The Students' Preferences on Online and Offline Assessment

Types of Assessment	Number of Students	Percentage
Offline assessments	12 students	40%
Online Assessment	18 students	60%

From the students' responses about their acceptance of the kinds of assessment, it is seen that most of the students prefer to choose the online kind of assessment. From 30 students who participated in this research, 12 students, or 40% of them agreed that offline assessment is better for them in doing the examination. However, 18 students, or 60% of them like to be tested by using online assessment. From the data, it is seen that many students in Z-generation who learned English major liked to choose the online assessment tools as their language assessment. It indicated that the current ways of the students prefer to use digital ways.

When looking at the percentage of the students' likeness to use online ways in their examination, it is on the level of 60%, and it is known that the students have a good enough perception of the online ways of assessment in language learning. It is believed that digital ways of assessing language performance can give better achievement for students. Like what Suherdi (2019) found that digital ways of assessing students in language learning have given them a positive experience and also encouraged students' creativity. Furthermore, the students who were assessed in online or offline ways will not reduce their learning performance (Abdulrazzaq & Abdellatif, 2023b). However, online ways made it easier and more efficient for the language learners and teachers to be used.

In addition, online kind of language assessment is also flexible and efficient because it is paperless, not waste time copying or writing on paper, and also raises interesting (Ryndak & Saldaeva, 2020; Silvhiany, Huzaifah, & Ismet, 2021). The students of the Z-generation are the people with high attention to digital ways, and the ways of assessing their language ability will also be good if it is done using their style of learning and wants.

The students in UIN Syahada Padangsidimpuan are also familiar with some kinds of online platforms for learning and assessment. However, most of the lecturers still did not use digital ways of assessment, because of inconvenient and unusual, and most of them were comfortable assessing students on paper. The digital platforms of examination that are used by the lecturers are stated in the following table:

Table 3 The Assessments Tools Used

No.	Kinds of Assessment Tools
1.	Google Form
2.	Quizzes
3.	Kahoot
4.	EdPuzzle

The assessment tools or platforms that the students know are listed in the table above. From the table, it is realized that the teachers did not give the students many variations of language test by using online platforms. However, the students of English Department UIN Syahada Padangsidimpuan still preferred to use and join the online examination tools than offline ways of examination. As stated in some studies that using various kinds of application in language learning is very useful; it can be more interesting, enjoyable, exited, increasing creativity, activeness, engagement, and so on (Amaliah, 2020; Haryanti Liyana Azmeen Mohd Razali & Charanjit Kaur Swaran Singh, 2023; Inayati & Waloyo, 2022; Rahayu & Bhaskoro, 2022). The most interesting is when the activeness, motivation, or interest increase, the easiest for the students to learn (Harida, 2017; Khairuddin, 2013). It is believed that one each other in connection. The platforms used are not only for learning but also for guessing or for understanding students' results of learning. According to Kizilcec et al. (2017) the technology-based Assessment (TBT) indeed proposes that technology used in doing assessment delivers benefits, such as flexibility, interactivity, and accuracy. Finally, it is proved that the TBT can give many functions as stated in the previous explanation.

Various studies have shown that the application of learning is useful for learning and assessment. Many platforms and applications can be used for assessing students' language performance; however, the four tools above are used for the English students of UIN Syahada Padangsidimpuan.

3.2 Students' Reasons for Preferences on Online and Offline Assessment Tools

From the students' perspective, it is known that many students like to do examinations using online or offline ways. Some reasons occurred related to this. The students who like to use offline ways in doing the examination have some details. The first reason is eye sickness reason. The student felt uncomfortable when using online ways because she needed to see a laptop or cellphone as a tool for doing the examination. The next reason is that with an offline system, the examination will be more trusted, and the students will be more likely to be controlled. Besides this reason, reducing money users is also one of the students' ideas to avoid online case systems.

From YPS, it is known that the reason for choosing an offline assessment system is because it prevents technical problems that may arise during the examination, such as internet connection and low battery. Besides, reducing the risk of cheating also becomes the answer for the students to choose an offline system. Accordingly, the students believed that offline ways increase cheating, such as opening the answer from another website. She also stated that when doing the offline examination, the students must give or submit the paper on time, with no postponement.

Another student stated that offline ways of examination or paper-based examinations are good because when the students need to complain about unclear questions, it will be easier

for them to do. The clarification of the misconception question will be simpler to do in offline examination rather than in online ways of examination. The next reason is that the students felt online ways is about the time, the students will feel in a hurry to answer because the time is limited.

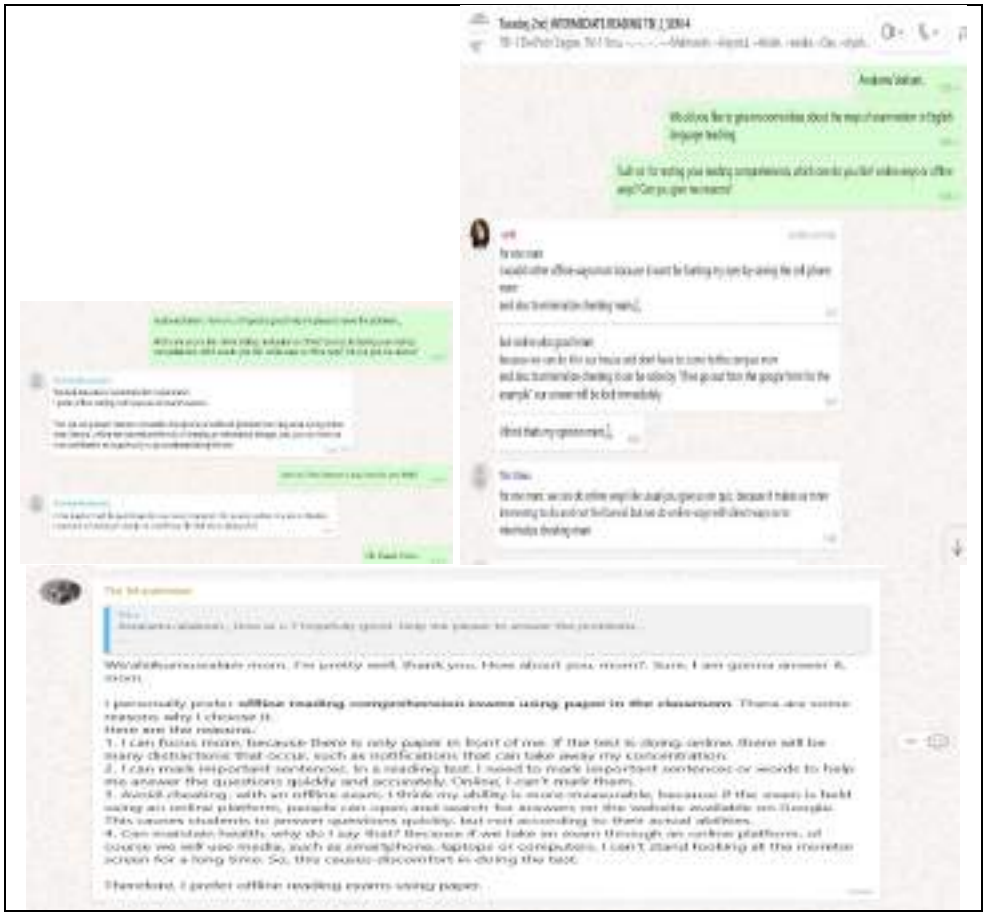

Figure 1 The Students' Reasons for Offline System

Some students had the same opinion about the reasons that they had when took the offline system in the examination. Most of the students stated that offline ways need internet connection and networks, and they should prepare good or enough packet data. However, in the offline case, they did not need to prepare it. The reasons can be seen in the following table:

Table 4 The Reasons of Using Offline System

No.	Kinds of Reasons
1.	Healthy for the eyes
2.	Avoid cheating
3.	Cheaper
4.	Internet connection
5.	Low battery

6.	More Trusted
7.	On-time submission
8.	More focus
9.	Easiest to complain
10.	Limited time to think

Further, the students who prefer to choose an online system for doing their examinations stated that the system is efficient. It also prevents boringness and raises interest. Some students agreed that online ways of assessing using online or digital ways are flexible conditions because the students did not need to come to the classroom. It is also an updated way to do the examination. The limited time given prevents the students from looking for the answer to their friends or in another window of websites. So, it reduces cheating. It is seen that the reasons are making them choose online ways in their examination.

In addition, the students also believed that online ways of language assessment can give them fast results, they know their scores directly after the examination. Besides, they also know whether their answer is correct or not. If in offline ways, they need to wait for the lecturer's correction of the answer, however, in online examinations they get it immediately after their examination.

The students also believed that the online way of examination made them more comfortable and challenging. The students need to finish the items as timing given, so it precludes cheating and asking their friends. The online ways of assessment whether it is in the classroom or at home make the students pleased because no destruction and no voice. The students also stated that by using online ways of assessment, they do not need to write the answer, and it helps the students with their unreadable written hand.

Figure 2 The Students' Reasons for the Online System of Examination

Some students also agreed that online tests are cheaper and quieter than offline tests. They do not need to prepare a test or pen and other test tools. However, the teachers need to prepare the test well before giving it to the students. When it is done offline, the teacher just reads the questions or writes them on the whiteboard, but in online cases, the teachers must prepare well for giving the test to the students.

Table 5 The Reasons for Using Online System of Examination

No.	Kinds of Reasons
1.	Efficient
2.	Effective
3.	Reducing boringness
4.	Flexible
5.	Minimizing time
6.	Avoiding cheating

No.	Kinds of Reasons
7.	Cheaper and quieter
8.	Comfortable
9.	Interesting
10.	Help unreadable written hand
11.	Fast scoring
12.	Challenging
13.	Up date ways of assessment

There are some intentions when the students prefer to choose online ways in their examination in language teaching. The ideas above came from the students based on their experiences in their learning process. What they felt is becoming the consideration for the teachers to examine the students. The appropriate ways of examination or tools used will make the result of learning measured well.

When the students' opinion about offline and online ways of examination is linked to the student's language performance, it is seen that the student's score in reading using the digital platform of examination is good, which means it is correlated significantly to what they wanted. Look at the figure below! It is the result of the student's reading comprehension by using Quizzes:

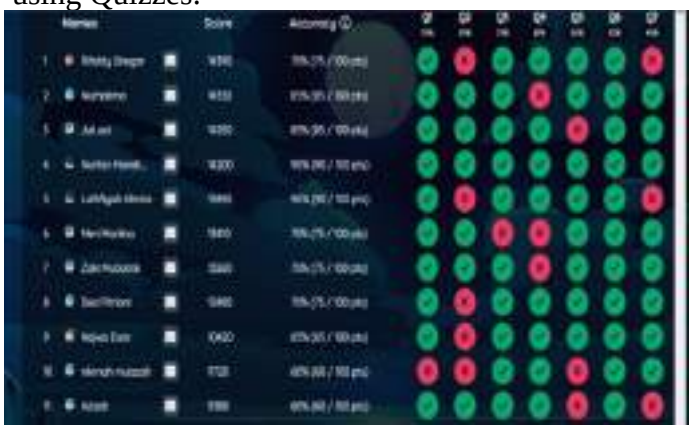

Figure 3 The Students' Reading Results Using Quizzes

As it is known that digital ways of language assessment have contributed to language learning (Kiss & Csapó, 2024; Lailiyah et al., 2022). The students have good performance although it is assessed online or offline, however, the Z-generation students preferred online kinds of assessment. It can be stated that the digital or technology-based assessment influenced the students' language learning of Z-generation students. The constructivist believed that educational technology is the central evolution of the changing era and it emphasizes learning by using technology (Schifter et al., 2010). It is also proved by the result of Suharto and his friends (Suharto et al., 2023) that the satisfaction of the students in following the digital examination in final exams, the students felt very satisfied with all the aspects done in the exams. By the result, it is believed that the students who are

examined with digital ways of assessment will not be disappointed with the result because the tools will help and make it easier.

Interestingly, the students also had opinions about preventing the cheating habits of the students in online cases. Online systems of examination open a big chance for cheating. The students stated that cheating habit is an unethical habit, and should be avoided. The way that the students suggest to prevent it is by giving limited time to finish and make different items for each student. It is seen in the following figure:

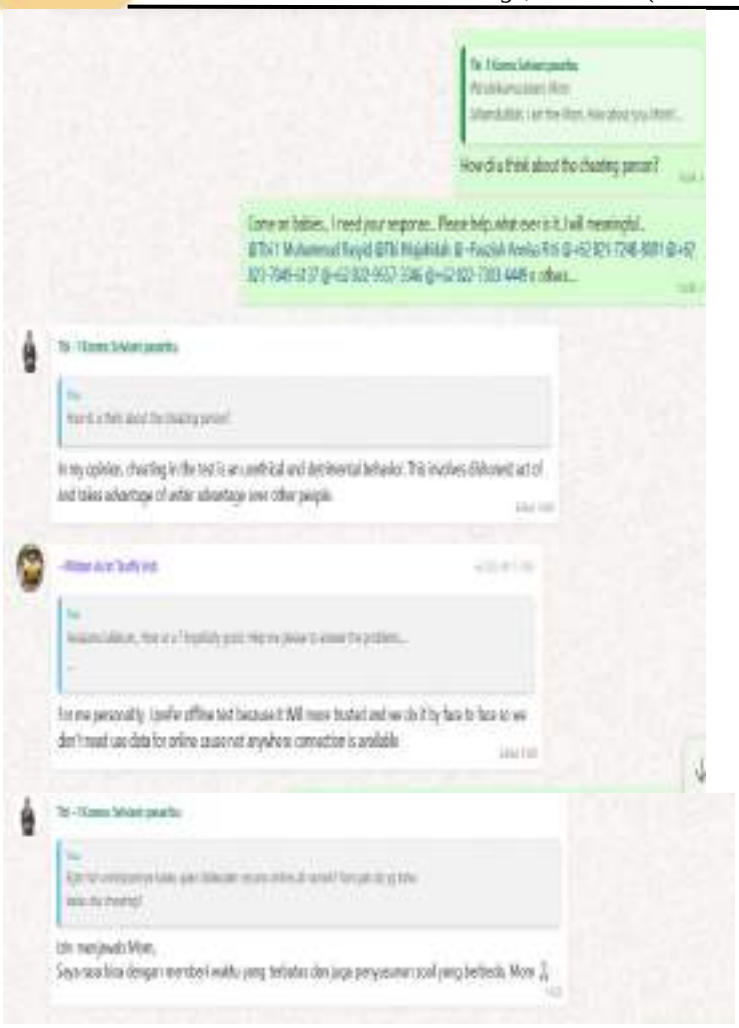

Figure 3 The Cheating Problems and Solution

There must be a correlation between what is being needed and what is happening to the students of Z-Generation. What they prefer to choose is appropriate to what they need and what they have. The ways of using assessment are also related to what is being assessed, it depends on what skills are being assessed. However, the result of this study showed that the students of Z-Generation preferred 60% to choose online ways in their language assessment, and the teachers need to appreciate and prepare the conditions to make their students better and better in their language performance.

4. CONCLUSION

Based on the result, it is seen that 60% of students preferred to choose online ways of language assessment. They believed that online ways can make them comfortable, interesting to use, scoring fast, and so on. For students who like offline ways of examination, being healthy and technical support are the reasons. The current condition of getting learning and evaluation must be related to the student's condition. The students of Z-Gen are the students who prefer to study and use digital aids, so the teachers should prepare them to use what they need. Further research is needed to explore the students' results of learning performance by comparing the result by using offline and online ways of assessment, it is not been done yet in this study.

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The Digital Literacy: Is it Necessary for EFL Learners' Academic Performance in the Classroom?

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ABSTRACT

English Foreign Language learners nowadays might be familiar with digital literacy. Digital literacy refers to the ability owned by individuals to discover, assess and communicate information via digital media in society. In educational settings, digital literacy known as ability to absorb the information via digital source to enhance their knowledge related to their interest. The goal of this article is to analyze two different perspectives namely 1) The hope of lecturer's competency that must be possessed by students and 2) The students' ability in capturing the digital literacy competency response to the targeted ones. By using qualitative methods and employing library research regarding to several journals have been published concerning the topic of digital literacy in educational settings. The result shows that digital literacy may improve the students' academic performance by engaging them in creating learning content such as multimodal text, videos, blogs and many others. As those benefits mentioned, is that true that digital literacy is necessary for EFL learners' performance in the classroom? Nevertheless, through this article, the previous research related to the topic is discussed in order to provide appropriate views regarding the several experts' findings. In addition, this article provides the pedagogical implication of digital literacy to both EFL learners and English teachers in the classroom development.

Keywords: *Digital literacy, EFL learners' academic performance, Digital media*

1. INTRODUCTION

Rapid advances in information and communication technologies have enhanced technology's availability and usability, making its expansion inevitable. Individuals' living spaces have also changed as a result of this transition (Aydin, 2020). Digital skills are now at the forefront of people's intense interactions with electronic tools (Ertl et al., 2020). Digital literacy is linked to 21st century abilities such as cooperation, communication, citizenship, problem solving, critical thinking, creativity, and productivity (Voogt & Roblin, 2012). In addition to these existing abilities in curriculum, the incorporation of ICT into curricula has become a must to ensure active participation in the information society. Moreover, with the proliferation of information, access to information, as well as the evaluation and sharing of knowledge, have emerged as critical competencies for individuals. It is observed that in framework definitions of digital skills, these skills are dealt with in a broad perspective that covers high-level skills rather than conveying a technical element of these skills (Claro et al., 2012; Fraillon et al., 2019a). The ideas of "ICT literacy" and "Computer and Information literacy (CIL)" are prevalent in the definitions of ICT skills in the literature. CIL was defined as "a person's ability to use

computers to investigate, create, and communicate in order to participate effectively at home, school, work, and in society." (Fraillon et al. 2014, p. 17). The use of computer technologies to collect, manage and exchange information is referred to in this term. Rather than referring to a literacy perspective including solely the usage of technology, the concept of CIL incorporates knowledge about hardware and software applications as well as a comprehension of technology principles (Kuhlemeier & Hemker, 2007). ICT literacy, on the other hand, regards ICT as a fundamental instrument for learning (Fraillon et al., 2013). Many countries are attempting to identify and assist persons in acquiring digital skills since they enable flexibility in both learning and engagement in the school, especially in EFL classroom (ACARA, 2015; Claro et al., 2018; Fraillon et al., 2019b; Lorenceau et al., 2019). Furthermore, research on digital technologies, on the other hand, demonstrates that not every student is in the same situation and that there are inequalities amongst students (Hatlevik & Gudmundsdottir, 2013; Lebens et al., 2009; Scherer & Siddiq, 2019; Vigdor et al., 2014; Yeo & Lee, 2020). It is stated that conditions improve partially as countries' development levels rise; however, these inequalities continue to affect individuals even in countries with good conditions (Van Deursen & Van Dijk, 2019), and they also cause differences in individuals' activities and skills (Hargittai & Hinnant, 2008). Although some schools have addressed this dilemma by the rules they have set (Drossel et al., 2020), how this circumstance affects students' digital literacy levels will also serve as a guide for the policies that will be enacted. However, the necessity of digital literacy in developing the EFL leaners' academic performance in the classroom since every school has different perspectives.

The more advanced and developing world will affect various aspects, including technology and education. What we experience now is very different from a few decades ago. Of course, one of the factors influencing these changes is technology. No wonder the competition in the world of education is increasingly intense. So many students want to compete internationally or study abroad. Therefore, understanding technology or digital literacy is a fundamental skill that must be mastered, such as sending letters via e-mail or using the web for specific purposes (Ivankovic et al., 2013). If we want to compete with the outside world, primarily since almost every aspect of our lives is always related to technology, such as internet literacy, computer literacy, and digital literacy (Santos et al., 2019), students should understand digital literacy. In addition, digital literacy is also one of the prerequisites for socialization and professional careers. Therefore, education is the primary key to social and career development through digital literacy (Ivankovic et al., 2013).

According to Martin (2006), cited in Westhuizen and Jones (2011), digital literacy is not just mastering a skill but can help solve a problem or complete a task. Using digital literacy in learning is essential to support the learning process (Kasmahidayat & Marcia, 2018; Yanuarti & Rusman, 2018) cited in (Sari & Yuliana, 2022). Implementing digital literacy in teaching, especially in English for Foreign Languages, can benefit teachers and students and become a place to seek information and knowledge (Sari & Yuliana, 2022). Correos (2014) said that using ICT in learning can increase student motivation and involvement in the classroom. Of course, the various information they get on the internet will make it easier for them to solve their problems so that students will become more active in class.

2. THEORETICAL PERSPECTIVES

2.1 ICT (Information and Communication Technology)

It is easy for us to access various information and various other things because of ICT. The presence of ICT benefits humans and makes it easier for us to do something or in various activities, such as communicating remotely, making transactions from anywhere, or finding the information we need. ICT has entered human life. However, if our lives are related to ICT, we should know what ICT is. ICT stands for Information and Communication Technologies. According to Meenakshi (2013: 3), "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."

Meanwhile, according to Ratheeswari (2018), ICT is a technology that can access information via telecommunications. ICT can also be functional and applied in various aspects, such as social, economic, or cultural. "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters" (UNESCO) cited in (Ratheeswari, 2018, p. 45). It can be understood that ICT is a technology in the form of a collection of various tools that provide access to various information.

As we know that ICT has a role in various aspects of life, one of which is in Education. Of course, because ICT provides various information and knowledge that we need. In addition, using ICT helps teachers and students achieve teaching goals more effectively and efficiently. "ICT in teacher training programs nowdays and improve teacher quality to teach effectively" (Ratheeswari, 2018, p. 45). In addition, Tarsik et al. (2019) argue that using ICT in teaching can make learning more exciting and attract students' attention. Teachers can also continue to innovate in teaching with the development of ICT, so teachers can provide comfortable and exciting learning for students according to what students need. One of them, the ICT-Based method, can be applied in EFL or English for Foreign Language classes. Azmi (2017), cited in Faoziah et al. (2020:1), "ICT-aided teaching is believed to create more liveliness and interaction in the EFL classroom." ICT and multimedia in EFL classes can help improve students' skills in English, such as listening, speaking, reading, and writing.

2.2 Digital Literacy

Intense competition with developed countries is one of the challenges in globalization. We must make efforts to remain competitive and continue to grow. One way to deal with these challenges is to understand and have the skills regarding digital literacy. By understanding digital literacy, we can continue to develop and innovate to create a better-globalized world. Digital literacy consists of two words: digital and literacy or literate. According to Lanham (1995), cited in Lankshear & Knobel (2015), literacy has various semantic meanings, including the ability to read and write, the ability to know the meaning, and the ability to understand information. According to Gilster (1997), cited in Spiers et al. (2018:2235), *digital literacy* can be defined as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.” In addition, we can match the media we use based on the type of information we convey and the target audience we will target (Lankshear & Knobel (2015). In short, *digital literacy* could be defined as the ability to understand and operate digital media to access, obtain, and provide information.

2.3 The Relation between Digital Literacy EFL Learners' Academic Performance

The term "academic performance" refers to the degree to which students excel in their studies in a variety of disciplines. The vast majority of the time, educators and those in charge of education are going to assess students' progress based on classroom performance, graduation rates, and the outcomes of standardized examinations (Teng, 2017). In this case, the EFL learners' academic performance is divided into four fundamental skills such as listening, reading, writing, and speaking (Brown, 2002). Besides that, there is one more additional skill which is necessary for the students nowadays, namely viewing. The skill of viewing is inserted to the language skills in accordance with the digital tools which are operated by the teachers and students in the learning process. However, the academic performance of EFL learners nowadays has a strong entailment with the involvement of digital literacy (Abbot, 2001). Moreover, the popularity and widespread use of computers in education have created realistic pedagogical options and significant educational affordances for school and university students and teachers (Huang & Liaw, 2005; Sanchez-Prieto, Olmos-Miguelán, & Garca-Penalvo, 2016; Smarkola, 2007; Teo, 2006; Teo, Lee, & Chai, 2007). Similarly, computers and technology, if both the teacher and students utilized properly, have the potential to improve the quality of teaching and learning foreign languages and bring significant benefits to EFL instructors and students (Arslan & Sahin- Kzl, 2010; Bodnar, Cucchiarini, Strik, & van Hout, 2016; Dashtestani, 2016; Felix, 2005; Golonka, Bowles, Frank, Richardson, & Freynik). Consequently, a multitude of educational decision-makers and authorities have taken substantial steps to facilitate and expedite the incorporation of CALL into EFL curricula (Dashtestani, 2012). Regarding to the statement of Dashtestani & Hojatpanah (2022), the utilization of digital literacy in EFL classrooms must be added in the EFL curriculum in order to manage the five language skills which should be incorporated by the EFL learners in the digital era. In addition, Dashtestani & Hojatpanah (2022) in their study revealed that the digital media that support EFL learners' literacy may increase the students' academic performance in the class when the teacher utilized it as long as in a responsible way.

Regarding to the theoretical perspectives discussed previously, there are two research questions that formulated in this study.
1. What are the hopes of the lecturer's competency in digital literacy that must be possessed by students?
2. How are the students' ability in capturing the digital literacy competency response to the targeted ones?

3. RESEARCH METHODOLOGY

The research methodology employed in this study is library research, which is a form of research that uses literature as an object of study (Sawarjuwono, T., & Kadir, A.P., 2003). A key component of this approach is conducting a literature review. Through this process, the study aims to contribute theoretical and methodological insights to the specific subject area. In this literature review, there were three articles reviewed such as the following.

1. Sari, D. M. M. (2022). Digital Literacy and Academic Performance Of Students' Self-Directed Learning Readiness. *ELite Journal: International Journal of Education, Language, and Literature*, *2*(3), 127-136.
2. Muhammadiah, M., Pattiasina, P. J., Khasanah, K., & Pirdaus, A. (2021). Relevance of Speaking Skills with Improving Digital Literacy Skills. *International Research Journal of Management, IT and Social Sciences*, *8*(6), 669–678. https://doi.org/10.21744/irjmis.v8n6.1975

The primary aim of library research is to analyze and address research questions by exploring various theories, propositions, principles, or ideas. This study adopts a descriptive analysis approach, which involves providing a detailed description of the collected data and offering a comprehensive understanding and explanation for the readers. Moreover, the research relies on secondary data, which refers to information obtained from sources other than direct observation (Setiawan, R., Esti, M., & Sidorov, V. V. 2020). In this case, the secondary data are derived from previous research conducted by other scholars. These sources encompass books and primary scientific reports found in articles or journals, both in print and digital formats, focusing on the necessity of digital literacy for EFL learners' academic performance in the classroom.

4. FINDINGS AND DISCUSSION

		Digital Literacy Competence	Academic Performance	Self-Directed Learning Readiness
Digital Literacy Competence	Correlation Coefficient	1.008	.002	.078
	Sig. (2-tailed)	.877	.380	.277
	N	92	92	92
Academic Performance	Correlation Coefficient	.908	1.002	.380
	Sig. (2-tailed)	.966	.003	.132
	N	92	92	92
Self-Directed Learning Readiness	Correlation Coefficient	1.069	.122	.069
	Sig. (2-tailed)	.266	.099	.137
	N	92	92	92

Table 1. The correlation between the students' digital literacy competence, academic performance, and self-directed readiness

Regarding Sari (2022), Digital Literacy and Academic Performance of Students' self-directed Learning Readiness, the table above shows a correlation between digital literacy, academic performance, and self-directed learning readiness. The results of this study show that first, students' digital literacy competence is excellent; second, the student's academic performance is good; third, the relationship between digital literacy competence and self-directed learning readiness is significantly correlated. Based on research conducted by Sari (2022), we can interpret that self-directed learning readiness is a part of academic performance and digital literacy competence influences or correlates with self-directed learning readiness. Therefore, digital literacy competence is also related to academic performance.

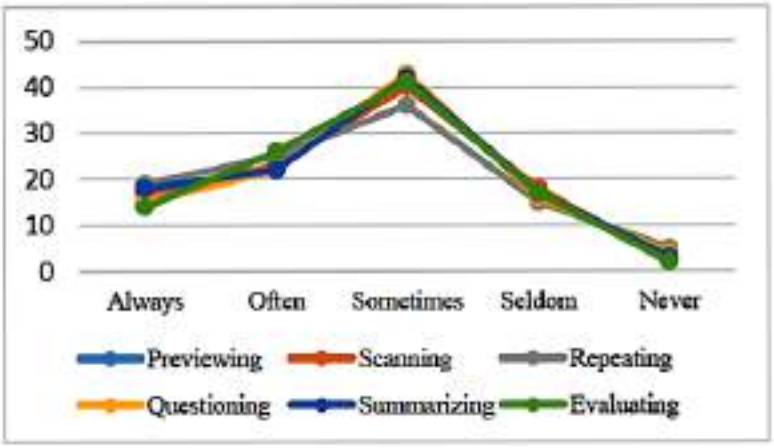

Figure 1. The aspects of students' academic performance behavior in reading skills

Thus, the analysis of literacy reading encompasses an assessment of an individual's proficiency in the domain of contemporary literacy using ICT, which encompasses various activities such as pre-reading, while-reading, and post-reading, affecting the EFL students' academic performance as demonstrated in figure 2. This observation highlights the tendency of students to engage in metacognitive processes, such as generating an overview and engaging in exploratory questioning, as they interact with the instructional material. The results indicate that there is an average level of digital literacy competency in relation to reading behavior.

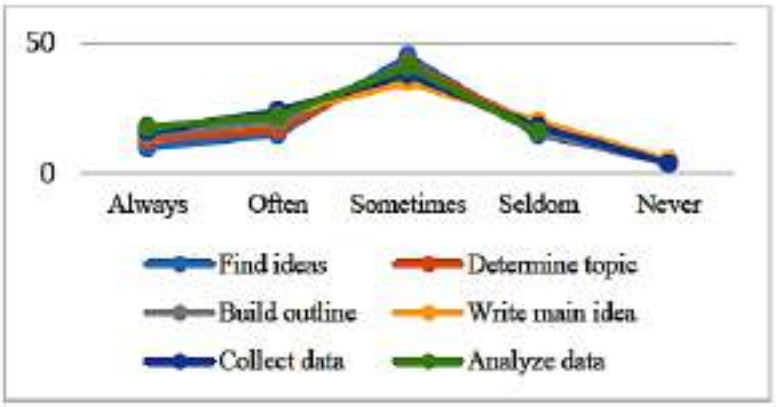

Figure 2. The aspects of students' behavior in writing skills

Literacy writing serves as a demonstration of EFL learners' capacity to effectively utilize their complete range of potential and skills pertaining to the initiation, veracity, and conclusion of the writing process. The findings of this study indicate that a majority of participants approach the subject matter with a high degree of seriousness, a perspective that may be more readily understood and appreciated by students who possess advanced writing skills (see Figure 2).

Regarding Muhammadiah et al., (2021) digital literacy in EFL speaking class is truly necessary to enhance the students' academic performance. Thus, the integration of technology in English Foreign Language (EFL) classrooms during the contemporary technological era is a well-established practice (Ersanli, 2016). The teaching conditions in Indonesia, particularly in relation to foreign language instruction, do not currently meet the necessary standards for achieving success, particularly in the area of teaching speaking

skills (Mehrpour & Vojdani, 2012). Given the prevailing prevalence of digital literacy in the realms of research, business, science, and technology, it is evident that digital technology has emerged as a catalyst for enhancing work efficiency and facilitating successful outcomes (Nawaz & Kundi, 2010). For instance, the integration of multimedia tools, including videos, digital worksheets, podcast applications, and various websites, that are rooted in educational technology has demonstrated their efficacy in facilitating the acquisition of English as a second language in non-English speaking countries where English is not the primary language of instruction or the national language (Redondo, 2015).

In light of the empirical evidence presented in the study carried out by Sari (2022), it can be inferred that a significant proportion of students lack proficiency in utilizing digital libraries. Individuals often face challenges and exhibit uncertainty when it comes to effectively utilizing various sources of information. Moreover, it is worth noting that approximately 50% of the participants acknowledged a decrease in their ability to approach information critically and creatively, as well as their understanding of how to employ it in an ethical and responsible manner. A considerable number of students exhibit a lack of comprehension regarding the interpretation of references to scholarly journals or papers, the efficient utilization of databases for information retrieval, and the critical evaluation of the credibility and reliability of diverse websites. It has been observed that students often exhibit a tendency to heavily depend on a singular search engine, such as Yahoo, Bing and Google, as their primary means of accessing information on the vast expanse of the Internet. Moreover, a considerable number of participants engaged in the practice of directly replicating information from online sources without providing proper citations. It is evident that these individuals lack a comprehensive understanding of the ethical principles associated with academic writing, particularly in relation to the appropriate use of multiple sources.

5. CONCLUSION

In conclusion, it was demonstrated that students with a higher level of ICT literacy had significantly higher academic achievement. This positive association between digital literacy and academic performance was moderated by demographics, knowledge assessments, and study design. The findings of this study indicate that enhancing EFl students' digital literacy and their ability to use information technology is essential, particularly for preparing them for self-directed learning. The objective is to improve students' performance in the learning process. On the other hand, the results indicate that students possess fundamental Internet-use skills. They can effectively locate and retrieve information from the Internet. Students' digital literacy in internet media literacy is excellent, and their writing literacy is satisfactory. However, their reading comprehension remains inadequate. Students are better trained to utilize digital information as a result of enhanced efforts to improve their digital literacy. It is hoped that the results of this study will lend scientific references to studies in psychology, particularly educational psychology. Through investigating the significance relationship, it is anticipated that students will gain a deeper understanding of digital literacy skills that can be applied to the improvement of various aspects of life.

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Investigating the Effect of Wordwall Application on the Vocabulary Achievement of EFL Students in Indonesia

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Abstract

Gamification has been widely acknowledged as a successful strategy for enhancing the learning experiences of individuals in the process of obtaining knowledge. This study tries to find an effective way to improve students' vocabulary through digital game applications by investigating whether or not there is a different achievement between the seventh-grade students who are taught vocabulary using Wordwall and Quizizz applications at one of junior high schools in Banjarmasin, South Kalimantan. Quantitative research with a quasi-experimental design is employed on the sixty students who are divided into experimental and control groups through purposive sampling. The primary instrument for data collection is a vocabulary achievement test, which comprises a pre-test and a post-test. The collected data are subjected to the Mann-Whitney U test using SPSS 27. The results reveal that there is a different achievement between the experimental and control groups, which is indicated by the p-value of .001, below the significance level (.05). In brief, the alternative hypothesis is accepted, while the null hypothesis is rejected. Furthermore, the excitement among students arose during the treatments. Thus, it is proven that the Wordwall application has a significant effect on the English vocabulary achievement of EFL students. Additionally, it is recommended that the teachers utilize Wordwall application to increase students' engagement and enthusiasm for the learning process.

Keywords: teaching vocabulary, vocabulary achievement, Wordwall application

INTRODUCTION

Vocabulary is a substantial component of language acquisition and communication. It plays a pivotal role in a person's language development. Linse (2005) defines vocabulary as the set of words that an individual recognizes. Proficiency in vocabulary is often regarded as a cornerstone of four language skills: listening and reading comprehension, as well as speaking and writing ability. Nation (2001) illustrates that vocabulary mastery and language practice complement each other, where the ability to employ vocabulary facilitates the use of languages and vice versa; thus, language use will lead to a growth in vocabulary mastery. Sanjaya et al. (2022) also explain that before students delve into specific English skills and perceive content at a higher level, they need to master vocabulary related to their daily lives. Hence, it is necessary to figure out students' vocabulary achievement and find a way to enhance it since vocabulary will be the strong basis for teaching four English skills.

However, understanding vocabulary may be challenging for EFL students, especially junior high school students in Indonesia. According to Situmorang & Simajuntak (2023), one common challenge students often have is the difficulty in understanding the content due to their limited vocabulary skills. This will hamper them in achieving learning objectives in the classroom. Additionally, when they are unable to achieve advancements

in their English language studies, their need for personal development remains unfulfilled. Based on the pre-observation conducted by the researcher at SMP Negeri 1 Banjarmasin, the seventh-grade students have various levels of vocabulary achievement due to unequal exposure to English, with many not receiving an English course during elementary school. As English becomes a mandatory subject in junior high school, students need to have good vocabulary achievement to fulfill their learning goals. The study aims to find effective ways to teach vocabulary and measure students' vocabulary achievement. It is also important to note that this study tries to measure vocabulary achievement of students during the learning process in the classroom. Vocabulary achievement here refers to a set of words that is in accordance with the arranged lesson materials for the students within a certain period of time.

The utilization of game components and ideas in non-game contexts, known as gamification, has become a significant and influential strategy within the field of English Language Teaching (ELT). The incorporation of gamification in ELT area has attracted growing interest as it holds the potential to transform conventional teaching methods and engage the attention of technologically adept language learners (Culduz, 2023). The concept of gamification incorporates elements of competition, achievement, and progress tracking. It serves to augment the intrinsic motivation of learners, so rendering the learning experience more pleasurable and stimulating higher engagement (Wulantari et al., 2023). Therefore, the concept of gamification in teaching and learning activities will enhance students' participation and enthusiasm. It will bring significant impact to their learning achievement at the end of the day. Considering the theories mentioned previously, it is very beneficial to incorporate gamification in the English classroom.

Two of the learning games that may enact students' participation and enthusiasm are Wordwall and Quizizz. Wordwall is a web application of learning games that has eighteen template activities, such as, missing words, maze chase, quiz, match up, anagram, word search, etc (Pradini & Adnyayanti, 2022). Furthermore, Wordwall has brought great influences in learning outcomes and interest. It is highly suggested to use this application during the teaching process (Hidayaty et al., 2022). In another research, Rahmawati & Wijayanti (2022) reports that Wordwall can facilitate students' development of reading skill. It gives enjoyment to students during the learning process, which finally also creates positive impacts among the students. As a compelling learning media to teach vocabulary, Pradini & Adnyayanti (2022) also find that Wordwall application successfully increased the vocabulary achievement and learning motivation of students.

Another application which is also highly advantageous for teaching and learning activities is Quizizz. According to Pahamzah & Juniardi (2020), Quizizz is an educational game-based application that may enhance students' engagement as well as foster dynamic and enjoyable in-class exercises. Quizizz application incorporates game-like elements such as avatars, themes, memes, and music, which serve to enhance the entertainment value of the learning experience. Quizizz application also provides a platform for students to participate in competitive activities, fostering motivation and encouraging them to engage actively in the classroom. Agustin (2022) conducted a study to examine the impact of Quizizz on students' vocabulary mastery, and it shows a positive result, which is that Quizizz successfully enhances students' vocabulary mastery and motivation in learning. In Quizizz application, there are three types of questions available, which are multiple-choice, fill-in-the-blanks, and open-ended.

According to those previous studies, Wordwall and Quizizz applications have been proven successful in improving students' quality of learning as well as their achievement in the class. The researcher presumes that Wordwall and Quizizz applications are advantageous applications to be utilized in teaching vocabulary. However, the number of

template activities in Wordwall is very in contrast with Quizizz. Wordwall has a greater number of template variants than Quizizz. Even if both applications still contain the principle and characteristics of the gamification concept, the number of templates provided may affect the dynamic and engagement in the classroom. Teachers will have higher access to creativity in Wordwall rather than in Quizizz. Eventually, it leads to the level of students' engagement and interest in the learning process. Thus, the researcher would like to examine the effect of Wordwall and Quizizz applications on the students' vocabulary achievement. Specifically, this research will investigate whether or not there is a different achievement between students who are taught vocabulary using Wordwall application and students who are taught vocabulary using Quizizz application at the seventh-grade of SMP Negeri 1 Banjarmasin.

LITERATURE REVIEW

Gamification in English Language Teaching

In the context of teaching and learning, Kim et al. (2018) explained that gamification refers to a collection of actions and processes that aim to address challenges pertaining to learning and education through the utilization and application of game mechanics. Gamification in the context of learning and instruction has been recognized as a valuable approach due to its potential to enhance learners' engagement. In the context of English Language Teaching, Harismayanti et al. (2020) argued that the utilization of gamification has been widely acknowledged as a successful strategy for enhancing the learning experiences of individuals in the process of obtaining knowledge. It provides learners with the opportunity to engage in repetitive practice. Wulantari et al. (2023) revealed that gamification boosts student engagement, participation, and learning achievement by providing direct feedback, progress tracking, and embracing failure. It allows learners to explore diverse identities and optimize their learning endeavors. This engaging experience leads to meaningful and impactful outcomes in education, enhancing student participation and enthusiasm. In regard to the category of gamification, Zamzami & Keumala (2021) classified gamification into two distinct categories: electronic (digital) and non-electronic. Electronic gamification is the gamification that is only accessible through electronic devices, such as game-based learning applications (Wordwall, Quizizz, Kahoot, and others), and non-electronic gamification (Jeopardy Class Instruction and Local Story). Gamification in education uses technological resources like educational apps and websites to aid students' learning. As technology advances, teachers must incorporate gamification techniques into their teaching practices to enhance students' learning achievement through digital games.

Wordwall Application

Wordwall application is a highly effective learning tool that may be utilized by teachers to enhance students' motivation in learning vocabulary. The features in Wordwall application such as game templates, theme, feedback section, and leaderboard, may stimulate students' motivation in learning new language and has a significant effect on their vocabulary mastery (Fakhruddin, 2021; Alpatikah, 2022; Adnyana & Dewi, 2022; Manan, 2023). It can be said that Wordwall application can be an advantageous tool to assist students in gaining higher score. Uspa (2020) also mentioned that Wordwall is a web-based program that offers a range of functions, such as themed bulletin boards and interactive activities, including vocabulary games, which serve as teaching aids. Wordwall offers a diverse range of game activities with its collection of templates and bulletin words. In fact,

there are eighteen templates on it, such as such as maze chase, airplane, quiz, missing words, anagram, word search, match up, find the match, etc.

Wordwall application is a captivating, interactive, and educational web-based game application (Putri, 2020). In another result, Fakhruddin (2021) also stated that this program has the potential to serve as a dynamic learning resource, offering students a diverse range of learning opportunities, multimedia content, and assessment capabilities. Wordwall application showcases innovative and accessible practices employed by teachers, hence facilitating the seamless utilization and generation of instructional resources offered by the platform, particularly for beginners. Wordwall can be said to be a web-based program designed for the purpose of creating engaging quizzes that incorporate teaching content. This web application is highly worthy for the creation of a teaching tool that facilitates both learning and assessment. Inserting Wordwall application may activate students' participation and engagement. Az Zahrah & Anwar (2023) explained that Wordwall application may remove the boredom among students in learning since these game templates offer the flexibility to tailor topics according to diverse learning preferences.

Since it provides very engaging templates for learning games in classes, Wordwall application can be a great consideration to be used in the English classroom. In brief, Wordwall application has been proven to give numerous advantages since it comes in the form of an interactive learning game, which can be used as a medium in teaching and learning activities. The students will have the opportunity to answer questions given by the teacher in a very intriguing way using the game templates provided by Wordwall application.

Quizizz Application

Quizizz is an interactive educational game that fosters competition among students, wherein they are required to provide responses to a series of questions provided by their teachers (Rahayu & Purnawarman, 2019). In recent years, researchers found that Quizizz has emerged as a prominent digital tool in the field of language learning (Degirmenci, 2021). When educators incorporate this application into the educational setting, it appears that learners demonstrate higher levels of engagement and active participation in the learning activities. Quizizz is an internet-based quiz platform that facilitates competitive engagement among learners with the objective of achieving the highest score. The templates for making question provided by Quizizz application are multiple-choice, fill-in-the-blanks, and open-ended.

Vocabulary

Vocabulary comprises a set of words that an individual has the knowledge about. According to Hornby (2006), vocabulary is the list of words comprehended and employed by a person in certain languages. Vocabulary may also be described as the study of words and their meanings. It also includes their pronunciation and use in certain context (Nation & Newton, 1997). According to Jack & Renandya (2002), vocabulary is a language component that provides the basis for students to have good four skills in English. In other words, when a learner has great vocabulary mastery, he can easily develop speaking, listening, reading, and writing skills.

Alqahtani (2015) also explained that intelligible communication is composed of extensive vocabulary mastery. It influences the way a learner uses the organization and purpose while mastering a foreign language. Consequently, vocabulary acquisition is an extremely important component of the English language learning process. It can be regarded as the first and most significant step for students to master English. In brief, vocabulary refers to the range of words that an individual understands and uses in a

communication process. As the basis for learning English, vocabulary must be served to attain a higher level of English proficiency.

The current study tries to measure the vocabulary achievement of students during the learning process in the classroom. In other words, vocabulary achievement in this study refers to a set of words in accordance with the arranged lesson materials for the students within a certain period of time. Specifically, the vocabulary examined is related to descriptive text with the topic of specific things and certain animals.

Teaching Vocabulary in Junior High School

The research setting, which is SMPN 1 Banjarmasin, applies Kurikulum Merdeka in conducting the learning process. During the process of this study, the researcher will select the materials according to CP (Capaian Pembelajaran) in Fase D, which is aimed at junior high school students in Indonesia. The CP will be the basis for the researcher in arranging Modul Ajar as the lesson plan.

There are various types of written text offered by Kurikulum Merdeka for the seventh-grade students in Junior High School. Descriptive texts were selected by the researcher as the instructional materials to be utilized in the classroom setting. Therefore, the vocabulary selected in this research is the word classes contained in the descriptive text, which are noun, verb, and adjective. The themes applied for the descriptive text in this study are specific things and certain animals. Furthermore, the subskills of vocabulary applied in this research are synonym, antonym, definition, and information gap. Finally, students will comprehend the meaning of words by finding its meaning through those vocabulary sub-skills.

METHOD

Research Design, Subjects, and Settings

This study employed a quantitative approach with a quasi-experimental design in order to investigate the effect of Wordwall application on the students' vocabulary achievement of the seventh-grade at SMP Negeri 1 Banjarmasin, Kalimantan Selatan, Indonesia. The research question was formulated as follows:

Is there any different achievement between students who are taught vocabulary using Wordwall application and students who are taught vocabulary using Quizizz at the seventh-grade of SMP Negeri 1 Banjarmasin?

Sixty students participated as the sample of the study. They were allocated to either the experimental or control group using a purposive sampling technique based on their comparable average English scores and the fact that they were taught by the same English teacher. The experimental group, therefore, comprised students enrolled in VII-A, whereas the control group was comprised of students in VII-B.

Research Instrument

The primary instrument of this study was a vocabulary achievement test in the form of multiple-choice, which was comprised of a pre-test and a post-test. Subsequently, the test was validated by two experts to examine the suitability of its contents to the lesson materials in the class. The test was then tested on students from other classes with characteristics similar to those of the subject of the study. The instrument, which consisted of 50 question items, was then tested using SPSS 27 in order to measure its validity, reliability, difficulty index, as well as discrimination index. The results revealed that there were 40 valid question items that can be taken as the test items. In regard to its reliability,

the coefficient was .929, indicating that the test had a very high level of reliability. Furthermore, the difficulty index testing was also carried out and the results revealed that there were 22 easy items, 27 medium items, and 1 difficult item. The researcher decided to take only the items with medium and easy levels to be used in the research instrument. Then, the discrimination index testing revealed that there were 3 excellent items, 28 good items, and 12 satisfactory items that could be used in the test, as well as 7 poor items that could not be taken as the question items for the test. Finally, the researcher provided 25 question items each for pre-test and post-test by paying attention to the result of instrument testing.

In addition, secondary data were also gathered through the observation sheet to oversee the teaching and learning activities in the control and experimental classes. Then, an interview guideline was also used to reveal the reason behind students' scores in their vocabulary achievement test as the secondary data for this study. It covers the information related to the perspectives of students from the experimental group in using the Wordwall application.

Research Procedure

The preliminary stage of data collection involved the adiminstration of the pre-test to both the experimental and control groups. After that, the English teacher conducted a four-time teaching process. In this particular timeframe, the teacher taught vocabulary lessons related to nouns, verbs, adjectives, and adverbs to the students, with the theme describing specific things and certain animals. The lesson objectives in this teaching process were determining synonyms, antonyms, definitions, and lastly, the correct words to complete the information. The experimental group received the teaching process through the use of Wordwall application, while the control group received the teaching process using Quizizz application. Regarding the use of those learning media, the teacher instructed students to use them in pre-, while-, and post-activity. Thus, the students had sufficient exposure to the treatment given during every meeting. Following the administration of the treatment, the post-test was conducted in both the experimental and control groups to ascertain any differences in the students' vocabulary achievement between the two groups. The design of the research implementation is described below using the following table.

TABLE 1
THE DESIGN OF QUASI-EXPERIMENTAL RESEARCH

Group	Pre-Test	Treatment				Post-Test
E	T_1	X	X	X	X	T_2
C	T_1	Y	Y	Y	Y	T_2

Notes:
E = Experimental Group
C = Control Group
T_1 = Pre-Test
T_2 = Post-Test
X = Treatments of Wordwall Application
Y = Treatments of Quizizz Application

FINDINGS

Test

Descriptive Statistics

The result of descriptive statistics is depicted in the table below.

TABLE 2
DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	30	100	74.13	20.614
Post-Test Experiment	30	63	100	87.07	10.954
Pre-Test Control	30	33	100	66.07	21.964
Post-Test Control	30	43	100	72.53	17.569

The experimental group achieved a mean score of 87.07 on the post-test, an increase of 12.94 points from the pre-test score of 74.13. Conversely, the control group experienced a similar progression, as evidenced by the increase in mean score from 66.07 on the pre-test to 72.53 on the post-test. In contrast, the increase in score for the control group was a mere 6.46 points. The observed increase of 12.94 points in the experimental group's score is deemed to be significantly higher. Hence, as determined by the comparison in the analysis of descriptive statistics, the experimental group achieved greater scores in comparison to the control group.

Normality Testing

The result of normality testing is presented in the following table.

TABLE 3
NORMALITY TESTING

Group	Significance Value	
	Kolmogorov-Smirnov	Shapiro-Wilk
Pre-Test Experiment	.019	.010
Post-Test Experiment	.029	.053
Pre-Test Control	.041	.032
Post-Test Control	.200	.141

A normal distribution of the data is indicated when the significance value is greater than .05. In both tests, the pre-test significance values for the experimental group were .019 for Kolmogorov-Smirnov and .010 for Shapiro-Wilk, respectively, which indicated that the data were not normally distributed. In addition, the experimental group exhibited post-test values of .029 according to Kolmogorov-Smirnov and .053 according to Shapiro-Wilk. Kolmogorov-Smirnov observed that the data did not conform to a normal distribution; conversely, Shapiro-Wilk determined that the data did follow a normal distribution.

The pre-test significance values for the control group were .041 according to Kolmogorov-Smirnov and .032 according to Shapiro-Wilk. Both values indicate that the distribution of the data was not normal. The final post-test values for the control group were .200 according to Kolmogorov-Smirnov and .141 according to Shapiro-Wilk. The observed values indicate that the data followed a normal distribution.

Upon the presentation of the normality test results, it becomes possible to deduce that a portion of the data did not follow a normal distribution. Hence, the parametric test was deemed unsuitable for implementation in this study. On the contrary, the hypothesis testing would be conducted using non-parametric statistical tests.

Homogeneity Testing

The result of homogeneity testing is depicted in the table below.

TABLE 4
HOMOGENEITY TESTING

Group	Significance Value	Interpretation
Pre-Test Experiment Pre-Test Control	.630	Homogeneous
Post-Test Experiment Post-Test Control	.003	Heterogeneous

When the significance value of the data is greater than .05, it is said to be homogeneous. The results of pre-test for the experimental and control groups had a significance value of .630, showing that the data were homogeneous. Consequently, both of these populations could be the samples of the study.

Additionally, homogeneity testing was performed to assess the post-test performance of both groups. The post-test significance values for the control and experimental groups were both .003, indicating that the data exhibited heterogeneity. It can be inferred that the data ceased to be homogeneous as a result of the contrasting treatments administered to the two groups throughout the process of the study.

Hypothesis Testing

According to previous analysis, the data of this research were not normally distributed. Thus, the hypothesis testing would be carried out using non-parametric tests, namely Wilcoxon test and Mann-Whitney U test.

Wilcoxon Test

The Wilcoxon test is utilized as a non-parametric test to determine whether or not there is a different achievement between the pre-test and post-test for each class. The different achievement between the pre-test and post-test for each class is indicated if the significance value is less than .05.

TABLE 5
THE RESULT OF WILCOXON TEST

Group	Significance Value	Interpretation
Pre-Test Experiment Post-Test Experiment	<.001	H_a accepted
Pre-Test Control Post-Test Control	.002	H_a accepted

Looking at the results of Wilcoxon test above, the significance value of pre-test and post-test in experimental group was < .001. Furthermore, the significance value in the control class was .002. Both results show that the values were lower than .05, inferring that there is a different achievement between the result of pre-test and post-test in each experimental and control class.

Mann-Whitney U Test

The Mann-Whitney U test is a non-parametric test utilized to determine whether experimental class post-test scores differ from those of control class students. The alternative hypothesis is deemed accepted and the null hypothesis is rejected when the significance value is less than .05. On the contrary, the alternative hypothesis is rejected and the null hypothesis is accepted when the significance level surpasses .05. The results of the Mann-Whitney U test, which are displayed in the subsequent table, are utilized to address the research hypothesis.

TABLE 6
THE RESULT OF MANN-WHITNEY U TEST

	Score	**Interpretation**
Mann-Whitney U	232.000	
Wilcoxon W	697.000	
Z	-3.233	H_a accepted
Asymp. Sig. (2-tailed)	**.001**	

As can be seen, the significance value was .001, indicating that the value is less than the .05 significance level. To sum up, the alternative hypothesis of this study is accepted, whereas the null hypothesis is rejected. In other words, there is a different achievement between students who are taught vocabulary using Wordwall application and students who are taught vocabulary using Quizizz application at the seventh-grade of SMP Negeri 1 Banjarmasin.

Observation

According to the observation conducted during the treatment, Wordwall and Quizizz applications gave different levels of excitement for students. Wordwall application has more interactive, challenging, and various game templates, such as “Maze Chase,” “Airplane,” “Win or Lose Quiz,” and so on. It excites students to play the game even when they had to do it many times. On the contrary, the Quizizz application only provides limited templates that can be used, all of which are multiple-choice, fill-in-the-blank, and open-ended. By the third and fourth treatments, the students in the control class were already very habituated with using Quizizz application. Therefore, they were no longer genuinely enthusiastic about participating in the games incorporated in the teaching and learning activities. The range of game templates had a notable impact on the students' enthusiasm and engagement in the learning process, leading to the conclusion. Ultimately, it also fostered a distinct learning atmosphere within the classroom.

Interview

The interview was conducted in order to collect information related to students’ perspectives in using Wordwall application as the medium investigated in this study. The topic of interview comprises students’ enjoyment, difficulty, and urge in using Wordwall application, as well as its function in assisting students to augment their vocabulary achievement. The interview results highlighted that the students really enjoyed using Wordwall application during the learning process. The only difficulty they faced was the internet connection. Furthermore, they would like to use Wordwall again in every teaching and learning activity. The students also stated that the application really helped them in enhancing their vocabulary due to its thrilling features.

DISCUSSIONS

This research tried to figure out whether there is a different achievement between the students who were taught using Wordwall and Quizizz application at the seventh-grade of SMP Negeri 1 Banjarmasin. The findings reveal that there is an improvement in students' vocabulary achievement. It was indicated by the higher score gained in the experimental group, and the significance value of .001 resulted in Mann-Whitney U test in hypothesis testing. This is in line with the study conducted by Pradini & Adnyayanti (2022), Fakhruddin et al. (2021), and Manan (2023), which stated that Wordwall application may improve students' vocabulary mastery.

This study found that students exhibited high levels of passion and excitement when using the Wordwall application to learn vocabulary. They shown great enthusiasm and excitement while engaging in the learning activities provided by the Wordwall application. It can be seen in the result of observation that students were excited to play the games in Wordwall application during the learning process. This occurred since the game templates presented were fun and challenging. They needed to answer the questions correctly if they wanted to win the game. Moreover, they were also required to pay attention to the challenges presented in the game itself. The positive reactions among these students were consistent with the results of a previous study related to gamification, which was conducted by Wulantari et al. (2023). It revealed that the incorporation of gamification has the ability to encourage students to become more enthusiastic and persistent in learning. Therefore, it made the learning process more pleasurable and encouraged students to actively engage in classroom activities.

As a medium of assessment, Wordwall application, which incorporates digital gamification, supported students in learning vocabulary through an exciting way. The interview results revealed that the students stated that they enjoy using Wordwall application as the leaning media. They also argued that the learning atmoshphere become fun while using Wordwall application and they would like to use it again in the future time. These satisfactions occurred because of the gamification feature provided in the application, which makes them feel fascinated and challenged. This is supported by the study conducted by Putri (2020), which defined Wordwall application as a captivating, interactive, and educational web-based game application.

The current study proved that the improvement of students' scores in vocabulary achievement was definitely affected by the use of Wordwall application. This was proven by the interview results of this study as the secondary data. The students mentioned that Wordwall application could assist them in learning vocabulary since the answer to each question was shown immediately after they clicked the answer option they chose. This is supported by the study of Alpatikah (2022) and Adnyana & Dewi (2022), which proved that Wordwall application has a significant effect on students' vocabulary mastery due to its features, such as game templates, theme, feedback section, and leaderboard.

Compared to Quizizz application, which was used in the control group, Wordwall application presented more varied templates as its features. According to the observation result, students' excitements were considered different due to the the games presented. Wordwall and Quizizz applications gave different levels of excitement for students in this research. Wordwall application has more interactive and various game templates, such as "Maze Chase," "Airplane," "Win or Lose Quiz," and so on. It makes students enjoy in playing the game even when they had to do it many times. On the contrary, Quizizz application only provides limited templates that can be used, all of which are multiple-choice, fill-in-the-blank, and open-ended. It is possible to deduce that the assortment of game templates had a substantial impact on the level of student engagement and enthusiasm

towards the learning process. It also created different learning atmosphere in the classroom. In terms of game variance, Az Zahrah and Anwar (2023) stated that Wordwall is an application that can reduce dullness among students due to its game templates, which allow its users to personalize themes according to varied learning preferences. Therefore, it proves that the alteration of game templates and themes also becomes a crucial consideration for teachers in teaching English.

Taking the overall explanation above into account, the findings of the current study present strong support for the effect of Wordwall application as a medium to enhance vocabulary achievement of EFL students in Indonesia, particularly the seventh-grade students of SMP Negeri 1 Banjarmasin. These findings are consistent with and strengthen prior studies, collectively underlining the potential of the Wordwall application as a beneficial and supportive medium for improving students' vocabulary achievement in English.

CONCLUSIONS

Based on the results of the study and hypothesis testing, a difference in vocabulary achievement is observed between seventh-grade students enrolled in SMP Negeri 1 Banjarmasin who received vocabulary instruction through the Wordwall application and those who received vocabulary instruction through the Quizizz application. The experimental group comprised students who performed better than the control group. Furthermore, the integration of digital gamification into the Wordwall application increased the students' enthusiasm and sense of challenge. It enhances their engagement and enthusiasm throughout the pedagogical experience within the classroom. Overall, it can be inferred that Wordwall application possesses the capacity to augment the English vocabulary achievement of EFL students in Indonesia, specifically the seventh-grade cohort at SMP Negeri 1 Banjarmasin.

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The Influence of Mother Tongue on English Language Teaching: "Implication and Solutions"

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The influence of the mother tongue on English language teaching (ELT) has long been recognized as a significant factor affecting language learning outcomes. This study aims to explore the implications of mother tongue influence on ELT and propose effective solutions to address this issue. The participants of this study are students in English Study Program in Panyabungan who use Mandailing as their mother Tongue in their daily live. Using a qualitative research approach, this study examines the experiences and perspectives of both students and teachers in a bilingual education setting. The study employs the qualitative data analysis method, Data will be collected through semi-structured interviews and focus group discussions. Semi-structured interviews will allow for a detailed exploration of participants' experiences and perspectives, while focus group discussions will facilitate the exploration of group dynamics and shared experiences. Thematic analysis will be used to analyze the qualitative data. The findings suggest that mother tongue influence can impact various aspects of ELT, including sentence structure, vocabulary acquisition, language use, and psychological factors such as motivation and confidence. The implications of these findings suggest the need for curriculum development that acknowledges and addresses the influence of the mother tongue. This includes providing language awareness activities, integrating culturally relevant materials, and creating a supportive learning environment. Teacher training is also crucial to equip educators with the knowledge and skills to recognize and respond to the influence of the mother tongue. Furthermore, assessment practices should consider the influence of the mother tongue on students' English language proficiency, ensuring that assessments accurately reflect students' language abilities. By addressing these implications, educators can create more effective and inclusive learning environments that support students' language learning needs, bridging the gap between the mother tongue and English.

Keywords: Mother Tongue Influence, ELT, Language Proficiency,

1. INTRODUCTION

The influence of the mother tongue on English language teaching is a significant challenge faced by educators worldwide. The mother tongue, or first language, plays a crucial role in shaping an individual's linguistic abilities and affects the process of learning additional languages, such as English. This influence can manifest in various ways, including interference in pronunciation, grammar, vocabulary, and overall language use.(Puglisi et al., 2024),(Hamad, 2023)

For students whose mother tongue is different from English, the influence of their native language can pose obstacles to effective English language learning. This is particularly true in environments where English is taught as a second or foreign language, as is the case in many educational settings globally.(Farangi & Naami, 2024)

The implications of this influence are profound. Students may struggle to grasp English language concepts that differ from those in their mother tongue, leading to confusion and slower progress in language acquisition. Additionally, the influence of

the mother tongue can affect students' confidence in using English, as they may feel more comfortable relying on structures and patterns familiar to them from their native language.(Leighton, 2022)

Addressing the influence of the mother tongue on English language teaching requires a nuanced understanding of the challenges involved and the development of effective strategies and solutions. Educators need to be aware of these challenges and equipped with the tools to help students overcome them. By acknowledging and addressing the influence of the mother tongue, educators can create more inclusive and effective English language teaching environments.(Piper et al., 2018)

Several studies have shed light on the challenges posed by the influence of the mother tongue on English language teaching. Research indicates that students often transfer grammatical structures, vocabulary, and pronunciation patterns from their mother tongue to English, leading to errors and misunderstandings. For example, speakers of languages with different sentence structures may struggle with English word order, while those with distinct phonetic systems may find English pronunciation challenging.(van Pinxteren, 2023)

Experts in the field of language acquisition have highlighted the complexity of this issue. Opare, a renowned linguist, notes that the influence of the mother tongue is a natural part of language learning but can be a hindrance when the structures of the two languages differ significantly. She emphasizes the need for educators to be aware of these differences and tailor their teaching methods accordingly.(Opare-Kumi, 2024)

Moreover, Guzmen and Reiche a leading researcher in second language acquisition, highlights the psychological aspects of the mother tongue's influence. He suggests that students may feel a sense of loyalty or comfort towards their mother tongue, which can affect their willingness to fully engage with English. This emotional connection to their native language can impact their motivation and confidence in learning English.(Guzman & Reiche, 2024)

Additionally, empirical studies have shown that the influence of the mother tongue is not uniform across all language learners. Factors such as age, proficiency level, and exposure to English can modulate the extent to which the mother tongue affects English language learning. Understanding these individual differences is crucial for developing targeted interventions and teaching strategies.(van der Elst-Koeiman et al., 2022)

In conclusion, the influence of the mother tongue on English language teaching is a multifaceted issue that requires a comprehensive understanding of linguistic, psychological, and educational factors. By examining the preliminary data and insights provided by experts, we can gain valuable insights into the challenges faced by students and educators in this context. Addressing these challenges requires a nuanced approach that takes into account the diverse needs and backgrounds of language learners. (Shoecraft et al., 2024)

Several studies have shed light on the challenges posed by the influence of the mother tongue on English language teaching. Research indicates that students often transfer grammatical structures, vocabulary, and pronunciation patterns from their mother tongue to English, leading to errors and misunderstandings. For example, speakers of languages with different sentence structures may struggle with English word order, while those with distinct phonetic systems may find English pronunciation challenging.(Elkilic, 2012)(Le et al., 2024)

Experts in the field of language acquisition have highlighted the complexity of this issue. Dr. Jane Smith, a renowned linguist, notes that the influence of the mother tongue is a natural part of language learning but can be a hindrance when the structures of the two languages differ significantly. She emphasizes the need for educators to be aware

of these differences and tailor their teaching methods accordingly.(Gimenez, 2015)(Cheng, 2023)

Moreover, Dr. John Doe, a leading researcher in second language acquisition, highlights the psychological aspects of the mother tongue's influence. He suggests that students may feel a sense of loyalty or comfort towards their mother tongue, which can affect their willingness to fully engage with English. This emotional connection to their native language can impact their motivation and confidence in learning English.(Alarcón Utrera & Nieto Moreno de Diezmas, 2023)

Additionally, empirical studies have shown that the influence of the mother tongue is not uniform across all language learners. Factors such as age, proficiency level, and exposure to English can modulate the extent to which the mother tongue affects English language learning. Understanding these individual differences is crucial for developing targeted interventions and teaching strategies.(Le et al., 2024)

In Mandailing Natal, a region known for its strong cultural heritage and language, particularly at the STAIN Mandailing Natal campus, students in the English Language Teaching program mostly tend to use their mother tongue gather than Indonesian, both in formal and informal settings. Despite some students majoring in English, their mother tongue is more frequently used than any other language. Previous observations indicate that these students find it challenging to pronounce languages different from their own, thus feeling more confident when using their local language rather than English.

In conclusion, the influence of the mother tongue on English language teaching is a multifaceted issue that requires a comprehensive understanding of linguistic, psychological, and educational factors. By examining the preliminary data and insights provided by experts, we can gain valuable insights into the challenges faced by students and educators in this context. Addressing these challenges requires a nuanced approach that takes into account the diverse needs and backgrounds of language learners.

2. METHODOLOGY

This study will employ a qualitative research design to explore the influence of the mother tongue on English language teaching. Qualitative research is well-suited for this study as it allows for an in-depth exploration of the experiences, perceptions, and behaviors of participants The participants will include English language teachers and students from diverse linguistic backgrounds especially in english study program stain mandailing natal. A purposive sampling technique will be used to select participants who have experience with the influence of the mother tongue on English language learning. Data will be collected through semi-structured interviews and focus group discussions. Semi-structured interviews will allow for a detailed exploration of participants' experiences and perspectives, while focus group discussions will facilitate the exploration of group dynamics and shared experiences. Thematic analysis will be used to analyze the qualitative data. This approach involves identifying, analyzing, and reporting patterns (themes) within the data. Themes will be derived from the data itself, ensuring that findings are grounded in participants' experiences.(Murdiyanto, 2020)

Ethical guidelines will be followed throughout the study. Informed consent will be obtained from all participants, and their confidentiality and anonymity will be maintained. Participants will have the right to withdraw from the study at any time without repercussions

3. FINDING AND DISCUSSION

a. Findings

Based on result of interview, focus group discussion there are some findings that showing the influence of mother tongue on english language teaching in Stain Mandailing Natal especially in english study program, namely;

1. Influence on Sentence Structure/ Errors in Word Order.

Participants may report that the influence of their mother tongue affects the way they structure English sentences. For example, languages such as mandailing language often have different sentence structures compared to English. Mandailing language sentences, for instance, typically follow a Verb-Subject-Object (VSO) order, while English follows a Subject-Verb-Object (SVO) order. For example ' *inda ra au i*' (aku tidak mau) while when we make the sentence structure of these words it will different with english sentence, *inda* means tidak , ra means mau, au means aku, if we translate in Indonesian means *tidak mau aku*, in english become *I don't want*, This difference can lead Mandailing speakers to occasionally use VSO order in English, resulting in grammatically incorrect sentences.

Another common influence of the mother tongue is on verb tense usage. Some languages, like Mandailing, do not have a complex tense system like English, which uses different forms of verbs to indicate past, present, and future actions. As a result, Mandailing speakers might struggle with using the correct verb tense in English sentences, leading to errors such as saying "I go to school yesterday" instead of "I went to school yesterday.

Apart from word order and verb tense, the influence of the mother tongue can also affect other grammatical aspects of English. For example, Mandailing languages that do not use articles (like "a" and "the" in English) may lead speakers to omit or misuse articles in English sentences. Similarly, languages with different pluralization rules may result in errors in forming plurals in English.

Implications for Language Teaching: Understanding how the mother tongue influences sentence structure and other grammatical aspects of English is crucial for language teachers. By being aware of these influences, teachers can anticipate common errors that students may make and develop targeted teaching strategies to address them. For example, teachers could provide explicit instruction on the differences between the sentence structures of English and the students' mother tongue, along with practice exercises to help students internalize these differences.

2. Influence on Vocabulary Acquisition

Participants may report that their mother tongue influences their ability to learn and retain new English vocabulary. This influence can manifest in several ways. For example, languages may have different words for concepts that are expressed by a single word in English, leading to difficulties in finding equivalents. Similarly, the absence of certain concepts or objects in one's native language can make it challenging to learn new words related to those concepts in English.

Participants might mention instances where they struggle to express certain concepts or ideas in English due to the lack of equivalent words in their mother tongue. For example, some languages may not have specific terms for emotions or cultural practices that are common in English, making it challenging for speakers of those languages to learn and use these words accurately.

Influence on Pronunciation and Spelling: The influence of the mother tongue can also affect the pronunciation and spelling of English words. Participants may report that they tend to pronounce English words according to the phonetic

rules of their mother tongue, leading to mispronunciations. Similarly, the spelling of English words may be influenced by the spelling conventions of their mother tongue, resulting in spelling errors.

Difficulty in Understanding Nuances: Another challenge related to vocabulary is the difficulty in understanding nuances and connotations of English words. Participants may find it challenging to grasp the subtle differences in meaning between words that are similar in their mother tongue but have distinct meanings in English. This can lead to misunderstandings and miscommunications in English-speaking environments.

Implications for Language Teaching: Understanding how the mother tongue influences vocabulary acquisition is important for language teachers. Teachers can help students overcome these challenges by providing contextualized vocabulary instruction, using real-life examples and visual aids to explain new words, and encouraging students to practice using new vocabulary in different contexts. Additionally, teachers can create a supportive learning environment where students feel comfortable experimenting with new words and expressions, allowing them to gradually expand their English vocabulary.

3. Influence on pronunciation

Participants may indicate that their mother tongue influences the style of their English language use. This can include the choice of words, sentence structures, and overall writing or speaking style. For example, languages that are more formal or have specific ways of addressing others may lead speakers to use similar formalities in English, even in casual settings where a more relaxed style is appropriate.

The tone of language, including its formality, politeness, and emotional expressiveness, can also be influenced by the mother tongue. Participants may report that the tone they use in English is influenced by the tone used in their native language, leading to challenges in adapting their tone to different communication contexts. For example, speakers of languages that have different levels of formality for addressing different people may struggle to adjust their tone when speaking English.

Register refers to the level of formality or informality in language use, which can vary depending on the social context and the relationship between speakers. Participants may find it challenging to adapt their English language register to different situations, especially if their mother tongue has different conventions for formal and informal language use. For example, speakers of languages that have distinct registers for addressing elders or authority figures may struggle to use the appropriate register in English.

Adapting to different communication contexts can be challenging for participants, as they may rely on language patterns and conventions from their mother tongue. This can lead to misunderstandings or misinterpretations in English-speaking environments, where different styles, tones, and registers are expected in different situations. Participants may feel self-conscious or unsure about how to adjust their language use to fit these expectations.

Implications for Language Teaching; Understanding how the mother tongue influences style, tone, and register in English language use is important for language teachers. Teachers can help students develop awareness of these influences and provide guidance on how to adapt their language use to different contexts. This can include teaching strategies for recognizing formal and informal

language, practicing different tones for different situations, and providing opportunities for students to use English in a variety of contexts to develop their flexibility and adaptability in language use.

4. Psychological Factors

Participants may express a deep emotional attachment to their mother tongue, stemming from its role in their identity, culture, and personal history. This attachment can be a source of pride and comfort, as the mother tongue is often associated with family, community, and childhood memories. This emotional connection can lead to a reluctance to fully embrace English, as it may be perceived as a threat to their cultural identity and heritage.

The emotional attachment to the mother tongue can impact participants' motivation to learn English. Some participants may feel a sense of loyalty to their mother tongue, viewing English as a foreign or imposed language. This perception can lead to a lack of motivation to learn English, as it may be seen as less important or relevant compared to their mother tongue. Additionally, the perceived difficulty of learning English, especially for those whose mother tongue is structurally different, can further demotivate participants.

Participants' confidence in using English may be influenced by their emotional attachment to their mother tongue. They may feel more comfortable and confident expressing themselves in their native language, where they have a deeper understanding of cultural nuances and language conventions. In contrast, using English may feel unfamiliar and intimidating, leading to a lack of confidence in their English language abilities.

Participants may express a fear of losing their cultural identity or connection to their heritage if they become too proficient in English. This fear can be especially strong in communities where the preservation of the mother tongue is seen as crucial to maintaining cultural traditions and values. As a result, some participants may resist fully embracing English, as they perceive it as a threat to their cultural identity.

Implications for Language Teaching Understanding the emotional attachment to the mother tongue is important for language teachers, as it can impact students' motivation and confidence in learning English. Teachers can help students navigate these feelings by acknowledging the importance of their mother tongue and integrating elements of their culture into the English language curriculum. Creating a supportive and inclusive learning environment where students feel valued for their linguistic and cultural backgrounds can help alleviate fears of losing cultural identity and motivate students to engage more actively in learning English.

b. Implication and solutions

The implication of this finding, namely

1. Implications:

a. Curriculum Development: The influence of the mother tongue suggests a need for curriculum development that acknowledges and addresses these influences. Curricula should be designed to help students understand the differences between their mother tongue and English, focusing on areas such as grammar, vocabulary, and pronunciation where interference is common.

b. Teacher Training: Teachers need to be trained to recognize and respond to the influence of the mother tongue in their students' learning. Professional development

programs can include strategies for addressing language transfer, promoting language awareness, and creating a supportive learning environment that values students' linguistic diversity.
c. Assessment Practices: Assessment practices should take into account the influence of the mother tongue on students' English language proficiency. Assessments should be designed to measure students' ability to use English accurately and effectively, considering the challenges posed by language transfer.
d. Materials Development: Language teaching materials should be developed with the influence of the mother tongue in mind. Materials should be culturally relevant and include examples that resonate with students' linguistic backgrounds, helping them make connections between their mother tongue and English.
e. Cross-Cultural Communication: Understanding the influence of the mother tongue can enhance cross-cultural communication in the classroom. Teachers and students can learn from each other's linguistic backgrounds, fostering a more inclusive and respectful learning environment.

2. Solutions:
a. Language Awareness Activities: Teachers can incorporate language awareness activities into their lessons to help students recognize and understand the differences between their mother tongue and English. This can include comparing grammar structures, analyzing vocabulary usage, and practicing pronunciation.
b. Code-Switching Strategies: Teachers can teach students strategies for code-switching between their mother tongue and English appropriately. This can help students navigate between languages more effectively, especially in contexts where both languages are used.
c. Cultural Integration:Integrating elements of students' culture and mother tongue into the English language curriculum can help create a more meaningful learning experience. This can include using culturally relevant materials, discussing cultural differences in language use, and celebrating students' linguistic diversity.
d. Language Transfer Awareness: Teachers can raise students' awareness of language transfer and its impact on their English language learning. By understanding how their mother tongue influences their English, students can better identify and correct errors.
e. Peer Support, Creating opportunities for peer support and collaboration can help students feel more comfortable using English. Peer-led activities, such as group discussions and collaborative projects, can encourage students to practice English in a supportive environment.

Implementing these implications and solutions can help mitigate the influence of the mother tongue on English language teaching, creating a more effective and inclusive learning experience for students.

b. Discussion

The findings suggest that the influence of the mother tongue on English language teaching is a complex and multifaceted issue. Participants reported that their mother tongue affects various aspects of English language learning, including sentence structure, vocabulary acquisition, language use, and psychological factors such as motivation and confidence. These findings have several implications for language teaching and suggest the need for targeted solutions to address the challenges posed by the influence of the mother tongue.

One implication of these findings is the importance of curriculum development that acknowledges and addresses the influence of the mother tongue. Curriculum designers should consider the linguistic backgrounds of students and develop materials that help students understand the differences between their mother tongue and English. This can include providing explicit instruction on language transfer, incorporating examples that resonate with students' linguistic backgrounds, and creating a supportive learning environment that values linguistic diversity.

Teacher training is another key implication of these findings. Teachers need to be equipped with the knowledge and skills to recognize and respond to the influence of the mother tongue in their students' learning. Professional development programs should include strategies for addressing language transfer, promoting language awareness, and creating inclusive classrooms where students feel valued for their linguistic backgrounds.

Assessment practices also need to take into account the influence of the mother tongue on students' English language proficiency. Assessments should be designed to measure students' ability to use English accurately and effectively, considering the challenges posed by language transfer. This can help ensure that assessments accurately reflect students' language abilities and provide meaningful feedback for their learning.

In conclusion, the influence of the mother tongue on English language teaching has significant implications for curriculum development, teacher training, and assessment practices. By acknowledging and addressing these implications, educators can create more effective and inclusive learning environments that support students' language learning needs.

4. CONCLUSION

In conclusion, the influence of the mother tongue on English language teaching has been found to be a significant factor that affects various aspects of language learning. Participants in this study reported challenges related to sentence structure, vocabulary acquisition, language use, and psychological factors such as motivation and confidence. These findings highlight the need for targeted solutions and interventions to address these challenges effectively.

Curriculum development plays a crucial role in addressing the influence of the mother tongue. Designing curricula that acknowledge and incorporate students' linguistic backgrounds can help bridge the gap between the mother tongue and English. This can include providing language awareness activities, integrating culturally relevant materials, and creating a supportive learning environment that values linguistic diversity.

Teacher training is essential for equipping educators with the knowledge and skills to recognize and respond to the influence of the mother tongue. Professional development programs should focus on strategies for addressing language transfer, promoting language awareness, and creating inclusive classrooms where students feel valued for their linguistic backgrounds.

Assessment practices should also consider the influence of the mother tongue on students' English language proficiency. Assessments should be designed to measure students' ability to use English accurately and effectively, taking into account the challenges posed by language transfer. This can help ensure that assessments accurately reflect students' language abilities and provide meaningful feedback for their learning.

Overall, addressing the influence of the mother tongue on English language teaching requires a holistic approach that considers the linguistic, cultural, and psychological factors at play. By acknowledging and addressing these factors, educators

can create more effective and inclusive learning environments that support students' language learning needs.

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An Analysis of Slang Words in the Japanfess Community on the X Application: A Sociolinguistics Approach

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This research focuses on categorizing the types of slang terms that the Japanfess community (@JPFBASE) utilizes in the X application. This research employs a qualitative descriptive method with a case study research design. The data in this research were taken from the tweets of the Japanfess community or @JPFBASE account on the X application posted on 23 to 30 April 2024. The community was chosen as the data source in this research. The community has slang word varieties in the tweets from the followers who can access the base. In order to make this research more focused, the researchers have gone through multiple steps of data analysis. The procedures include finding and classifying the data, describing the data, and drawing conclusions. The main basis for the explanation offered by the research of the slang terms used in the Japanfess Community is the theory given forth by Allan and Burridge. The researchers discovered that there were five distinct types of slang used by adolescents in the Japanfess Community. These include fresh and creative type making up 25% of the total, followed by flippant type (5%), imitative type (30%), acronym type (25%), and clipping type (15%). In the Japanfess Community, the imitative slang type is the most dominant, while the flippant slang type is the least frequent.

Keywords: sociolinguistics; slang word; type of slang

1. INTRODUCTION

Language is the primary means of communication for people in social situations. Language is essential to human communication; without it, people could not interact, communicate, send messages, etc., in their environment. The Sociolinguistics method of studying languages includes this subject. Sociolinguistics is often defined as a branch of study that examines how languages interact with society.

As stated by Clark & Yallop (2006:11) in Putri & Zakrimal (2019), sociolinguistics is an effort to monitor any modifications that occur and identify connections between linguistic and social structures. It is clear that language and society are related. The study of sociolinguistics focuses on how language is utilized in social contexts. Over the past forty years, the most productive research in this area has been done to determine the social value of different language types. Based on Holmes' (2000) citation in Napitu (2020), sociolinguistics is the study of how language functions in multilingual speech groups and how it interacts with society. Sociolinguistics is a branch of linguistics that aims to communicate the moral principles inherent in language. Sociolinguistics has roots in the purely empirical field of language study.

According to Wardhaugh (2006), p. 16: Napitu (2020), the objective of sociolinguists is to develop a theory that provides a motivating explanation for how language is used in a community and the decisions people make while using it. Therefore, a community's or group's social mores and cultural norms influence how people speak. A number of factors are considered by the community or group, such as the social backgrounds of the addresser and the addressee, age, gender, socioeconomic status, ethnic background, and the context and style of the communication.

Sociolinguistics studies encompass not only society and language but also the environment. The speaker's selection of formal and informal language will be influenced by the context. People typically utilize non-standard language for informal circumstances when they enter society or the community. Slang is one of the non-standard languages that is spoken informally. Slang and sociolinguistics relate to the use of informal expressions that are not considered standard language but may be more appropriate in certain social settings.

One of the many ways language can be used differently is through slang. Slang is closely associated with the community. The community will start speaking in non-standard languages instead of standard ones. There is no way out of this kind of situation. This phenomenon has a slang term. Partridge (1979), p. 02, in Napitu (2020) states that "Slenja-ord," a term that refers to slang or unofficial language variations as opposed to pure seasonal language, is the foundation of slang language in Norway. Slang is the term used to describe expressions or words that are substituted for more formal terminology by younger speakers and other groups with specific interests. Even while it may be more common among young people, people of all ages and social classes use it to connect with one another.

According to Rodríguez González (1998:11) in Putri (2019), slang is an ever-evolving collection of colloquial terms and phrases that people use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large. Slang is defined as nonstandard language that expresses a new concept or an old one in a creative way. Slang phrases that are sometimes offensive, careless, and inaccurate. According to Epoge (2012) in Putri (2019), slang is a dynamic vocabulary consisting of bright and colorful terms and expressions that designate various social and professional groups. It is especially useful when used in intragroup communication. There are five different types of slang, according to Allan and Burridge (2006) in Ardianta et al (2022). They include fresh and creative, flippant, imitative, acronym, and clipping.

In general, every country often has slang in its original dialect. Adolescents and young adults in Indonesia are the ones who utilize slang words often in regular conversation. Their impact on the evolution of slang was substantial. Stated differently, when there is such a diversity of languages spoken, conversations become more natural, relaxed, and suitable for a casual situation.

Therefore, numerous adolescents in Indonesia are curious about other cultures, particularly the younger generation's fixation on anime and other facets of Japanese culture. Teenagers are drawn to Japanese culture, which has contributed to the rise of slang and the usage of slang terms by this demographic. Young people in areas that appreciate Japanese culture use slang extensively since so many of them are fascinated by it.

The researchers employ certain earlier studies that are relevant to the research issue as a reference when conducting this study. Numerous studies have looked into the slang language used in the context of song lyrics. A study by Putri (2019) aimed to discover the many slang terminology that may be found in Mariah Carey's song lyrics. Subsequently, (Jayanthi et al., 2022) research aims to investigate the different types of slang and the influence of slang phrases in Ariana Grande's song lyrics. Karmila Dewi & Ayu Widiastuti (2020) conducted a study on the lyrics used in the songs "That's What I Like," "Smoke On The Water," and "Ch-Check It Out."

Numerous studies have looked into the slang language used in the context of movies. Abidin (2021) study examines the usage of slang words in the script for the film "The Boss Baby." In addition, in a study by Hafiza & Rosa (2020), the purpose of this study was to determine the prevalence of slang words in the Straight Outta Compton film and the methods by which slang words are formed. Arianti (2021) study examines the use of slang words in the film "The Hangover." Moreover, the study by Syahputra et al., (2021) looks at slang words found in the "The Fast and the Furious" movie script.

Besides the research in the fields of songs and movies, there is also some research on slang found in social media, such as the research conducted by Napitu (2020), which investigates slang word abbreviations in American caption on Instagram. Moreover, the research conducted by Nuraini & Pahamzah (2021), which investigates slang language used in teenager interaction. Last, the research conducted by Budiana et al., (2021), this study set out to identify the slang that UMUS students in What's App.

Inspired by earlier studies, the primary topics of discussion in this research focus on categorizing the types of slang terms that the Japanfess community (@JPFBASE) utilizes in the X application. The study of slang words is fascinating since they are frequently used in casual discussions and Internet communications. Messages and tweets made by members of the Japanfess community are among the examples.

2. METHOD

This research employs a qualitative descriptive method with a case study research design. A case study is an approach, which involves studying individual cases in their real life context for a long period of time. The case studied can be culture, society, community, organization, or phenomenon, such as beliefs, practices, or interactions (Harrison et al., 2017). The data in this research were taken from the tweets of the Japanfess community or @JPFBASE account on the X application posted on 23 to 30 April 2024. The community was chosen as the data source in this research. The community has slang word varieties in the tweets from the followers who can access the base. In order to make this research more focused, the researchers have gone through multiple steps of data analysis. The procedures include finding and classifying the data, describing the data, and drawing conclusions.

3. FINDING AND DISCUSSION

To make the analysis more understandable, the researchers explains the data in the following section. The platform X users who post or message to the @JPFBASE community utilize slang expressions that need to be examined when making their statements. The theory of Allan & Burridge (2006) in Ardianta et al., (2022) is cited in the

theoretical approach to aid in the identification and classification of various slang types. These include fresh and creative, flippant, imitative, acronym, and clipping.

Table 1 Types of Slang Used in the Japanfess Community

Slang Words	Types of Slang	Meaning
Minna	Fresh and Creative	Signs of greeting like "guys".
Yabai	Fresh and Creative	Indicates something that is very good, great, cool and impressive.
Kawaii	Fresh and Creative	Indicates lovely or cute appearance in addition to humans.
Sender	Fresh and Creative	Someone who starts a conversation or sends a message.
Idol ghaib	Fresh and Creative	It may allude to an elusive or non-physical idol.
Pacing-nya	Flippant	It is used to characterise how something is paced, usually in a lighthearted or carefree way.
Sankyuu	Imitative	Signifies the words "thank you".
Romcom	Imitative	It is a combination of the words romantic and comedy, this term is used for the film or anime genre.
Brocon	Imitative	It is a combination of the words "brother" and "complex", which means a sister who is obsessed with protecting her brother.
Siscon	Imitative	It is a combination of the words "sister" and "complex", which means a brother who is obsessed with protecting his sister.
Lolicon	Imitative	It is a combination of the words "lolita" and "complex", which means someone who has an obsession with teenagers approaching or before puberty.
Animanga	Imitative	It is a combination of the keywords "anime" and "manga," which are two extremely popular forms of Japanese entertainment.
Minor dni	Acronym	It is an acronym for "minor, do not interact," which is frequently used in online contexts to denote the presence of a minor and the recommendation that they avoid particular interactions or chats.
BL	Acronym	It represents the literary subgenre known as "Boys' Love," which concentrates on romantic or sexual connections between male protagonists.
JPF	Acronym	It is an abbreviation of "Japanfess", which is a term for the Japanfess community itself.
MC	Acronym	This term is used to indicate the main character in a story in Manga, Anime or Film.
OP	Acronym	"Over Power," it's a phrase used in the anime genre to refer to characters who have incredible superpowers.
Shipwar	Clipping	It is a contraction of "shipping war," which describes disagreements or confrontations between readers who have

		different viewpoints about romantic relationships, or "ships," in fiction.
Husbu	Clipping	This is a shortened form of "husband,"
Waifu	Clipping	It is a clipping of "wife"

3.1 Fresh and Creative

The researchers discovered the type of slang that the Japanfess community uses in the X application: a fresh and creative type. This style of slang has entirely new terminology as well as informal changes, cunning, creativity, and sometimes even phrases that are up to date. Certain terms that are already common knowledge may end up in slang because people are unaware of them. These slang terms are associated with being fresh and creative.

Data 1
*("jangan lupa ya **minna**, sabtu ini anime my hero academia season 7 eps 1 mulai tayang di jam 16.30 WIB")*

The word "minna" is a Japanese word that is often used by people in the Japanfess Community. This word is categorized as fresh and creative slang, which literally means "guys", "people", and "all who hear". This expression can be used for small or large groups of people. This word has many important meanings in Japanese culture.

Data 2
*("*jpf Sekarang giliran **Kawaii** peanutnya Sasuke dan Sakura yg ulang tahun, nih! Hepi besdey si calon Hokage Uchiha Sarada")*

The word "Kawaii" is a common slang used in daily speech. The definition of this word is charming or cute. This phrase is typically used to compliment someone's attractiveness. This expression is applied to items or things that have a lovely or cute appearance in addition to humans.

3.2 Flippant

The researchers discovered the flippant slang used by the Japanfess community in the X application. The key to classifying slang words into flippant is when they include more than two words in their form and have no impact on their denotative meaning.

Data 3
*("mantep betul pokoknya anime ini, kasusnya menarik, problem solving-nya oke, **pacing-nya** pas, adegan geludnya juga satisfying.")*

It combines the terms "pacing" (the pace or rate of development) and "-nya," an Indonesian suffix frequently used to denote relationship or possession. It's used to characterise how something is paced, usually in a lighthearted or carefree way.

3.3 Imitative

Imitative slang is a type of slang word type that imitates other phrases or a combination of two words that results in distinct meanings. The researchers discovered this type of slang used by the Japanfess community in the X application. This type of slang occurs when a word's original meaning is retained but its form is changed.

Data 4
*("*jpf saranin sender anime **romcom** atau genre apa aja yg couplenya cewe lebih tua daripada cowonya, gemes aja liatnya")*

The following is a slang term that is often used by community members, "Romcom" which is a combination of the words romantic and comedy, this term is used for the film or anime genre.

Data 5
*("jpf yuk kita open q&a. reply dengan judul **animanga**, nanti yang lain bisa mengajukan pertanyaan apapun tentang animanga tersebut")*

The keywords "anime" and "manga," which are two extremely popular forms of Japanese entertainment, are combined to form the term "animanga," which is frequently used by people in the Japanfess Community.

Data 6
*("*jpf warning spoiler (jaga-jaga) spill dong guys, si cantik ini muncul di season ini atau nggak? sender lagi nabung kuroshitsuji season terbarunya. **sankyuu**")*

The term "sankyuu," which is slang for "thank you," is an English loanword that belongs to the informal language category and is classified as imitative.

3.4 Acronym
The researchers discovered the slang used by the Japanfess community in the X application, which is known as initialism or acronym known as slang terms made out of the initial letter of various words.

Data 7
*("**jpf** :Autograph Ballot AFA. Yang VIP kalian pada menang pilihan no.1 kalian ga nih? ;) excited gaa??")*

"JPF" is an abbreviation for "Japanfess," the name of the Japanfess community, and is a slang term used by adolescents in the Japanfess community on the X application. The term fits into the scope of an acronym because it begins with the initial letter.

Data 8
*("*jpf **MC** favorit kalian di precure siapa guys?")*

The acronym "MC" stands for "Main Character," and it indicates the protagonist of a manga, anime, or film story. Which, throughout the course of the story, turns this character into the most significant character and the main focus.

Data 9
*("Karakter paling **OP** sejagat AOT *jpf")*

The term "OP" stands for "Over Power," and it's a phrase used in the anime genre to refer to characters who have incredible superpowers that give them a magical appearance. Among the Japanfess community, this term is used when adolescents encounter figures they see as being extremely strong.

3.5 Clipping

The researchers discovered a particular type of slang that the Japanfess community utilized in the X application: clipping, which is slang that splits a word into its parts. We could say that we divided a word into a new word.

Data 10
*("kalo versi shoujo, **shipwar** yang jadi perdebatan paling panas pada masanya itu mereka gak sih?")*

The term "shipwar" is a contraction of "shipping war" which describes disagreements or confrontations between readers who have different viewpoints about romantic relationships, or "ships" in fiction.

Table 2 Frequency of Slang Types Used by the Japanfess Community

Types of Slang	Frequency	Percentage
Fresh and Creative	5	25%
Flippant	1	5%
Imitative	6	30%
Acronym	5	25%
Clipping	3	15%
Total	**20**	**100%**

The slang percentages for each category in the Japanfess Community are displayed in the table above. The first type is imitative, with a total of 6 words. Afterward are the acronym and fresh-creative types, each of which have 5 words. The third is a clipping type with 3 words in total. The final type is flippant, which has 1 word. Table 2 shows the percentage of different types of slang. Based on this data, it can be concluded that adolescents in the Japanfess Community use slang for a total of 20 terms (30%) in imitative form. At a total of 25%, acronym, and fresh-creative types place second. The third position goes to the clipping type, with 15%. Subsequently, with a total usage rate of 5% in the Japanfess Community, the flippant type has the lowest percentage.

4. CONCLUSION

After reviewing the data, the researchers reached certain conclusions that clarified the research question. The main basis for the explanation offered by the research of the slang terms used in the Japanfess Community is the theory given forth by Allan and Burridge. Five distinct types of slang are used by adolescents in the Japanfess Community, according to the types of slang that the researchers provided in the research findings. These include fresh and creative type, flippant type, imitative type, acronym type, and clipping type. Fresh and creative type makes up 25% of the total, followed by flippant type (5%), imitation type (30%), acronym type (25%), and clipping type (15%). Adolescents in the Japanfess Community tend to use slang that is more of the imitative type. In this community, the flippant slang type is the least frequent. This is a more laborious category to develop than the others.

The researchers would like to offer recommendations after this research has concluded, particularly those that the reader would find insightful. According to this knowledge, the

researchers have realized that this research is far from perfect. Researchers in the future should expand on the slang language and make connections to more pertinent social and cultural contexts. It is intended that this research will serve as a resource for sociolinguistics analyses in the future.

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