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PROBLEMS ENCOUNTERED BY INDONESIAN EFL LEARNERS IN MASTERING SPEAKING SKILLS

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Abstract: This research aimed to analyze and find the linguistic and non-linguistic problems faced by Indonesian EFL learners in mastering speaking skills. This research used a qualitative approach with a descriptive analysis method. The researchers were involved as observers and informants who were directly engaged in this research. The research data were obtained by involving seventeen participants as the subjects of the study. This research focused on the problems experienced by students in mastering English speaking skills as the object of research. The data collection technique of this research was conducted by observation, interview, and documentation with main informants and additional informants. The researchers used the main data source from the informants' interviews to find out the problems faced by Indonesian EFL learners in mastering speaking skills. Results of the data indicated that Indonesian EFL learners experienced problems both in linguistic and non-linguistic aspects. The linguistic aspects comprise (1) comprehension, (2) pronunciation, (3) vocabulary, (4) grammar, and (5) fluency. Whereas the aspects non-linguistic included; (1) nervous to speak, (2) no motivation, (3) afraid of making errors, and (4) low participation in class. The result of this research showed that the highest percentage that caused students' speaking mastery problems was the linguistic aspect, which reached 77% while the non-linguistic aspect only reached 23%.

Keywords: *linguistic, non-linguistics, speaking problems*

INTRODUCTION

Indonesian students are required to acquire the ability to communicate both in oral and written form in English. It aims to prepare themselves for a global society. The ability to use English can improve and help students in developing themselves intellectually, socially, and emotionally. Accordingly, the development of teaching

English as a foreign language has progressed rapidly (Novitasari & Wardhani, 2018).

Based on the curriculum applied in Indonesia, it has been formulated on the competency standard for English subject at the senior high school level that the competency has to be possessed by students include four skills which are; listening, speaking, reading, and writing. The formulation of speaking competence includes the skill of expressing meaning in transactional and interpersonal conversation in the context of everyday life (Curriculum, 2012). This means that the success of the speaking learning process can be known and measured by the ability of students to have a conversation with that language.

However, based on the previous observation result that was conducted by researchers found that there are still many students who have difficulty in speaking using English conversation both transactional and interpersonal. Such similar cases have been found in some research conducted by (Fitriani et al., 2015; Tika & Abadi, 2021; Handini et al., 2021). These research studied the difficulties encountered by the students when speaking in English. Such difficulties experienced were varied and experienced by students in different levels. This problem causes the learning process to speak English cannot run properly and the expected goals in the learning design are not achieved.

Based on those problems, this current research investigates the issues the Indonesian EFL learners experienced in mastering speaking skills. The reason for choosing the research topic is certainly based on the facts of the problems faced by students in the field and consideration that even though same problems occurred in the same level of education, the causes might be different.

REVIEW OF LITERATURE

Language skills cover four important aspects the student should master, speaking and writing as the productive skills and listening and reading as the receptive skills. The speaking ability is a major productive skill (Saed et al., 2021) and a complex one and requires regular practice to reach the most proficient level for effective communication. As it is a complex requiring the simultaneous use of different abilities, the speakers (learners) are obliged to employ vocabulary, grammar, pronunciation, intonation, and organization of content speech at the same time (Brown, 2014).

Speaking skill is identical to the ability to master a language. In a general perspective, a person is said to master a particular language if he can communicate orally or verbally in that language. This perspective led to the grouping of two types of foreign language skills among Indonesian learners, namely active and passive abilities. The oral (speaking) skills are posed as the main indicator in assessing foreign performance (Jamshidnejad, 2020). This emphasizes that the ability to speak can indicate the mastery of a language.

The ability to speak is considered as an important ability in language, compared to the other three skills even though all four skills are integrated. People who know a language are referred to as ‘speakers’ of that language as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak (Bergil, 2016) and involves various aspects such as tone, pronunciation, rhythm of speech, fluency, and lexical collocation (Feng & Liu, 2021). This ability to communicate in the context of oral and written form is an obligation for all students in Indonesia, the aim is to prepare themselves for global society as it can improve and help students in developing themselves intellectually, socially, and emotionally.

There are two important objectives for English learners in Indonesia especially in speaking skills. These objectives include transactional and interactional. The former relates to objective oriented to the message, namely giving and receiving information, whereas the latter relates to the activity of sharing opinions and personal experiences by maintaining social relationships (Mafruudloh & Fitriati, 2020). Therefore, the organization of teaching and learning activities in English should be aligned with these objectives, namely developing oral fluency of students, with the objective of improving communication skill and developing the ability to express themselves intelligently.

The role of educator is very important in improving the ability of students in teaching and learning process. Educator is not only required to be able to deliver the material to students but also must be able to motivate students to increase their English learning capacity. In order to achieve this aim, educator needs to work towards the achievement of learning objectives that have been programmed effectively in the curriculum.

Based on the curriculum that applied in Indonesia, it has been formulated on the competency standard for English subject at the Senior High School level, that the competency has to be possessed by students include four skills which are; listening, speaking, reading and writing skills. The formulation of speaking competence includes the skill of expressing meaning in transactional and interpersonal conversation in the context of everyday life (Curriculum, 2012). This means that the successful of speaking learning process can be known and measured by the ability of students to have a conversation with that language. In line with this, Namaziandost et al., (2019) suggest mastering speaking skill is a central element in second language learning and teaching and success is measured in terms of the ability to carry out a conversation in the language and can communicate confidently and fluently (Masuram & Sripada, 2020). It means that speaking skill has an important role in learning English, so we have to give more attention in teaching and learning process especially in the students problem in learning speaking.

The characteristics of good and productive conversations in English can be interpreted if students are able to speak with accuracy and fluency. Accuracy is the ability to speak correctly without making many serious mistakes so educator does not make many corrections from speaking activities that have been carried out. natural language use and the imitation of native speaker use. While fluency is natural use of language and communicating performance in a native-like way (Sasson, 2013).

The fluency in English speaking involves with speech rate, continuity, logical sequencing of sentences (Enayat & Derakhshan, 2021). It means that the communication between speaker and listener have to focus on understanding the message and the listener is able to get the information from the speaker, so fluency is one of other aspects that important in support speaking skill because it can avoid misunderstanding communication. The combination between those aspects in fluency are very important, not only focus on pronouncing the words clearly but also understanding how to arrange the sentences correctly. However, non-linguistic aspects should be considered in the teaching and learning of speaking skills.

Non-linguistic aspect becomes an additional factor the Indonesian students run into to develop their speaking skill. Those problems can be caused by several factors, problems that may arise can be in the form of a sense of excessive anxiety (Alotumi,

2021; Sholikhi, 2021) caused by poorly preparation. Feeling of fear of making mistakes can also cause problems for students in conducting verbal communication activities using English.

Speaking skills are not merely of mastering the linguistics patterns. Consequently, the Indonesian EFL learners find it difficult to speak in English. The ability to speak is a very complex ability to be mastered, knowledge of other additional components is required. According to Burnkart (Heriansyah, 2012), the mechanics of language elements, the functions of language, and the sociocultural norms areas of knowledge involved within speaking skill. *The first* area involves the use of right words in the right order with the correct pronunciation (pronunciation, grammar, and vocabulary). *The second* area is concerned with transaction and interaction in speaking performance. And *the last* are is deal with turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

The ability to speak becomes a very basic difficulty for English language learners. This constraint can be understood because speaking naturally requires learners to be able to realize the characteristics of speaking fluently. The accuracy and fluency are the two fundamental factors which verify the success of English language users from non-proficient ones (Safdari & Fathi, 2020).

However, based on the observation conducted by researchers found that there are still many students who have difficulty in speaking using sentences of English conversation both transactional and interpersonal such as anxiety (Sholikhi, 2021) and the difficulty in expressing ideas (Lestari, 2019; Lumbangaol & Mazali, 2020). These conditions certainly cause the learning process to speak English cannot run properly and the expected goals in the learning design are not achieved.

To avoid this problem, it is very important for educators or teachers to introduce and familiarize students with practicing their communication in real communication. If this is ignored, it is very possible that students are not accustomed and not ready to communicate spontaneously and cannot overcome all demands simultaneously.

Based on those problems, the aim of this research is to conduct an analysis and investigation related to what hinder the Indonesian EFL students in mastering speaking skill. The reason for choosing the research topic is certainly based on the facts of the

problems the students experienced in the field and to get solutions how to solve those problems.

METHOD

The aim of this research is to analyze and find the problems the Indonesian EFL in senior high school level experienced in acquiring their speaking skills. This research used a qualitative approach with descriptive analysis method. Descriptive analysis method was chosen with the aim to describe the facts on the object of the research through data and sample that had been collected and then carried out with descriptive analysis.

The researchers were involved as observers and informant this research. The research data obtained by involving seventeen participants who were divided into fifteen students who were poor in scores and performances based on the teachers' data, and involved two additional informants namely English teachers.

This research focused on the problems experienced by students in mastering English speaking skills as the object of research. The data collection technique of this research was conducted by observation, interview, and documentation with main informants and additional informants. The researchers used the main data source from the interview with informants to find out the problems faced by Indonesian EFL learners in mastering speaking skill. The interview helped the teacher know the speaking ability of students (Krisdiana & Majapahit, 2021) The procedure of this research includes six stages; (1) assigning informants, (2) conducting observation and interview, (3) keeping diaries, (4) conducting interview analyzes, (5) making component analyzes, and (6) making analysis reports.

FINDINGS AND DISCUSSION

Findings

In this research, the data were divided into three categories comprising of observation, interview, and documentation. The researchers collected these data by involving the primary and additional informants.

Observation

Based on the observation that has been done by researchers, the data showed that the Indonesian EFL learners experienced difficulties in four important aspects in mastering speaking skill. These four aspects include pronunciation, grammar, vocabulary, and nervous to speak. The observation result we can see in Table 1.

Table 1. Observation Result

No	Aspect	Number of Students	Result	
			Frequency	Percentage
1	Pronunciation	S1, S2, S4, S5, S6, S7	6	55%
2	Grammar	S3,10	2	18%
3	Nervous to Speak	S8	1	9%
4	Vocabulary	S9, S11	2	18%
Result			11	100%

From the table above, it can be concluded that the knowledge and understanding of linguistics becomes the main obstacles main the Indonesian EFL learners experienced in developing their speaking skill. Pronunciation becomes the most significant aspect that giving problems in mastering speaking skill, with a percentage more than 50%. While non-linguistic aspect such as nervous to speak (Sholikhi, 2021) had a less significant impact only 9%. In addition, vocabulary (Al Hosni, 2014) becomes the moderate issues as well as grammar the students experienced in mastering speaking as what Garcia-Ponce and Tagg (2020) suggest that both should be balanced with teaching speaking.

Interview Data

The results of the interviews asking the participants a number of questions that have been collected by the researchers shows that there are several important aspects that hinder the Indonesian EFL learners in acquiring speaking skills. These aspects can be classified into two aspects: linguistics and non-linguistics (Al Hosni, 2014; Bergil, 2016). The interview with the students resulted in the classification of the problems into linguistic and problems in non-linguistic aspects. The interview results suggested that the problems in linguistic aspects included; (1) comprehension, (2) pronunciation, (3) vocabulary, (4) grammar and (5) fluency. The interview result we can see in the following table.

Table 2. Linguistics Aspects

No	Aspect	Number of Students	Result	
			Frequency	Percentage
1	Comprehension	S1, S2, S3, S3, S3, S3, S4, S4, S4, S4, S5, S5, S5, S6, S6, S6, S6, S7, S7, S7, S8, S9, S9, S9, S10, S11, S11, S12, S12, S13, S14, S14, S15, S15, S15	35	44%
2	Pronunciation	S1, S1, S2, S3, S4, S5, S5, S6, S7, S7, S8, S9, S9, S10, S11, S11, S11, S12, S12, S13, S14, S14, S15	23	29%
3	Vocabulary	S1, S2, S3, S4, S5, S6, S6, S7, S7, S8, S9, S10, S12, S13, S14, S15	16	20%
4	Grammar	S1, S12, S13	3	4%
5	Fluency	S2, S15	2	3%
Result			79	100%

Based on the table above, it shows that students have problems in mastering speaking skills in the linguistic aspect. The problem is dominated by knowledge and understanding of linguistic aspects. Important aspects that have a significant impact are aspects of comprehension and pronunciation, the result of interview shows that the students' problems in the comprehension aspect reached 44% while the pronunciation aspect reached 29%. Compared with other linguistic aspects, both aspects have a very significant impact on the mastery of students' speaking skill.

Non-linguistic aspects that become the problems of students, based on the result of the interview included; (1) nervous to speak, (2) no motivation, (3) afraid of making errors, and (4) low participation in class. The interview result we can see in the following table (Al Hosni, 2014; Lumbangaol & Mazali, 2020; Sholikhi, 2021).

Table 3. Non-Linguistics Aspects

No	Aspect	Number of Students	Result	
			Frequency	Percentage
1	Nervous to Speak	S1, S3, S3, S4, S5, S7, S7, S8, S9, S10, S12, S13, S14, S15	14	61%
2	No Motivation	S4, S5, S10	3	13%

3	Afraid of Making Errors	S3, S4, S4, S15	4	17%
4	Low Participation in Class	S5, S7	2	9%
Result			23	100%

Table 3 indicates that the students have problems in mastering speaking skill not only happened in the linguistic aspects but also in the non-linguistic aspect. The problem is dominated by nervous to speak and afraid of making errors aspects (Al Hosni, 2014; Lumbangaol & Mazali, 2020; Sholikhi, 2021). Important aspect that has a significant impact is the aspect of nervous to speak, the result of interview showed that the problem of students in the nervous to speak aspect reached 61%. Compared with other non-linguistic aspects, the nervous to speak aspect has a very significant impact on the mastery of students' speaking skill.

Table 4. The Comparison of Linguistic and Non-linguistic Aspects

No	Aspects	Frequency	Percentage
1	Linguistics	79	77%
2	Non-Linguistics	23	23%
Total		102	100%

As presented in Table 4, it shows that the students' problems are dominated by the aspect of understanding and mastery of linguistic which reached 77%, while non-linguistic aspect only reached 23%. Of course this result proves that in mastering speaking skill students cannot be separated from the knowledge and understanding of linguistic aspect, because linguistic aspect has an important role and contribution in the mastery of speaking skills (Al Hosni, 2014; Bergil, 2016; Lumbangaol & Mazali, 2020; Sholikhi, 2021).

The researchers also conducted interviews with English teachers to obtain supporting data related to students' problems in mastering speaking skills. The interviews' results indicate that the problems faced by students as seen from their educators' perceptions included the lack of vocabulary knowledge, difficulty in composing sentences in accordance with grammar, a tendency to be afraid and ashamed of making mistakes in speaking English. This result confirms the interviewing results

conducted with students, the main problems faced by students arise from the knowledge and understanding of linguistic aspects.

Discussion

In her study of speaking skills, Lestari (2019) revealed that the Indonesian learners mostly are afraid of making mistakes as they only have limited vocabularies. These reasons are also reported by the previous researches (Al Hosni, 2014; Lumbangaol & Mazali, 2020; Sholikh, 2021). This statement indicates that the learners' problem in speaking mastery is influenced not only by one aspect but also involves other supporting aspects. The data of this research confirm that the mastery of speaking skills is a complex skill because it involves other supporting aspects, both linguistic and non-linguistic aspects.

On the basis of the observation and interview data regarding with the problems the Indonesian EFL learners encountered in acquiring speaking skill, the researchers conduct analysis and identify solutions to those problems, especially related to linguistic aspect, because this aspect has a very significant impact in mastering students' speaking skills. This is confirmed by Al Hosni (Al Hosni, 2014) who suggest that the students are challenged to make sentences in expressing their ideas. One of them said, "We do not know how to say it". The solution of the problem is classified according to the aspect of the problem faced in the linguistic aspect. The following identification and solution provided as follow:

Table 5. Problems and Solutions for Difficulties in Comprehension

Identification	Solution	Conclusion
Based on the result of the interview, students expect that their educator or teacher can provide interesting and fun teaching methods so that they will be more enthusiastic in learning English.	Educators or teachers have to improve their knowledge of English teaching methods and be always up to date with the development of technology-based teaching.	The way to overcome this problem is teachers have to increase their skill, make adaptation with the technology. Moreover, they have to provide attractive and fun way to teach English.

Table 6. Problems and Solutions for Difficulties in Pronunciation

Identification	Solution	Conclusion
Based on the observation, most of students have an issue with their English Pronunciation. Even just simple word like <i>punishment, diet, patience, etc.</i>	Possible solution to overcome pronunciation issue is through audiovisual media. The use of audiovisual-based technology has a good impact on learning	The way to overcome pronunciation issue is through audiovisual media.

They cannot to pronounce correctly.	because students can hear and see forms of conversation using English directly with native speakers.
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Table 7. Problems and Solutions for Difficulties in Vocabulary

Identification	Solution	Conclusion
Based on the observation, students have difficulty not only in the form of understanding passive vocabulary but also active vocabulary.	Possible solution to overcome vocabulary issue is through practice the language regularly and push students to maintain old vocabulary while acquiring new words.	The way to overcome vocabulary issue is push students to maintain old vocabulary while acquiring new words.

Table 8. Problems and Solutions for Difficulties in Grammar

Identification	Solution	Conclusion
Based on the observation, students have difficulty in composing sentences using the appropriate tenses and differences in the use of active and passive sentences.	Possible solutions to overcome grammar issues is through the frequency of problem exercises related to tenses and passive voice must be improved and supported by reference books that are appropriate to the level of learning.	The way to overcome grammar issues is to push students to work on practice questions and be supported with appropriate reference books.

Table 9. Problems and Solutions for Difficulties in Fluency

Identification	Solution	Conclusion
Based on the observation, students have difficulty in fluency in speaking English because they are not accustomed to using the language in daily life and only often use it in written sentence form.	Possible solutions to overcome the issue of fluency is through speaking practice. push students to get used to using English as a communication tool with friends and educators at school.	The way to overcome the issue of fluency is to push students to use English as a communication tool with friends and educators at school.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research findings show that the linguistic and non-linguistic aspects become the problems the Indonesian EFL learners experienced in mastering speaking skills. The data of interviewing with participants showed that the highest percentage that caused students' speaking mastery problems is the linguistic aspect, which reached 77% while the non-linguistic aspect only reached 23%.

The aspect of knowledge and understanding linguistics covered comprehension, pronunciation, vocabulary, grammar and fluency. From these aspects, comprehension

(44%) and pronunciation (29%) have a significant contribution in inhibiting the mastery of English-speaking skills. For this reason, it is needed a way and a solution that can solve these problems with the aim of students being able to master their speaking English. It needs support from all elements of education ranging from students, teachers, schools and other education stakeholders to jointly contribute to achieving the educational goals that are expected in Indonesia.

Suggestions

Based on the findings of this research, the researchers have suggested for the teachers and other researchers. For the teachers, they have to make the speaking class more interesting by reach all students participation in teaching learning process. For research that will be carried out in the future, this research will be an additional reference to conduct the next research or similar problem on analyzing students' problems in speaking skill.

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METAPHORS AND SIMILES IN PETER LERANGIS' NOVEL THE CURSE OF THE KING

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Abstract: This study aims to reveal the writing style in the novel *The Curse of the King* by Peter Lerangis, especially in its figurative speech namely metaphor and simile. The classification of metaphors analyzed uses Newmark's classification and the simile classification used in this study is the classification described by Fromilhague. A qualitative method was used to answer the problem of the study. The research showed that there were thirteen metaphors and fifty-two similes. The metaphor compositions found were one Dead Metaphor, two Recent Metaphors, Three Stock metaphors, seven Original Metaphors, and no Cliche Metaphors. The similes found were five Explicit Similes and forty-seven Implicit Similes. Metaphors and similes in the novel use many popular references such as the words of Donald Trump, party guest, Children of the Corn, Velcro, Ninja, props in a movie, Soprano, Pizza, Flashmob, a dancer on steroids, Looney Tunes, and ET. The combination of past history with a writing style that uses popular figures of speech becomes an interesting mix that makes the novel gain many fans in the world. The novelty of this type of research is still very broad, especially in research on new words in historical fiction such as in the work of Peter Lerangis.

Keywords: *metaphor, similes, stylistics*

INTRODUCTION

The language used in literary works is special because it is different from the language used in other fields. Defining the form of a literary language in literary works is not always easy. Literary language often fluctuates between the two extremes. On the one

hand, there are literary works that use languages that are no longer used in everyday communication. On the other hand, there are also literary works that express everyday words (Candria, 2019).

Butler explained that a literary work is artistic writing written originally by an author which can be in the form of poetry or drama scripts (Butler, 2020). In its development, literary works are a combination of the creative works of several generations, the wealth of language, and imagination to form a literary work (Xoshimova & Tadjibayev, 2020). Authors of literary works use language to express creativity, beauty, values, and messages in literary works. On the other hand, readers of literary works enjoy and interpret literary works using language. Therefore, it can be concluded that the creation and meaning of literary works use language. Because literature uses language, literary works can be analyzed using linguistic theory. Linguistic analysis of literary works simplifies literary works into a compilation of language units.

Linguistic analysis that is popularly used in literary works is the study of style or what is commonly referred to as stylistics. The word style comes from the Greek `stylos` which meant a short stick sharp at one end and flat at the other end utilized by the Romans for writing on wax tablets (Shawa, 2015). Styles are consistent patterns that appear in a text either in the form of items or structures. Stylistics relate the constituent linguistic units to their meaning or interpretation. Linguistics also tries to explain the relationship between linguistic elements and their meanings. Stylisticians must analyze literary works in detail and systematic way.

One of the elements of literary works that can be analyzed using stylistics is figurative language or figures of speech. Figures of speech are creative apparatuses in both writing and conventional communications utilized for clarifying discourse past its regular utilization. Journalists of writing need to communicate his/her message of the novel in an understood and circuitous way (Hussain, 2014). The creator of books needs to communicate his message in an understood and circuitous way, so he must utilize more sorts of figures of discourse which have metaphorical meaning past their actually meaning (Fadaee, 2011). Metaphor, simile and analogy give cases of the ways in which typical dialect can be utilized inventively. The neural representations of these forms hence give a

implies to decide the neurological premise of imaginative dialect. Neuro-imaging has illustrated that whereas metaphor, simile and analogy actuate a few ranges of the brain in common, they too each actuate diverse ranges. This proposes that inventive dialect has had adequate developmental significance to be handled inside more than one neural framework. Also, the neuro-imaging information proposes that typical dialect actuates zones past the dialect centers and so is encoded utilizing sensorimotor representations (Riddell, 2016). Literature is a manifestation of the author's observations of life conveyed through literary results (Lumbantobing et al., 2021). To convey his ideas from observations of life, the author uses beautiful and charming language. Metaphors can make something ordinary extraordinary (Ganiwati, 2020).

Peter Lerangis is the author of more than 175 books and his books have been translated in more than 35 languages worldwide. Novels written by Peter Lerangis are based on an enigmatic fantasy world that often creates 'aha' moments that fans love (Bush, 2017). Lerangis' novels also contain a lot of puzzles, trivia, and bits of historical places or events (Martaus, 2019). He also received nine New York Times best sellers, which all books in the Seven Wonders series also received (Lerangis, 2021). The Curse of the King is the fourth of five books in the Seven Wonders series. The book is a sequel to The Tomb of Shadows, Lost in Babylon, and Colossus Rises. The book tells about the adventures of Jack McKinley in dealing with the missing statue of the god Zeus. The main character in the novel is trying to uncover the secrets of the wonders of the ancient world and trying to save the world (Fantasticfiction, 2021).

The writings of Peter Lerangis raise the question of why writing from a fantasy world and full of trivia can attract readers around the world. The researchers suspect that there is a correlation between the content of Peter Lerangis' novels and the way the novels are written, giving rise to an interesting mix of stories and writing styles. Therefore, the researchers want to examine the writing style of Peter Lerangis, especially in the novel The Curse of the King. To limit the analysis, the researchers limit the analysis to figure of speech analysis, especially metaphors and similes. The limitation on metaphor and simile was chosen because the researchers believe that they contributed greatly to the writing style of Peter Lerangis.

REVIEW OF LITERATURE

Metaphor is a part of comparative figure of speech that does not use comparative words, such as, like, like, like and so on (Ganiwati, 2020). Metaphor is a style of language that compares two things implicitly without using connecting words that are short and dense (Sitorus et al., 2020). Metaphor can increase figurative expressiveness in language. (Aqromi, 2020) gives an example of this in the case of newspaper headlines that use metaphorical language style (Manurung et al., 2020).

Similar to metaphor, simile is a figure of speech that compares two things. The difference is that similes use comparative words like “like, as”. A simple example is “he eats like a horse”. Simile is much less investigated than the metaphor, although it occurs frequently in discourse. “Like metaphor, it is a semantic figure, a mental process playing a central role in the way we think and talk about the world, which often associates different spheres”. It can have an affirmative or a negative form: the affirmative form asserts likeness between the entities compared, as “the sun is like an orange” and the negative one denies likeness, as “the sun is not like an orange”.

Metaphors and Similes (figurative language) have different features from everyday language (nonfigurative language). Metaphors and Similes have different meanings from nonfigurative language and tend to exaggerate. These differences can be seen from the following examples:

Table 1. Example of Figurative Language and Nonfigurative Language

Figurative language	Nonfigurative language
Jane is a swan (metaphor)	That animal is a swan
The bag is as heavy as an elephant (simile)	The bag is as heavy as my suitcase

Swan in figurative language can mean someone who is very graceful and gentle while in nonfigurative language, swan is an animal. The expression very heavy can be expressed in words as heavy as an elephant while an elephant in ordinary language is an animal. In ordinary language, the expression of the weight of an object can be measured by a measure of weight or compared with similar objects, but in figurative language, the

expression can be compared with very different objects that can express the weight of the object.

Newmark in (Telaumbanua, 2020) offers five comprehensive types of metaphors, namely dead, cliché, stock, recent, and original. Dead metaphor is a metaphor that loses its connotative meaning which is then used like nonfigurative language. This category includes concepts of space and time, major body parts, and human activities. The three groups of this type of metaphor are metaphorical imagery, metonymy, and non-technical words used metaphorically. An example of metaphorical imagery is the word 'shining' which can mean superior. Metonymy can be in the form of the word 'crown' which can mean power. An example of the last group is 'a matter of life and death' which can mean very important matters. Cliché metaphor is a type of metaphor that is used too much so that it is difficult to carry a figurative meaning. The cliché metaphor tries to reveal to the reader that an expression is an unusual one. An example is the expression 'a transparent lie' which can mean a lie that is already known to anyone. Stock metaphors are metaphors that are commonly used in a particular culture. In western culture, especially those that speak English, it is common to find the expression 'he sees fear in my heart' to show one's understanding of one's psychological state. Recent metaphors are dynamic metaphors and come from a community. This type of metaphor uses a lot of colloquial and informal language such as 'groovy' which means fashionable and exciting. Original metaphors are metaphors that arise from the creativity of the author or speaker. Therefore, the metaphors used are new and fresh. An example is 'I hear the sound of gardens breathing' which can mean that nature is dynamic and alive.

Simile has several functions in language. The first function is as a tool to communicate briefly and efficiently. The second function, simile, serves as a cognitive tool to understand language alternatively. Simile requires the individuation of the source and target of a concept and evaluation of the similarities between the two concepts. Simile has several types and classifications ranging from the most stereotypical to the most creative. Between the stereotypical standard of simile and the fresh and original simile, the simile can be settled.

Fromilhague in (Isgandarova, 2019) describes two main classifications of similes, namely explicit and implicit similes. In explicit similes, the point of similarity is expressed directly using the words 'as...as' as in the expression 'as hot as fire'. On the other hand, the difference in implicit similes is not directly stated. An example is in the expression 'swim like a fish' which means to be able to swim very well. The clear similarity contains vehicle, tenor, connector, (like, as such, etc) and the details of the similarity. Whereas unclear similarity has vehicle, tenor, connector (like, as such, etc.), but do not contain the details of the similarity (Padillah et al., 2016).

Numerous scholars have treated metaphors and similes as rises to any metaphor can be reworded as a simile, and vice-versa. This property of metaphors is the establishment of standard comparison hypotheses of representation comprehension. On this see, representations such as “my work could be a jail” are actually wrong, and so cannot be straightforwardly deciphered. Instep, such “irrational” statements are changed over to likenesses (i.e., my work is like imprisonment) and caught on as any exacting comparison would be. Comparison hypotheses depend on three suspicions: (1). Exacting elucidations have unlimited need; (2). Metaphor translation is optional, triggered at whatever point a strict translation falls flat to form sense in setting; (3). Taking after suspicions (1) and (2), metaphor preparing isn't as it were more troublesome than strict, but includes distinctive handling instruments. The distinctive shapes of a metaphor – the comparison and categorical shapes – have distinctive referents. In the comparison frame, the metaphor vehicle alludes to the exacting concept, e.g., in my attorney is like a shark, the term “shark” alludes to the exacting angle. In categorical frame, my attorney may be a shark, “shark” alludes to a theoretical (allegorical) category of savage animals. This distinction in reference makes it conceivable for a representation and its comparing analogy to contrast (a) in interpretability and (b) in meaning. Since a representation cannot continuously be caught on in terms of its comparing analogy, the researchers conclude that comparison speculations of representation are on a very basic level imperfect. Metaphors can be handled specifically as categorization attestations.

METHOD

The object of this research is a book entitled *The Curse of The King*, which is one of the Seven Wonders series by Peter Lerangis. The book was published in 2014 which contains 307 pages. The data in this study are in the form of words and sentences in the novel *The Curse of The King* (Lerangis, 2014) which were collected using qualitative data collection, namely the selection and production of linguistic or visual elements to analyze or understand phenomena (Flick, 2018). Because the data of the research are words in a novel, this research was designed using a qualitative method. This research is a type of qualitative research with the data obtained are words and not numbers. (Tavakoli, 2012) said that qualitative research is a research method that focuses on small and selected samples and does not try to reveal contextual factors (Purba et al., 2022). This study seeks to find out from the perspective of the informant and seek an in-depth picture of a phenomenon. (Taylor et al., 2016) added that qualitative research methods refer to research that produces descriptive data, written and spoken works, and behavior that can be observed.

The technique of the collection in this study is to find words and sentences that match the formulation of the problem, namely to find data that contains figures of speech, metaphors and similes. Then the data is grouped according to the type of metaphor and the type of simile. The classification of metaphors analyzed uses Newmark's classification, namely Dead Metaphor, Cliche Metaphor, Stock Metaphor, Recent Metaphor, and Original Metaphor. The simile classification used in this study is the classification described by Fromilhague, namely Explicit Simile and Implicit Simile. After that, the data groups were discussed in a discussion to find out the correlation between the stories in the novel and the author's writing style.

FINDINGS AND DISCUSSION

Findings

In the novel *The Curse of the King*, the author finds one Dead Metaphor, two Recent metaphors, three Stock metaphors, seven Original metaphors, and the author does

not find cliché metaphors. The percentage of metaphors can be seen from the following pie chart:

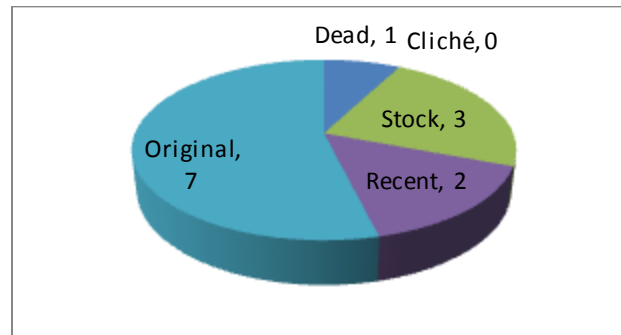


Figure 1. Types and Frequency of Metaphor

Stock metaphors are metaphors that are commonly used in a particular culture (Fadaee, 2011). In this case, Peter Lerangis uses western culture as a reference. An example is in “Sandals?” Cass said. “Camels? I don’t know. We’re just sitting ducks here.” The expression 'sitting duck' is a common metaphor used to express the feelings of someone who feels unprotected and in danger. Another example is “instead he wiped his forehead with a handkerchief, shaking his head in disbelief. “I thought we’d already take care of that ape.” The phrase 'ape' is a metaphor that describes someone who is stupid so as to be compared to primates.

Recent metaphors are found in the expression “having less than a year to live doesn’t feel great, but it’s worse when you’re in a cop car that smells of armpits, cigarettes, and dog poop.” The sentence is included in a recent metaphor because it compares something new like the smell in a police car with a combination of the smell of armpits, cigarettes, and dog droppings.

The most interesting thing about *The Curse of the King* is the use of Original metaphors that often make you laugh. one of the example is “PHONE HOME.....?” Zeus growled. Oh great. E.T. He was stomping closer to me now.” The metaphor in the quote compares the character of the god Zeus to the character in the film E.T. which is a film about extraterrestrials. Another reference which is the source of the metaphor in the novel is in the following sentence “Jack, is he going looney tunes on us? Should we be calling nine-one-one?” Looney Tunes is an animation work that features funny animated characters

because it can be concluded that in this sentence the characters want to express that they are being made fun of. It is smart to express this using a metaphor with reference to an animated film. The next reference regarding the film can be found in the following sentences “I reached down and hauled her into the air and onto the ledge with one hand—as if I were lifting a rag doll. She sprawled in the dust. “Curb your enthusiasm, Superboy,” she said.” The term Superboy is a reference from a film that describes a little boy who has super powers. The relationship between metaphor and movie reference is clearly seen in the sentence “Is that his only English?” I said, “Aly, you’re an old movie geek. Can you give him an answer he’ll understand?” The sentence illustrates that the characters in the novel are movie geeks, namely someone who is very interested in films and knows a lot about films.

In terms of similes, the researchers found 57 similes with a distribution of five explicit similes and 47 implicit similes. The comparison of the proportions of these similes can be seen from the following pie chart:

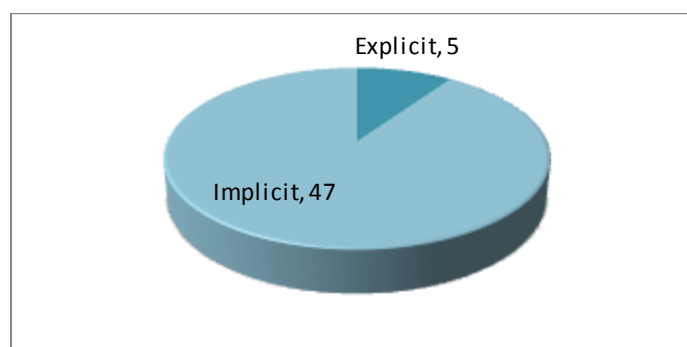


Figure 2. Types and Frequency of Simile

Explicit simile is a simile that compares two or more objects directly, often using as....as (Fadaee, 2011). In the novel there are several similes of this type, for example “Cass’s eyes were as wide as baseballs.” In this example the eyes are wide compared to a baseball. This shows that the comparison used is a popular sports tool, namely a white ball and quite large in size. The next example is to compare activities that are considered easy, such as walking by holding a sacred object called Loculus. This can be seen in the sentence “holding the Loculus in one hand, I used the other hand to scrabble up the side of a rocky

cliff. The Loculus was making this as easy as walking.” The reference that the author compares uses popular cultures with one example being the use of jack-o-lantern objects which are objects used in Halloween. The sentence that shows that is as follows: “It was as fake as a plastic jack-o-lantern.” The next comparison that shows the explicit simile is “the guy’s head was as hard as granite.”

In line with the explicit simile, the implicit simile in this novel also uses references from popular cultures. One of them is in the sentence “Reese is like the Donald Trump of Belleville,” I said. References referring to Donald Trump show that the character who uses the simile is aware of popular figures such as Donald Trump, who is the president of the United States which is full of controversy. This controversy often turns the character of Donald Trump into products of popular culture such as caricatures and memes.

The film *Children of the Corn* also entered into the reference implicit simile in this novel. “Over time the eyeballs had eroded, so it looked like grown-up Child of the corn.” The sentence describes the eyes of shining like the eyes of children in a horror film titled *Children of the Corn*. The picture below is the film poster which describes the equation between the eroded eyes described in a novel with the eyes of children in the film *Children of the Corn* (Wiki, 2021).



Figure 3. *Children of the Corn* Movie Poster
Source: https://villains.fandom.com/wiki/Children_of_the_Corn

It indicates that popular films are used to reference implicit simile which indicates that figures in the novel are products of a certain period. In addition, there is a possibility

that the author of the novel wants to describe the contradiction between the myths traversed by figures in the story is very different from the daily lives of these characters.

The simile reference using popular culture continues in the sentence “Lifting that staff, leaping like a ninja—it wasn’t adrenaline that let me do those things.” The word 'ninja' comes from Japanese culture which means an assassin. However, the word is more famous because of the film produced by Hollywood so that the word is a suitable equivalent for a word that represents a person who is agile. The expression 'leaping like a ninja' can be interpreted as moving nimbly like a hitman. The following sentences in the novel “Cass crowed like a demented soprano.” describes a loud screeching that is uncomfortable for the ears. References using a 'soprano', which is the highest voice type of female singers (Park & Bae, 2017), illustrate that the screeching is very unpleasant to the ear.

There is a unique comparison in the sentence “Mount Onyx in search of the rebels, my head throbbed and my ankles looked like the surface of a pizza.” The uniqueness that exists is in the comparison between the ankle and the surface of a pizza. The uniqueness that exists is in the comparison between the ankle and the surface of a pizza which is the most famous fast food in the world (Miller, 2021). There is indeed a clear image of the surface of a rough pizza with an injured ankle. The way of comparison using foods that are popular in the community is the hallmark of this novel *The Curse of the Kings*.

There are unclear similarities in the sentence “I felt like we’d walked into a flash mob of mosquitoes.” The ambiguity is due to the comparison between mosquitoes and flash mobs which is a human activity. Flash mob is a group of people who arrange, by email or mobile phone, to come together in a place at the same time, do something funny or silly, and then leave (Cambridge, 2021). Popular activities in flash mob activities are dancing together, singing together, or playing music together. Usually these activities are a form of respect and appreciation for famous musicians or songs of an era. It is very clear that flash mob activities are a popular activity recently because usually videos about these activities are uploaded on YouTube and get appreciation from the audience of the video sharing platform.

Discussion

Broadly speaking, the researchers find thirteen metaphors and fifty two similes which can be seen from the following table. Of course these findings can be debated because of the vague definition of each type in metaphor and simile.

Table 2. Frequency of Metaphor and Simile

Types of Metaphor	Frequency	Types of Simile	Frequency
Dead	1	Explicit	5
Cliché	0	Implicit	47
Stock	3	Total	52
Recent	2		
Original	7		
Total	13		

The categorization between Dead Metaphor, Cliche Metaphor, and Stock Metaphor is difficult to distinguish or difficult to find in the novel. The difference between the three types of metaphors is very thin so that the researchers find it difficult to enter the data into definite categorizations. Recent Metaphors tend to be easier to find in the novel because of the clarity of the differences when compared to the three previous types of metaphors. What is certain about the novel is that it is easy to find metaphors with the original type because the author of the novel includes many elements of popular culture as a comparison.

Difficulties in identifying between metaphors and similes also occur as stated by Haught: some novel tropes are privileged in metaphor over simile form, and others may express different interpretations in simile and in metaphor form (Haught, 2013). Barnden once stated that Comparison-based sees of ostensible representation (metaphor in A-is-B fashion where A and B are thing expressions) have regularly been characterized as casting such metaphor as circular, compressed or certain comparison. This characterization, whereas valuable for a few purposes, is by the by a deceiving paradox. It redirects consideration from two things: from the plausibility of representation and analogy being handled by distinctive shapes of comparison, and from the part of other preparing happening between surface shape and mental comparison forms. Both things, when taken into thought, seriously influence the way that the comes about of mental tests on metaphor and analogy understanding are deciphered. Another, related, error that has been current

may be a set of claims around whether likeness and/or exacting comparisons can be summarized into copular frame or bad habit versa. This paradox has, for occurrence, been utilized to back a qualification between comparison and strict comparison (Barnden, 2012).

The most interesting thing about the novel *The Curse of the King*, according to the author, is that the use of words that refer to popular cultures is widely used as a comparison of Simile and Metaphor. Words like Donald Trump, party guest, Children of the Corn, Velcro, Ninja, props in a movie, Soprano, Pizza, Flash mob, dancer on steroids, Looney Tunes, and E.T. become a reference in the figurative language in the novel. The poetic fact that these words are spoken by the main character and the supporting character who is a teenager shows something bigger than the study of stylistics. The possibility that can be drawn is that these figures are representatives of American youth who are happy with popular culture so that they do not respect past cultures. Drawing conclusions like that seems too early and needs to be proven by further studies.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The author's suspicions about the relationship between the contents of the novel *The Curse of The King* and the writing style of Peter Lerangis were indeed proven. Peter Lerangis' writing style that uses Figure of Speech which refers to popular culture can attract readers to enter a world full of imagination and bits of history. Based on the analysis that has been done, it is found that there are 13 metaphors and 52 similes. The metaphor compositions found are one Dead Metaphor, two Recent Metaphors, three Stock Metaphors, seven Original Metaphors, and no Cliche Metaphors. The similes found were five Explicit Similes and 47 implicit similes. Metaphors and similes in the novel *The Curse of the King* use many popular references such as the words of Donald Trump, party guest, Children of the Corn, Velcro, Ninja, props in a movie, Soprano, Pizza, Flashmob, dancer on steroids, Looney Tunes, and ET. The combination of past history with a writing style that uses popular figures of speech becomes an interesting mix in a literary work. Therefore, the researchers believe that it is this mixture that makes Peter Lerangis' work, especially in the novel *The Curse of The King*, gained many fans in the world.

Suggestions

Stylistic research on popular novels written today still receives less attention from literary researchers even though these types of novels have a treasure trove of data that can be used to develop the science of stylistics in the world of literature. Therefore, the author invites literary researchers to write stylistic research using contemporary literary works that are liked by many people in the world. The novelty on this type of research is still very broad, especially on research on new words formed from dialogues and narratives in historical fiction literary works such as the work of Peter Lerangis.

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HYBRID LEARNING IMPLEMENTATION IN STIE BINA KARYA DURING PANDEMIC

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Abstract: Hybrid learning was expected to overcome the online learning restriction during the pandemic. The purpose of this research was to find out students' opinions on hybrid learning implementation. This research took forty students who represented all semester of STIE Bina Karya as the respondent. The respondents' answers in form of words, phrases, and sentences were the data in this study. The data were collected through open-ended questionnaires which were analyzed through thematic analysis. The results showed that hybrid learning implementation in STIE Bina Karya needs to be reconsidered. Both lecture and learners need more adaptation related to the problem which influences the online students. Online class students face more obstacles from inside and outside.

Keywords: *hybrid learning, offline learning, online learning*

INTRODUCTION

This pandemic situation makes the technology utilization in the education system become maximalized. Not only for online learning but also in hybrid learning or blended learning, the use of technology can not be denied (Supriyanto et al., 2020). The hybrid learning implementation is suggested to continue the learning system safely and also to minimize the possibility of virus transmission which implemented in the academic year 2021/2022. Moreover, the hybrid learning implementation in Indonesia is allowed when the Covid-19 case has been decreased (Zheng et al., 2020). Hybrid learning has similarities with blended learning which is the development of an e-learning system (Fauzan & Arifin, 2017). Hybrid learning is

the combination between an e-learning system and offline learning or a conventional method. So, for the implementation sometimes the students will come to class and at the next meeting, they should study from home in turn online. The schedule was arranged so students can come to class in turn. When half of them were scheduled to come to class, the rest would study from home by following the class through online learning through Zoom Meeting. As the result, all students get a similar learning process online and also offline. In another word, there is learning integration between technology and innovation through an online learning system which is possible to take classroom interaction and participation (Hendrayati & Pamungkas, 2016).

Along with the vaccination program, it affects the number of Covid 19 victims become reduced, recently, because it provides good immunity protection, however people need to have double safety masks to reduce the virus transmission (Kerr et al., 2021). As the result, the situation is getting better. Therefore, the online learning implementation can be minimalized or even be deleted and turned into offline learning. However, it can not be deleted completely, since the pandemic has not been over yet (Profesional, 2021). It is hoped that through hybrid learning, learners and lecturers can overcome the limit when they run online learning. Because sometimes it will create social interaction between students and lecturers when they have face-to-face class (Hediansah & Surjono, 2020).

Online learning has been implemented at every education level since the Covid 19 virus spread out in Indonesia and thus it creates pros and cons. The lack of social interactions between learners and lecturers, and also among students has created problems physically. According to Fauziyyah et al., (2021), online learning is so stressful for both students and teachers. Alike with the research result done by Haratikka (2020), online learning affects both learners' and teachers' health since they spend more time sitting on fronts of their devices like laptops, handphones, or computers. Regarding this issue, many parties like students, lectures even parents wish the online learning will be ended. Moreover, learners and lectures can not avoid the dependency on devices to go online using the internet network connection. This situation definitely creates new problems easily rather than in offline classroom (Handayani, 2020).

Until now, our Education Ministry allows the schools to choose between conducting a restricted offline meeting or hybrid learning in their classes (Indahri & Kegiat-, 2021). Hybrid learning is the combination of an online learning classroom and an offline learning classroom. The area that is categorized as emergency public activity restriction (PPKM) level 1-3 is one of the requirements in implementing the offline classroom during the pandemic (Covid-, 2021).

STIE Bina Karya, located in North Sumatera in Tebing Tinggi city is one of the universities which has implemented hybrid learning for several subjects such as the countings subjects, those are Statistic, Managerial Economy, Introduction to Accounting, Financial Accounting, Financial Management, Business Projection Technique, and Macro Economy since it belongs to PPKM level 1. Previously, STIE Bina Karya applied online classroom for all subjects through Google Classroom, What's App Group, and Zoom Meeting; no offline classroom at all. It was realized that the number of active students was getting lower because they were confused about the materials posted by the lecturer through Google Classroom since there was no clear explanation at all from the lecturers. Meanwhile, in the virtual meeting using Zoom Meeting, the students faced the problem with the internet connection due to their location (Wahyuningsih, 2021) and also the limitation of the internet data (Fauziyyah et al., 2021).

From the aforementioned background, this research aimed at investigating the implementation of hybrid learning in STIE Bina Karya and whether it has run smoothly or not after implementing full online learning during the pandemic. Following that, the researchers formulated a research problem as follow: "What are students' perception of hybrid learning implementation in STIE Bina Karya?"

REVIEW OF LITERATURE

Hybrid Learning

Hybrid learning is the combination of the ways teachers deliver the material both by applying the internet and also face-to-face class. Hybrid learning is an approach that prioritizes the learners' ability to access the material using sophisticated devices (Purwahida & Jakarta, 2019) and optimizes learners' learning outcomes through technology (Hariadi et al., n.d.), even at the different times and

locations. According to Makhdoom et al (2013), hybrid learning is called blended learning which combines both offline learnings with asynchronous or synchronous learning. In this condition, students have the possibilities to study independently (Hediansah & Surjono, 2020) because their learning time is not all face-to-face, therefore hybrid learning is a trigger to build learners' critical thinking (Sulistyanto et al., 2021). Hybrid learning gives an opportunity in creating social interaction, discussions, and debate among students and teachers, it offers time efficiency, not only that, learners and teachers can access or post the material whenever and wherever since this method takes place online and offline (Hidayatullah & Anwar, 2020). Unfortunately, the presence of hybrid learning needs to consider schools' conditions and learners' location (Rahayu et al., n.d.)

Online Learning

Online learning or e-learning is learning activities that involve web-based technology, online learning platforms (Zoom Meeting, Google Meet, Google Classroom, Kahoot, Schoology), and devices like computers, handphones, and laptops that can be held with the learners' time and place flexibility (Arkorf & Abaidoo, 2015). Learners can access the learning material from the teacher by utilizing the internet. Teachers are expected to create various learning materials creatively, attractively, and comprehensively (Kediri, 2021).

Offline Learning

Offline learning is a method of teaching and learning process which took the classroom, whiteboard/blackboard as the learning environment. This method enables learners to do social interaction among students and between teachers where inviting discussion and feedback directly from the teacher. Offline learning does not require the use of the internet. But teachers need to prepare plan A, plan B or even plan C to prepare to run in case of the learners' condition and situation (Rachmah, 2020).

METHOD

This research was conducted qualitatively in December 2021. It described the actual experiences which occurred in natural settings. So, the researchers can explore the insight and also meaning through the given situation (Personal & Archive, 2018). 40 participants in this research were students from the 1st, 3rd, 5th, and 7th

semesters. The participants had to answer the open-ended questions from the Google Form link given by the researchers. The data in form of phrases, sentences, and paragraphs were analyzed through thematic analysis. Thematic analysis was conducted through several steps: 1) be familiar with the data, 2) generate initial codes, 3) discover the theme, 4) review and check the theme, 5) define and give a name to the theme, and 6) start reporting (Nowell et al., 2017).

FINDINGS AND DISCUSSION

Findings

The findings of this research are based on the data obtained from the questionnaire and some related research previously about hybrid learning or blended learning. The hybrid learning method is one of the solutions for students to learn during the pandemic. Alike with the research result by Malasari and Alvita (2020), hybrid learning give a chance for learners to have face-to-face class meetings, and also in some sessions was replaced by web-based learning. STIE Bina Karya has implemented hybrid learning since the beginning of the academic year 2021/2022. It is an effort to attract students' learning motivation during the pandemic. As the result, students were interested in attending the class because they have the opportunity to do interaction with students or between lectures. The percentage of motivated students in hybrid learning can be seen in Table 1.

Table 1. The Data of Motivated Students in Hybrid Learning

Motivated	Less Motivated	Not Motivated
80,5 %	14,6%	4,9 %

Table 1 shows that the presence of hybrid learning can improve students' learning motivation. This can be seen through the percentage of the motivated students that reaches 80,5%; meanwhile, 14,6 % of them were less motivated, and 4,9 % were not motivated. The motivated and unmotivated students were arisen from learners themselves (intrinsically) and are influenced by learners' environment (extrinsically). According to Sucaromana (2013), intrinsically, learners were motivated in hybrid learning because learners can express themselves to do challenges and enjoy things to show their ability, self-confidence, and intention. While, extrinsically learners were motivated because there is the command from their

parents, classmates, and society (Syarif & Sofyan, 2012). Having discussions among learners and sharing with the teachers, they do not need to come to class intensively, these become enjoyment for learners to run their studies. These activities obviously will motivate students to come to class and have discussions online. Moreover, students can improve their physical health since they do not need to go to campus everyday. Based on the data, there were 97,6% students agreed if hybrid learning can minimize the possibility of the virus transmission. The data of students' statements if hybrid learning can improve learners' physical and mental health is seen in Table 2.

Table 2. Hybrid Learning Improves Learners' Physic and Mental Health

Yes	No
97,6 %	2,4%

Table 2 shows that hybrid learning implementation which takes a half learner than usual can improve learners' physical and mental health. Learners still attend the class in turn, the rest will follow the real-time online class through Zoom meeting. They do not need to depart and surely it will save cost (Alsalmi et al., 2021). It is because when they are going out, they will spend money.

Hybrid learning implementation in STIE Bina Karya also utilizes some devices that support the teaching process. Those are laptops with a writing pad, overhead projector, microphone, and stable internet connection. The lecturers connect to their Youtube accounts so learners can access the teaching video about the lectures' explanation anytime they want. Table 3 below explains students' opinions on optimizing the use of technology.

Table 3. Technology Utilization

Optimal	Not Optimal
95,1%	4,9%

As can be seen in Table 3, hybrid learning implementation in STIE Bina Karya has been supported by several devices to maximize students' understanding of the lecturer's explanation. As the result, 95,1% of participants said that technology utilization is optimally used during the hybrid learning implementation.

In line with the purpose of the research which is to investigate the students' perceptions towards the implementation of hybrid learning in STIE Bina Karya,

Table 4 below displays learners' opinions on the advantages of hybrid learning implementation.

Table 4. The Advantages of Hybrid Learning Implementation

No	Advantages
1	more motivated
2	Learners can have face-to-face discussions with the lecturer
3	Give opportunity to have social interaction among learners and lecturer
4	Learners become easier to understand the material
5	Minimize the virus transmission possibility
6	Learners can save the learning material in digital
7	The lecture's direct explanation can be accepted by the learners through the feedback
8	New learning method implementation
9	Learners can take a nap at home although running the online class
10	Increase learners' self-confidence and be able to come forth
11	Learners' have the opportunity to discuss with the lecturer at the next meeting

Table 4 shows the advantages of hybrid learning implementation in STIE Bina Karya. The hybrid learning method was still new in STIE Bina Karya although it was not new in the field of education. Previously, before the pandemic, STIE Bina Karya utilized offline classrooms, then, at the beginning of the pandemic, it utilized full online classes. After almost two years, the campus started to hybrid learning method. After analyzing the responses from the students, the researchers summarize the answers into eleven categories. Most importantly, in terms of motivation, the students were motivated in hybrid learning implementation rather than in fully online classes. This answer is in line with the research result from Syarif and Sofyan (2012). They said that students' motivation increased through hybrid learning implementation. Through hybrid learning, they have chances to have a face-to-face discussion with the lecturer so that they can get direct feedback from the lecturer and do some corrections to the students' learning results on that day. As cited in Wihartini (2019), there is a difference between online and offline students' achievements in the hybrid learning method. The research result shows that the offline students comprehend more the lecture's explanation than the online one. This is because, through offline classes, the students can improve their communication skills (Tanjung & Fitri, 2020).

Hybrid learning can also help minimize the virus transmission because it is not fully offline (Dewi, 2020). Furthermore, students in an online class will have time to discuss or ask questions in the next meeting when they turn to an offline

class. In the classroom, hybrid learning only has half of the total students in that class. The rest of them follow the class at home online.

On the contrary, Table 5 below shows the disadvantages of hybrid learning implementation in STIE Bina Karya based on the data from the online questionnaire.

Table 5. The Disadvantages of Hybrid Learning Implementation

No	Disadvantages
1	Some students who got online classes are possible not understand the material.
2	The learning duration is limited
3	Complicate to operate the device and program
4	The unstable network connection
5	Online students were lack of lecture attention
6	Online students were limited to asking a question through Zoom
7	The lecture's online explanation was not well understood
8	Learners' were difficult to arrange a time between studying and working
9	The lecture was not able to focus on both online and offline students

Data of disadvantages in Table 5 are derived from the forty responses from students excerpted into 9 categories. The duration of hybrid learning was restricted and also the number of students who followed the offline classroom was limited (in the conventional method it took two and a half hours for one subject), the rest should follow the class through Zoom Meeting (the hybrid learning method took one and a half hour). The presence of hybrid learning more or less can switch the learning atmosphere. When the students got a turn in Zoom Meeting, there were several obstacles. Students in the online class were not able to catch the material explained by the lecture in real-time because of the bad weather or even the unstable internet connection. This situation affects students' understanding of the material delivered by the lecture. Then, not all students were able to operate the device and online program correctly. Furthermore, the online students were lack of lecturer's attention and somehow the lecturer was not able to focus on both online and offline students. The next finding reveals if online learners were difficult to set their time for learning or working since they are not in the classroom. This result was in line with the research result by Shand and Farrelly (2018). They state that the challenge for online students arises from the students themselves, regarding time management and also self-discipline.

Discussion

The research problem has been revealed. The presence of a hybrid learning method can refresh learners learning motivation intrinsically and extrinsically. There were several advantages that they did not receive when doing the online class. They can build social interaction through class discussion, debate, sharing, and getting direct feedback from the lecture which improves their self-confidence. On the contrary, the learners who got online classes got more problems with hybrid learning implementation in STIE Bina Karya, especially in time management, self-discipline, and devices and network connection. Moreover, the lecturer who was responsible to handle both online and offline classes was not able to focus on both at the same time.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Hybrid learning in STIE Bina Karya still needs correction and refinement. Hybrid learning implementation in STIE Bina Karya also recommends lectures' skills, knowledge, and experience in this method. The bad lectures' skills, knowledge, and experience will influence students' achievements. The hybrid learning in STIE Bina Karya made unbalance learning atmosphere between online students and offline students. The problems mostly affect online students. The major problems came from inside and also outside learners'.

Suggestions

It is suggested to STIE Bina Karya revise the hybrid learning implementation because students still face the same problem when they have a fully online class. For the next researcher, it is better to see based on the teacher's point of view on hybrid learning implementation.

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**A STUDY OF TEACHING SPEAKING TECHNIQUES USED AT *PEACE*
ENGLISH COURSE PARE, KEDIRI**

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Abstract: This research aimed to find out what teaching speaking techniques are used and the reasons for using the techniques by the tutors at Peace English Course, Pare, Kediri to overcome learners' difficulties in speaking. The method of this research was a descriptive qualitative method. The researchers obtained the data by observing the three classes of speaking programs, interviewing the tutors of the three classes, and data documents from the Peace English Course. The finding of this research showed that the techniques applied by the tutors were Storytelling, conversation, presenting, problem-solving, discussion, debate, and speech. Story-telling and conversation were applied for the beginner level class while presentation, problem-solving, discussion, debate, and speech were applied for the advanced level class. The reasons for using the techniques were because they were considered fun and were able to make the learners practice more. For the learners who have difficulties in learning to speak, the tutors encourage and motivate them to practice more because every difficulty in the speaking learning process is considered to be easily solved by having more practice.

Keywords: *speaking, teaching, techniques*

INTRODUCTION

Bahadorfar and Omidvar, as cited in Dionar and Adnan (2019) say that speaking itself is the action of delivering information or expressing someone's feelings in speech. It means that speaking is the activity of delivering ideas into some words which are spoken and become a good sentence. Brown (2004) states that speaking is the outcome of selected words. In other words, speaking is the process of selecting words, Sentences structures, and discourse. Kosar and Bedir (2014) state that speaking is the essence of learning the language. Active communication cannot be acquired if the learners cannot speak what their minds. If they cannot deliver ideas, it means neither communication nor relationship will not be achieved. In real-life situations, people will judge the

learners' English skills based on their speaking ability (Brown and Yuke cited in Kuning, 2019).

Nevertheless, teaching the learners to speak is not an easy task. There are lots of problems to solve, impediments to handle, and time to manage. In addition, speaking's sub-skills become the complexities that make speaking difficult (Tanjung & Fitri, 2020). English learners in Indonesia spend around ten years studying English starting from the first grade in junior high school until they pass college. It is a huge number of learning period that does not give enough satisfaction either for the parents or the learners themselves. Most of the learners can understand grammar and are even able to write stories but unfortunately, they cannot speak still. Teachers play a huge role to make learners understand. The need for a lesson plan to pursue the goal of learning cannot be denied as well.

The first problem in teaching English comes from the method that commonly focuses on memorizing vocabulary, answering grammatical tasks, and reading stories or conversations that cannot give much time for the learners to practice and speak. Another problem is to find out the method that motivates the learners to speak their ideas without being nervous or shy. Gudu (2015) adds the reasons for low speaking skills can come from a lack of emphasis on speaking skills in the curriculum because it is not tested on national examinations, the teacher's limited proficiency, the condition of the classroom which is not supportive, and the limited opportunities outside the classroom to practice. However, learning English for around ten years should have brought the learners to an advanced level. If they commonly have problems in a basic and essential skill especially speaking skills after spending around ten years of learning, then the learning is considered to be unsuccessful (Cahyono & Widiati cited in Mahruf, 2019).

Realizing the need of being able to be good at practicing English, there are a lot of learners who take an English course In Tulung Rejo Village, Pare, Kediri which is well known and popular as "*Kampung Inggris Pare*". In this area, the environment to learn English is more supportive than that of a formal school. There are many English courses in this village which have different patterns of techniques for teaching speaking skills. One of the most credible courses which are specialized in speaking skills is Peace English Course. It was established in 2009 and it did not take too long for the course to earn the learner's trust in teaching speaking skills. According to Zulkifli (2021), Peace

English Course is the eleventh best and recommended course in Kampung Inggris Pare Kediri. This course is focused on mastering speaking and embedding self-confidence for the learners which can be the answer and solution for formal school problems whose learners are commonly not good enough at speaking and are nervous or shy to speak up and practice and deliver their ideas. This course also has a program named BTP which facilitates the learners to stay in a supportive environment. The unique thing about this program is the learner are not only guaranteed to be able to speak up but also able to teach especially in speaking after three months of the learning period.

There have been many studies investigating the teaching techniques in Pare which are claimed to be beneficial in teaching speaking. The researchers took several studies to ascertain the authenticity of the research and to get more references. The first study was done by Mahruf (2019). The research investigated the activity of teachers in teaching speaking skills particularly in planning, teaching strategy, and assessment used in Mr. Pepsi English Course. The research done by Mahruf (2019) was concerned with analyzing the teacher's activities such as planning, teaching strategy, and assessment used, while this study was more concerned with finding out the techniques of teaching and how they were implemented during the class. The second study was a thesis done by Oktaviana (2017) which studied the speaking strategies used in three popular courses. This study was concerned about finding what strategies were used, while this study was more concerned with finding out the techniques used. The third study was by a Brawijaya University student namely Mudriana (2017). This study used a descriptive qualitative design. This study used observation, interview, and also questionnaire for collecting data. The main purpose of this research itself was to find out the techniques of teaching speaking used by the teachers for teaching adult EFL learners while this research focuses on finding out speaking teaching techniques for general and random ages.

Based on the background, the objectives of the study are as follow: (1) to find out the teaching techniques used to teach speaking in the Peace English Course and (2) to find out the reasons for selecting the speaking techniques in Peace English Course, and (3) to find out the technique used to overcome learners' difficulties in speaking in Peace English Course.

REVIEW OF LITERATURE

Speaking

According to Wahyuni (2016), speaking is the capability to be able to fluently speak and presupposes not only the features of language but information processing ability as well. She also specifies speaking as the language used bravely with little unnaturalness of pauses which is named fluency. Furthermore, Harmer (2007) also states that speaking is a spontaneously real-time act. When people are talking, they will make some words at that time, and people who they are talking with will immediately reply. We can conclude that speaking is a process of making some words to be understood and give a clear meaning.

Types of Speaking

Nunan in Brown, cited in Wahyuni (2016), specifies that there are two types of spoken language as follows: (1) Monologue: it is when a speaker uses spoken language for any length of time such as speeches, lectures, readings, and others. (2) Dialogue: speaking that involves two or more speakers.

Teaching Speaking

Ababio (2013) defines teaching itself as the process where a teacher assists a learner or a group of learners to a higher level of knowledge or skills. Rajagopalan (2019) says teaching is an interactive process, primarily involving classroom conversations that occur between teacher and student and occur during certain predetermined activities. The international encyclopedia of teaching and teacher education has classified the concept of teaching into three categories (1) Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity that necessarily affects learning. (2) Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning. (3) Teaching as normative behavior denotes action undertaken to bring about learning another. It designates a family of activities: training and instructing are primary members and indoctrination (Green, 1968 cited in Rajagopalan, 2019). According to Sholihah (2016), the goal of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves easily understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or

vocabulary and observe the social and cultural rules that apply in each communication situation. teaching speaking is to teach learners to: Produce the English speech sounds and sound patterns, Use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, Organize their thoughts in a meaningful and logical sequence, Use language as a means of expressing values and judgments, Use the language quickly and confidently with few unnatural pauses, which are called as fluency (Sholihah, 2016).

Teaching speaking skills in English as a foreign language needs good treatments to give good results for the learners (Setiawan et al., 2019). Additionally, it was been stated that the teacher's technique of teaching plays important role in any kind of learning especially learning a foreign language (Mahmoudi & Mahmoudi, 2015). One of the most important things that a teacher needs to have is creativity to be a good performing teacher and to help the learners easily understand the given material in the classroom (Sawyer, 2004). On the contrary, the teachers do not have good treatment in teaching speaking, which will influence the bad result in the speaking performance of the learners. In this case, teachers will always be challenged to create a good treatment in teaching speaking. Creativity is vital in creating good treatment because creative thinking and ideas are required when the teachers can solve a problem or event from a new perspective outside of the usual (Felek & Gül, n.d. cited in Setiawan, Munir, & Suhartono, 2019).

However, Dincer & Yesilyurt, as cited in Irwan, Asrida and Fadli (2014) claims that the opinion of learners about the significance of speaking skill in the English language is different. The differences depend on their motivation and competent/incompetent feeling in speaking skills. It means that even if the teachers are creative enough, there are still some factors needed to acquire speaking skills. These factors take a crucial part in the acquisition of speaking skills (Mahmoudi & Mahmoudi, as cited in Irwan, Asrida, & Fadli, 2014). The internal factors such as motivation, intelligence, risk-taking, and ability and the external factors like social class, first language, teachers, early start, and curriculum are what cause speaking difficulties (Gudu, 2015).

METHOD

Research Design



Figure 1. Research Design

Setting and Subject of the Study

The research was conducted at Peace English Course. The course is located on JL. Brawijaya No.40-A Pare, Kediri, East Java. The researchers did an interview section with three tutors of the Peace English Course. The researchers also observed the classes handled by them.

Instrument

There were three instruments used to collect the data in this research. They were interviews, observation, and documentation. (1) Interview: The researchers did the interview section by making fifteen questions related to the study. The audios of the interview were recorded by phone. (2) Observation: The researchers observed the class watch the class situation and condition by bringing an observation sheet. The observation sheet was given a checklist at each point. (3) Document: The researchers earned books used, daily papers given, and some photos and videos during the class and interview section.

The Technique of Data Collection

The researchers collected the data in the following steps: (1) Interview: The researchers earned the data by interviewing three different tutors who knew every speaking program in Peace English Course. The interview had been recorded by phone. (The Questions are adapted from Oktaviana, 2019). (2) Observation: The researchers watched the speaking class in three different classes guided by three different tutors to observe the situation and conditions in the class. The learning process during the lesson had been recorded by phone from the beginning up to the end of the class. (3) Document: The researchers completed the data with the data document. The data

included pictures and videos during the class. And researchers also asked for a handbook, daily given papers used by the tutors.

The Technique of Data Analysis

(1) Observation. The observation was used by the researchers where the researchers made a direct observation in the classroom and brought the observation sheet as an instrument. so that the observation could be arranged, and the researchers captured what activities were carried out by the teacher and learners during the learning process. But beforehand, the researchers recorded all the things captured by the sense of sight. Then sort out the results of observations that had been made. The data obtained from this section were carefully organized then analyzed and described by using a descriptive qualitative method. (2) Interview is written data that needs to do in the location of research. The interview did answer questions. The interview gets information about the teaching and learning process that has been done by the teacher in the class. The interview was given to the teacher to get the explanation about the experience of teaching and learning, process, techniques they used, the reasons behind it, and others then the data will be organized to be analyzed and described by using the descriptive qualitative method. (3) Data documents gained were in the form of pictures and videos during the class. It was also earned by asking for books and daily given papers that were used in each program. All of them were carefully organized, analyzed, and described by using the descriptive qualitative method.

FINDINGS AND DISCUSSION

Findings

The Teaching Techniques Used in Speaking Program

The researchers found various techniques used in this speaking specialist course. The techniques used emphasize practice rather than theory. The success of every method, technique. or approach used cannot be separated from the role of the tutor which is vital. The tutors have many things in common. All of them love teaching. They are passionate about teaching. Based on the result of the interview, they got satisfaction with things in teaching. The moment when their learners got difficulties in the learning process and they finally understand the lesson is something satisfying that has kept them in this job.

The tutors in this course have proficient English skills. It can be seen from the way they teach English that makes the learners learn easily. The learners usually laugh and have fun during the lesson. They enjoy it. Feeling joy while learning is what Peace English Course offers to its learners.

The techniques used by the tutors in this course are conversation, discussion, problem-solving, storytelling, presenting, speech, and debate. The difficulties, proportion of English used during the lesson, and how to assess the learners are adjusted to their skill levels. In other words, the techniques used, level of difficulties, how much English is used, and how to assess the learners are by what level of the program the learners are. By this consideration, the learners are expected to be able to follow the given materials. Since the speaking class levels are divided into two, there are two levels of difficulty introduced to the learners.

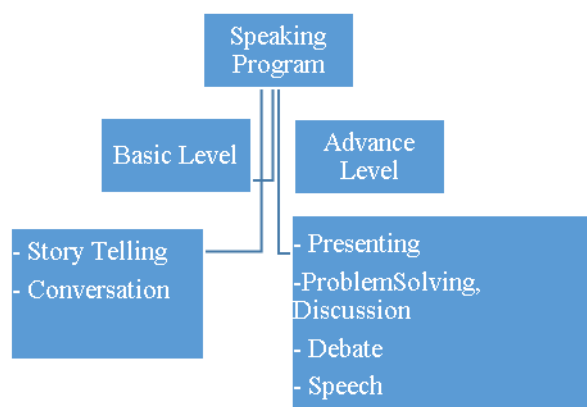


Figure 2. The Technique Applied in Teaching Speaking Program

All techniques require the learners to practice the materials taught. Peace English Course applied techniques that make the learners practice English as frequently as possible because what they need is practice instead of theoretical knowledge.

The Reason for Using the Techniques in Each Speaking Program

Every technique applied by a course should have a reason behind it. The techniques applied in Peace English Course depend on the speaking program itself. There are six speaking programs that Peace English Course has. Because some techniques are considered to be too easy for some classes, and some techniques are considered to be too difficult for some classes. It depends on the level of each class. The

followings are the speaking programs and the techniques used, and the reasons for using the techniques.

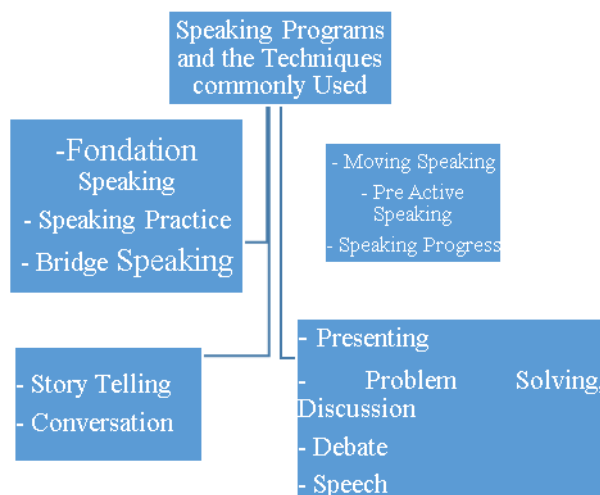


Figure 1.4 Technique Applied in Speaking Program in Peace English Course

(1) Foundation speaking class. The techniques are used because these techniques are considered to be more effective in teaching a basic speaking class. These techniques would make learners gradually practice and in the long run, learners are expectedly able to produce simple sentences and make their confidence built up. In this program, tutors would help their learners practice vocabulary and how to make a sentence. Thus, conversation and storytelling are the technique applied to make the learners dare try to speak. (2) Speaking Practice Class. The techniques used in this program are storytelling and conversation. The reasons behind it are because this class is focused on making a simple sentence and it is time to make them fully practice it. This class priority is only to make the learners practice more. So based on the purpose of the program, conversation and storytelling are considered to be suitable techniques to use. Because debate, presenting, and speech are still too difficult for basic learners. (3) Bridge speaking class. The techniques applied are debate, discussion, problem-solving, and presentation. Those techniques are used because this class focus on making the learners speak based on their own opinion. (4) Moving speaking class. The techniques used in this program are the same as Bridge speaking program. They are debate and presentation. The techniques are used because this is an advance level speaking program that focuses on fluency. (5) Pre-active speaking class. The techniques used in this

program are speech and presentation. The techniques are used because this program does not only aim to improve speaking fluency like in moving speaking class but also emphasizes structural or grammatical words used when the learners produce sentences. (6) Speaking progress class. the techniques used in this program are debate and presentation Those techniques are used because this class is the perfection of another class which will make the learners frequently and actively speak English based on their opinions with correct grammar and understandable English.

Techniques Used to Overcome Student's Difficulties in Speaking

Learners usually got difficulties in their learning process whatever the techniques used are. The difficulties commonly found by the tutors are lack of confidence and lack of practice. These problems are walking hand in hand like two inseparable coins. Another big problem for learners in master English is their motivation. Trying to deal with these problems, the tutor would firstly make them comfortable during the class and try to encourage them to continue to speak up. The learners can speak English but they usually lack practice and confidence and have difficulties speaking English. This is the reason why the techniques applied during the class are those that give more room for practicing rather than theory. The tutors just give motivation and encouragement so the learners can practice their speaking. Usually, the tutors ask the learners who have difficulties in speaking to frequently come forward to be trained to speak up which will then improve their abilities. The tutors list the names of the learners who make mistakes when speaking in terms of grammar or pronunciation and will do the discussion about the mistake together with the learners. It is expected that the learners will understand the mistakes. Making them comfortable and practicing more are considered to be the solution to any problems in speaking acquisition. The tutors of this course assess their learners by observing their confidence, how they act in the class, accents, vocabulary, pronunciation, understanding, and fluency. If the learners have good pronunciation, vocabulary, and fluency, they would pass the class. Accent and act in the class are additional aspects to assess besides vocabulary, pronunciation, comprehension, and fluency.

Discussion

Teaching Speaking Techniques Used by the Tutors

The tutors in this course apply several techniques that prioritize practicing speaking to make the learners get used to producing some. They believe that the more they practice, the more they can deal with speaking difficulties. It is in a line with Sholihah (2016). She says that teaching speaking is to teach learners to produce the English speech sounds and sound patterns by considering these considerations: word and sentence stress, intonation patterns and the rhythm of the second language, appropriate words and sentences according to the proper social setting, audiences, situation and subject matter, meaningful and logical sequence organization of ideas, use of language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses. The tutors guide the learners to consistently try to produce and build words and sentences. The tutors also guide the learners to learn the correct intonation during practicing according to the topic spoken. The techniques applied should be appropriate to the level of the learners. It is the tutor's task to find out which techniques should they implement in the class. As Mahmoudi and Mahmoudi (2015) say that the technique of teaching plays important roles in any kind of learning especially learning a foreign language. The tutors in this course are so creative to choose the right techniques and treatments to handle the class based on the learners speaking levels.

The Reason for Using the Techniques.

Every technique applied in the class has a reason which is appropriate to the aim of the learning itself. Learning English means that the learners wanted to be able to speak English. According to Bahadorfar and Omidvar (as cited in Dionar & Adnan, 2019) there are several reasons why English learners and other language learners should first learn to speak. First, speaking currently takes a crucial part of language learning and teaching such as ESL/EFL. Second, gaining speaking mastery is the main purpose for language learners. Third, competence in speaking is an applicant to rate the acquisition of learners' second/foreign language. The techniques applied such as storytelling, discussion, presenting and debate would make the learners produce some words and practice. These techniques force the learners to slowly but surely get used to practicing English. It does not matter how good the learners in writing skills. If they are

not capable to speak, people judge them as not fluent in English. It is in a line with Brown and Yuke cited in Kuning (2019) who state that in a real-life situation, people will judge one's English skill based on their speaking ability. The second reason for implementing those techniques is because some learners could not have a supportive condition in the class of the formal school. That's why they came to Pare to learn English more and have time to practice English in a good supportive condition. According to Gudu (2015), in his studies, the reasons for low speaking skills can come from a lack of emphasis on speaking skills in the curriculum because it is not tested on national examinations, the teacher's limited proficiency, the condition of the classroom which is not supportive, and the limited opportunities outside the classroom to practice English.

Techniques to Overcome Learners' Difficulties in Speaking.

Learning English is not that easy especially speaking skills. To be able to speak, the learners should frequently and consistently try to practice. Trying to practice English needs enough confidence to be brave. According to Gudu (2015), factors causing speaking difficulties are learners' insecurity about making mistakes fearful of criticism, learners' low motivation to express themselves, and learners who share the same mother tongue tend to use it because it is easier. Dealing with these obstacles, the tutors encourage the learners to be brave and explain that making mistakes is okay. The tutors also try to make the learners practice more, asking them to come forward to build up their confidence. Feeling comfortable during the learning process is acknowledged by the tutors to be beneficial for the improvement of learning speaking. The tutors also limit the number of learners in one class. Having too many learners in the class is not effective for their learning progress.

CONCLUSION S AND SUGGESTIONS

Conclusions

Peace English Course applied techniques that give more practice rather than theory. Storytelling and conversation are the techniques used for beginner-level classes while presentation, problem-solving or discussion, debate, and speech are used in advanced-level classes. These techniques are used to give the learners more time for practicing because the more the learners practice, the better their speaking skills will be.

Besides, practice is considered more effective than theoretical knowledge. All the techniques applied by the tutors encourage the learners to speak and practice English without being afraid of making mistakes or being shy. The tutors also emphasize that having difficulties in learning to speak is normal. They motivate their learners to be always confident to speak.

Suggestions

Even though the techniques applied by the tutors aim at encouraging the learners to speak, it is important to embed fun activities in the form of games. A 30-minute game is probably enough to be applied once in fourteen days. It is to refresh the learners' brains to increase the possibility of achieving the goals of learning activities. The game which is related to the material should probably be taken into a consideration. Learners who learn English, especially those who want to improve their speaking skills, must continue to practice even if they are not at the course place because the main key to being able to speak is to practice and be confident. Daily practice at home will do. For researchers who want to research the teaching strategies of teaching or learning a speaking skill, this research hopefully can be used as a reference in making a work. The researchers hope that other researchers can find other techniques in teaching speaking that are more interesting and appropriate to be applied.

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ILLOCUTIONARY ACTS AND CONTEXTUAL UTTERANCES IN THE MOVIE *RAYA AND THE LAST DRAGON*

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Abstract: Understanding illocutionary acts in English can be challenging for EFL students. To understand illocutionary acts, EFL students can see how native speakers express utterances in their speech and understand the context that constructs the basis for using the illocutionary act. This study explored the types and contexts of utterances in the movie *Raya and the Last Dragon*. Data, consisting of 31 utterances, were collected from the movie transcript and analyzed using content analysis to classify illocutionary act types and contextual utterances. Results showed the movie characters used all five illocutionary acts, and the most dominant illocutionary act was the assertive type, which occurred 13 times. The context underlined the characters expressing illocutionary acts was the place, the interlocutor, the purpose of the conversation, the use of words, and the tone. This film type of verbal communication without text was direct speech or dialogue. This study offers relevant knowledge and benefits to EFL learners and teachers in the learning-teaching processes, such as creating familiarity with complex meanings in English to avoid misinterpretation, developing their consciousness of English utterances, and growing their capability to execute the speech act flawlessly.

Keywords: *assertive, contextual utterance, illocutionary act, raya and the last dragon*

INTRODUCTION

Language is a means of essential and unique communication tool for interaction among human beings. Using language, humans can express their intention, mindset, understanding of something, and even emotions (Rabiah, 2018). Communication becomes effective when the listener can understand the meaning and the purpose that the speaker utters (Haucsa Marzuki, Alek, & Hidayat, 2020). In other words, language becomes our basic need to communicate, which allows us to share and obtain facts, ideas, and information in our daily conversations. However, language can ruin communication among people because there are so many messages, meanings, and

purposes delivered by other people (Abuarqoub, 2019). The speakers do not directly utter their intentions. Therefore, it is a vital role to understand the messages behind other people's utterances. The study to define and understand the hidden meaning of utterances conveyed by the speaker is called pragmatics (Siddiqui, 2018). Understanding the study of pragmatics gives a lot of benefits for both the speaker and the listener. The listener can process the speaker's intended meaning, inferences, desires, and types of behaviors (Bohn & Frank, 2019). As a result, the communication can flow as desired. To know a more definite picture of the meaning expressed by someone, the listener also needs to know the context behind the speaker's utterances (Puteri, Arifin, & Rahayu, 2020).

Yule (1996) states that people do not merely deliver words or sentences in their utterances but show action or want something in return for their statements. Some actions such as apologies, complaints, compliments, invitations, promises, or requests expressed in utterances can be defined as speech acts (p. 47). Therefore, the purpose and intention of the speaker in discourse interaction allow the listener to speculate or predict utterances in a particular context (Roberts, 2018). In simple words, speech acts are implemented as a function to accomplish the utterances (Ariesta & Simatupang, 2019). There are three types of speech acts: a locutionary act, an illocutionary act, and a perlocutionary act (Austin, 1962). Further discussion about these three speech acts was explained by Searle (1976). A locutionary act can be described as a surface meaning or real meaning without the hidden meaning of utterances. In simple words, the utterances are directly uttered. Meanwhile, the illocutionary act is categorized as doing something from the hidden meaning of utterances. According to Searle (1976), the illocutionary acts are divided into five categories such as representative, directive, commissive, declarative, and expressive. The last category of speech acts is a perlocutionary act which is mainly interpreted as the result of the utterances conveyed by the speaker. Among the three types of speech acts divided (Austin, 1962), an illocutionary act is the most reviewed dimensions.

As stated before, the hidden meaning of utterances can cause misinterpretation by interlocutors. It is because speech acts have complex meaning, and sometimes, it is used in many contexts. This is also in line with Christison (2018), who states that understanding speech acts, especially illocutionary acts, can be challenging for EFL. An

easy way to learn English can be through songs, news, poems, novels, podcasts, movies, etc. Since the movie shows a real example of society, the researcher will use the movie as the subject of the research (Istiqomah et al., 2020). In this study, the movie *Raya and the Last Dragon* is utilized because the background of this film is close to Indonesian culture, so it is more advantageous for EFL learners, especially in Indonesia, to become more familiar. This is in line with (Albiladi, Abdeen, & Lincoln 2018), who say that movies can help EFL learners in improving their cultural awareness.

Many researchers conducted related research about illocutionary acts. The first study of the illocutionary act was conducted by Hutajulu & Herman (2019). The result from the study appeared that the most used illocutionary act in the movie was a directive act, and the researcher did not find the types of declarative acts in the movie. This research also had a similar finding to Situmorang and Handayani (2020). The researchers used the theories from Searle (1975) and Hymes (1977), and the result showed the dominant use of illocutionary act in the movie was directive. The third research that also discussed the illocutionary act was conducted by (Ramadhani, Indrayani, & Soemantri, 2019). The study mainly focused on observing the frequent category of assertive in Donald Trump's speech. The result showed that the speech contained convincing facts and assertions.

In conclusion, many researchers analyzed types and the dominant types found in a movie and speech. Still, an in-depth study of the context underlines the speaker's utterances has never been studied. It is what causes the author eagers to fill the gap and investigate in-depth the speech acts in *Raya and the Last Dragon* at the hand of a pragmatic study, context, and Searle's theory classification regarding illocutionary acts that are utilized as contributions to identify and represent the forces or the intentional and intended purpose expressed by the characters in the movie. Therefore, this provides room for the author to draw causal conclusions from the utterances that appear during the movie and the implied meanings that are plausibly relevant and pragmatic.

Furthermore, there are two questions formed in this study. The first question is what types appear in the utterances in the movie *Raya and the Last Dragon* and the second what is the context underlying the illocutionary acts presented in the utterances. This study aimed to determine the types of illocutionary acts that appear in the utterances and to show the divulgements of the underlying context of the illocutionary

acts uttered in the conversation. Theoretically, this study affirms the contextual meaning theory in which the objectives of utterances in literary works can be analyzed with pragmatic approaches, especially in the speech act theory. Practically, this study is expected to be able to contribute as 1) material for reference which can later be used in courses related to linguistics and pragmatic studies, especially related to matters containing illocutionary acts and the context behind the utterances; 2) references and materials to improve the ability of EFL students related to the way speech acts are carried out by reflecting on pragmatic analysis; 3) references to provide an understanding of the purpose and context that underlies the characters in literary works to act in their every utterance (Saputri, 2016; Hidayat, 2016; Lin, 2021). Based on the aforementioned reasons, there is no doubt that this study will contribute significantly to EFL using English fluently and avoiding misinterpretation when they talk to English speakers.

REVIEW OF LITERATURE

Illocutionary Act

Illocutionary acts can be seen in questions, statements, orders, promises, apologies, and so on. The speaker who uses the illocutionary act attempts to utter something with the proper purpose and appropriate context to understand and act according to the intended utterances (Searle & Vanderveken, 1985). Illocutionary acts can be considered successful if the hearer can understand the intended meaning of the utterances performed by the speaker. Besides, illocutionary acts are challenging to identify because of considerations of the speaker and the hearer, the conversation's time, location, and so on (Nugroho, 2012). Based on Searle (1975), five categories of illocutionary acts are explained in the following.

Assertive; assertive can be defined as ways of the speaker to commit to telling the truth of propositions such as giving suggestions, boasting, concluding, complaining, or stating something (Roberts, 2018). *Directives*; Searle (1975) stated that directives are types of illocutionary acts that the speaker expresses to make the listener do something, such as urging, inviting, or giving suggestions. *Commissive*; speakers on the type of commissive commit several actions that must be carried out in the future. It can be making a promise, planning something, and making a bet. *Expressive*; the expressive

type in illocutionary acts shows or describes the speaker's feelings in a situation. Expressions can be in the form of apologizing, thanking, welcoming, and deploring. *Declaration*; words in declarations bring about a change in the state of an object to which it is addressed. In other words, changing the state of the world to make it match the propositional context.

Context in Utterances

Searle (1969) states that illocutionary acts consist of intended meaning and action in the utterances with a particular context, term, and intention. Yule (1996) also adds that understanding an interlocutor's utterance is knowing the meaning of words and understanding the context of the conversation. In simple words, context brings a significant role in indicating the intended meaning of utterances. Furthermore, context is considered an abstract representation that places a person in an appropriate time, place, and feature. Therefore, speech can be varied and comprehensive if a language is set on contextual meaning in a particular context (Puteri et al., 2020). Wardhaugh (2010) created a model to understand the meaning of speech based on the background context. The abbreviation for this model is SPEAKING, abbreviated from Setting and Scene, Participants, Ends, Act sequence, Key, Instruments, Norms, and Genre.

Setting and Scene (S); Wardhaugh (2010) illustrates that setting and scene can be linked as a state of action (abbreviated as S). Setting directs to the time and place of an utterance in general and the physical affairs. Meanwhile, the scene refers to one's psychological state. *Participants (P)*; participants are individuals or groups who have a role in delivering the speech as speakers or listeners. In general, each participant has a specific social background, culture, and function in the conversation. *Ends (E)*; ends are referred to as outcomes expected to be comprehended in a conversational exchange between the addressor and the addressee. Thus, the addresser usually has a goal or individual motive in a conversation to have a completed and good conversation. The addressee needs to understand and follow the exchange with appropriate behavior to the context and culture. *Act Sequence (A)*; according to Wardhaugh (2010), act sequence refers to content and structure contained in speech, such as the exact or appropriate words to use, how a word is used, and the relationship between what is said and the precise topic discussed. *Key (K)*; Zand-Vakil, Kashani, & Tabandeh (2012) suggest that the key in the conversation refers to the attributes given by the speaker and listener to

each other in terms of tone, attitude, or spirit. Criteria of key messages that the speaker uses in social interactions can be severe, casual, scornful, pretentious, and so on. Non-verbal attributes can also be shown with body languages, such as specific postures, behaviors, and gestures. *Instrumentalities (I)*; the instrument in the conversation employed refers to channel selection by the speaker and interlocutor. The speaker can convey something orally, written, or telegraphic. In this case, the speaker may initially express something at a certain length, then make jokes with a particular dialect, quote something from famous poetry, and use expressions in different languages. It indicates that the language, dialect, code, or register utilized does not change the topic of discussion. *Norms (N)*; norms in the context of interaction and interpretation lead to how one speaks by determining certain attitudes and properties following the existing social structure and social relations (Wardhaugh, 2010). *Genre (G)*; genre directs to the type that appears in an utterance between speaker and listener. The genre can be in the form of "poems, proverbs, riddles, sermons, prayers, lectures, and editorials" (Hymes, 1977).

METHOD

This was conducted using qualitative research. According to Naderifar, Goli, & Ghaljaie (2017), one's experiences and inner feelings can be defined using a systematic qualitative method. Moreover, they also add that qualitative research gives a comprehensive overview of an event through data collection and shows the high value and quality descriptions using a flexible research method. Thus, non-numerical data is provided in this qualitative research. The method that was used in this study is the content analysis method. Content analysis is also used to provide a thorough analysis and concern about the data (Selvi, 2020). It can be said that content analysis is designed to classify and interpret the underlying meaning of the data to explain a phenomenon (Renz, Carrington, and Badger, 2018).

Data Source

The data source of this research was in the form of a movie transcript of *Raya and The Last Dragon* (2021). The transcript was taken from <https://scrapsfromtheloft.com/movies/raya-and-the-last-dragon-transcript/>. *Raya and The Last Dragon* is an American animation movie produced by Disney Studios

conducted by Don Hall and Carlos Lopez Estrada. The movie of *Raya and The Last Dragon* is adapted to Southeast Asian culture. Moreover, this movie has an illocutionary act and context to help EFL students understand the meaning of utterances made by the speaker. Understanding the meaning and context uttered by the speaker can help them avoid misinterpretation and miscommunication (Macora, 2017). The researcher is interested in conducting research ~~by using~~ movies because characters' intonation and expression can be easily observed to know the meaning of the utterances.

Data Collection and Data Analysis Technique

The research was conducted in Yogyakarta and the data were collected from November until December. Analyzing and interpreting the data can be directly started after all the sources are gathered (Sugiyono, 2014). The research uses Creswell's (2013) five steps in analyzing the data. The five steps of analyzing the data were preparing, reading, coding, writing the description, and creating final interpretations of the data. The first thing was to prepare by reading the script of the movie. Then, the utterances were classified by coding on the theories by Searle (1975) and Hymes (1977). After completing the classification, the descriptive analysis was written. Next, interpretations were made. Finally, the analysis results were rechecked carefully several times to ensure that all results were appropriate and accountable.

FINDINGS AND DISCUSSION

Findings

The type of illocutionary act used by the characters in the movie *Raya and the Last Dragon*

Based on *Raya and the Last Dragon* movie, it was discovered that all types of illocutionary acts were used in the utterances by the characters in this film. There were 31 utterances identified in this movie. The type of illocutionary act in this film consisted of 13 assertive utterances, three utterances of directive type, and the types of commissive, expressive, and declaration consisted of 5 utterances, respectively. The following table 1 shows the data of each illocutionary act type.

Table 1. Total Utterances of Illocutionary Act Found in Movie *Raya and The Last Dragon*

Types of illocutionary act	Frequency	Percentage
Assertives	13	42%

Types of illocutionary act	Frequency	Percentage
Directives	3	10%
Commissives	5	16%
Expressives	5	16%
Declaration	5	16%
TOTAL	31	100%

From the data found above, it could be seen that the most dominant type that appeared in the movie *Raya and the Last Dragon* was the type of assertive speech, with a total percentage of 42%. It was followed by the commissive, expressive, and declaration types with a percentage of 16%, respectively. The most infrequent type used in this movie is the directive, with only 10%. The explanation of each type was explained as follows.

Assertive

According to Searle (1975), assertive is an illocutionary act conveyed to show facts, beliefs, and truths. The 11 assertive utterances employed by the characters in the movie portray the true or false dimension of what the characters believe about facts or truth. An example of assertive utterance was showed below.



Figure 1. Sisu (the Dragon) Talked about Her Swimming Ability

In Figure 1 above, a dragon named Sisu revealed that she could swim following the rhyme. It surprised Raya because she thought dragons should have wise and authoritative characters like the legends passed down from generation to generation. However, Sisu, the dragon in this conversation, continues to insist that she has the skill of swimming even though she is a dragon. It can be considered that Sisu implemented an assertive type because she said the fact that she could swim beautifully. Here is the excerpt found in the movie:

Sisu: “I got water skills that kill. I slaughter when I hit the water. **I’m, like, really good at swimming**, through rhyme”.

(00:30:47-00:30:54)

Directive

The utterances of the type of directive could indicate that the speaker has intended meaning behind his/her words. In short, the speaker requests the listener what he/she needs to do. This type of utterance could be seen as follows.



Figure 2. Raya Prayed to the Dragon to Help Her

In Figure 2, the movie character named Raya is in a perplexed and hopeless condition that causes her to ask a dragon to help her recover from the disaster they have been facing for approximately six years. By pleading for help with the dragon, Raya is confident that her country can recover and she can meet his father again. The intended meaning behind her words is to save her and her country to get away from the disaster. The utterance above showed that Raya employed an illocutionary act of directive type of requesting the dragon

“Look, there’s not a lot of us left, and **we really... We need your help**. If I can be honest, I need your help”.

(00:23:48-00:23:59)

Commissive

Searle (1975) states that commissive is a type of illocutionary act that the speaker implements to make an agreement or plan with the interlocutor. An example of this type of utterance could be seen as follows.



Figure 3. Raya sited beside her father in front of the gem

In Figure 3, the utterance is uttered by, Raya's father. He said that generations of their family had an obligation to protect gems. This gem must be protected so that the world is protected from harm. This obligation is an agreement that is handed over from generation to generation. Therefore, the utterance uttered by Raya's father could be categorized as a commissive type because it contains characteristics of an agreement or plan for the future.

Raya: "The spirit of Sisu."

Raya's Father: "For generations, **our family has sworn to protect the gem.**"

(00:07:15-00:07:27)

Expressive

The speakers express this type of illocutionary act as an intention to convey their feelings. An example of an expressive type in a movie was described as follows.

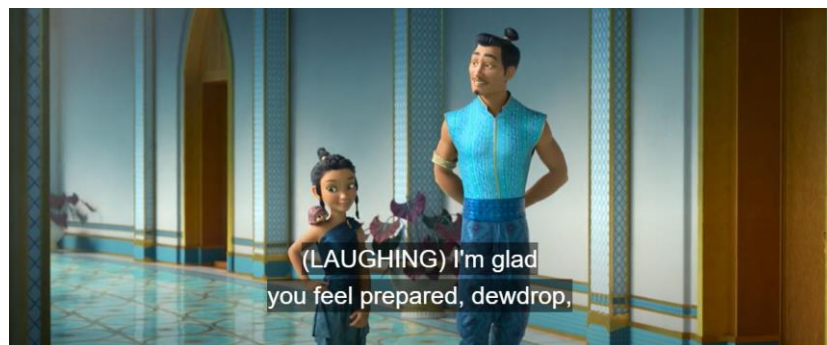


Figure 4. Raya Felt Excited

In Figure 4, Raya is a descendant who has a legacy to maintain the gem of peace for humanity. Even though Raya is not yet an adult, she is very enthusiastic about participating in the training and directions given by her father. Therefore, Raya's father felt very proud of her development. Raya's father expressed his joy and gratitude at the utterance for Raya's perseverance and success.

“I’m glad you feel prepared, dewdrop because I have something important to tell you. The other lands, they’re on their way here, as we speak”.

(00:08:40-00:08:44)

Declaration

As explained earlier, a declaration is a type of illocutionary act that is expressed to make a change according to the context. An example of an illocutionary act type declaration was explained in the following.



Figure 5. Virana Gives Namari Advice

In Figure 5, Virana, Namari's mother, delivered this utterance to say that Namari's involvement in helping her look after her citizens is enough. Her mother's words could not be refuted because Virana was the supreme leader of his people. Therefore, the utterance expressed by Virana was a must to be obeyed.

“That’s no longer your concern, my love. **You’ve done enough**”.

(01:12:35-01:12:38)

Context underlying the illocutionary act in the movie *Raya and the Last Dragon*

The following explains the context that became fundamental for the emergence of illocutionary acts by the characters in the movie *Raya and the Last Dragon* using the context created by Hymes (1977). The contexts are setting, participant, end, action sequence, key, instrument, norm, and genre. The utterance and an explanation related to the context in movie *Raya and the Last Dragon* could be seen as follows.

Raya: Hey. What do you plan on doing with us?

Tong: Oh, it’s gonna be bad. Horrifying! It’ll take me two weeks to clean up!

Raya: You have no idea, do you?

Tong: Yes, I do. I’m formulating this gruesome plan in my head...

(00:57:19-00:57:33)

The setting in this film was a city full of people who had turned to stone. One person who had not turned into stone was the leader named Tong. The city that had turned to stone was called the Spine city, which means the people there were very violent. Since Tong is so violent towards anyone, he caught Raya for torture. In the conversation, it could be seen that two characters were arguing. Raya argued with Tong intending to release and help her to restore the world. Raya's request in the debate indicated the end of the film. With the word in the conversation, Raya knew that Tong, who was known for his ferocity, did not have any malicious intent for them, but Tong tried to dispel Raya's doubts by telling them the bad things he did could do to them. The doubts and nervousness experienced by the two characters were the action sequences in this movie. The key tone in this film was sarcastic because Raya doubted the seriousness of Tong's threat. The conversations carried out by the two of them directly took the form of verbal communication. Raya and Tong both had solid and kind characters, so Tong's harsh language did not look tense. The genres that appear in the dialogue are riddles.

Discussion

After analyzing the data, all the data in this section were examined and the questions were answered. Based on Roberts (2018), listeners need to have the ability to understand the intended meaning spoken by the speaker so that there are no misunderstandings in the conversations. Meanwhile, understanding speech acts, especially illocutionary acts, is challenging for EFL learners. It is because English is not their mother tongue, and speech acts consist of complex meanings, idiomatic expressions, or cultural norms and can be expressed depending on the context in which the speech is uttered. Therefore, EFL students must precisely understand what they do in their first language and recognize which one is appropriate for transferring to another language. Some utterances in English cannot be directly understood without knowing their true meaning. Since the movie can be regarded as the most convenient portrait to understand someone's hidden meaning, this study can be used as a reference and material in a teaching-learning class in English to learn more about the types and meaning of illocutionary acts as well as the context behind the utterances so that EFL students can be sounded like native-speaker and avoid misinterpretation.

The theory illustrated by Searle (1975) was used to identify five illocutionary acts shown in the movie. The data above showed that Raya and the Last Dragon characters use all illocutionary acts in the movie. The most dominant type used by the characters is assertive, answering the first question developed in this study. Since the movie is illustrated as the representation of Southeast Asian culture, the characters often utter the illocutionary type of assertiveness to say facts or truth in their words. Moreover, they need to be honest and be kind because each character has a responsibility to preserve the legend and restore peace in the world.

In addition, the results of this study have differences and similarities to research conducted by (Ramadhani et al., 2019), which found that assertiveness is the most common type of illocutionary act. The assertive type used by Donald Trump in this study shows his stance on what he believes to be true. However, Ramadhani et al., (2019) did not explain the context of Trump's utterances. In short, the context became the difference and answered the second research question in this study. The context indicated in the movie *Raya and the Last Dragon* shows the characters' background, reasons the speaker utters words, attitudes, situations, and relationships with interlocutors, for example.

CONCLUSIONS AND SUGGESTIONS

Conclusions

To avoid misunderstanding in the conversation, a hearer needs to understand the hidden meaning that is trying to be conveyed by the speaker. When the listener can understand the speaker's intended purpose, the communication will be effective, and there will be no destruction in the conversation (Goodman & Frank, 2016). The movie contains utterances like an apology, compliment, complaint, request, and promise that can help EFL students understand and raise their use of consciousness or awareness of the use of language by native English speakers. In other words, understanding the utterances can help the EFL students become familiar with or effortlessly understand complex meanings in English and develop their awareness of the English utterances to enhance or expand their ability to understand English proficiency in performing the speech act flawlessly. Therefore, movies can be used as an alternative to discover the illocutionary act types and the context behind those types. The data indicate that the

movie *Raya and the Last Dragon* consists of five illocutionary act types. The most dominant type was assertive. The context that underlined the characters expressing illocutionary acts depended on the place, the interlocutor, the purpose of the conversation, the use of words, and the tone. The verbal communication used in this movie does not use any text or dialogue. The dialogue is in the form of riddles.

Suggestions

Movie *Raya and the Last Dragon* tells the story of the characters' tenacity to fight back for peace in their country. Therefore, they try always to tell honesty and the truth. The characters did not talk much because this movie contained many action scenes and the journey that Raya and her friends had to go through. The researchers suggest looking for movies that reveal the illocutionary act in the utterances. Accordingly, the audiences can understand the illocutionary acts and contexts in the movie more deeply. Future researchers are encouraged to explore further the relevance and benefits of analyzing illocutionary acts in various daily contexts.

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USING WORD WALL TECHNIQUE AND VOCABULARY MASTERY ON STUDENTS' WRITING SKILL

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Abstract: The study's purpose was to determine the effect of the word wall approach and vocabulary acquisition on students' writing skills. For this quasi-experimental study, students in MA Negeri 1 Serang's class XI IPA 1 are randomly assigned to one of four different factorial designs, each with a 2x2 nonequivalent control group. Data on learning outcomes were gathered via pre- and post-test activities. The samples consisted of 60 students picked at random and matched to the study's circumstances and objectives. The findings indicate a substantial difference between the experimental and control groups on the posttest. The F_o was 5.225, and the Sig. was $0.025 < 0.05$. Thus, although the null hypothesis was rejected, the research hypothesis was supported. Additionally, it suggests that the impact of combining the word wall approach with vocabulary knowledge on pupils' writing ability varies.

Keywords: *students' writing skill, vocabulary mastery, word wall technique*

INTRODUCTION

An English course is required at every level of schooling in Indonesia, from elementary school to university. In general, English is taught in Indonesia via a conventional or traditional style that places a premium on grammar and structure learning and teaching. Typically, students are expected to build and evaluate well-structured sentences as well as learn and pronounce vocabulary. In order to go to the next level of study, an English paper exam with questions on grammatical and reading skills is necessary (Suryadi et al., 2020). Students must have an adequate vocabulary to communicate successfully in a range of contexts in order to meet the demands of attaining the objectives of learning English, which include the capacity to communicate both verbally and in writing. The most fundamental competence that anybody studying English must possess is vocabulary mastery. How can one communicate in a language if he lacks the necessary vocabulary? (Trisnawati et al., 2013).

When students are studying English, teachers should be able to teach them how to utilize the right and suitable vocabulary in speaking and writing. By using

instructional aids or media, teachers may help pupils in expanding their vocabulary. A good medium is one that actively engages pupils in its usage. A teacher is accountable for providing education that is exact, clear, engaging, and efficient. This is achieved via the use of a range of media to arouse students' interest and excitement for English learning. Teachers are expected to create and distribute educational materials in their classrooms. Instructors are the frontrunners when it comes to creating and implementing effective educational programs in schools, since they are the ones who are really doing the work of creating and implementing them. Among them is the usage of media including word wall images. Students are encouraged to expand their comprehension of English vocabulary via the use of these media, rather than depending simply on dictionaries or the teacher-provided definitions of terms. A word wall graphic is an interactive medium that fosters listening, speaking, reading, and writing in the classroom (Marhamah & Mulyadi, 2020).

The lack of vocabulary in English education is one of its drawbacks, especially for students learning the language for the first time (Virgana & Lapasau, 2019). Since many students are unable to meet even modest vocabulary learning goals, it is clear that exposure to language activities that focus on other aspects of language or communication would not result in an adequate lexis being "picked up." (Schmitt, 2008).

Previous research is a source of knowledge for the authors when they do research in order to enhance the theories they utilize in their study. The author was unable to locate a prior study with the same title as the author's research. On the other hand, the author consults various papers to complement the study content in his research. The following are important past studies and periodicals to the author's research: The first is Marhamah & Mulyadi (2020) study, entitled The Effect of Using Word Wall Picture Media and Linguistic Intelligence on Improving English Vocabulary Learning Outcomes. The second study, titled The Effect of Visual Word Wall Learning Methods and Project Assessments on the English Vocabulary Ability of Class V Elementary School Students, Group I, Gianyar District, examined the effect of visual word wall learning methods and project assessments on the English vocabulary ability of class V elementary school students (Trisnawati et al., 2013). This study is distinct from two earlier studies that assessed the influence of the word wall technique on

students' vocabulary mastery because the researchers coupled word wall variables and vocabulary mastery on students' writing abilities.

The goal of this study is to discover: 1) whether or if students' text-writing abilities improve as a result of using word wall methods and vocabulary mastering. the impact of word wall approaches on pupils' ability to write text processes. how students' writing abilities are affected by students' grasp of language. The study hypotheses are: 1) Using word wall methods and vocabulary mastery has no impact on students' procedure text writing abilities and 2) Using word wall techniques and vocabulary mastery has an effect on students' procedure text writing skills. In procedural text, students' writing abilities are unaffected by the technical word wall effect. While vocabulary mastery has no effect on students' writing abilities in procedural texts, it has an impact on students' writing abilities.

REVIEW OF LITERATURE

Word Wall Technique

The term "word wall" refers to a group of words displayed in large visible letters on a whiteboard, posters, or other displaying surface in the context of a classroom. Using a wall of word is a way to pupils or anybody else to learn new words and broaden their vocabulary. A wide range of terms are included to aid pupils in broadening their knowledge of the English language (Misrawati et al., 2020). The reason why a wall of words is to focus pupils' attention to the words posted on the walls of a classroom in huge letters. Student participation in the development and usage of multimedia may be encouraged via the use of this tool. It also aims to get students involved in the creation and consumption of media (Azizah, 2020). According to Kadaruddin et al. (2020), The method of learning a word wall should emphasize the importance of teaching vocabulary via the usage of word wall media such as the following: 1). Students are informed of the terminology that will be learned. 2). The teachers discuss how the media works and how to use it effectively. 3.) Teachers present text and direct students to build a list of related vocabulary nouns, verbs, and adjectives. 4). The teachers split the class into three groups for the purpose of conducting word searches: The first group is tasked with the task of locating the text's five vocabulary words. The second group looks for five vocabulary verbs in the text. The last group looks for five vocabulary

adjectives in the text. 5). The teachers distribute little pieces of colorful paper to each group and ask them to develop vocabulary nouns, verbs, and adjectives depending on the content of the text. 6). Students adhere the paper to the material that will be used for the word wall after establishing the meaning of the word. The Word Wall Picture is a sort of interactive educational media that consists of a collection of huge words and pictures displayed across the classroom. It should be used not just to attach to and display on the wall, and to boost Students' participation in exercises and involvement, as well as their use of the resources available to them.

Vocabulary Mastery

Vocabulary is one of the essential linguistic factors for language acquisition. Since a concept is largely transmitted via the use of words. In the realm of language, research suggests that vocabulary is more important than structural elements (Suryadi et al., 2020). Additionally, a lack of media-appropriate learning in vocabulary instruction contributes to pupils' inadequate vocabulary proficiency. Thus far, the learning mediums used have been traditional. One of the linguistic variables that are considered essential for language proficiency is vocabulary (Salim et al., 2021). Vocabulary acquisition is a lengthy process that needs students to retain motivation and change their learning tactics over time; hence, a proactive approach to learning in which students take charge of their vocabulary acquisition is critical (Tseng & Schmitt, 2008). Vocabulary is often referred to as the words used to transmit messages and meaning amongst individuals (Har et al., 2019). Students, teachers, materials authors, and academics can all agree on one thing: Learning a second language necessitates the acquisition of vocabulary (Schmitt, 2008). The instruction covers the four abilities of listening, speaking, reading, and writing, as well as each of the micro skills. The usage of word walls to teach English vocabulary allows students to explore their talents, which enables them to improve their abilities optimally throughout the learning process, since they are actively engaged in locating and comprehending subject matter ideas (Trisnawati et al., 2013).

Writing Skill

Writing is the activity in which students communicate their ideas and thoughts in written form. Additionally, they may enhance their other language components such as vocabulary, spelling, and grammar, ensuring that children learn more than just how to write well (Latifah & Rahmawati, 2019). According to Swandi & Netto-Shek (2017) writing instruction is positioned as a component of the acquisition of other language abilities, allowing for the development of learning a language using methods based on literacy. Additionally, there seems to be a strong emphasis on teaching writing methods and abilities, which are classified as follows: (a) creating and generating writing topics; (b) putting thoughts on paper and structuring them; and (c) evaluating, rewriting, and enhancing the quality of the written word (Swandi & Netto-Shek, 2017). Writing is a challenging talent for certain students, and its procedures imply the unification of thoughts from beginning to conclusion, which is advantageous for rookie writers. Additionally, the writing procedures need critical thought in order to develop the topic. A critical thinker should be aware that his or her curious tendency to write strives to investigate, appraise, and critically analyze all such sources (Muchtar et al., 2020).

METHOD

This research employed a quantitative technique to illustrate causal links between variables. The study design is Using a two-factor factorial design, researchers may gather data on all conceivable combinations of the two variables under consideration (Borkowski, 2015). The study participants are all students enrolled in the academic year 2021/2022 at XI IPA MA Negeri 1 Serang. The total number of students is made up of four courses. Each class has forty students, for a total of 160 students distributed among four courses. One experimental and one control class from each of the four classes are picked at random to make up the sample. Only 30 students are allowed in both the control and experimental courses, or until the total number of active students reaches 60.

Table 1. Factorial Design 2 x 2

Vocabulary Mastery	Teaching Technique		Σ Rows
	Word Wall (A1)	Conventional teaching method (A2)	

High (B1)	A1B1	A2B1	$\sum A1$
Low (B2)	A1B2	A2B2	$\sum A2$
\sum Columns	$\sum B1$	$\sum B2$	\sum Total

Note:

A : Teaching Method

A1 : Word Wall

A2 : Conventional Teaching Method

B : Vocabulary Mastery

B1 : High

B2 : Low

Y : Students' Writing Skill

A1B1: The group of students with high vocabulary mastery taught using Word Wall.

A1B2: The group of students with low vocabulary mastery taught using Word Wall.

A2B1: The group of students with high vocabulary mastery taught using a conventional teaching method.

A2B2: The group of students with low vocabulary mastery taught using a conventional teaching method.

Levene's homogeneity test is used once the first exam is completed (pre-test). The test's homogeneity is used to assess the population's interpretation of the normal distribution. The Levene's test is used to determine the test's homogeneity. A significance level of 0.05 is regarded appropriate for research data from a homogenous population. If $F_{observed} > F_{table}$, it is possible to establish whether or not the data is homogenous. The purpose of this research was to determine whether or not employing word wall approaches may assist students in acquiring English vocabulary and developing their ability to write procedural literature. The treatment was administered eight times to the control and experimental classes, with the same time allotment for each meeting, namely 3 x 50 minutes or 150 minutes, and started each Monday at 09.50-12.20.20 for the control and experimental classes, respectively. A control class is

held every Tuesday from 09.50 to 12.20. The Learning Implementation Plan establishes guidelines for educational resources (RPP).

As research instruments, vocabulary and writing assessments were employed. At the beginning and end of each meeting, vocabulary and writing exams were administered. The vocabulary exam requires students to complete 40 questions. The writing exam is used to evaluate students' capacity to write procedural documents in English before to and after therapy.

The data is acquired by the administration of two different kinds of examinations to the pupils. As part of the pretest, the researcher requires students to complete vocabulary and writing assessments. The researcher instructs participants on how to utilize the word wall and write procedure text during sessions. Vocabulary and writing exams from the pre-test are retaken in the post-test. Analysis of variance is used to assess whether two independent variables have statistically significant differences in average scores" (ANOVA).

FINDINGS AND DISCUSSIONS

Findings

The researcher employs a pretest-posttest design to ascertain the impacts of word wall method and vocabulary knowledge on students' writing skills. Following data collection, the researcher uses SPSS to compare the posttest of the word wall approach.

Table 2. Description of Statistic According to Design of the Research

Vocabulary mastery (B)	Teaching (A)		Total
	Word Wall (A₁)	Conventional teaching method (A₂)	
High	n = 15 $\bar{X} = 79.67$ s =9.722	n = 15 $\bar{X} = 73.67$ s =7.898	n = 30 $\bar{X} = 76.67$ s =8.81
Low	n = 15 $\bar{X} = 70.80$ s =8.470	n = 15 $\bar{X} = 66.67$ s =9.759	n = 30 $\bar{X} = 68.73$ s =9.114
Total	n = 30 $\bar{X} = 75.23$ s =9.096	n = 30 $\bar{X} = 70.17$ s =8.828	n = 60 $\bar{X} = 72.7$ s =8.962

Table 3. Data Homogeneity Test

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Student's Writing Skill			
F	df1	df2	Sig.
.519	3	56	.671
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

Table 4. Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Student's Writing Skill
N		60
Normal Parameters ^{a,b}	Mean	72.70
	Std. Deviation	9.980
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.124
Kolmogorov-Smirnov Z		1.342
Asymp. Sig. (2-tailed)		.054
a. Test distribution is Normal.		
b. Calculated from data.		

Table 5. The test of ANOVA 2 ways

Tests of Between-Subjects Effects					
Dependent Variable: Student's Speaking Skill					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1342.200 ^a	3	447.400	5.525	.002
Intercept	317117.400	1	317117.400	3916.411	.000
A	385.067	1	385.067	4.756	.033
B	944.067	1	944.067	11.659	.001
A * B	13.067	1	13.067	.161	.689
Error	4534.400	56	80.971		
Total	322994.000	60			
Corrected Total	5876.600	59			
a. R Squared = .228 (Adjusted R Squared = .187)					

According to table 2, the average score for students' writing abilities when they used the word wall approach and had a strong command of their vocabulary was 79.67, with a standard deviation of 9.722, for a total of 15 students. The average score for pupils' writing abilities when they used the word wall and had limited vocabulary knowledge was 70.8, with an 8.470 standard deviation. The average score for students' writing abilities while employing a typical teaching style with a high level of

vocabulary mastery was 73.67, with a standard deviation of 7.898. The average score for pupils' writing abilities when conventional teaching techniques were used and they had a limited vocabulary was 66.67, with a standard deviation of 9.759. Vocabulary and grammar instruction have proved to be challenging. Students' most frequent barriers to learning English were a lack of previous knowledge, incorrect word use, and an inability to compose grammatically accurate phrases. Teachers were required to spend considerable time repeating the same explanations to ensure that pupils grasped the topic (Syafrizal et al., 2021).

Table 4 has the value of the Smirnov-Kolmogorov test statistic $Z = 1.342$ and the value $\text{Sig.} > 0.05$. This implies that the previous table's data follows a normal distribution. Apart from the normality test, one of the prerequisites for conducting an ANOVA analysis is variant homogeneity. In order to determine whether the populace's variance is homogeneous, the test's creators set out to see if. The Levene's Test is used to gather data on its homogeneity testing teaching approach at a 5% significance level. highlighted the importance of vocabulary knowledge in developing communicative skills and language acquisition (Kremmel & Schmitt, 2016).

Table 3 had the values $F_0 = 0.519$ and $\text{Sig.} = 0.671 > 0.05$. This shows that the data were gathered from a representative sample. As a consequence, the zero and non-zero hypotheses were accepted. This demonstrates that samples were taken from populations with comparable variance (homogeneous). This was also true for its homogeneity and normality tests, indicating that the conditions for processing research data utilizing ANOVA methodologies had already been satisfied. Following normality and homogeneity tests that established that the study sample originates from a population with a normal distribution and homogeneous variance, ANOVA hypothesis testing may be done. Table 5 is a guide. On the basis of ANOVA results $F_0 = 4.756$ and $\text{Sig.} = 0.033 < 0.05$, the zero hypotheses (H_0) was shown to be false, whereas the null hypotheses (H_1) was found to be true. This indicates that the usage of a word wall and vocabulary mastery has a substantial effect on students' writing abilities, or, in other words, that there is a difference in students' writing abilities when utilizing a word wall and vocabulary mastery against a more conventional teaching style. One disadvantage of English studies is a dearth of vocabulary, with the exception of those who are learning the language for the first time (Virgana & Lapasau, 2019). The success of

English language acquisition as a foreign language or as a second language is highly reliant on the amount of vocabulary mastery of the learners (Umar, 2019).

The second hypothesis was that, based on the ANOVA findings obtained with $F_o = 11.659$ and $\text{Sig.} = 0.001 < 0.05$, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that kids' writing skills are significantly impacted by their language competence. In other words, there is a difference in writing abilities between those who have a strong command of the English language and those who do not. Long-term memory may retain vocabulary acquired via exposure and formal training (Subasno et al., 2020).

The third hypothesis was as follows: Table 5 provides a guide. We received ANOVA findings with $F_o = 0.161$ and $\text{Sig.} = 0.689 > 0.05$, suggesting that $H_o = 0$ was accepted and the alternative hypothesis (H_1) was rejected. This suggests that students' writing talents are unaffected by word wall method and vocabulary acquisition. Meanwhile, the Adjusted R Squared value of 0.187 suggests that students' writing abilities, word wall method, and vocabulary mastery together have an 18.7 percent effect on students' writing abilities when compared to a growth in students' writing abilities. A critical learning objective is to raise pupils' awareness of new terms encountered in texts (Grabe, 2011). Finally, it can be inferred from the above discussion that word wall method and vocabulary mastery have varying impacts on students' writing skills. This technique may aid students in developing their vocabulary and writing abilities.

Discussions

Based on the research results, the word wall approach can be a factor that helps build and strengthen vocabulary resulting in an increase in vocabulary mastery on students' writing skills. The before and after records do demonstrate growth. The students' vocabulary competence rose because the mean climbed from 73.67 to 79.67 and the standard deviation was reasonably consistent, 7.89 and 9.722, respectively, showing that an increase with all students did occur. Furthermore, students' excitement was evident during the treatment. The experimental students' posttest results improved as a result of their enthusiasm for the word wall technique. In the experimental class, students' vocabulary is increased through the use of the word wall approach, as indicated by the results of the research data analysis above.

When students' vocabulary mastery develops, their ability to compose English texts increases dramatically. Thus, the usage of the word wall approach is a more effective method of improving students' vocabulary than conventional vocabulary teaching methods. This study's findings imply that using the word wall technique can assist students enhance their command of the English writing vocabulary. All students are able to write more fluently and master vocabulary, according to their notes. The use of a word wall may aid participants in honing their writing skills. Through this research, the researcher recommends English teachers to use word wall techniques in learning students' vocabulary so that students' writing skills in English texts increase. The results of this study suggest that English teachers employ word wall approaches to help students learn vocabulary and improve their ability to write in English. Compared to previous studies by Marhamah & Mulyadi (2020) and Trisnawati et al. (2013), which focused on vocabulary mastery through the use of word walls, the findings of this study place a greater emphasis on the capacity to compose English texts. EFL students face numerous difficulties while attempting to write a piece in a foreign language (Anggreni & Bochari, 2021).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Using a word wall strategy and mastering vocabulary may help kids improve their writing skills, according to study. Students who employ the word wall approach learn vocabulary more quickly than those who use the conventional way. In comparison to students who are taught in the usual method, pupils who use the word wall approach learn vocabulary faster. A strong vocabulary mastery considerably affects students' writing skills, regardless of whether they are taught utilizing the word wall approach or the standard way of teaching English. Students' writing skill is strongly influenced by their command of vocabulary and the use of word walls. Students' writing skills have improved significantly as a consequence of employing the word wall approach, which has been shown to enhance vocabulary knowledge.

Suggestions

There are a few suggestions in relation to the preceding conclusions. Teachers of English in high schools should be able to develop and use an effective approach or

strategy for increasing their students' vocabulary and making the learning experience more enjoyable and memorable, according to the study's findings. The word wall method is an effective way to teach vocabulary. All students should be taught how to use the technique. Its goal is to keep students from becoming bored and to pique their interest in learning more about English, particularly vocabularies. The second suggestion is to conduct additional research. This study is carried out at the senior high school level. As a result, more research can be done to determine the impact of the word wall technique and mastery vocabulary on students' writing skills at various levels of education. In this research, students' vocabulary performance is measured using multiple-choice questions. A alternative sort of vocabulary exam, such an essay, might be used to do more study utilizing these approaches.

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**USING INSTAGRAM CAPTIONS TO IMPROVE STUDENTS' VOCABULARY
MASTERY: AN EXPERIMENTAL STUDY AT SMPN 4 TANANTOVEA
DONGGALA**

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Abstract: This research aims to determine the effectiveness of using Instagram captions in improving vocabulary mastery of grade eight students of SMPN 4 Tanantovea Donggala, Central Sulawesi. This is a quasi-experimental research design, involving 44 students selected through the total population sampling technique. To collect the data, the paper-and-pencil method with tests (pretest and posttest) was used. Results showed that there was a significant difference between students' vocabulary mastery before and after the intervention. With $p=0.05$ and $df=42$, it was found that the t_{counted} value of 9.53 is higher than the t_{critical} value of 1.683. This means the research hypothesis is accepted. In other words, using Instagram captions can improve vocabulary mastery of grade eight students of SMPN 4 Tanantovea Donggala.

Keywords: *ict-based media, instagram caption, social-media, vocabulary mastery*

INTRODUCTION

Vocabulary is one of the elements that support language development. To use the four language skills effectively, students should have vocabulary knowledge. According to (Alqahtani, 2015), "Vocabulary is a crucial aspect in learning a language as languages are based on words (Sinaga et al., 2020). It is almost impossible to learn a language without words even communication between human beings is based on words." It is key to the development of all language skills—listening, speaking, reading, and writing. In other words, people's ability to listen, speak, read, and write good

English is highly influenced by their vocabulary mastery. The more words they have, the more easily they can express their ideas and understand oral or written words.

Learning vocabulary cannot be instant. Because knowledge of words involves three significant aspects called form, meaning, and use; it takes some time to master the target words (Erniwati et al., 2021). These aspects complement each other as “knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge” (Nation, 2013). Vocabulary helps people communicate and comprehend language well. When people have a large number of vocabularies in mind, they will easily select words on certain occasions. It is to say that vocabulary knowledge and language use is related and predisposed to support each other.

However, the result of preliminary research showed that very few students could understand what the teacher said. They spent much time getting in-classroom tasks done by consulting their dictionary. The way the teacher taught the students was not interesting at all. The students were always assigned to memorize five words each meeting. As a result, most students found it boring and they were not motivated to learn English. To help students to learn new vocabulary in a more fun way, the Instagram caption is used. Thus, this study aims to determine if using Instagram captions is effective in improving the vocabulary mastery of the intended students.

The Instagram caption is one of some user-friendly features of Instagram that allows users to share photos and videos and build up interactions with others (Gunantar & Transinata, 2019; Lestari, 2019; Kristo, 2015). It can be used as an instructional medium in the EFL classroom to support students’ learning. Through Instagram caption, students can share their personal information by uploading pictures, photos, or videos and then provide a simple description under the pictures, photos, or videos called caption (Alfiyatun, 2018). With the maximum character of 2200 or 330 words of the caption (Avivi & Megawati, 2020), the students can practice their language skills and build motivation to learn more.

Although many researchers had acknowledged the positive impact of using Instagram captions on English language learning, the quality of data collected might be highly subjective due to the nature of qualitative studies. Responses gathered from perspectives only cannot usually be measured for some reason such as the process does

not provide statistical representation, or it involves the researcher's bias. Therefore, it is necessary to carry out experimental research, as this research, to establish the efficacy of Instagram captions on EFL learning as well as to support the previous studies.

Overall, the Instagram caption is considered useful for promoting EFL learning. This feature connects and allows people to have a room for expressing themselves freely as stated by Whiddon (2016, p. 27) that "this could be useful in beginning language classrooms as students build confidence in their writing and develop skills for interacting and sharing opinions with others that may, in turn, contributed to the ease in developing intercultural communicative competence at higher levels. For this reason, a directional alternative hypothesis is proposed that "using Instagram Caption can be effective in improving Vocabulary Mastery of grade eight students of SMPN 4 Tanantovea."

LITERATURE REVIEW

Learning new vocabulary can be very challenging for junior high school students as teaching vocabulary at school is not in isolation but integrated with the language skills. It means that teaching activities are focused on communicative tasks or activities. Sedyu (2013, p. 36) defines communicative activities as "pieces of classroom work that encourage the students to acquire language knowledge and prepare them for real-life language use." In other words, teaching activities at school emphasized students' participation to do tasks that require communicative language use. On the contrary, teachers at school still apply traditional instructions which focus on segregated language skills. Teaching activities emphasized reading and grammar more; consequently, students' attention lies on form rather than meaning. This makes students bored and less attentive to the content of the lesson. Subsequently, the students find it problematic in comprehending, producing, and manipulating the English language as well as interacting with their peers.

For this reason, integrated-skill instruction needs to be applied to give students opportunities to participate in communicative tasks. Though using Instagram captions at school may not be convenient as a mobile phone is prohibited during school hours, it can provide students more opportunities to develop communication skills. Through Instagram captions, students can learn how to write grammatical sentences. The

students can express themselves freely. As a result, they are encouraged to write on their own. Because using a mobile phone simply goes against school regulation, printing out the picture and caption on Instagram or displaying it through a projector can be a good solution. Thus, the students not only learn new knowledge and skills but also learn about digital technology.

Instagram is selected for its educational purposes including cooperation, collaboration, and sharing of knowledge. A study by (Erarslan, 2019) indicated that students frequently used Instagram as social media platform and favor using it for educational and language learning purposes. Instagram applies to EFL learning classrooms as it facilitates students to learn how to communicate English effectively (Zarei & Rudravarapu, 2019). It adds a new dimension to learning. According to Kamal (2019, p.3), “social media can be used as a source of innovative learning to support students' self-learning. One of the social media that can be used is Instagram. Instagram is an interesting mobile learning medium to improve students' vocabulary mastery.” It also enables students to practice the four language skills in an integrated, natural, and communicative way. In other words, with Instagram captions, students can still have the benefits of practicing all the language skills and the components which inevitably help them upgrade their EFL learning.

Using Instagram captions can promote a better understanding for students learning new vocabulary. Putting a caption on Instagram adjusts students to get used to the new words which subsequently enables them to memorize the words easily. Besides, when the students can see a picture and its caption, they will find it easier to accept the information. (Mansor & Abd Rahim, 2017) reported, “Instagram is an effective tool for students' interaction, especially in the discussion of their task-related activity.” Furthermore, students become more creative in writing as they get motivated to write the best caption (Bestari, 2020). In addition, 75 percent of students' language proficiency can be improved through Instagram (Akhlar et al., 2017). Put simply, using Instagram captions in teaching vocabulary triggers students' engagement in all in-classroom activities which eventually affect their language proficiency.

To teach vocabulary mastery using the Instagram caption, several steps are taken. Firstly, build students' background knowledge by showing or asking some questions related to the topic being discussed. Next, put the students into small groups

of three to four students, and share the class with a picture and caption taken from an Insta story posted on Instagram. To help the students with their pronunciation, read aloud the caption and ask them to repeat it after. Then, assign the group works to identify the class of words (e.g., common noun and descriptive adjective). Last, provide the group works with some pictures to put captions and allow them to present their captions. Finally, assign the students individually to write a simple descriptive paragraph using the words they have learned from the captions to informally assess their understanding and ability in performing the task assigned.

METHOD

This research applied a quasi-experimental design called the non-equivalent control group design. It means, there are two groups involved—the control group and experimental group—each of which consisted of 24 and 20 students respectively. These samples were selected using the total population sampling technique, thus, there were 44 students in total. Both groups were taught using different methods. The control group was taught using the traditional method, while the experimental group was taught with the Instagram caption technique.

The paper-and-pencil method was used to collect the data with tests – pre-test and post-test as the instrument. While the pretest aims to determine prior vocabulary mastery of the students, the posttest is to measure their achievement resulting from the intervention given. The tests consisted of 30 items being classified into three parts; 10 items of multiple-choice, 10 items of completion tests, and 10 items of matching tests. Each item was scored by one; thus, the maximum score was 30. To analyze the data obtained from the tests, a set of formulas suggested by (Arikunto, 2014) were used.

FINDINGS AND DISCUSSION

Findings

After the students' score of both groups on the pre-test was analyzed, it was found that no students met the minimum passing grade of 70 as used at the school. However, the scores of the students in the experimental group improved significantly after the intervention. Thirteen students successfully met the minimum passing grade, while seven students failed in complying with the criterion. It means, that about two-

thirds of the students are positively impacted by the intervention. In contrast, only four students of the control group met the criterion, while the rest 20 students failed. Surely, the group means scores are affected. The mean score of the experimental group rose by 46.67 from 27 on the pre-test, while the control group went up by 14.86 from 28.47.

To determine the difference between the students score and the mean scores of both groups, it is necessary to analyze the deviation scores. The scores provide a comprehensive understanding of the characteristics of the data set as shown in the following tables.

Table 1. Deviations and Deviations Squared of the Control Group

No	Initial	Students' Scores		Deviations (d)	Deviations Squared
		Pretest	Posttest		
1	ABR	6.67	23.33	16.67	277.78
2	AN	36.67	43.33	6.67	44.44
3	ANS	13.33	23.33	10.00	100.00
4	AS	60	70	10.00	100.00
5	ASP	23.33	40	16.67	277.78
6	DRA	60	66.67	6.67	44.44
7	GKA	16.67	40	23.33	544.44
8	LV	20	33.33	13.33	177.78
9	MDS	20	26.67	6.67	44.44
10	MH	13.33	26.67	13.33	177.78
11	MN	23.33	43.33	20.00	400.00
12	MS	13.33	30	16.67	277.78
13	MSG	26.67	33.33	6.67	44.44
14	NAM	26.67	26.67	0.00	0.00
15	NAR	40	46.67	6.67	44.44
16	NF	60	66.67	6.67	44.44
17	NFJ	30	43.33	13.33	177.78
18	PDL	36.67	80	43.33	1877.78
19	RS	26.67	46.67	20.00	400.00
20	SLB	13.33	20	6.67	44.44
21	SLV	30	73.33	43.33	1877.78
22	TD	40	46.67	6.67	44.44
23	TRS	6.67	20	13.33	177.78
24	YD	40	70	30.00	900.00
Total				356.67	8100.00

Table 2. Deviations and Deviations Squared of the Experimental Group

No	Initial	Students' Scores		Deviations	Deviations Squared
		Pretest	Posttest		
1	ABZ	30	73.33	43.33	1877.78
2	AFR	30	63.33	33.33	1111.11
3	AID	43.33	66.67	23.33	544.44
4	AK	20	83.33	63.33	4011.11
5	AM	16.67	66.67	50.00	2500
6	ARY	33.33	76.67	43.33	1877.78
7	ASI	40	86.67	46.67	2177.78
8	DW	40	66.67	26.67	711.11
9	ERA	16.67	80	63.33	4011.11
10	FDP	10	63.33	53.33	2844.44
11	FMI	20	73.33	53.33	2844.44
12	HYM	16.67	76.67	60.00	3600
13	IND	16.67	70	53.33	2844.44
14	IR	40	86.67	46.67	2177.78
15	MA	20	60	40.00	1600
16	MUM	20	73.33	53.33	2844.44
17	NAS	40	83.33	43.33	1877.78
18	RVA	33.33	80	46.67	2177.78
19	RZK	23.33	80	56.67	3211.11
20	ULF	30	63.33	33.33	1111.11
Total				933.33	45955.56

Before analyzing t-counted and t-critical values with a significance level of 0.05, it is required to analyze the scores of mean deviations (MD), variance (S²), and standard deviation (SD) of both groups. Table 3 below represents those scores.

Table 3. Mean, Variance, and Standard Deviation of Control and Experimental Group

	MD	S ²	SD
Control	14.86	337.5	18.37
Experimental	46.67	2297.76	47.94

Table 4. Differential Test Results (test t)

N	44
df (N-2)	42
t _{counted}	9.53
t _{critical one-tailed}	1.683

Table 4 indicates that with that p 0.05 the calculated t value of 9.53 is higher than the tabulated t value of 1.683. When the t-counted value exceeds the t-critical

value, it means the research hypothesis is accepted. In other words, using the Instagram caption technique is effective in improving students' vocabulary mastery.

Discussion

As this research aims to determine the effect of using Instagram captions on vocabulary mastery of grade eight students of SMPN 4 Tanantovea, the focus is directed at teaching common nouns and descriptive adjectives. Data analysis indicated that there was an increase in the students' vocabulary mastery resulting from the intervention. Statistically, it was found that the t-counted value of 9.53 is higher than the t-table value of 1.683. Thus, using Instagram captions can improve the vocabulary mastery of the students.

The findings indicated that the students not only did better on the post-test but also experienced the learning as Al-Ali (2014) stated that Instagram helps create a more personalized learning experience for students. Through Instagram captions the students successfully gained more understanding of the focus of this study, that is to identify the common noun and descriptive adjective from the caption someone posted in his/her Instagram story. Even, they were able to create a simple caption for the image shared on Instagram. These findings are in line with some research findings mentioned that social media can improve students' critical thinking skills, knowledge, communication, and interaction (Al Arif, 2019; Habibi et al., 2018; Balbay & Kilis, 2017). In other words, using Instagram captions in an English language classroom helps students increase both language skills performance and attitudes toward learning.

The findings also support the previous studies. For example, Zarei & Rudravarapu (2019) found that Instagram provides learners with the opportunity to engage in meaningful interactions resulting in better communication skills, language proficiency, grammar, and vocabulary mastery. This is due to "English language learners in particular benefit from the enforcement of vocabulary and concepts through pictures, graphics, and video" (Brozek & Duckworth, 2012, p.15). Furthermore, a study by Klimanova & Dembovskaya (2013) indicated that social media has a considerable impact on less common foreign languages, in terms of oral communication and original native speakers' input. Instagram caption, therefore, can be an alternative way of teaching English vocabulary to English language learners. It has proven to be effective in improving students' vocabulary mastery.

Yet, this study is limited to the equipment and timing of the study. The absence of teaching tools like a projector has negatively impacted the learning process. The school did not have a projector, while the mobile phones were not allowed. Consequently, the students were provided with the printouts of the Instagram caption. Poor quality of printing or fuzzy images made the students confused. This makes the images lose their impact, even distracted. Furthermore, a short period of intervention has affected the result. Longer treatment is likely to have a more significant impact as second language acquisition depends on L2 input. The more learners are exposed to the target language the more and the faster they will learn to use the language (Krüger, 2018). In brief, the vocabulary mastery of the sampled students is most likely to be better if the time spent on intervention is longer.

The result of this research has implications for English language teaching both in theory and practice. The use of ICT-based media has been a part of an educational process for years and this research promotes it in EFL learning classrooms (Sherly et al., 2021). In practice, the use of Instagram Caption effectively arises students' interest to learn as well as allows them to achieve better learning outcomes. This is because "ICTs are not only instruments or tools, but powerful means of communication that generate a very important influence on children and young people, and even create dependence in their use and employment" (Gómez-Galán, 2020, p.1). Moreover, social media can bring many opportunities for foreign language learning. L2 learners experience autonomy in exploring digital resources and documents that represent a powerful framework for many aspects of SLA, enhancing oral, written, and reading competence (Pikhart & Botezat, 2021). In other words, the use of ICT-based media such as Instagram caption benefits EFL students.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Using the Instagram caption technique can improve grade eight students' vocabulary mastery of SMPN 4 Tanantovea Donggala. The statistical analysis shows that the t-counted value is much higher than that of the t-table. The research hypothesis is accepted as the vocabulary mastery of the students gets improved after they were taught for a certain period using the Instagram caption technique. In other words,

teaching vocabulary using the Instagram caption technique has a positive impact on students' academic performance.

Suggestions

Referring to the limitation of the study, English teachers are highly encouraged to wisely use the ICT-based media, especially Instagram captions. It is necessary to consider the availability of tools that support teaching and learning activities at school. Instagram caption technique is proven to have a significant positive impact on EFL learning. Therefore, teachers can apply it when teaching vocabulary or other language skills such as reading and writing. Carrying out classroom action research using Instagram captions helps to determine the long-term impact on students learning behavior and academic achievement. In addition, further fellow researchers can do an investigation of the negative impact of using Instagram captions on EFL learning to add valuable resources on ELT and the use of ICT in EFL classrooms.

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GRICE MAXIMS BREAKING IN THE TEACHER AND STUDENTS' ONLINE INTERACTION: GENDER ROLE PERSPECTIVE

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Abstract: Grice promotes four maxims to obey as the requirements for successful communication, including quality, quantity, relevance, and manner. However, several conditions require breaking the maxims to make communication more effective, including an interaction between teachers and students. The gender of the students and the practice of online classes also contribute to the breaking of maxims. Hence, this study aims to examine the breaking of Grice maxims in the online classroom interaction between the teacher and students of different genders. The communication between an English teacher and her students in an online class was observed to gather the data. Then, the results were analyzed qualitatively. Finally, this study found that teachers' interaction with students of both genders produced flouting of quantity maxim. The teacher's interaction with the female students flouted quantity, relevance, and manner maxims which is caused by the cooperative communication leading females to talk a lot, while the teacher's interaction with male students flouted the quality, relevance, and manner maxims, which is caused by the dominance that males tend to show to female. Moreover, the flouting of maxims made positive and negative results in the communication. Lastly, a more extended period study is suggested to produce further findings.

Keywords: *classroom interaction, gender, Grice maxim, online class*

INTRODUCTION

Communication is essential for a human's life since it makes humans feel alive. A human communicates for various purposes, such as sharing a feeling, questioning,

requesting, criticizing, and so forth (Fahmi, 2016). The purposes are successful if the hearer understands and responds to the speaker with the required utterance or action. The delivery can be faster, and both the speaker and hearer can achieve communication goals more quickly. Grice (1975) promoted four maxims acting as principles of successful communication, including quality, quantity, relevance and manner. However, the communication practice in real life does not always obey the maxims. People often break the maxims, such as by giving untruth utterance or irrelevant response. Nevertheless, in some cases, breaking maxims can make communication more effective (Ariyanti et al., 2020).

The interaction in the classroom may happen between the teacher and students and among the students. The forms of interaction may be various, such as explaining, requesting, discussing, questioning, and answering. Furthermore, both obeying and breaking the conversational maxim happen in all interactions, including within the classroom. In obeying the maxims, the teachers and students may share truthful, accurate, relevant, and clear information while building classroom interaction. However, they also break the maxims while communicating. The broken maxims of teachers and students may also make the communication within the classroom better.

Gender also contributes to influencing how someone communicates by violating the maxim. How males and females face the use of maxims is different. It starts with the way male and female speakers communicate differently, too. Female speakers tend to use more hedges, such as "umm", "like", "yeah", and "you know", rather than male speakers (Coates, 2013; Namaziandost & Shafiee, 2018). This condition makes the females' speeches may not adequate. It also makes the female speakers often be interrupted, which links to the violation of maxims. Sadeghi et al. (2012) and Rashid (2020) found out that male domination in conversation brings them to flout the maxims more than females. In short, gender participates in determining someone to use or violate Grice maxims.

Some studies (Khayati et al., 2019; Sukriwati & Salija, 2019; Widiastri et al., 2019) have been conducted at various education levels to investigate how the genders of teachers and students differ them to communicate and break the Grice maxims. All of the studies found out that, even at different levels of education, males and females broke Grice maxims differently. However, the studies limited in researching offline classroom

interaction. At the same time, the study within online classroom interaction is also significant due to the need for the current pandemic. When social interaction is limited during the pandemic, the teaching and learning program should be conducted through virtual meetings (Nurani & Widiati, 2021). Since communication depends much on online media, the interaction of online classes is different from that of offline classes. Hence, the breaking of the Grice maxims by teachers and students may be different. Therefore, this study focused on how the Grice maxims were broken in online class interaction. Two research questions were created to help the researcher achieve the aim of this study, including what maxims are broken in the online classroom interaction between a teacher and students of different genders and how the broken maxims work for interaction between the teacher and students from different genders in the online classroom.

REVIEW OF LITERATURE

Grice Maxims

Grice (1975) promoted four maxims that became the principle of successful communication, including maxims of qualitative, quantitative, relevance, and manner. Maxim of quality requires the speaker to speak truthfully. Maxim of quantity states that the speaker only needs to contribute the required response. Maxim of relevance explains that the speaker needs to respond relevantly. Lastly, the maxim of manner makes the speaker needs to speak briefly and clearly. Therefore, the communication can go smoothly and effectively as someone starts to accept the principles in the interaction (Wu, 2019)

Types of Maxim Breakings

Black (2006) promoted various forms of broken maxims. The first form is opting out. It appears when a response is not explicitly and correctly delivered based on the maxims. The second form is a violation of the maxim. This kind of violation appears since someone intends to mislead the maxim. Black identified it as lying. The third form is the clash. It happens when one is unable to cooperate in the communication. It comes from the speaker who is not informed about a particular issue. Finally, the last maxim breaking is flouting. Flouting appears when the speaker makes the hearer aware of the cooperative principle and understands why the maxims are broken. Thus, the

communication goal is not broken, but the speaker tries to say it indirectly. The speaker assumes that the hearer can understand the context and implicit meaning (Susanto, 2017).

Online Classroom Interaction

An online classroom is a common phenomenon these days, especially during the Covid-19 outbreak. The online classroom becomes the solution to keep running instructional design without worsening the virus spreading. Moreover, an online classroom allows the teachers and students to be safe in their own homes since they are connected through the internet and online platform (Saputri et al., 2020). In practice, both teachers and students have faced the challenges of joining an online classroom, including low digital literacy skills, poor internet connection, and limited supporting facilities (Hardiyanty et al., 2021). Due to the challenges, the interaction of teachers and students is also different from their face-to-face interactions. In the online classroom interaction, the teachers dominate more in the classroom since the students are less passive (Rasmitadila et al., 2020). The instruction mostly goes by the teachers who only deliver the materials and directs to the task. The interaction among students in a workgroup is barely practiced due to the challenges.

Gender and Maxims Breaking in the Classroom Interaction

In the classroom interaction, the breaking of the Grice maxims also appears. Widiastri et al. (2019) found out that, from four maxims, the classroom interaction at the senior high school level broke the maxim of quality, quantity, and manner. Concerning gender, Khayati et al. (2019) found that maxim of manner was flouted in teachers' interaction with male and female students. Between the teacher and male students, all four maxims were flouted. While with female students, the teacher flouted maxims of quantity, relevance, and manner. Hence, the gender differed someone to use and break the Grice maxims. Besides, Sukriwati & Salija (2019) reported that male and female students' perception of using Grice maxims in the classroom was the same: the maxims are not only obeyed but also flouted to make the communication goal achieved.

METHOD

This study used qualitative as the research design since it would help the researcher discover the breaking of Grice maxims in the interaction of classrooms from

different genders. A qualitative design was appropriate since the data of this study were the utterances of both teacher and students during teaching and learning interaction. Moreover, the utterances observed in this study were from an English teacher of a private Junior High School in Sidoarjo and her first-grade students. The teacher was a thirty-one-year-old female with five years of teaching experience, while the students were around thirteen up to fourteen years old-teenagers of different genders, fourteen females and ten males.

To collect the data, the researcher observed the online classroom interaction. The classroom interaction was held online due to the pandemic of Covid-19. Thus, the teacher and students interacted with each other using the virtual meeting platform. The researcher joined the virtual meeting by the link shared by the teacher. She did a non-participatory observation as she fully observed the classroom interaction without giving any treatment. Field notes and a video recorder were utilized to record the findings. The video recorder was to assist the researcher in recording the details that might be missed by the researcher while taking notes. Finally, as the data were gathered, data analysis began.

The researcher used the qualitative data analysis techniques promoted by Ary et al. (2014) to process the data, including familiarizing and organizing, coding and reducing, and interpreting and representing. The researcher re-read the field note results and watched the recording of classroom interactions to get familiar with the data. Then, she sorted the results into the essential data only. She also classified the data into some categories based on maxims promoted by Grice (1975). Finally, the researcher interpreted the data and connected them with the previous theories. The results of the data analysis were elaborated in the Findings and Discussion part of this study.

FINDINGS AND DISCUSSION

Findings

The researcher holds an observation towards the interaction of online classroom interaction. The setting is when the teacher requires the students to do the quiz on an online platform. The students are provided with ID and password to login. The interaction happens during the class running. The teacher's interaction with the male and

female students is further elaborated on below. The 'T' represents the teacher's utterance, while the 'S' represents the student's.

Broken maxims in the online classroom interaction between teachers and students of different genders.

The interaction of the teacher with the students of both genders

The observation shows that the interaction between the teachers and the students of different gender produces the flouting of the quantity maxim. There are two conversations found which reveal the maxim flouting.

T: " "Silent, please, or I will take your point. "

*S: *keep talking**

The observation above shows that the students, both male and female, ignore the teacher's instruction to be silent. Even though the teacher has threatened them to take their points, they tend to keep talking. Therefore, both female and male students flouted the quantity maxim since they did not give the required responses to the teacher's utterances. Another dialogue reflecting the flouting of the quantity maxim also appear when the teacher asks a question, but all students do not respond.

T: "Who wants to submit the task of story-telling? There are only two students who have submitted. "

*S: *No answering**

Based on the conversation, male and female students have flouted the maxim of quantity by not responding to the teacher. The students cannot perform the appropriate responses to the teacher's questions. Therefore, both male and female students have flouted the maxim of quantity.

The interaction of the teacher with the female students

The teacher's interaction with the female students has broken three Grice maxims, they are maxim of quality, relevance, and manner. The details of each maxim breakings are elaborated as follows.

Maxim of quantity

The researcher finds two conversations between the teacher and her female students which reveal the breaking of maxim quantity. The unnecessary responses are performed by the female teacher which make them break the quantity maxims.

The first dialogue provides the context when the teacher asks the students to log in to the online platform to start the quiz, and a female student faces difficulty. After some directions given by the teacher, the student finally can log in. Furthermore, the following dialogue is the teacher's interaction and the female students' which flout of quantity maxim.

S: "Ah, finally, I can log in."

T: "Good. What a smart girl."

S: "Yes, I am a smart girl."

In the conversation, the student's maxim of quantity is flouted since she produces an unnecessary response to the teacher's statement. The teacher compliments the student, and she does not need a response. However, the student claim the teacher's compliment as response, instead.

Second data also shows the maxim quantity breaking. The context is the female students who asks permission to drink. After approving the cue, the teacher gives the unnecessary additional response which makes her flouts the maxim of quantity.

S: "Ma'am, may I drink?"

T: "Yes, you may. And the other students who want to drink, you may drink now."

The conversation above shows that the teacher responds more than the student needed. The female students who asks the question only requires the response to give permission, but the teacher invites the other students to drink. By here, the teacher has flouted the quantity maxim. However, the teacher's aim by flouting this maxim is for making the communication more effective. She wants to permit the student who asks and the other students who may want to drink. Consequently, the other students do not need to ask the same permission at that moment.

Maxim of relevance

The maxim of relevance is also flouted within the interaction between the teacher and the female students. There are two conversations found which support the statement. The first conversation shows that the teacher informs the students they will have a holiday next week, but a female student responds irrelevantly.

T: "On next week, you will have the day off."

S: "My little sister will start the day off next Monday."

The teacher intends to inform the students regarding their holiday schedule, but the student responds by informing her little sister's day-offs. The response given by the students is not relevant to the information delivered by the teacher. The schedule of her sister's holiday does not have any relevance to either the teacher or the other students. Thus, the student has flouted the maxim of relevance.

The second conversation shows some female students flouting of relevance maxim.

T: "Congratulation, Sania. You got the highest score."

S1: "Wow."

S2: "Not me."

S3: "Allahu akbar"

The teacher congratulates a student named Sania for getting the highest score in doing the quiz. Based on the cooperative theory, the proper response to the statement is supposed to come from Sania. However, the other students respond, instead. The responses given are also not relevant to the teacher's statement. Student 1 expresses amazement with the result, student 2 shows disappointment for not being the best, and student 3 responds by praising God. Thus, the female students have flouted the maxim of relevance by giving irrelevant responses.

Maxim of manner

The flouting of the maxim of manner also appeared in the interaction between the teacher and her female students. The flouting of this was found since the responses uttered were not clear and ambiguous. Furthermore, the researcher finds three dialogues which reveal the breaking of manner maxim. The details can be seen below.

The first conversation shows the teacher flouting the manner maxim by responding briefly to the student who asks permission to go to the toilet.

S: "May I go to the toilet, ma'am?"

T: "Fast"

S: "Yes, ma'am."

The teacher gives a brief response to the conversation, which matches Grice's principles. However, the unclear and ambiguous responses makes the teacher's utterance flout the manner maxim. Instead of saying 'yes' or 'no' to permit the student, the teacher instructs the student not to take much time in the toilet and go back to the class very soon. The word 'fast' does not reveal whether the teacher gives her permission or not. However, the student who hears this response can understand the context, that the teacher gives her permission.

The second conversation also reveals the flouting of manner maxim resulting from the teacher interacting with her female students. Unsure whether she is registered for the online quiz, a student questions her teacher to check her condition.

S: "I log in, ma'am. Have I registered?"

T: "There have been 14 students here."

The teacher gives an ambiguous response by saying the number of participants attending the quiz. The responses does not bluntly answer the student's questions. The student need to comprehend the context meant by the teacher to achieve the communication goal. Fortunately, the student knew the number of students participating in the class and recognized that she had already registered for the quiz. In short, the unclear response uttered by the teacher indicates that she flouted the maxim manner in interacting with her female student.

The teacher also produced another flouting of the manner maxim in the conversation below. After the quiz finished, the teacher checked the results and informed a student about her final score.

T: "I have checked the results. Diva, you are 5."

S: "Yes, ma'am."

The teacher mentions a student named Diva about her results in the class rank. However, the teacher only says that Diva is number 5. It is unclear what the number means. The number might make the hearer create the multi interpretation, whether Diva is in the number 5 or Diva is the number 5. Thus, the utterance has flouted the maxim of manner. Even though the teacher's utterance is ambiguous, the student named Diva can understand it. It can be seen by the student who approve the teacher's statement. Knowing the context is the key for Diva to understand the meaning of the statement.

Teacher's interaction with the male students

Based on the observation results, the communication of the teacher and her male students have produced the flouting towards three Grice maxims, they are maxim of quality, relevance, and manner. The details can be seen in the elaboration below.

Maxim of quality

There is a dialogue showing flouting of the quality maxim realized by the researcher. This maxim is related to the truthful statement uttered by the speaker. The breaking of this maxim happens when the speaker intended to lie or not to tell the truth. The observation of the teacher's communication with her male students is found to break this maxim.

S: "No question is appearing on my phone, ma'am.

The game is not started yet."

*T: "The questions appear on Cali's phone. The quiz
has started."*

The conversation above shows a male student who complains about the quiz questions that does not appear on his phone. Thus, he claims that the teacher has not started the quiz. However, the teacher can check the truth of the student's statement by checking the phone of a student who does the teaching and learning program at the school. There is a student whom the teacher requires to join the class physically at school due to particular conditions. Therefore, the teacher can check whether the claim of the student complaining is correct or not. The teacher finds out that the claim is wrong. She checks Cali's phone and finds that the questions have appeared on his phone. Thus, since the student's claim is wrong, the student has flouted the quality maxim. He tells something untruthful and claims something without adequate evidence.

Maxim of relevance

The teacher and male students also utter a not-relevant response to the implication. This condition creates the flouted relevance maxim. The observation shows that flouting of this maxim appears in the interaction between two male students

S1: "Joe, how can you know the answer?"

S2: "Of course, I know."

The dialogue shows that S2 does not give a relevant response to S1's question. He is supposed to answer how he can know the answer, but he answers by bragging about himself. Hence, the maxim of relevance is flouted in the interaction.

Maxim of manner

Maxim of manner explains that the speaker's utterance needs to be brief, clear, and unambiguous. When the principles are disobeyed, the breaking of the maxim appeared. Furthermore, the teacher's communication with her male students resulted in the flouting of this maxim. The two dialogue examples can be seen below.

S: "I copy the ID, but I still can't log in, ma'am."

T: "Don't copy it. Type it."

S: "Done, ma'am. It is because of the space I used."

The conversation above tells about the student who cannot log in due to the incorrect ID and password. Therefore, he asks for help from the teacher. However, the teacher responds to the utterance by instructing the student, instead. The teacher directs the student to type something she does not explain frankly. The teacher has flouted the manner maxim since she fails to present the statement whose meaning is clear and vivid to realize. The response can only be understood if the student understands the context of the conversation.

The second conversation also shows the flouting produced by the teacher while interacting with her male students.

S: "Can we finish now, ma'am?"

T: "8.15, yes."

The conversation shows that a student asks whether he and his friends could finish the session or not since he has finished completing the quiz. However, the teacher only responds by saying the time. The teacher's response is ambiguous since it does not give a frank answer about whether the students might leave the room or not. The teacher intends to say that the students are allowed to leave the room at the time mentioned, but she prefers to say it briefly yet unclear. Thus, the flouting of the maxim of manner appeared here—the student asks the question to know the context of the communication to reach the interaction goal.

Comparison between male and female students

The observation reveals that both male and female students have broken three types of Grice maxims, but in different ways. The female students have broken maxim of quantity, relevance, and manner, while the male teacher have broken maxim of quality, relevance, and manner. However, the quantity of breaking is found to be done by female students. There are two conversations shows that female students have broken maxim of quantity, two conversations to break maxim of relevance, and three conversations to break maxim of manner. In comparison, the male students have made only two conversations to break maxim of quality, one conversation to break maxim of relevance, and two conversations to break maxim of manner. Therefore, even though each gender has flouted three types of Grice's maxim, female students have broken the maxims more by their utterances while interacting with the teacher than the male students.

How the broken maxims work for the interaction between the teacher and students from different genders in the online classroom.

This study finds out that the teacher's interaction with the students of different gender produced flouting of the maxims. The flouting made also positively and negatively impact how the communication take place.

First, the observation finds out that the flouting of the Grice maxims can make the interaction between the teacher and students more effective. The flouting of manner maxim created by the teacher's interaction with the female students, for example, have made the teacher unnecessarily answer the long responses to fulfil the communication goal.

S: "May I go to the toilet, ma'am?"

T: "Fast"

S: "Yes, ma'am."

The teacher only gives a brief and ambiguous answer responding to the student's utterance in the conversation above. However, the student can get the teacher's utterance's implied meaning and achieve the communication aim.

Another conversation between the teacher and male students shows the flouting of the manner maxim, which produces more effective communication.

S: "Can we finish now, ma'am?"

T: "8.15, yes."

The teacher's response in the interaction above is also brief and ambiguous. Like in the female interaction, the male student can also get the teacher's intention. Hence, it could be known that the students understand the flouted implication since they comprehend the context.

Second, the flouting of Grice's maxims also impact negatively to the communication, which is the ignorance towards the teacher. The researcher's quantity maxim in the two interactions below between the teacher and students from both gender show that the teacher is ignored.

Conversation 1:

T: "Silent, please, or I will take your point."

*S: *keep talking**

Conversation 2:

T: "Who wants to submit the task of story-telling? There are only two students who have submitted."

*S: *No answering**

Both conversations above show how the students flout the quantity maxim by not giving the required response and ignoring the teacher. The first conversation shows that the teacher asks the students to be silent, but they do not do the command. In contrast, the second interaction reveals that the teacher asks a question, but no student answers.

Discussion

Based on the observation, it can be known that the interactions between the teacher and students from different genders break the Grice maxims by flouting them. The speakers intends to give indirect responses and expects the hearers to understand the implied meaning (Ariyanti et al., 2020). Moreover, the result of the current study is also in line with the study of Safitri et al. (2014), finding out that flouting was the maxim-breaking type that mostly appeared in the interaction between the teachers and students. However, the interactions between the teacher and students from each gender flout different maxims.

The interactions between the teacher and students of both genders flout the maxim of quantity. The condition happened since the students fail to give the required responses to the teacher's utterances. When the teacher asks to speak, the students do not want to respond appropriately, and vice versa. Thus according to Black (2006), such a condition has flouted the quantity maxim of Grice.

Moreover, the interactions between the teacher and her female students flout three kinds of Grice maxims: quantity, relevance, and manner. The maxim of manner is the most-flouted within the interaction. The teacher tends to make ambiguous responses to the students' utterances. Moreover, the flouting of the quality maxim is not detected within the interaction. Two possibilities come up to the condition. First, the teacher and students might always speak honestly, making such a condition. Second, the condition of online classes limits the researcher to check the truth of the teacher and students' statements. However, the results of this study are also in line with the study of Khayati et al. (2019), showing that maxims flouted in the interactions among teacher and female students were quantity, relevance, and manner.

Meanwhile, the interactions between the teacher and the male students show three maxims flouted, which are the maxim of quality, relevance, and manner. Unlike the interaction with the female students, the maxim of relevance is the most-flouted by the teacher and her male students. However, the maxim of quantity is not flouted by the teacher and the male students since both the teacher and male students can produce the required responses only. Moreover, this study shows different results from Khayati et al. (2019), which found that all four maxims were flouted in the interaction between the teacher and the male students. Instead, this study finds that only three maxims are flouted by the teacher and her male students, which are the maxim of quality, relevance, and manner. Meanwhile, quantity maxim is not found to flout in this study. The difference may also be caused by the different class practices, where this study has online interaction as the setting. Hence, the students' speeches might not be fully observed, especially when they mute their microphones.

The study's results also present that the interaction of female teacher with her male and female students all break three maxims, but in different types. Thus, it shows that each gender has flouted the maxims equally – all three maxims – but in different ways. Both gender cannot perform to give the relevant and unambiguous utterances

responding to the teacher's cue since it can be seen that both genders have broken relevance and manner maxims. However, the female students tend to talk much since they have broken maxim of quantity, which shows that they cannot give the necessary responses only. Meanwhile, the male students tend to lie in their speeches since they have broken maxim of quality. Moreover, the female students are also found to break the maxims more than male students. There are seven conversations showing that they have broken all Grice's maxims, while there are only produce five conversations to break the Grice's maxims. It is the activeness of the female students to interact more than male students which makes the female students break the maxims more often than males. Since utterances invites the breaking of maxims (Black, 2006), the more female students produce utterances to respond the teacher, the bigger probability they have to flout the maxims.

Besides, the different result for male and female students to break the Grice's maxims while interacting with the teacher shows that the teacher responds the students with different gender differently. The responses may come intuitively from the teacher by following the general pattern of each gender to communicate. The teacher tend to have more talk with female students which invite them to break maxim of quantity because they are comfortable with the communication. Coates (2016) argues that female-female interaction tends to create a cooperative and supportive condition which make the people involved feel comfortable. Therefore, the flouting of quantity is only found in the interaction between female teacher and female students, but not with male students. The characteristic of males' speech, which is straightforward, does not bring them to give the unnecessary responses and break quantity maxim while interacting with the female teacher. Instead, they tend to give the statement which does not have adequate evidence to be a truth. The male students tend to break quality maxim while communicating with the teacher. The phenomenon may be caused by the pride that the male students have to be always-right persona in front of the female teacher. Coates (2016) also argues that males tend to show their powers while communicating, especially with females. Therefore, the students who tries to argue the statement, even though it does not have strong evidence, aims to show the power to the teacher. As the result, such condition leads them to break quality maxim. Moreover, the flouting of relevance and manner maxims found in the communication between female teacher and

students from both genders shows that in communicating, irrelevant and ambiguous responses may be created by both genders.

Furthermore, the flouting found in the interactions between the teacher and the students work positively and negatively on the communication. It works positively since the flouting can make the interaction more effective (Nunn, 2006). Based on the observation results, even though the teacher does not respond to the students' utterances by obeying the Grice maxims, the students can understand the statements by knowing the context. Here, the context is the vital element enabling the hearer to get the implied meaning of the speaker (Sobhani & Saghebi, 2014). Therefore, it can be seen that the breaking of maxims can also create more effective interaction (Ariyanti et al., 2020). However, the flouting also affects negatively the interaction since it makes the students not pay attention to the teacher's instructions and utterances (Wahyudi et al., 2020). The students fail to provide the required responses. Thus, the communication does not run properly. Besides, the students who ignore the teacher become the issue of the online class practice. The teacher and students who are located in different places limit the teacher to monitor and control the students. Moreover, the minimal motivation makes the students cannot be optimal to participate well in the classroom (Windarti et al., 2019).

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conversations, including within the classroom, do not always obey Grice's maxims but break them. This study shows that the students' genders contribute to determine what maxims are broken. The different characteristics of each gender to communicate lead them to break the maxims differently, too. In this study, the comfort created in female-female communication leads the female teacher and female students to talk a lot and break quantity maxim. In the other hand, the power that males tend to show to females leads the female teacher and male students to break quality maxim. Moreover, relevance and manner flouting indicate that both genders may present the irrelevant and ambiguous responses in communicating.

Furthermore, the practice of online classes also takes a role in producing different results from the previous studies. The online class setting, where the teacher and students

are in different places, makes some interactions probably missed to observe. The students' controls who can mute or unmute their microphones on the online platform also contribute to the absence of some responses. In addition, this study shows that breaking maxims in the interaction can give positive and negative results in communication. Therefore, the consideration to obey or break the maxims should be done wisely to create practical and informative communication.

Lastly, since this study only observed one meeting, the following study with a more extended period is suggested. The subsequent researchers who want to study a similar issue should conduct the observations in several meetings. Thus, they can produce more profound findings.

Suggestions

Due to the limited permission to observe the classroom interaction, the researcher only used one-meeting observation as the data for this study. However, the bias may be produced due to the delimitation. Therefore, the extended observation time is highly suggested for the next researcher who wants to study a similar field. The longer research time will be beneficial to produce more complex and comprehensive findings.

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ENGLISH MORPHOLOGICAL AWARENESS OF EFL UNIVERSITY STUDENTS DURING BLENDED LEARNING IMPLEMENTATION

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Abstract: This study is aimed to investigate the English morphological awareness of EFL university students during blended learning due to the covid-19 pandemic. A mixed-method was employed and 17 students were willing to be participants. This study applied an online test to obtain quantitative data and an online open-ended questionnaire to gain qualitative data. The results demonstrated that (1) 10 students (58.8%) were categorized as moderate in English morphological awareness skills, 5 students (29.4%) were perceived high criteria and only 2 students (11.8%) were ranked low category. (2) 17 students expressed their opinion on the English learning experience during blended learning implementation due to the covid-19 pandemic which has a connection to morphological awareness. Their views are generally summarized as follows; they admitted that they actively self-studied at home, preferred offline learning to online learning, frequently practiced English at home, seldom read English books and most of them made extensive use of social media and the internet to access English learning content. The results of this study can be concluded that the English learning environment and recent technologies such as social media and the internet, could have a significant impact on building and improving students' English morphological awareness.

Keywords: *blended learning, english morphological awareness*

INTRODUCTION

English morphological awareness has a huge impact on non-native English users' language skills, notably among English foreign language students (Jeon, 2011). The problem arises when the students use words inappropriately and incorrectly. The problem emerges when students use language erroneously and incorrectly. To counteract this, students must practice English morphological awareness, which entails being able to add and remove affixes (prefix and suffix) from a word, as well as form and alter it based on its meaning and structure (Giyatmi Giyatmi, 2017). In an essence,

English morphological awareness is a strategy for ensuring that learners use language accurately and correctly in terms of English word structure and grammatical adjustment. This is because they are aware of using appropriate and correct words based on base words, adding affixes, modifying base words into inflection aspects due to time, number, and aspect for example *run* into *runs* or modifying meaning and word category or word class e.g *teach* into *teacher* (Westby, 2013).

During the covid-19 pandemic, the English Morphological awareness skill of EFL university students appears as a big concern. Because the teaching-learning system radically transforms from traditional or face-to-face class setting into online learning class or a mix of them both which is called blended learning. This issues a question of whether the covid-19 pandemic contributes to degrading students' morphological awareness or not.

In this research, the writer investigated the level of English Morphological awareness of 17 EFL university students particularly at State College of Islamic Studies Mandailing Natal (STAIN Mandailing Natal), North Sumatera province, Indonesia. It was carried out based on two research problems: (1) into what category is the level of morphological awareness of EFL university students during blended learning. To gain this, a quantitative method was administered via an online test containing questions that measure students' English Morphological awareness (2) what are the pictures of students' daily English learning during blended learning implementation that takes part to affect students' morphological awareness. For this, the qualitative method was organized via giving an open-ended questionnaire containing several questions inquiring about their daily English learning to confirm and clarify the previous statistical result on their level of English Morphological awareness.

Some previous studies on English Morphological awareness have demonstrated a significant connection between English morphological awareness and English skills. Previous studies discovered that English morphological awareness has a strong connection with English skills, namely listening (Gottardo et al., 2018; Karimi, 2013) reading comprehension (Jeon, 2011; Kieffer & Lesaux, 2012; Saiegh-Haddad & Geva, 2008), and writing (Allen & Lembke, 2020). Thus, English morphological awareness plays an important role to enable EFL students to build their English skills. The research gap between predecessor studies with this recent study is the focus of research. The

previous ones had explored the connection between English Morphological awareness and students' English skills (listening, speaking, reading, and writing), meanwhile, this current one investigated the students' level of English Morphology awareness after they had carried out blended learning during a covid-19 pandemic. Moreover, this latest study tried to discover the reasons for students' level of English Morphological awareness based on their English daily learning.

Nevertheless, despite the majority of previous studies on English Morphological awareness with a strong connection to English skills, this little work had been conducted to fill the research gap. Consequently, this recent study tries to contribute to a research novelty on a comprehensive understanding of the level of English Morphological awareness of EFL university students, mainly for people who conceive English as their foreign language. This present study is worth it accomplish with regard it offers a picture of how good the level of EFL university students in English Morphological awareness during blended learning implementation.

REVIEW OF LITERATURE

English Morphology

Morphology is defined as part of linguistics that concerns the relation between meaning and how the words are formed (Fasold & Linton, 2006). Besides, Morphology is also defined as the study of word structure, consisting of word changes based on grammar (inflection), meaning and word category (derivation), etc (Handoko, 2019). Another premise stated that Morphology is interpreted as the study that focuses on word structure and their connection between words for instance morphemes (the smallest part of a word) as the source to create a single word (McCarthy, 2002). It implies that a single word is formed from many tiny parts or we call them morphemes. Moreover, morphology discussed the interior parts of words (Haspelmath, 2002) word formation, and their structure (Katamba, 2005). To sum up, English Morphology means the study of a word and how it is formed referring to its internal parts or specific internal structure in the context of the English language. The internal structures of a word encompass the affixation (adding prefix, infix, and suffix on a certain morpheme), converting the meaning and word class category (derivation), or modifying the word based on grammatical needs (inflection).

English Morphological Awareness

Morphological awareness is defined as a conscious awareness of identifying and detecting the structure of morphemes in a certain word and having the ability to modify, reflect and manipulate the word structures (Kirby et al., 2012). It is also defined as individual awareness of the smallest units of meaning comprising affixes added on base and root words (Apel, 2014). Morphological awareness has a significant role to develop students' literacy skills. It can affect and improve the students' literacy by enhancing their awareness skill on affixation of a word (adding prefix, infix or suffix) and word relation between a base word with their change meaning, word category altering and modifying forms namely inflection and derivation. Therewith, morphological awareness skill has the potential to help students, principally in literacy measures, and also to succeed in academic achievement testing (Apel et al., 2013).

Below are various tasks that a teacher or a lecturer can apply to assess students' English morphological awareness level cited from (Apel, 2014) page 206.

Segmenting task

This task is addressed for spoken mode. It is aimed to assess the morpheme in a certain word and to test what the morpheme sounds like. For example: How many parts do you hear in a word: *Recyclable*. It has three parts namely (1) re-, (2) cycle, -(3) able (Casalis et al., 2004).

Definition task

This task is for spoken mode and it is directed to test students' awareness of the meaning of affixes and their effects on the meaning change of base words. Example: *a person who plays football is* (the answer is *footballer*) (Casalis et al., 2004).

Spoken relatives task

This is also a spoken mode task and it is organized to assess awareness of base word and its relation to inflection and derivation form. Example: *Garden. My father is a(gardener)* (Apel et al., 2013).

Affix identification task

This is a written mode test and it is directed to assess the morphemes which are existing in a certain word. Example: Determine the 'add-ons' in this list of words: *rain, rains, raining, run, runner*. The add-ons are *rains, raining, runner*. Rain and run are base words without any affixation added-on (Apel et al., 2013).

Written relatives task

This kind of task is a written mode task and it is used to assess the morphological awareness of the relation of the original word (base words) to their formation of inflection and derivation. Example: Beauty. *The girl's rose is very_____* the answer is *beautiful* (Apel et al., 2013).

Spelling multi-morphemic word task

This task is administered via written mode and it is addressed to test morphological awareness on how to spell written affixes. Example: spell *dresses*. Spell *plainest* (Apel et al., 2013).

Suffix choice task

This is a written mode test and it aims to assess awareness of grammatical class change and meaning change of a certain base word. Example: *Andrew is popular for being _____ among society* (friend, friendly, friendship, friendliness) the answer is *friendly* (Nagy et al., 2003).

Derivational spelling task

This task is in written mode and it aims at assessing morphological awareness of how the affix on a morpheme can influence its spelling. Example: What affix at the end of morpheme: *lucky_____* -y, -ie, -ey (the answer is -y) (Sangster & Hélène Deacon, 2011).

Blended Learning

Blended learning is a teaching method in which a teacher instructs students in an online class in which all students are involved virtually (via zoom, teleconferences, Google Meet, etc.) and, on the other hand, a teacher instructs students in an offline class whereby all students physically attend the class. Assignments and exercises are then handled asynchronously (for example via WhatsApp, email, google from, etc). (Boyarsky, 2020). Another premise emphasized that blended learning is integrating digital learning mode (online) and face-to-face class mode (Tomlinson, 2019). Blended learning has been implemented on campus where the writer is working. It starts in late 2019, the moment when the covid-19 outbreak rapidly and shockingly appears, until the middle of 2022 when covid-19 outbreak successfully has been mitigated and prevented by a mandatory vaccine program from the national government.

Blended learning successfully changes the learning setting. Students now are familiar with online learning, offline learning, or a combination of both. Students and also lecturers are also getting accustomed to joining online class settings since they have adapted and adopted recent technologies such as zoom, google meet, Whatsapp, email, etc. This is the new face of the learning system. Even so, there are some obstacles for instance internet connection, compatible recent technology gadget ownership, and boredom. Nevertheless, blended learning has brought students on a new journey in a learning system. This is interesting to investigate whether that new atmosphere affects students' morphological awareness or not, as they never could face it when they are joining in an offline class setting. Moreover, this blended learning for some individuals still lasts due to emergency affairs, for example when a lecturer is outside the city regarding sudden and important duty from campus, then he/she organizes class remotely online. When the duty is completely done, he/she comes back with an offline class setting.

METHOD

This research employed a mix-method approach. Mix method approach is a combination of a qualitative and quantitative method to reveal an understanding of a certain study completely. The qualitative method tends to utilize words (for example: using some open-ended questions) and the quantitative method intends to employ numbers (Creswell, 2014). A quantitative method was used to measure statistically the level of EFL university students in English morphological awareness during online and offline learning or blended learning. Furthermore, a qualitative method was used to uncover students' everyday English learning, which helped to support the statistical finding of the level of English morphological awareness among EFL University students.

The data sources were obtained via online under the consideration of low cost, time efficiency, and efficacy due to obeying covid-19 protocols. The participants in this study were 17 English Foreign Language (EFL) university students in the fourth semester at STAIN Mandailing Natal, North Sumatera, Indonesia. They were selected because they had completed the course of English Morphology. Moreover, they also had experienced a blended learning atmosphere during English Morphology class. The

17 students who met the two criteria above are considered eligible participants who have reliable and rich information on English Morphological awareness skills.

In quantitative data collection, the participants were given an online test containing 10 questions to measure English Morphological awareness in form of multiple choices via google forms. Each question has four choices determining whether the choice is correct or incorrect in terms of English Morphology. The 10 questions were designed based on four kinds of morphological awareness tasks. They are (1) affix identification task model for awareness of the morphemes and (2) written relatives task for awareness of base words into inflection and derivation (Apel et al., 2013), (3) suffix choice task model for awareness of the meaning of affixes and grammatical class (Nagy et al., 2003), (4) Derivational spelling task model for awareness on how the addition of morphemes can influence base words (Sangster & Hélène Deacon, 2011). One of the real questions given in the online test was as follows:

A snake moves ...

- a. slow
- b. slowly
- c. slowest
- d. slower

The online test of English Morphological awareness was executed at the end of the semester. The data obtained subsequently were computed by using SPSS 22 and afterward analyzed statistically into frequency distribution in terms of the English Morphological awareness level and interpreted into three criteria of English Morphological awareness level; (1) 80-100 is considered high, (2) 50-70 is perceived moderate, (3) 00-40 is rated low.

On the other hand, the qualitative data collection was done by giving an open-ended questionnaire. There were five questions on the open-ended questionnaire concerning students' daily learning that has a connection with English Morphological awareness. The open-ended question used Bahasa Indonesia due to gain in-depth students' opinions. This way allowed the researcher to find out the background of students in daily English learning during online and offline learning class settings (blended learning). This leads the researcher to confirm and clarify the quantitative result previously by analyzing the result of the open-ended questionnaire to acquire a

depth picture of understanding of students' English Morphological awareness, notably during blended learning implementation.

The questions yielded in the open-ended questionnaire were as follows:

1. Do you always self-study at home? Give your reason and explain.
2. Which one is more effective to help English mastery, online learning or offline learning? Give reason and explain.
3. Do you practice English both spoken and written at home? Explain.
4. How frequently do you read English books during online and offline learning? Explain.
5. During the covid-19 pandemic, the teaching-learning process is conducted mixed online and offline, how frequently do you access English content (music, videos, articles) via social media and the internet? Explain.

In quantitative data analysis, each student's score on the English morphological awareness test was collected in an excel sheet. After that, the total collected students' scores were computed by using SPSS 22 frequency distribution which distributed the students' scores in the Morphological awareness test into three categories with intervals: (1) 80-100 is considered high, (2) 50-70 is perceived moderate, (3) 00-40 is rated low. The number of students who were falling into certain criteria was calculated into a percentage. The results were yielded showing how many students were dominant in a certain criterion of level skill of EFL university students on English morphological awareness.

In qualitative data analysis, the results of open-ended questionnaires were translated and transcribed into English. After that, the writer identified, analyzed, and interpreted into specific separated themes based on five given questions in open-ended questionnaires. Moreover, the writer also classified and quantified the students' opinion tendency on each question into a percentage to ease mapping students into what opinion they were dominant. The translated and transcribed data were interpreted separately based on themes based on the aforementioned questions to get in-depth students' opinions regarding the learning experience during blended learning implementation. The interpretations are afterward used properly to confirm and clarify the results of previous quantitative analysis on English Morphological awareness skill level.

FINDINGS AND DISCUSSION

Findings

The study's findings are two-fold: (1) the results of an English morphological awareness test administered to EFL university students, and (2) students' opinions based on their experiences with English learning in a blended learning class setting (a combination of online and offline learning), which were obtained through an open-ended questionnaire.

Table 1. Results of Test of Students' English Morphological Awareness

No.	Interval of score	Criteria	Frequency	Percent
1.	80-100	High	5	29.4%
2.	50-70	Moderate	10	58.8%
3.	00-40	low	2	11.8%
Total			17	100%

Following the administration of an English morphological awareness test to 17 EFL university students, the findings revealed that five students (29.4%) scored in the 80-100 range. Their English morphological awareness skill is graded as high. Nevertheless, it is ranked second in terms of total frequency. Meanwhile, the remaining ten students (58.8%) received a score of 50-70, indicating that their English morphological awareness skill is moderate. On the level of English morphological awareness, this achievement is dominant. Finally, only two (11.8 percent) students achieved a score between 00 and 40, implying that they have a low level of English morphological awareness.

Due to the covid-19 outbreak, the open-ended questionnaire highlighted the reality of students learning English during blended learning deployment. The following is a simplified quantification of the findings, coupled with a selected excerpt based on the results of an open-ended questionnaire;

Students Always Self Study at Home

There were 11 participants who claimed that they always self-study at home (64.70 percent). As well as the convenient access to mobile learning applications, a student (students with number identity 16= S.16) confirmed that he used to self-study at home during blended learning:

*Yes, because today learning English is easy due to we can **access** it wherever, for instance, **Facebook, online learning applications**, and so on.*

*I love English because I used to play the application **Hello English** on my sister's smartphone. (S.16)*

Conversely, another student (S.15) argues that self-study can be accomplished via the use of social media platforms (such as Facebook and YouTube) as well as books. Likewise, (S.16) remarked that self-study is a realistic alternative to conventional English courses. The following are highlights from their statements:

*Yes, I self-study at home by watching **video vlogs**, and conversations on some **social media platforms** and (reading) **some books** I borrow from Madina (STAIN Mandailing Natal) that location is quite near my house. I also emphasize that studying together and discussing together about English is also important to share knowledge. (S.15)*

*Yes, I self study English at home independently because I do not take any **English courses**, then I always study English via the internet (S.16)*

In opposite to 11 students who reported always self-study at home during blended learning due to the covid-19 pandemic, there were 6 students-participants (35.29 percent) who stated that they did not always self-study at home during blended learning due to the pandemic. Students (S.3) and (S.1) identified themselves and freely stated why they do not always self-study, stating:

*Sometimes, (I learn English at home) when having a good mood in my **spare time**, and (I) don't know what to do (S.3)*

*Somewhile, I want my **vocabulary, speaking or English being improved** (S.1)*

Determining More Effective Way to Help English Mastery: Online Learning or Offline Learning

All student-participants claimed that offline learning is more effective than online learning. The reasons offline learning is more effective are expressed by (S.2), (S.15), (S.16), and (S.17). Those who agreed that offline learning is more effective cited a number of factors. Offline learning is more appealing and participatory than a face-to-face lecturer, and it also permits gathering and discussing with classmates in a real-world context, reducing misinterpretation of material delivery and effectively omitting constraints such as a poor internet connection. They reacted:

*Honestly, I prefer offline because we can **directly ask the lecturer** and the lecturer explains (the material) face to face mode and gives the detailed part of the explanation by writing the breakdown formulas. Moreover, offline learning is **monitored by the lecturer** (S2)*

*I think offline (is more effective) because via offline, we can **discuss directly with friends** and we can get much more references. And via offline we can effectively express questions to the lecturer about the course material we still don't understand (S.15)*

*Offline. Because we can ask directly as detail as possible **without misunderstanding** chances just like occurs in an online class setting (S16)*
Offline, because the learning process is more maximum, meanwhile online tends to be lazy due to bad internet connection. (S17)

Do You Practice English Both Spoken and Written at Home?

A higher percentage of students-participants (9) acknowledged that they speak and write English at home. Identified Participants (S.8), (S.10), and (S.12) evaluated the high frequency of practicing English at home as a good way to improve speaking and pronunciation. They noted:

Yes. (Practicing) speaking in front of the mirror (S8)

Yes. Because practicing English will make (us) fluent in pronunciation and each word in English (S.10)

Yes. Sometimes I use English little (with high frequency) because I always hear it (English) on campus (S.12)

Remarkably, the other 8 students (47.05 %) thought they practice English at home on occasion. The following are two of their excerpts, asserting:

Sometimes, I practice English at home with my sister, for instance, sometimes I use words from kinds of stuff in the kitchen and mirror as the object to train my English (S15)

Not frequent in practicing English (and) practice English via Whatsapp with friends who are interested in using English (S16).

Students' Frequency in Reading English Books during Blended Learning

Only 3 (17.64 %) students mentioned they read English books frequently, while 14 (82.35 %) admitted they read English books only infrequently. The students who described read English books a frequently, stating:

Every day I read about English even in online or offline learning (S.7)

Almost every day (read English books) due to the covid-19 pandemic each day there is an assignment/task from the lecturer. Therefore I always focus on my smartphone/laptop to study English (S.13)

Concurrently, some respondents admitted that they occasionally read English books. They expressed:

Not often, but I also read and borrow dictionaries and English theory books at the library near my home. At another time, I read a conversation book belonged to my father when he studied at university a long time ago (S.2)
Not too often (reading English books at home), because I also have other activities must do. Besides, reading book for me is self-healing and gives nutrition to the brain (S.10)

During the covid-19 pandemic, the teaching-learning process is conducted mixed online and offline, how frequently did the students access English content (music, videos, articles) via social media and internet?

The majority of respondents said they were content with their ability to obtain English information via social media and the internet. Their total number of participants exceeds 15 (88.23%). According to a participant (S.1) speaking and listening development is enhanced by watching YouTube videos. Furthermore, the respondent (S.2) made a similar allegation. The following statements elaborate on this.

Almost every day I watch videos on youtube and listen to music. That activity can help me to understand English either by speaking or listening (S.1)

Almost every day (to access English content on social media) minimum of 2-3 hours and more are allocated for it. I watch English videos on Facebook, and Instagram and saved them. If I found a new word, I automatically write it in my little notebook, and I practice it (S.2)

A little number namely 2 students (11.76%) stated a low frequency of accessing English content on social media and the internet. They only use it in their spare time, as a student, as identified (S.11) acknowledged:

Just in spare time and never miss an English article to read. (S.11)

Discussion

The results of English morphological awareness satisfactorily have met the expectation, even if some little aspects need to be improved. The point is that the students' learning experience during blended learning due to the covid-19 pandemic significantly affected the students' morphological awareness skills and vice versa. The higher the English morphological awareness skill, the better English skills the students will have. When the students engage with morphological awareness, such as being aware of specific morphemes and their structure, automatically their English skills also gradually escalate regarding the use of morphemes/words correctly, proportionally, and

appropriately based on words formation, modification, and meaning change (Giyatmi, 2017; Westby, 2013).

Even so, some results pointed out that the students' accomplishment on English morphological awareness presides tendency into low criterion. Since they rated seldom and the like on a particular English learning experience during blended learning due to covid-19 pandemic. In an open-ended questionnaire, a little number of student-participants rated seldom to self-study, just once in a while practicing English spoken and written at home, low frequency of reading English books at home, and allocating less time to access English content on social media and internet. Their English learning experiences, unfortunately, denoted a negative image. The consequence is their English morphological awareness skill slowly degrading. As admitted that English morphological awareness has a high tense of connection to students' English skills, one of which is English literacy (Wilson-Fowler & Apel, 2015).

The moderate criterion of English morphological awareness embraced more than half of the total student participants. Furthermore, the high criterion of English morphological awareness also covered the second biggest number of total students. It infers an understanding that their English learning experience during blended learning due to the covid-19 pandemic strongly created a great impact on their morphological awareness skill improvement. Some excerpts of their perceptions via an open-ended questionnaire confirmed that phenomenon.

In accordance with students' opinion regarding self-study at home mainly learning English by utilizing social media platforms and books, daily habit of practicing English spoken and written at home, and their hype and interest to access English content on internet and social media. It is in line with what (Umam & Zabidi, 2021) found in their study namely in recent times, digital technology based-learning due to the covid-19 outbreak has rapidly and inevitably become an option in the education sector, especially in higher education.

The aforementioned findings clear our insight that English morphology is not only linguistic competence and it does not only have a scrubby role in English skills, yet it plays a prominent part to equip English skills. Our perception might be turned away from the paradigm that English morphology covers the meaning, morphemes, word formation, word modification, and word class change into a new fresh paradigm namely

the awareness of using English Morphology in the English context as asserted that morphological awareness can be applied by building the ability to be aware of using morpheme/word and its change due to grammatical adjustment, word modification, word formation and word meaning change.

During blended learning due to the covid-19 pandemic, the way EFL learners learn promptly changes. They adapt the integrated learning both online via digital technology and offline in an as conventional way. This is suitable to a previous study by (Komalasari, 2021) which emphasizes that digital technology or online affects many things such as education, industry, science, and human skills. English materials are also available vastly on the internet. In learning English, digital technology penetrated as one of the keys to achieving the goal of learning. Therefore, it is important to know how far the students have utilized digital technology to improve their English skills and morphological awareness skills during blended learning.

Here the old paradigm will be complemented; from English skills as English proficiency and English morphology as part of linguistic competence; now they both deservedly be integrated into the language curriculum to support each other so English language learner, notably English foreign language (EFL) learner where English is not their first language, nor their mother tongue and nor their second language, acquire the English language easier by developing English morphological awareness since early time in the context of English language teaching-learning. Moreover, it significantly helps students who are engaged in both online learning and offline learning to solve their problems in detecting English word changes which have a connection to language mastery.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study demonstrated the level of English morphological awareness of EFL university students. This study frames various pictures of student skills in English morphological awareness, foremost during blended learning implementation due to the covid-19 pandemic. Thus, three criteria of students' English morphological awareness skills were discovered. There is a high criterion of English morphological skill which

involved 10 students (58.8%), a moderate criterion which settled 5 students (29.4%), and a low criterion which detected only 2 students (11.8%).

Moreover, the results of the open-ended questionnaire confirmed and clarified the previous statistical results on students' English morphological awareness. Their opinions are generally summarized as follows; they admitted that they actively self-studied at home, preferred offline learning to online learning, frequently practiced English at home, seldom read English books, and most of them maximally utilized social media and the internet to access English learning content. The results of this study navigate us to take into serious account that the English learning environment and recent technologies such as social media and the internet, could give a significant impact on building and improving students' English morphological awareness.

Suggestions

This study talks about the English morphological awareness skill of EFL university students. Accordingly, it is necessary to integrate the knowledge of the morphemic and smallest structure of words with four English skills since early education, at least from the junior high school level. It will crucially be helping students to be more aware of each word structure, word-class change, and word meaning change.

Nevertheless, this study only applied four kinds out of eight tasks available to assess English morphological awareness skills. Meanwhile, there are eight kinds of tasks that possibly could be done, at least, the small sample size, and only four kinds of tasks applied in this study, sufficiently can fill the research gap of previous studies and also can answer the English morphological awareness skill of EFL University students in a certain small place as acknowledged in the introduction. The upcoming study is expected to be done with larger coverage of sampling from different schools or universities and apply complete kinds of tasks to assess morphological awareness skills.

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**THE CHRONICLES OF SATIATION AS REFLECTED ON
RYUNOSUKE AKUTAGAWA'S *IMOGAYU***

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Abstract: Literature examines differences among classes especially the powerful-the non-powerful and the rich-the poor through literary conditions. *Imogayu* is Ryunosuke Akutagawa's short story that tells Goi, a poor samurai. He is astonished with *imogayu* (yam gruel) and wishes more of it, but his fellows and master laugh at him for wishing so. The master asks Goi to follow him eat more *imogayu* and he agrees. In a village, his master tells his servants to cook *imogayu* then tells Goi to eat. Seeing many people cooked it then looking at plentiful *imogayu*, he loses appetite as he is fed up. Thus, the research question is, how is satiation reflected on Ryunosuke Akutagawa's *Imogayu*? Through qualitative method on economic, socio-political, and psychological points, this study underlines changing condition of Goi from wanting *imogayu* to becoming satiated. Through psychology of satiation by Jeff Galak, behavior could change when consumption face hedonistic enjoyment. Class difference is seen in how Goi's wish does come true but its abundant amount makes him sick of seeing wasted material used. In conclusion, Goi's satiation comes from how his simple wish faces lavish reality. His satisfaction changes into satiation after seeing luxury that he never senses at all.

Keywords: *imogayu, ryunosuke akutagawa, satiation*

INTRODUCTION

Literature narrates cultural intertwinements between characters, settings, and plots of individuals and societies (Goyet, 2014). One important perspective is about economic point of view. This kind speaks more than money, but how it arises alongside with socio-political and psychological factors that reflect condition of society (Naufina, 2021). From simple interactions to discriminations and dominance, that perspective

shows how every aspect of human beings is determined through cultural studies. It is due to understandings that human beings always consume and produce continuously (Akandi & Mila, 2019; Galak et al., 2014). It could be so literal in economical view or even symbolical as attended through socio-political perspective. Anyhow, there is a concept of satiation that speaks more than satisfaction of consumption. It relates to monotonous consumption that makes people losing taste and appetite of goods (Galak et al., 2014). The point is result of own consumption and/or reflection of class differences as emphasis of this study.

Imogayu is Ryunosuke Akutagawa's short story that tells a samurai named Goi who is poor, status-less, and bullied (Goyet, 2014). He loves *imogayu* or rice gruel with diced sweet potatoes, and wishes to have more of it. His master invites him to eat more *imogayu* and he follows. However, seeing how *imogayu* is made and how abundant the gruel is, surprisingly Goi becomes full. He only eats a small bowl of it then gets satisfied and even satiated. He loses appetite to eat anymore as he is fed up by seeing many people cooked it then looking at plentiful *imogayu* in front of him. This is not only matter of own consumption and fullness or even excessive satisfaction. Differences among classes are underlined as Goi who is poor must face abundant luxuries shown by his master (Rahman, 2014). He is forced to see wasted materials be cooked into gruel to be consumed lavishly by some people. Goi faces such cultural shock and it changes his perspective on *imogayu*.

Therefore, how is satiation be reflected on Ryunosuke Akutagawa's *Imogayu*? This writing underlines the changing condition of Goi from wanting *imogayu* to becoming satiated. Behavior could change when consumption faces hedonistic enjoyment; his wish comes true but its abundant amount makes him sick of seeing the wasted material used (Redden, 2008). Goi's condition of satiation is consequence of how his small and simple wish faces lavish reality (Rahman, 2014). His satisfaction has changed into satiation. He loses his appetite as his taste has gone after seeing luxury that he never senses at all. This satiation is reflection of class difference through socio-economic understandings.

The story of *imogayu* has been widely analyzed in its intrinsic matters. Two previous studies that have been done into undergraduate theses are written by Arrahmah, (2020) entitled *Pendekatan Ekspresif dalam Cerpen Hana dan Imogayu*

Karya Akutagawa Ryūnosuke and by Putri (2012) entitled *Konflik Tokoh dalam Cerpen Imogayu Karya Akutagawa Ryunosuke: Tinjauan Strukturalisme*. The former tells about close relations between the story and its author. The latter one explains every character as an agent that correlates to rigid and flexible structures of language in *Imogayu*.

However, those two studies do not really emphasize matter of satiation faced by Goi. Normally, a fulfilled wish indicates satisfaction (Chugani et al., 2015; Galak et al., 2011). However, Goi's situation is different. He faces such matter of wish and dream fulfillment and also abundant power shown by his master through enormous materials and manpower used to cook plentiful *imogayu*. Goi only wants to eat small portion of *imogayu* but he is provided with abundant food that is beyond any of his imagination (Wibawarta, 2005). He is satiated due to lavish luxury shown by his master. Indeed, Goi's satiation touches matter of class differences between the poor and the rich one.

Moreover, satiation is explained through consumption, food, and consumer matters. It is widely explained by Galak, et al. (2014). Other writings from Redden (2008) and Redden & Haws (2013) also underline satiation through economical approach. As explained above, satiation in literature speaks not only consumption, but also class matters as shown in Goi's story. Then, this writing would like to emphasize cultural studies approach by intertwining literature and other subjects such as economic and social points. Matter of hedonistic enjoyment reflected as proper in consumption is defined differently in Goi's story. While hedonistic one may result to satisfaction, Goi's perspective comes up to satiation. Desire to consume becomes power exhibition in *Imogayu*. Besides, while satiation should be amended in economic matter, condition of Goi is so spontaneous and even psychologically unforeseen.

METHOD

By using qualitative method, certain concepts and written data were analyzed to answer the question in this paper. Qualitative method was used to find universal phenomenology and particular points of the story. In this case, satiation experienced by Goi was the focus of this study. Written through description, online and offline scripts were used to explain correlations between Ryunosuke Akutagawa's *Imogayu* and psychology of satiation by Jeff Galak together with literary concepts and cultural ideas.

Online and offline scripts were derived from books and journals to understand shown matters.

The data analysis included attaining sources, reading sources carefully, comparing with other issues, quoting into paper, and writing down in references lists. The research data came from both Akutagawa's short story and Galak's journals. Each of them was read then broken down into its every particular element. The plots and settings of the short story were mainly involved to point significant condition of Goi. The premises and logics used in Galak's ideas were also drawn to underline matter of satiation. The following analyses then include how Goi's feeling was going out from satisfaction into satiation. Here, the short story was the object while the Galak's idea was a tool to analyze. More elaborations that relate to the opposite analysis were also provided.

This writing used theories from Jeff Galak named psychology of satiation (Galak et al., 2011; Galak & Redden, 2018). Galak underlines satiation through consumer's perspective in which consumptions happen every time. Indeed, satiation refers to such intersections between economical and psychological perspectives that indicate subjects' feelings in the middle of consumptions. The main definition of satiation is a condition of diminishing and reduction of enjoyment that shifts from enjoyment to hate (Galak & Redden, 2018). Consumption is used to shape such satisfaction, but there are plentiful factors that could keen satiation in the process. Abundant, repeated, and less varieties of consumptions are the main reasons behind that condition.

Satiation is so subjective that include experience of individuals. It is individual, but the reasons that affect it could be so collective either. The situation is so spontaneous and even so unpredictable, uncontrollable, and unforeseen (Galak et al., 2013; Yang & Galak, 2015). People will only realize it when it already came to surface of consciousness. In other words, meanings produced in consumption is done unconsciously and it will be realized by people's awareness only through satisfaction and even satiation situations. The sign of satiation is realized through declining pleasure in consumptions. People may be pleasant in consuming, but being in pleasure requires satisfaction. The condition of satiation is always there as a symptom; out of being named and tamed by human's conceptions (Chugani et al., 2015; DePaoli & Khan,

2014). Rationalities could not catch satiation as a whole since it is such sudden manifestation of psychological feeling.

Matter of satiation was also explained socially. It was related to hedonistic enjoyment of consumption (Galak & Redden, 2018; Yang & Galak, 2015). That concept was so usual in consumer-based research that was economical. However, when it comes to social and even literature matters, being so hedonistic relates to philosophical condition of it. Concerning only to hedonistic matters will approach solely to consumptions, but not to why it could come to such satiation. This is matter of class differences that reflect condition of hedonistic enjoyment (Akandi & Mila, 2019). It merely focuses to material aspects while it is actually such exhibition of power relations. Economically, people are urged to consume more, but it moves them away from satisfaction. Status of satisfaction is overflowed through social interactions. Seeing others with abundant materials, consuming more goods, and choosing from enormous options make people to be satiated (Redden, 2008; Sevilla & Redden, 2014). People are push to be more satisfied, but the reality behind it is satiation.

FINDINGS AND DISCUSSIONS

Findings

The Wish of the Poor Goi

The story of *imogayu* by Ryunosuke Akutagawa relates to several plots. There are abundant perspectives in the story of Goi, but the writers would only limit to the background, the Goi's wish of *imogayu*, and how he becomes satiated with the meal afterwards. First, it tells Goi who is a samurai in the Hiean era. He is told to have strange appearance as stated in the following quotations; "*Goi was a very plain-looking man. His hollow cheeks made his chin seem unusually long. His lips...if we mentioned his every striking feature, there would be no end. He was extremely homely and sloppy in appearance.*" (Akutagawa, 2018). The samurai in his class or the top ones, even the maids, do not appreciate Goi at all. That point makes them to have fun of Goi; "*His fellow samurai did not care a straw for him. His subordinates, with or without court rank, nearly twenty altogether, were also amazingly indifferent to him. ... His existence no more entered their vision than the air itself.*" (Akutagawa, 2018). Despite others' bad treatment, he never gets angry or changes expressions of his face. Akutagawa

emphasizes character of Goi who is used to be bullied and even undermined by people. He lives in a poor condition; "... *persecuted by a hard life, peeping from the pale and stupid face of the undernourished...*" (Akutagawa, 2018). This exact drawing of Goi is crucial part as a background to later wish of Goi.

Second, Goi since five or six years ago really likes *imogayu* or yam gruel. At that time, sweet potato was luxurious and delicious food even for the royals. A lowly person like Goi could only enjoy that meal once a year at the New Year's celebration at the Fujiwara residence (Wibawarta, 2005). Therefore, Goi's dream is to eat that has become his ultimate wish. Even Goi himself may not realize how that desire has settled in his life; "*He himself might not have been clearly aware that it had been his life-long wish. ... A man sometimes devotes his life to a desire which he is not sure will ever be fulfilled. Those who laugh at this folly are, after all, no more than mere spectators of life.*" (Akutagawa, 2018). The former quotation shows how a poor Goi wishes for such luxury in his life as seen in *imogayu*. He could only wish someone will provide it to him, therefore he thanks his master so much and be loyal to him (Akutagawa, 2018; Wibawarta, 2005).

Third, on beginning of January, at a banquet at the Fujiwara residence, Goi and other samurais are invited to a celebration. There are a lot of food including yam gruel. Goi enjoys the meal very much even though he only eats little of it. He even wishes to eat more of it; "*And though it may have been only his fancy, it seemed that the yam gruel tasted more delicious than usual. After he had finished it, his eyes were still riveted on the empty bowl. Wiping the drops off his thin mustache, he remarked to someone nearby, 'I wonder if I shall ever eat my fill of yam gruel.'*" (Akutagawa, 2018). Indeed, his wish is bullied by others. He is undermined as always. Others think that Goi's wish is too much for him. However, Toshihito, his master, offers him to eat more. Nevertheless, that offer is only to make the master and others laugh repeatedly as it is only stated as a joke for a poor man like Goi. They never stop to play with Goi even though Goi thinks that his wish is crucial for him; "*Then I'll invite you before long,*" he choked out. Apparently, the wine had stuck in his throat. "*Are you sure?*" he asked emphatically. "*Yes, I would be much obliged, sir*" Goi stammered once more, blushing. Of course, all the company laughed again. Toshihito himself, who had asked the question emphatically to make Goi repeat these very words, laughed still more loudly

and heartily.” (Akutagawa, 2018). Here, the invitation from Toshihito is the master’s way to show his wealth and power to poor Goi. Goi, who is so sincere, does not really know about power. He only knows that his wish is laughed by others but he knows that his dream to eat more *imogayu* will come true (Akutagawa, 2018; Wibawarta, 2005).

Fourth, after accepting the invitation, one day Goi follows Toshihito with other samurai on a very long journey to Tsugura in Echizen. On the way, Goi is so confused about the real destination that Toshihito wants to go. However, Goi stays since he holds to his wish to eat *imogayu*; *“If his craving for yam gruel had not encouraged him, he would probably have left Toshihito and returned to Kyoto alone.”* (Akutagawa, 2018). Once arrived at the destination, Toshihito is greeted by many people. At night, Goi could not sleep waiting for dawn so he could eat his *imogayu*. From outside, he hears an announcement for the servants to bring a piece of sweet potato with an exact size; *“Listen, all you servants. His Lordship wants each of you, young and old, to bring a yam three inches wide and five feet long, by six o’clock in the morning. Remember, by six o’clock.”* (Akutagawa, 2018). That repeating voice makes Goi’s desire to enjoy *imogayu* becomes stronger; *“So after all he was to have yam gruel. When he thought of this, the old uneasiness that had left him because of the distraction of what was happening outside came back again. His perverse reluctance to being treated to yam gruel too soon grew stronger than ever, and it continued to dominate his thoughts.”* (Akutagawa, 2018). This part of the plot shows Goi’s firmness of desire to eat the meal. He will do everything to eat it including doing everything that Toshihito wants of him. This also adds more to his imagination to enjoy the food afterwards, he could only imagine how his former wish to be true in the morning (Wibawarta, 2005).

Fifth, when he wakes up in the morning, Goi is surprised to see piles of yam reach the roof of the house and several cauldrons ready to make *imogayu*. He also sees many men and women work together to make that meal. Those yams could feed a whole town, as he imagines; *“Tremendously large yams three inches wide and five feet long, enough to feed the whole town of Tsuruga. Set out in the broad yard, five or six cauldrons were placed side by side on new spikes driven into the ground, and dozens of young maids in white-lined garments worked as busily as bees around them.”* (Akutagawa, 2018). Then, his wish to eat yam gruel declines. He feels sorry for everything. His wish has made people to work more. He could not stand to look

abundant food cooked to fulfill his wish. It is actually beyond his imagination; *“The more he thought, the more miserable he felt about everything. By this time he had already lost half of the appetite which had hitherto commanded our sympathy for him.”* (Akutagawa, 2018). Reality strikes Goi beyond his desire. Instead of gaining appetites of satisfaction by the food, Goi starts to be satiated.

Sixth, the time to eat *imogayu* comes. Goi is served with appearance of people providing the food in abundant amount. The manpower is also plentiful that makes Goi so embarrassed. It is proved in the quotation; *“In front of him was a huge vat filled to the brim with a tremendous sea of yam gruel. Earlier he had seen dozens of spirited young men deftly wield kitchen knives to slice up that pile of yams, which reached high up to the eaves of the house. He had seen the maids run here and there past one another, scooping all the yam slices into the caldrons.”* (Akutagawa, 2018). Arihito, Tohihito’s father in law, offers Goi to eat the food. He pushes Goi to eat more and more. Goi is already full but he is ordered to eat more. His satisfaction reaches its peak and becomes such satiation. Then, he only eats more to appreciate his master and his father in law’s order, nothing else. The quotation is following; *“Naturally enough, when Goi, who had watched these things, was served yam gruel in a huge pitcher, he felt satiated even before tasting the delicacy. ... But to refuse to eat any more would be to spurn the kindness of Toshihito and Arihito. So closing his eyes again, he drained off a third of the remaining half. He could not take another mouthful.”* (Akutagawa, 2018).

Seventh, Goi starts to realize that his master’s purpose to invite him eating more *imogayu* is such continuation of bullying towards him. He remembers how he is undermined for his appearance and now he is shown such abundant power that is beyond his imagination (Wibawarta, 2005). As he finishes eating, he ensure himself for not eating that food anymore; *“Goi looked back with fond longing on his past life before the time he had come to Tsuruga. What he remembered was that he had been made a fool of by many warriors... But at the same time, he had been happy, treasuring up his desire to gorge himself on yam gruel. With the reassurance that he need not eat any more of it.”* (Akutagawa, 2018). Even though he is sad and lonely, he is happy after realizing his desire to eat *imogayu* and feeling of relief that he does not have to eat it again.

Satiation in Economical and Psychological Matters

When consuming something, people do that to satisfy their needs and tastes. The result is they get satisfied and reach such condition of satisfaction as well. Meanwhile, abundant consumptions could come to another result (Sevilla & Redden, 2014). Instead of being satisfied, people get satiated or feel satiation in consuming things. If this happens, people are no longer pushed by their needs. Their tastes are gone as well as their appetites either. They could no longer feel any joy but being bored by further consumptions. Economic perspective is the main emphasis alongside with its social consequences. Both two understandings then shift idea of consumption from so economical to reflection of society (Sevilla & Redden, 2014). Somehow, class difference of power may affect how consumptions shape satiation rather than satisfaction. Satiation is both individual statement of condition and how it is affected by matter of societies (Redden, 2008).

The essences of satiation include several perspectives. Reduction of enjoyment colors condition of satiated people (Sevilla & Redden, 2014). While joy comes as result of consumption, its meaning is gradually reduced from time to time. It is not constant at all. At first, it may reach its peak, but it declines as time goes by. This is matter of tensions between individual and systemic matters. Individual responds to consumption as automatically stated in systemic idea of it (Redden, 2008). Consumption is individuals' deeds towards options provided by the socio-economic conditions. It is subjective feeling rather than objective idea. Thus, it also relates to own experience as it is how individual embraces everyday consumptions. It is spontaneous combustion of experience that could only be realized through experience (Galak et al., 2009; Redden, 2008). Objective situation could not argue to this situation according to the causes of satiation.

The satiation is also reflection of repeated and prolonged consumptions (Galak et al., 2014; Redden, 2008). It is not a single consumption that matters, but repeated doings that are underlined. It has been done several times constantly again and again. Moreover, it also mirrors constant consumptions. The more people consume things from time to time, the more they get satiated (Galak et al., 2014). The satisfaction then changes into conditions of being fed up and tired of something. It shifts from 'I want this so much' to 'I do not want this anymore'. The actions of consumption then re-shape

itself into idea of exhaustion. The spirit of taste has gone and the needs are no longer wanted to be fulfilled (Galak et al., 2014; Redden, 2008).

There are three main causes of satiation. First, the abundant quantities consumed. The needs push consumptions to be realized with actual and necessary amount (Galak & Redden, 2018). When it comes to plentiful number, the needs are already satisfied but the consumptions still go on, then it slowly changes into satiation. Second, the consumption involves fewer varieties of things. People get fed up only by consuming monotone things (Etkin & Mogilner, 2016; Galak et al., 2009). No variation, as well as any other option, makes people avoid further consumption. Third, satiation is caused by gradual frequents of consumptions. It is in line with being monotone or stated as routine (Galak et al., 2014; Poor et al., 2012). Satisfaction is not peak to be reached, but only relates to matter of survival only to preserve people's lives. Those three factors indicate satiation includes mental aspect in individual experience (Galak et al., 2014; Redden, 2008).

Moreover, psychologically, consumption of things on a hand indicates production of meanings on the other hand at the same time. People do not consume mindlessly, but they think about what is worthier (Etkin & Mogilner, 2016; Galak & Redden, 2018). People know what they consume, why it matters, and how that option is meaningfully possible for them. This is the presupposition in how satisfaction and satiation could come to surface. People's bodies and minds connect each other in the process of consumption (Galak & Redden, 2018; Poor et al., 2012). They do not only take in input but also take out output. Even if the sides are not similar in the forms, but somehow both consumption of things and production of meanings move together hand in hand.

Through psychological analysis, satiation reflects how being pleasant is not similar to pleasure (DePaoli & Khan, 2014; Redden, 2008). While being pleasant is included in the fulfillment of needs, pleasure shows itself in reaching satisfaction. However, losing satisfaction is getting out of pleasure. That will come to annihilation of being pleasant as the needs no longer have its appetite (Etkin & Mogilner, 2016; Galak et al., 2011). It is closely similar to having joy that will be gone if stating pleasure and being pleasant are no longer involved at all. For instance, a girl has visited many beaches of various views. After frequent travelling, she does not feel joy anymore in

going to beach as she sees same views from time to time. She is no longer satisfied but satiated by going to beaches. Her need to go to vacation is gradually gone as she thinks that vacation is useless. The satiation could be gone only if she sees another view of the beach, for example above a hill on the beach. Another option is she does not go too frequently to beach, or she changes idea from having vacation to gardening at home to heal her mind.

The example above is simple instance about how satiation is drawn. However, satiation could be more complicated. It is due to fact that satiation is so unpredictable at all. It could come and go without people being aware of it (Dholakia et al., 2018; Witt, 2001). No matter how mature, rich, or educated someone is, satiation could come in instant in everyday life. Satiation is like symptom. Its condition could not be named, or tamed, by human's definitions (Galak et al., 2014; Redden, 2008). Its rationalities could not be held as a whole. It is a manifestation, but when it would like to be amended, it could be gone too suddenly. It is still could be understood by human beings, but it is totally uncontrollable and even unforeseen (Galak et al., 2009, 2014; Witt, 2001).

Variables of satiation do vary as well involving abundant causal factors. The situation could be understood as matter of time and place; as both could no longer satisfy people or they have been satisfied by both of them several times (Dholakia et al., 2018; Galak & Redden, 2018). The intervals and amount of consumption could also be main causes to this tiring situation. Another main idea is about losing appreciation to things that are consumed. This is important as how individuals react to own understandings and conditions of bigger societies. If something is no longer appreciated, then responses to it also decline until it is no longer seen as sensible at all (Dholakia et al., 2018; Galak et al., 2011). Appreciation shows the causes remain, but the responses are spontaneous. Since satiation is mentally unforeseen and uncontrollable, losing of appreciation could exist too. However, satiation could still be followed through how individuals are affected by relation to societal understandings (Galak et al., 2011; Witt, 2001).

Through social matters, satiation is asserted not on the side of individuals, but the concepts of many people in society (Chernev et al., 2011; Galak et al., 2009). Individual senses of common senses are impacts of commonalities. Those are reactions to others' actions during continuous interactions (DePaoli & Khan, 2014; Galak et al.,

2009; Witt, 2001). Abundant consumptions that lead to satiation are identification of hedonistic deeds. Here, joy is so enormously celebrated that has lost its main values and even essences. The situation must not be simultaneous, but plentiful expending has created such depletion (Chernev et al., 2011; Galak et al., 2009). Indeed, individual values only follow communal ideas and at the same time get involved in the pursuit of pleasure. In addition, being so hedonistic also dominates senses which correlates to shocking effects from social to individual matters (Cornil, 2017; Witt, 2001). Individuals who tend to take care of own beings then are actually affected mostly by the significant luxuries of others. It is analogous to how those who do not have power must correspond to the powerful ones. The different possessions of power shape others to always nod although partly unacceptable in values (Chugani et al., 2015; Scalzo & Davis, 2016).

The shocking effect of hedonistic consumptions has affected sense of satiation. Culturally, even any option worldwide in many choices are provided narrowly today (Redden & Haws, 2013; Witt, 2001). Seen in the example above, option to go to the beach also could not leave idea of glorified tourism recently. In short, materialistic point of view has become staple indication today. Economically, people are urged to consume more (Cornil, 2017; Redden & Haws, 2013). That point moves people away from satisfaction and get them closer to satiation. On another aspect, even satiation is quite hoped to exist. If people are fed up with this thing, they will consume other goods. And that will increase well matter being of economic consumption either (Dholakia et al., 2018; Redden & Haws, 2013). Satiation is no longer seen essentially as declining aspect as seen in diminishing marginal utility. People are urged to be more satisfied, but actually are pushed more to face satiation to find another good (Galak et al., 2009; Witt, 2001).

As more materials are consumed, more wasted materials are shown everywhere; many things are shared but actually those are merely exposed and exhibited (Redden & Haws, 2013; Scalzo & Davis, 2016). Rather than as giving, concept of sharing means to show off. In common sense, people will get satiated if watching more things again and again. However, the condition today is that people are urged to be more satisfied to their other new needs of following trends. If they are furtherly satiated, they could find another information there. However, still the platform is so monotone, then satiation is

getting normalized today (Chugani et al., 2015; Redden & Haws, 2013). Satiation, as out of imagination, are being familiarized.

Moreover, satiation is enriched through perspectives of class differences. World that actually should minimize differences then sharpens the gaps following those who have information and not (Dholakia et al., 2018; Witt, 2001). Information has become new material component that must be said as a yes if persons would like to be indicated as modern. Satisfaction which is firstly seen as essential then hugely indicated as overflowed out of habitual condition (Cornil, 2017). It is not peak of feeling in consumption, but only another side of being satiated. Satiation then also is commonly sensed in everyday life. The analogy is 'if you hate this then you could see another', however it does not solve the main point of satiation (Dholakia et al., 2018; Sevilla & Redden, 2014). The statement should still be crucial today and become the main focus to analyze class differences among people in societal matters.

Discussions

Hedonistic Enjoyment and the Reality of Goi's Satiation

The main emphasis in this paper is how Goi's fulfilled wish results to satiation instead of satisfaction. The highlighted aspects in Akutagawa's short story include following parts. Goi is fascinated at first by the taste of *imogayu* (Goyet, 2014; Wibawarta, 2005). Then, he really wants to eat again such kindness in that food. His master, Toshihito, fulfills his wish by inviting him to go out to a certain village. In there, Goi sees many people cook *imogayu* with abundant materials (Selinger, 2013; Wibawarta, 2005). Later, once it is cooked, he is told to eat it as much as he wants. Surprisingly, he only eats a small bowl of it and he becomes satiated. He refuses to eat it more.

One question to be answered is that the reason behind Goi's satiated condition than satisfied one. People usually become so satisfied once his or her wish is fulfilled (Goyet, 2014). He or she gets what he or she wants and it should be followed with happiness. However, Goi's situation is different. He feels such shocking situation that the existence of latter *imogayu* does not match to any of his need (Rahman, 2014; Selinger, 2013). In other words, he has lost meanings of the *imogayu* itself. His body, especially his stomach becomes full before he is satisfied. His mind works faster than

his body. Satiation then comes to interfere his satisfaction fulfillment. Wish is located in mindful situation and its fulfillment is in reality. The fulfilled wish is used to realize satisfied reality, but Goi's understanding is out of his awareness (Goyet, 2014; Rahman, 2014). His doubt is forward as his wish is in contrast with reality that he faces. He may have imagined *imogayu*, but the reality is beyond and not really similar to his imagination.

Goi's satiation could be limitedly indicated through causes of satiation as explored above. He is facing such abundant amount of wishful fulfillment. He may only need some of it, but his master thinks differently (Rahman, 2014; Wibawarta, 2005). The master gives him so many *imogayu* that is actually so different from his wish. He knows he wants it, but his appetite does not go alongside with enormous quantities. He is fed up with quantities that have eroded his thoughts of qualities of *imogayu* itself (Goyet, 2014). Goi may also consume only fewer varieties of food before. Akutagawa did not explain any food that Goi and his master consume before. It is assumed that *imogayu* is the main dine to be eaten at the peak. Once the peak is reached, the master thinks that full satisfaction could be gotten, but Goi perceps in reverse. Only eating *imogayu* seems as wish fulfillment for him, but that could also result to boring situation. That situation then brings in satiation for him. Goi is also asked to eat more and it shows problem of gradual frequents of consumption (Goyet, 2014; Witt, 2001). Goi is a simple person who eats only necessarily. He is not used to more consumption. His eating habit is to fill his stomach, not to satisfy his enormous needs. Although he admires *imogayu* at the first time of eating, his second eating is enough for him (Akutagawa, 2018; Wibawarta, 2005). His upcoming third, fourth, and so on of consumptions are not even needed. Through those causes, the main emphasis of this paper is the former that is abundant quantities shown to Goi to be eaten. This is the most crucial since this situation relates to individual aspect of Goi's satiated consumption and societal reflection through the master's doing to be satisfied.

Alongside with former explanations, there are such tensions between personal wish and communal fulfillment in Akutagawa's *imogayu*. The conditions actually are asserted in actions and reactions given by Goi and his master. First, Goi only wants one wish that is *imogayu*, a small portion is enough for him (Selinger, 2013). Meanwhile, his master, who is used to consume more, expects many amounts of *imogayu*. Goi, as a

guest and a subordinate, must follow his master's order in any way (Rahman, 2014; Wibawarta, 2005). Goi must face abundant food in front of him that he never sees before. He also has seen how it is made and how many people cooked it at the same time. This tension has built such satiation for Goi (Selinger, 2013). Second, Goi's wish is so certain from the first time. Nevertheless, the master's life contains possibilities that even Goi has never seen before. Once the master shows his habits to consume lavishly, Goi is surprised and his certainty is shaken (Rahman, 2014; Wibawarta, 2005). At first, Goi is having probability in consuming *imogayu*, but then he is encountered with another possibility of enormous quantities of it. Then, once the possibility is realized, Goi's taste is already gone and the result is satiation (Selinger, 2013; Wibawarta, 2005).

Third, Goi's wish is a desired one while the food is only considered as another option for the master. It can be truly seen in how Goi's hope to eat *imogayu* more is laughed by his master (Akutagawa, 2018). The master then easily invites Goi to come to eat more. For Goi, his wish is so precious that is valued to be fulfilled, while the master thinks that it is so usual that also works as a chance to undermine Goi furthermore. This tension shapes Goi's condition to be more satiated afterwards. Fourth, when Goi was laughed by his friends and his master for wanting more *imogayu*, he actually knows his own limit that he could not eat such luxury again. He knows his capability and he only makes his need for *imogayu* as a wish (Akutagawa, 2018; Goyet, 2014). Goi's existence in this story is reflected from his own hope as a deep and meaningful one. He faces such essence from his master who owns everything. The master possesses abundant materials and manpower and he could have everything. It is the opposite of Goi who could only depend on his only hope to eat that food (Akutagawa, 2018; Wibawarta, 2005). Therefore, when Goi is offered to eat abundant *imogayu*, he must encounter his master's possessions that are so foreign for him. The possessions are out of Goi's own imaginations and fantasies and this shapes satiation than satisfaction. Fifth, Goi's satiation is generated from anomaly that he sees from abundant food as master's luxury condition. It is abnormal for Goi but he could not do anything about it since he is only nothing in front of his master (Akutagawa, 2018; Goyet, 2014). The response then comes to satiation. He could not ask about what is happening and even he could not protest at all.

The four tensions above are indications that Goi's satiation is not the main cause in itself. It is merely response or reaction to what is provided to him. He is satiated not due to his own frequent consumption and fewer varieties given. Becoming satiated is mainly how his anxiety is shown by looking at abundant *imogayu* and luxuries pointed behind that food (Akutagawa, 2018; Goyet, 2014). This is matter of class differences in which Goi comes across hedonistic enjoyment. Goi, who is simple but undermined, does not really know how to behave in front of that lavishness. He could only wish a little of that luxury by hoping to eat *imogayu* more, but he does not want abundant or even all of it. As effect and consequence, while the master is satisfied with abundant consumption, Goi is satiated since his needs is so little comparable to the master's pleasure.

Moreover, the hedonistic enjoyment is founded primarily through abundant amounts of food. The wasted materials make the master pleasant but not for Goi. Enormous manpower, who work together to make the dish, reflects such lavish and luxury that are so extraordinary that shape Goi's satiation (Goyet, 2014; Wibawarta, 2005). He is also getting fed up by a lot of power that the master shows from time to time. Goi is part of that power but he is the victim of it. It is proved by bullies and laughter that he always get no matter how much loyalty he expresses every day (Goyet, 2014; Wibawarta, 2005). At last, he could only blame himself even if he has done nothing wrong before.

From the first time Goi entered Toshihito's house, he is spoiled with materials, possessions, and manpower that define Toshihito's power. However, Goi is not impressed at all. There are questions in his head that he is afraid to ask. Once he could not contain them all, his satiation spontaneously comes out (Wibawarta, 2005). He could not find any of his synchronized thoughtful body and mind through consumption that makes him satisfied. Goi's fulfillment of wish, as appreciated to be full of joy, is celebrated too much by Toshihito (Goyet, 2014). Goi could not capture any of that meaning. His body and mind could only protest by stopped eating more *imogayu* that has been prepared before.

CONCLUSION AND SUGGESTIONS

Conclusion

Conforming to the research objective, Goi's condition of satiation is intertwined between economical and psychological situation of being individual and social. Goi's perspective is understood as his small wish faces lavish reality of his master, Toshihito. His satisfaction has shifted into satiation. He loses his appetite since his taste has gone after seeing luxury that he never senses at all. This satiation is reflection of class difference as indicated through socio-economic understandings. Goi's behavior changes as *imogayu* is interfered with hedonistic enjoyment. The situation is so spontaneous and even so unpredictable, uncontrollable, and unforeseen. Class difference is also seen in how his wish does come true but its abundant amount makes him sick of seeing the wasted material used. Abundant materials used and enormous manpower ordered to cook such dish make him satiated rather than shape his satisfaction.

Suggestions

The researchers encourage future researchers to analyze *Imogayu* from other perspectives. Semiotic analysis in Shogunate era could enrich understanding of the short story. Analysis of myth could also be attained to be analyzed in this story. Linguistic analysis on the dialogues between leaders and his subordinates could also be done to show specialties of Akutagawa's writing. At last, this research is out of any perfection, so that any critics and suggestions are always welcomed by the researchers.

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THE USE OF Pictionary GAME IN TEACHING VOCABULARY TO SECOND GRADE STUDENTS OF SMPN 1 RAYA

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Abstract: Pictionary game is a fun and enjoyable guessing word game that can motivate students to learn English. This research deals with improving students' vocabulary by using the Pictionary game for the second-grade students in SMP N 1 Raya. This research aims to determine whether the Pictionary game can increase students' vocabulary. This study applied Classroom Action Research (CAR). The sample of the research was the second-grade students of SMP N 1 Raya in academic 2021/2022. The writer used two cycles that occur of two meetings. The finding of this study was that the Pictionary game can improve students' vocabulary. It can be proved from the calculation of the test in both cycles. In the pre-test, the mean of the students' score was 62,18. In post-test cycle I, the mean of vocabulary score was 72,84 and the mean score in post-test cycle II was 77,09. Based on the data, it could be concluded that there was a significant improvement in students' vocabulary by using the Pictionary game. Based on the research, it is suggested that English teachers should use the Pictionary game as a technique in teaching vocabulary.

Keywords: *classroom action research, pictionary game, vocabulary*

INTRODUCTION

Learning and understanding English is an unavoidable necessity because it can give us more understanding about international knowledge (Alrajafi, 2021). English has become an important subject in Indonesia. It is a compulsive subject from primary

school to college. When studying this subject, students must master the skills of English: writing, listening, reading, and speaking (Srinivas Rao, 2019). To master the skill, students need vocabulary because this component can be a tool to improve all English skills. People with rich vocabulary speak the language better than people with limited vocabulary. Thornbury (2002) says “you can hardly communicate without grammar and you cannot communicate without vocabulary” and it proves that vocabulary is very important. This argument is also supported by (Richards & Rodgers, 2002) saying that vocabulary is the basic building block of listening, speaking, reading, and writing. When we begin to learn a language, especially English, vocabulary plays an important role.

One of the popular middle schools in Simalungun SMP N 1 Raya. However, there are problems faced by the students. When the researcher taught English there, she found that students' skills were still low and efforts were needed to increase the students' vocabulary. Students had difficulty speaking and writing because they have limited vocabulary.

Teachers need strategies, skills, or methods to positively influence and improve vocabulary learning. Iswandari (2017) claims that teachers should be encouraged to employ games in the classroom to help students master new languages. Making students happy when they learn something is not an easy task. To solve this, involving children in games is the way to teach English so that they can have fun.

Pictionary game is an example of game that can involve students in learning vocabulary. Such a game can improve students' imagination because students are asked to draw pictures according to the words provided by the teacher. Thornbury (2002) defines Pictionary game as a game activity in which students will perform in a team, where every team member, in turn, becomes a painter. This game has been used in previous research analyzing its effectiveness to improve student's vocabulary. These research is supported by Bunau (2018) who says that Pictionary game is effective in teaching vocabulary. Through the use of Pictionary game, students who are inactive in learning can be more motivated to learn. Pictionary game also helps students understand words and their functions as they learn English and help memorize vocabulary more easily because they can practice to generate and guess words from pictures. In addition

to that, Hamer and Lely (2019) also state that Pictionary game can be utilized to make the students interact actively with their classmates.

REVIEW OF LITERATURE

Vocabulary

Vocabulary is a powerful carrier of meaning. Vocabulary can be defined in many ways. According to Kartini and Kareviati (2021), vocabularies are compilations of terms that a person is familiar with. Vocabulary holds an important role in language learning. The main aim of learning a language is to communicate, and that vocabulary plays a necessary role in communication. As cited in Asyiah (2017) vocabularies are the major constituent of language skills and allow the students to speak, listen, read, and write. Vocabulary is the key to learning a speech, allowing people to communicate with each other. Vocabulary is the basis of communication. Vocabulary knowledge is often considered necessary means for second language learners because the narrow vocabulary of the second language prevents effectual communication. Vocabulary refers to a person's understanding of the meaning of words.

Students's Motivation

Vocabulary learning is not an easy process. Students often feel unmotivated when learning vocabulary because of some reasons. For example, when they study English at school, they just follow the lesson because it is obligatory to pass the exam. It is not because they have the intention to study English. Many of them think even if they do not understand English, it is not a problem because it is not important to them (Riyanti, 2019). Furthermore, the teachers rarely use English as the language of instruction, even for simple words. They enjoy teaching English in Indonesian to give a clearer explanation.

Pictionary Game

Murga et al., (2020) says that game is a natural way for children to learn about their surrounding that requires them to cooperate with other players and compete against other teams or players. The Pictionary game is a game in which students guess a word or phrase from a picture. The game works in teams, where each team member in turn becomes an artist (Thornbury, 2002). Pictionary game is a graphic guessing word game designed by Gary Everson, invented by Robert Angel, and first go out in 1985 by Angel

Games Inc. While students play the Pictionary game, they must draw or paint their picture posit the English words listed on the tag. The materials are used in Pictionary games as vocabulary lists, blackboards or whiteboards, smartboards, markers, and chalk. Playing the Pictionary game has several advantages. Pictionary is an excellent educational tool for improving creative thinking skills and communication. It is suitable for students in visual learning to reinforce ideas in other subjects. It can generate and reinforce a wide variety of facts, figures, and concepts. The game can build the creativity of the students to communicate with the other member.

METHOD

This study used Classroom Action Research method. This research focuses on the issue of students in a classroom. Wulandari et al., (2019) explain that CAR is the methodical gathering of information for the sake of social change. Also, classroom action research is a study of people conducted by practitioners to improve and understand professional practice. It is the research center of the classroom and simply seeks to investigate what is happening within the classroom. Investigation of activities in the classroom is carried out on a cyclical basis and consists of four phases. This research begins with an action plan. The plan is then implemented as an action in the classroom and then observed. The reflection is done when analyzing the data obtained during the operation.

This study was carried out in SMP N 1 Raya, with 33 students from class VIII D as the participants. The study's quantitative data were gathered from the score of a vocabulary test. For the qualitative data, the researcher used observation sheet and field note to know the students' behavior and activity during the lesson process. The data were utilized to characterize the scenario in the classroom during the teaching-learning process. The data were collected and evaluated to solve the research questions.

This study was held in two cycles. In Cycle 1 and Cycle 2, the actions came in two meetings in each cycle. Every cycle was composed of planning, acting, observing, and reflecting. The pre-test was served to find out students' abilities before the treatment was implemented. After the researcher gave the treatment, students were given a post-test. Post-test was applied to discover the score of students' vocabulary after the treatment. As in this study there were two cycles, it means that the researcher gave two

post-tests to students to know the improvement of students' vocabulary after the treatment.

FINDINGS AND DISCUSSION

Findings

Quantitative Data

Pre-test

The pre-test was conducted on Wednesday, February 22nd, 2022 from 07.30-08.50 A.M and it took about 70 minutes. First, the researcher started the class by greeting, praying, checking attendance records, and inquiring about the student's condition. The researcher then had a vocabulary explanation for about twenty minutes. After that, the students took a pre-test. The test consisted of mentioned vocabulary and the meaning of nouns, verbs, and adjectives, and consisted of 25 items that could be completed in 50 minutes. The results of the pre-test are shown in the following table.

Table 1. The vocabulary score of students

Grade	Criteria of Assessment	Frequency	Percentage %
91-100	Excellent		
81-90	Very good		
71-80	Good	5	15,2%
61-70	Fair	10	30,3%
51-60	Poor	18	54,5%
Less than 50	Very poor		
Total		33	100%

The data above show that only 15.2% of students that got scored 71-80, and only five students could exceed the standard value.

Planning

In planning, the researcher needed to do an observation, problem-solving, a planning determination, and a preparation. In the Observation, the researcher identified the problems in the classroom and made a discussion with the teacher. After that, in problem-solving, the researcher and teacher agreed to improve students' vocabulary through Pictionary game. After indicated problems were resolved, the researcher created a study plan that was used to teach the students and prepared for the action. The researcher made the planning of learning vocabulary in English and prepared the facilities needed for action like a lesson plan, attendance list, vocabulary card, and also

the post-test question. Then the researcher prepared an observation sheet. The researcher did this to confirm the student's involvement in the learning process.

Action

The action was the second step in this study. The action was done in two meetings and held in 80 minutes each. In this step, the researcher motivated the students and then did the treatment using the Pictionary game. In doing the action, the researcher used some materials in Pictionary game such as vocabulary lists, a whiteboard, and markers. This study used words about animals, things around us, and jobs. Before playing the game, the students were divided into groups. After that, the researcher explained the instructions and gave the word to paint by each group. Each group decided the member of the group who had to draw each word provided by the teacher.

When the student were already, the researcher gave a the signal to begin, and every group started to play. Having heard the signal, one student of each group took one of the tags, began to draw, and asked the group members to guess (the student who drew only answered (yes) if it was true and (no) if it was false). Every student in the group chose one of the words on the card and walked forward. The winner was the group that correctly guessed the most words in the shortest amount of time. When introducing the vocabulary game to students, the researcher modified the steps and rules based on the lesson plan for each meeting and adapted them to the materials and context of the classroom. After giving the treatment, in the second meeting, it was the time for the students to do the post-test.

Observation

This step was the time to observe the teaching process. It was found that in the learning process, the researcher still found passive students in the class. They were afraid to guess the word because they thought that was the wrong answer. Every student that was active in the learning process participated to guess the word from the picture that their friend drew on the whiteboard.

Reflection

From observing the results in the learning process in Cycle I, it can be deduced that the learning process has not reached the minimum passing grade ((*KKM*)) of the research, which was 75. At the end of this cycle, the researcher analyzed and calculated all the processes such as the students' pre-test scores and the students' post-test results.

Table 2. The Vocabulary Score of Students' Post-test I

Grade	Criteria of Assessment	Frequency	Percentage
91-100	Excellent		
81-90	Very good		
71-80	Good	24	73%
61-70	Fair	7	21%
51-60	Poor	2	6%
Less than 50	Very poor		
	Total	33	100%

From the post-test Cycle I, twenty students were able to pass the minimum standard. Regarding the results of the post-test I and the observation of student activities, the subject matter did not go well and some students could not understand the material. Some were dissatisfied because most of the children did not pay attention to the teacher's explanation and had difficulty answering questions. Thus, some students failed the Cycle I test. Therefore, the researcher had to go through Cycle II which consisted of planning, action, observation, and consideration.

Table 3. The Vocabulary Score of Students' Post-test II

Grade	Criteria of Assessment	Frequency	Percentage
91-100	Excellent		
81-90	Very good	9	27%
71-80	Good	24	73%
61-70	Fair		
51-60	Poor		
Less than 50	Very poor		
	Total	33	100%

The researcher gave one more treatment and it was more detailed in post-test II. The total score of 33 students was 2404, and it was better than in post-test I, where the score of the students could be improved. The minimum passing grade was 75, and the total number of students that got through *KKM* was 100%.

The data were taken from the results of the vocabulary test. The first test was given without a treatment. The next test was post-test, which was given to the students after receiving a treatment.

Table 4. The Vocabulary Score of Students

	Pre-test	Post-test I	Post-test II
Total Score	2052	2404	2544
Mean	62,18	72,84	77,09
Percentage	15%	54%	100%

The data showed that in the pre-test, only 15% of all students could pass *KKM*. After giving a treatment, the author gave a post-test to students. There was an improvement in the Post-test of Cycle 1. 54% of the students could pass the minimum standard. However, the researcher still needed to give one more treatment and then gave a post-test for the Cycle 2. The researcher gave one more treatment and it was more detailed, in post-test II the total score of 33 students was 2404 with the percentage of student that passed the minimum value was 100%, and now it was better than in post-test I, where the score of the students could be improved.

The table above demonstrates that the students' scores go up from the pre-test to the post-test II. This suggests that playing the Pictionary game might help students enhance their vocabulary. The mean of students' scores in each vocabulary test revealed an improvement in students' vocabulary test scores.

Qualitative Data

Observation sheet

The author made observations during 2 cycles. There were several points proposed by the researcher as an assessment of students. This sheet contained the responses of the students to the teacher's explanation. There were some differences in students' behavior in each meeting.

Interview

Interviews were conducted by the researcher after giving the treatment in the last meeting. Four students were taken randomly to answer the question about Pictionary game. They said that the Pictionary game could help them improve their vocabulary. They were also more active and felt happy when they played this game.

Field note

Field note contained students' progress from each meeting. In the first meeting, not all students responded to the researcher, and also there was still a student who was not enthusiastic. However, on the next day, the student became enthusiastic and active while doing the treatment.

Discussion

The researcher saw that the students' vocabulary goes up significantly. Their post-test was better rather than their pre-test. When drawing the figure, the students did not find any trouble because before they played the game, they focused on the words. In

guessing the words, the students were trained to be viable and creative because to help them discuss with their group to guess the words. Therefore, by using the Pictionary game, the students not only got a lot of vocabulary but also practiced their creative critical thinking.

Games are a real group of language learning tools (Syafiqah Yaccob & Md Yunus, 2019). This means that games can be a potential way to learn a new language that can be built on daily life. The primary reason that games are regarded as an effective teaching aid is that they stimulate motivation and that students become addicted to the competitive aspects of games. Games have shown many advantages and effectiveness in the process of teaching and knowing vocabulary in many ways.

According to Thornbury (2002), Pictionary game is a fun and enjoyable game that helps students improve their motivation to learn English. Furthermore, when the students played the Pictionary game, they communicatively learned English. The researcher helped out the students memorize English vocabulary easily during the treatment without any stressful feeling. This game involved consolation and joy for the students and created motivation for students to participate actively in learning English. In addition, before the students played the game, they were asked to complete the task of matching the words which would be cohesive to the game. It means that the students were trained to rehearse the words. Therefore, by rehearsal the words it was easy for students to memorize the words and improve their vocabulary achievement. The game also helps out teachers create interactive classroom.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the discussion of results and data, we can conclude that Pictionary games are very effective in vocabulary education. This is supported by the average score on the vocabulary test. In summary, Pictionary games help students actively participate in lessons. Their engagement was also considerable and drew a lot of attention in the educational and learning process. The addition of the Pictionary game also greatly aided the learners' understanding of the content. In addition, the students' excitement has grown, and students also no longer feel the burden of answering the teacher's questions. Thus, after being treated in a Pictionary game, there was certainly a

significant difference in student vocabulary performance, so the research problem was solved.

Suggestions

Regarding the study's findings, the researcher would like to make some recommendations since English teachers are encouraged to be creative in selecting the best teaching approach for their students. For example, as a tool for teaching vocabulary, the Pictionary game can be used. It helps students learn to work in groups and can significantly improve the learning process over text boxes and teacher's explanations. The teacher should also be able to modify the Pictionary game to fit the students' needs, and the teacher should help them in teaching-learning. The researcher also suggests that other studies use this method for other materials that are appropriate for students' characteristics and school curriculum.

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EFL LECTURERS' CHALLENGES AND SUGGESTIONS IN THE ONLINE TEACHING: VOICES FROM INDONESIAN SMALL PRIVATE UNIVERSITIES

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Abstract: Online EFL teaching and learning in universities has been conducted for two years during the COVID-19 pandemic. However, the EFL lecturers' challenges in small private universities in Indonesia are still scarcely investigated. Therefore, this research was conducted with the purpose to describe the Indonesian EFL lecturers' challenges in their online teaching in the small private universities where they teach English. This was a qualitative research which used online semi-structured interview to six EFL lecturers from six different private universities in East Java to collect the data. Meanwhile, those six private universities did not have the official online platform for online teaching yet. The theory of Miles, Huberman, and Saldana was used to analyze the data. The result was that they faced some challenges in their online EFL teaching related to their students' presence, the bad internet connection, the uncondusive home condition, and the very slow students' responses. Besides, they suggested to the universities to provide the official online learning platform which is completed with the places for storing their teaching administration archives. Hopefully, these research results can be the consideration for the university policy makers when deciding the guidelines of the online teaching and learning in the universities.

Keywords: *challenges, efl online teaching, private universities, suggestions*

INTRODUCTION

Since March 2020, the education system in Indonesia has changed due to the pandemic of COVID-19. The Indonesian government, through the Minister of Education and Culture, made a policy not to conduct face-to-face teaching and learning processes in the classrooms. The students are instructed to learn from home and the teachers are demanded to teach from home using online learning. Both the students and the teachers are forbidden to do the learning activities offline leading the crowds (Permendikbud No. 3, 2020). This policy has to be done at all levels of education, including at the university level.

However, the teaching and learning process in universities must go on by using online learning. The lecturers are challenged to teach their courses in online classrooms. Nartiningrum and Nugroho (2021) argue that EFL lecturers have to be familiar with the online teaching platforms and applications. Besides, they have to have a good capacity to conduct the online platforms and applications for their online classes. Additionally, they have to be able to select the suitable platform or application for the courses that they are teaching (Ariyanti, 2020). Then, they also must consider their students' ability in using the online platform or application. This is what all the lecturers experience when teaching online including teaching English.

Some studies have explored the Indonesian EFL teachers' challenges during the COVID-19 pandemic. Atmojo and Nugroho (2020) investigated the various applications and platforms used and the problems faced by Indonesian secondary EFL teachers in their remote EFL classes. Next, Tukan (2020) found that Indonesian EFL teachers at senior high schools got some problems operating the online applications, developing their online materials, assessing their online teaching and learning, evaluating their online EFL classes, creating the various methods of teaching, and motivate the students and their parents. Then, the study by Nartiningrum and Nugroho (2021) informed that EFL teachers of Indonesian secondary school years 7-9 experienced disruption in their online EFL teaching and learning because of the poor signal internet in Indonesia. Thus, they suggested the Indonesian government provide a stable internet connection as their priority. In addition, Rinekso et al. (2021) confirmed that commonly Indonesian EFL teachers at secondary schools faced online EFL learning problems related to a technical problem and home situation which was not conducive. Meanwhile, Saputra et al. (2022) found that the highest challenge faced by Indonesian EFL teachers at secondary school was about assessing the students' achievement in their online EFL learning.

However, the studies exploring the EFL lecturers' challenges in small private universities in Indonesia are still scarce. That is why the researcher is interested in investigating the EFL lecturers' challenges in small private universities in Indonesia. This research is very urgent to be conducted because small private universities usually do not have complete facilities to conduct online learning in this COVID-19 pandemic so it is very challenging for the EFL lecturers to run their online EFL learning.

Meanwhile, the purpose of this research is to describe the Indonesian EFL lecturers' challenges and suggestions for the private universities where they work.

REVIEW OF LITERATURE

Online Learning

The COVID-19 pandemic has increased the use of online learning. According to Luthfiyyah et al. (2021), online learning integrates the materials of learning and technology so that the teaching and learning activities never stop because of this COVID-19 pandemic. Dealing with this, Rinekso et al. (2021) state that online learning enables the teachers and the students to do the activities of teaching and learning without being restricted by the time and the location. The teaching and learning process in this case can be done every time and everywhere. It is the only best solution for teaching and learning during this pandemic because this pandemic has prohibited us to be the near distance (Saputra et al., 2022). In addition, Huang, et al. (2020) state that the students get to benefit from this online learning in which they can get their learning materials provided in the form of videos, audio, and documents easily. The students just need to open the websites or the links shared by their teachers and directly they can download or read or listen to their learning materials.

It has been known that there are two modes of conducting online learning, namely synchronous learning and asynchronous learning. In synchronous learning, the teachers and the students meet at the same time. Riwayatiningsih and Sulistyani (2020) argue that the teachers and the students interact with one another in real time so that the students can ask questions directly to the teachers. Additionally, Rinekso and Muslim (2020) explain that teachers can give direct answers to their students' questions as well as direct feedback on their students' work. Meanwhile, Perveen (2016) states that asynchronous learning creates a flexible online learning environment because the teachers and the students do not meet and interact at the same time. The teaching and learning activities are not bounded by time. Dealing with these two modes of online learning, the Indonesian minister of education and culture allows the teachers whether to use the synchronous learning or the asynchronous learning (Rinekso et al., 2021).

The Policy of Learning from Home in Indonesia

The COVID-19 pandemic has forced the government of Indonesia not to open all educational institutions. All the activities in the process of teaching and learning have to be done online from home. Furthermore, the guidelines for learning from home during the COVID-19 pandemic have been released by the ministry of education and culture (Kemdikbud, 2020). Remote online learning should be facilitated for the students to keep them away from the COVID-19 virus so that their safety and health are maintained. The ministry of education and culture also issued the policy to provide the internet quota for the teachers and the students starting from students and teachers of early age school students up to the university lecturers and students (Permendikbud No. 20, 2020).

Then, in 2021 the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs released the joint decision related to the policy to run the teaching and learning activities in Indonesia during the COVID-19 pandemic. Based on the joint decision of the four ministers in 2021, the teaching and learning process could be done face-to-face offline with some restrictions and health protocols and or online, then, all the teachers and the school or university staff should have been vaccinated for COVID-19 disease for twice. Besides, the parents also could select whether their children would join limited face-to-face offline teaching and learning or online teaching and learning (SKB 4 Menteri No. 03, 2021). Furthermore, in 2022 the minister of education, culture, research, and technology declares the policy that limited face-to-face online teaching and learning can be done with the condition that the number of students in the class is only fifty percent of the normal room capacity (SE Mendikbudristek No. 2, 2022).

METHOD

Research Design

This research used a qualitative research design in which the purpose of it was to describe the challenges faced by the EFL lecturers at Indonesian private universities and their suggestions during their online teaching in the era of the COVID-19 pandemic. Yin (2015) explains that the researchers can make the portrait, the summary as well as description of their understanding of the ongoing phenomenon.

Site and Participants

The subject of this research was six EFL lecturers from six different private universities in East Java. Those six private universities taken in this research were categorized as small private universities not having their own official online learning platform. The participants consisted of three females and three males.

Instruments

In collecting the data, the researcher used semi-structured interviews. The six participants in the semi-structured interview were selected using the considerations, such as their closeness and emotional relationship with their researcher and their willingness to join the interview. Then, this semi-structured interview was conducted online using Whatsapp Voice Notes for around thirty minutes for each participant.

Data Analysis

To analyze the data, the researcher used the theory of Miles et al. (2014) about the three steps of qualitative data analysis consisting of condensing the data, displaying the data, and drawing the conclusion.

FINDINGS AND DISCUSSION

Findings

Q1: Do you face challenges with your students' presence when teaching online during this COVID-19 pandemic? Would you please explain your answer!

All six EFL lecturers confirmed that they faced challenges to communicate with their students in their online EFL classes during this COVID-19 pandemic. Their challenges were that: (1) they could not see whether their students joined the class or not because of their unmuted videos when they were in the video conferences, and (2) they often wasted a few minutes waiting for the students to join the online class, and (3) they were not sure that all the students could hear their explanation, answers, and feedback because of the unstable internet connection from the lecturers and the students.

Q2: Do you have any problem using online platforms for handling your online EFL classes? Would you please explain your answer!

All of the participants of this research could operate and use the online platforms for their online EFL classes well. It was because the universities where they taught gave them the freedom to use any online learning platforms and applications for their classes.

So that these EFL lecturers chose the platforms and applications which they were familiar with. In addition, the students' easiness and convenience became the consideration of the lecturers in selecting the online platforms and applications that they used.

Q3: Is there any problem with your internet connection during your online teaching? Would you please explain your answer!

Five out of six EFL lecturers sometimes got internet connection problems. This unpredictable condition happened to both the lecturers and the students. Suddenly both of them lost their connection. As a result, the lecturers could not know their students' responses completely as well as the students could not get a complete explanation of the materials being studied. Yet, one of these six EFL lecturers had no problem at all related to the internet connection because she lived in such a big city.

Q4: How is your readiness for teaching EFL classes online? Would you please explain your answer!

All of the EFL lecturers being interviewed informed that they were ready to teach their online EFL classes. They prepared the materials on the PowerPoints as what they did when they carried out face-to-face EFL classes. They also created their videos containing the material explanations although it needed more time. Besides, they took the videos from Youtube for their materials. However, they got the problem of the course needing more practice. Then, they sometimes found that their home situation was not conducive enough to carry out the teaching and learning process.

Q5: What are your problems related to your students' responses during your online EFL classes? Would you please explain your answer!

All of them complained about their students' attitudes and responses in their online EFL classes. When having video conferences, all the students did not turn on their cameras for the reason that they would use more internet data. Unfortunately, it was often experienced that they did not answer their lecturers' calls in their video conferences. The fact was that their user names only joined the class but not the people. Next, the online class felt not interactive enough when the teaching and learning process was running but when the lecturers would end the class and say the closing greeting, most of them answered that closing greeting. Afterward, they often said that they have

understood the materials being studied, but they also often still asked for more explanations about the course from the lecturers by sending Whatsapp messages.

Q6: What are your suggestions for your universities so that you can run the online EFL teaching? Would you please explain your answer!

All the participants agreed that the policy and the facilities provided by the universities determined the running of the online EFL teaching and learning. In terms of the university policy, it is already clear that the EFL lecturers should combine the use of the two online learning modes (synchronous and asynchronous modes) and use more fun media so that the students can be interactive and enjoy the class. However, because the universities where the participant's work do not have a special platform for online learning, they suggest that the universities should provide an official platform, which is completed with an attendance list and some media (i.e. zoom, google meet) to ease the teaching and learning activities and also for saving some administration archives.

Discussion

The shifting of face-to-face EFL learning into online EFL learning at the university level during the COVID-19 pandemic is very challenging for the EFL lecturers. The EFL lecturers got problems with their students' presence in their online classes. When conducting video conferences, the students preferred not to turn on their videos so that the lecturers could not see their students. The reason why the students did so was that they could economize their internet data. Dealing with this problem, the minister of education and culture has given free internet data for the students for their online learning since 2020 (Permendikbud No. 20, 2020). Another challenge faced by the EFL lecturers in their online classes was that they could not start their teaching on time because some students did not join the class yet. It is in line with the study result by Nartiningrum and Nugroho (2021) informing that some students were always late to join the video conferences. To go further, the EFL lecturers also felt not sure whether their students could catch all the information having been explained because of the unstable internet connection. The connection to the internet which was not stable is one of the challenges for EFL lecturers in running their remote EFL classes. The poor internet connection in Indonesia becomes the challenge for running the remote Indonesian EFL classes (Ariyanti, 2020; Hardiyanty et al., 2021; Nartiningrum & Nugroho, 2021).

For the teaching readiness, all of the EFL lecturers were ready to teach their online EFL classes. They prepared the materials for their teaching before the time to teach. In this case, they took longer teaching preparations for their online teaching. It deals with the findings of the previous studies explaining that the EFL teachers needed more time to prepare their materials for their online EFL classes (Nugroho et al., 2020; Nugroho & Mutiaraningrum, 2020). In addition, they also got the challenge related to their home condition which was not conducive for teaching even though the lecturers had already been ready to teach. The result of the study by Rinekso et al. (2021) shared the same thing in which the online EFL teaching and learning process was disturbed by the unconducive home situation. Besides, they found it difficult to prepare the course materials needing more practice so they had to be creative. Dealing with this, Zuhriyah & Fajarina (2021) state that the EFL lecturers should use their creativity in handling their online learning. Fortunately, they got no problem using the online platforms and applications for teaching their English courses. They usually used the platforms or applications which they were familiar with and their students were easy to use those tools. This finding is in contrast to the research finding by Atmojo and Nugroho (2020) explaining that the EFL teachers got unfamiliar with how to operate the online platforms and applications for their online English classes.

Meanwhile, the students' responses during their online EFL learning also became the other challenge. Most of the students gave very slow responses, moreover, no response at all to the lecturers' instructions or questions. It could be because their internet connection was bad so there was a delay in a few minutes for the students to give the responses. Or, it could happen because actually their body was not present in their online class but their usernames only joined the class. But, suddenly the situation changed when the lecturers gave a closing greeting as a sign that the teaching and learning process would end. Most of them replied with that closing greeting. To sum up, the students gave very fast responses when the lecturers wanted to end their teaching but they had slow responses and were less interactive when their lecturers instructed and asked something related to the learning materials. It is similar to the study results by Nartiningrum & Nugroho (2021) and Nugroho et al. (2021) confirming that the student's responses to online teaching were slow.

Regarding the universities which do not have official online teaching and learning platforms yet, the participants suggested providing an online teaching platform that can serve the video conferences and store the teaching and learning administration archives, such as the attendance list of the students and the lecturers. These archives are needed as proof that the university has conducted the university tri dharma, especially in the field of education (Perka Arsip Nasional RI No. 24, 2011). According to Taib (2021), the archives created can describe all aspects of activities that occur in universities, both as scientific institutions and research institutions as well as public service institutions.

CONCLUSIONS AND SUGGESTIONS

Conclusions

During the pandemic of COVID-19, the EFL lecturers at small private universities faced challenges in running their remote EFL teaching. Their challenges were about getting difficulty in detecting their students' presence, having a not good internet connection, experiencing not conducive home conditions for teaching, and getting very slow and even no responses from their students. Regarding the unavailability of the official online platforms in the universities where they work, they suggested to the universities provide the official online learning platform completed with administration archives for teaching and learning.

Suggestions

The findings of this research can be used as a reference for the university policymakers to determine the guidelines of online teaching and learning activities generally and especially remote EFL learning activities. There are still many topics that can be explored further from this study, such as how to motivate and engage university students in their online EFL learning.

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QUESTIONING THE DOMINANCE OF NATIVE-ENGLISH TEACHERS IN ELT PROFESSION

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Abstract: It is often assumed that native-English teachers are the best teachers in the teaching of English. This results in the preference towards native-English teachers and the isolation of non-native English teachers when it comes to English teaching profession. This assumption should not be perpetuated. English teaching researches have shown that native-English teachers are not always the ideal teachers in the teaching of English. The findings of the researches state that non-native English teachers have more advantages compared to the native ones especially in the context of English as an international language where English can no longer be associated with only English-speaking countries. This paper discusses the issue of the preference towards native-English teachers and the isolation of non-native English teachers.

Keywords: *English as an international language, English language teaching, Native English teachers, non-native English teachers*

INTRODUCTION

It is often claimed that native-English teachers are the ideal teachers in teaching English. As a result, native English teachers have been always preferred for English Language Teaching (ELT) profession and non-native English teachers seem to be isolated. Even the non-native English teachers themselves show lack of self-confidence as English teachers and feel inferior because of the traditional dichotomy of native and non-native English teachers positioning non-native ones as “defective communicator” (Firth and Wagner 1997, cited in Selvi, 2014). Some may argue that recently this issue is not worth discussing anymore since it has been around for a long time and they might think that there are no longer discriminations towards the non-native ones. However, this perspective cannot be perpetuated yet. It has to be noted that not long time ago or in 2019, non-native English teachers remained to be viewed inferior to the native ones in terms of linguistics and pedagogical aspects and often underwent concealed discriminations such as receiving a lower pay package and a heavier teaching load (Floris & Renandya, 2020). This paper will argue that, in the context of teaching English as an international language, non-native English teachers have more

advantages than native English teachers. This paper will first highlight the English language teaching fallacies that make native English teachers are dominant than non-native ones in ELT profession. This will be followed by strengths and weaknesses of native and non-native English teachers. Finally, some conclusions will be drawn.

DISCUSSION

Assuming that the goal of English learners in outer and expanding circle countries to study English is to be able to communicate with people from inner circle countries is one of the fallacies in English language teaching (Matsuda, 2019). When this fallacy is perpetuated, the assumption that native English speakers are the ideal teachers to teach English will be justified. Native English teachers are perceived to have the knowledge of their own culture, standard and non-stand form of English and they can use idiomatic expression fluently and this knowledge will be useful for the learners whose purpose is to communicate with the native speakers. However, it cannot be denied that more and more people from outer and expanding countries are now learning English so that they can use the language among themselves. For example, a survey of destination of exchange students from China Three Gorges University showed that from 2006 to 2011, the majority of the students (more than 94.7%) went to study in expanding countries (South Korea, Austria, Denmark, Franca) while only 5,3 % went to America (Xiaoqiong & Xianxing, 2011). In this sense, native English teachers with their strengths are no longer ideal teachers in the outer and expanding circle countries. Another fact can be seen Indonesia where over the years, the number of international students in Indonesia has been increasing (Nurbatra, 2018) . In addition, according to the data by the Ministry of Education of the People's Republic of China, that in 2019, Japan, Germany, and France were in the top ten countries with the most Chinese students (Juawai.Asia, 2022).

Another fallacy regarding English language teaching is that native speaker model is regarded as the only appropriate model for learners of English. As a result, native English teachers have been perceived as the ideal teachers to teach this model, particularly in East and Southeast Asia (Kirkpatrick, 2010). This leads to a discrimination between native English teachers and non-native English teachers. Native English teachers have been sometimes preferred in employment (Clark & Paran, 2007). Even highly qualified non-native English teacher's teaching applications have been often rejected (Medgyes, 2001). The claim that native speaker model is the only ideal model for English learners cannot be justified as there

is no empirical evidence for this. English norms from the inner circle is no longer significantly used as a model (Kachru, 1992). The existence of local emerging Englishes such as Indian English, African English, and Singlish proves that English does not have to refer to native speaker model. In fact, the educated model of these English varieties has been applied in the classroom to create interactive classroom (Xiaoqiong & Xianxing, 2011). Furthermore, it has been suggested that, in learning English as international language, there is no need to learn norms of native speaker when the goal of learning English is to enable the learners to express their own cultures and identities (Schneider, 2007). At this point, native English teachers with their English model are no longer relevant to teach English in international context.

The next fallacy in English language teaching is that all native speakers can go on to teach in the outer and expanding circles (Xiaoqiong & Xianxing, 2011). Again, this fallacy positions native speakers as superior teachers compared to qualified non-native English teachers. In fact, native speakers, even without certificate degrees in teaching, are frequently recruited in some schools in expanding and outer circle countries. For example, English native speakers with US high school graduates are allowed to teach in some remote provinces in China (Qiang and Wolff, 2003a, cited in Jeon & Lee, 2006). In Taiwan, previous teaching experience and ESL certificates are not required to become teachers in most elementary and kinder-garden schools (Jeon & Lee, 2006). It can be seen from these examples, without strict recruitment process, the native speakers have considered able to teach in English. However, in reality, often these native speakers don't know how to teach and have very little knowledge of Asian culture (Xiaoqiong & Xianxing, 2011).

Despite the fallacies regarding English native teachers above, some researchers claim that native-English teacher have some strengths. Braine (2013) argues that native speaker teachers speak more fluently than non-native teachers and own sociolinguistic competence in which they know how to use English appropriately in different context as they have the knowledge of culture and communication rule and strategies of their own country. It may be true that these strengths can improve their teaching performance. Indeed, Benke & Medgyes (2005) in their study investigating learners' perspective on native English teachers describe that native speaker teachers effortlessly use their language in the classroom, focus more on speaking skills, and provide the students with amount of cultural information. In addition, It is argued that teaching pronunciation, vocabulary, and intonation, will be the strengths of native English teachers if compared to non-native ones. Some research findings seem to be in

line with this argument. (Lasagabaster & Sierra, 2005) explored 76 English learners' perception of native English teachers at a university in Spain. They found that the participants preferred native teachers in terms of pronunciation, speaking and listening but not on grammar knowledge as the participants argued the native teacher sometimes did not have knowledge to teach it. In addition, Wu & Ke (2009) investigated how 107 Taiwanese university students perceived native English teachers. They found that these participants prefer these teachers as a pronunciation model instead of a language educator. Furthermore, Walkinshaw & Oanh (2014) studied 100 English learners from Japan and Vietnam who have been taught by both native and non-native English teachers were asked regarding the advantages and disadvantages of learning English from native and non-native English teachers. With regard to native speaker teachers' advantages, most participants agreed that they could improve their pronunciation from these teachers as they could imitate the way the teachers spoke. In addition, the participants said that they could learn the teacher's cultures. However, almost half of the Vietnamese participants reported that the native teachers were not familiar with learner's culture and they said some misunderstandings and miscommunications occurred due to their different communication styles and values.

From the research findings concerning the strengths of native-English teachers discussed above, it seems that pronunciation model and teaching pronunciation become the biggest merits of native-English teachers. However, other research findings show that native-English teacher are not always good at teaching pronunciation. A study by Benke & Medgyes (2005) investigating 422 English learners from many different institutions in Hungaria found that even though native teachers were regarded as good model for imitation, their speech were sometimes difficult to understand and this sometimes impeded learning process in the classroom. (Lasagabaster & Sierra, 2005) found that even though learners admitted that they were motivated to listen to native teachers' pronunciation, these learners also reported that these teachers frequently were not successful in correcting students' own pronunciation. In addition to these research findings, it has been suggested that non-native English users do not need to pronounce words like what native speakers do as long as the interlocutors understand the meaning of the words. Jenkins (1998) argues that in the use of English as international language, the final goal of teaching pronunciation is no longer the acquisition of native-like accent. Instead, most English learners are now focusing on how they to convey their meaning of their utterances successfully regardless whether their pronunciation is native-like or not. In this sense, native teacher's strength concerning pronunciation might be useful only when

English learners want to speak like them. In other words, native teacher's superiority over non-native ones in teaching pronunciation in the context of EIL cannot be justified.

To strengthen the arguments against the superiority of native English teachers, there have been claims of some scholars advocating the advantages of non-native English teachers. Medgyes (2001) argues that there are some merits of non-native English teachers. First, they can teach language learning strategies more effectively. As successful language learners, these teachers are believed to have applied language learning strategies during their learning. In this case, these teachers can share their great experience to their students so that learners can also make use of it. Also, these teachers can assist the learners to find suitable strategies that work for them. Second, they can provide learners with more information about the English language. Non-native English teachers, during their learning process, have obtained a great deal of knowledge about English and they learn it consciously. As for the native-ones, they just know how to speak it and to write it but might not be able to explain how the language works. Third, they are believed to be more able to anticipate language difficulties of the learners. This might be due to the teachers' familiarity with the student's background. Fourth, non-native English teachers can be more empathetic to the needs and problems of their learners. These teachers, during their learning process, might also have had some problems but they knew how to solve them. With this experience, they can feel what their learners feel when the learners face problems. As a result, they possibly have ways to boost the student's motivation in learning the language. The last, it is argued that only non-native English teachers can benefit from sharing the learners' mother tongue. It has been suggested that L1 can be a great resource in L2 classroom to facilitate the learning process. For example, learners can explain difficult materials to the students when necessary. Kramsch (1997 cited in Lurda, 2004, p.318) argues that non-native English teachers are "endowed with the privilege of bilingualism". In other words, these teachers have the ability how to express their own culture and identity in English. As it has been proposed that, in the context of English as international language, learners' goals of learning English is expressing themselves in English (Lurda, 2004), this privilege will be more salient in English language teaching professions.

In addition to the claims adhering non-native English teacher's advantages above, some research findings also have advocated the merits of non-native English teachers. (Mahboob, 2003) investigated the status of non-native English-speaking teachers in TESOL in the United States. This study found that there was only a small number of non-native

teachers teaching ESL in the United States even though there were a big number of graduates of applied linguistics and TESOL programs who were English non-native speakers. Based on the questionnaire, TESOL program administrators said that they preferred native speakers due to the demand of the students wanting native speaker teachers. On the other hand, the students, who were also the participants of the study, reported that they did not necessarily prefer native speakers to non-native speakers as their teachers. Furthermore, the study found that non-native English teachers' teaching methodology, emotional support, and valuable experiences as English successful learners were useful for the students. Benke & Medgyes (2005) in Hungary, found that non-native English teacher comprehensively designed their lesson, prepared learners well to take exams, and kept checking the learner's error. Hungarian learners also preferred non-native English teachers because they could explain complex grammar very well as they could use the L1 if necessary. Non-native English teachers were also found to be sympathetic regarding learners' problem in studying English. Ling & Braine (2007) examined 420 Hongkong students' attitudes towards non-native English teachers. This study found that these participants perceived non-native teachers as effective teachers in teaching English which was comparable to native-ones. Ma (2012) investigated non-native English teacher's perception on the strengths and weaknesses of native and non-native English teachers. This study found that pedagogical aspects were perceived as the main strengths of non-native English teachers. It was indicated that non-native English teachers understood student's need, learning difficulties, and language abilities. However, some of these non-native teachers felt unconfident concerning their pronunciation which was not like native-speakers. Again, this pronunciation issue cannot be regarded as a weakness of non-native teachers as there is no need to have native speaker's pronunciation in the use of English as international language and there is no reason for them to be unconfident.

CONCLUSION

In conclusion, the dominance of native English speaker teachers over non-native English teachers in ELT profession is caused by wrong assumptions about English language teaching. First, it is assumed that the goal of English is to communicate with the native speakers. Second, native speakers are regarded as the only good model for learning English. Third, it is assumed that all native speakers can teach English. On one hand, some of the research findings found that native-English teachers are still preferred by some students because they can be a pronunciation model for the students. On the other hand, some research

findings also found that they cannot teach pronunciation effectively and for some students and their pronunciation are sometimes difficult to understand. In addition, it has been suggested that intelligibility is much more important than native-like pronunciation in the context of English as international language. As for non-native speaker teachers, they have been found to be more appropriate to teach English due to their endowed multilingual competence, their understanding of learners' needs and difficulties, and great experiences as successful learners of English. Thus, native speaker teachers cannot be regarded as ideal English teachers since non-native English teachers have more strengths than the native ones in teaching English as an international language.

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USING GOOGLE CLASSROOM AS MEDIA FOR LEARNING ENGLISH DURING PANDEMIC: STUDENTS' PERSPECTIVES

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Abstract: Google Classroom is one of the platforms that can be utilized to help learn and is one of the platforms that can be used to assist in e-learning. This study aims to investigate the students' views regarding the use of Google Classroom as a medium for English learning. This study employed a quantitative descriptive method in the form of an online survey by recruiting 90 students from five classes to voluntarily fill in an online survey using Google Forms. With the highest mean score of 4.06, the students admitted that Google Classroom makes it easy to sign, send, and receive the assignment. This finding indicated that students were satisfied with the aspects of Google Classroom, including accessibility, perceived utility, communication and interaction, and satisfaction with the learning activities offered by Google Classroom.

Keywords: *english, e-learning, google classroom, perception*

INTRODUCTION

Since the appearance of covid-19, the system in various fields has changed from offline to online, including in the education system. To anticipate the outbreak of

Covid-19, the Indonesian Ministry of Education and Culture has published circular letter No. 4 2020 about implementing emergency remote teaching (Asmara, 2020). Even though teachers face several challenges in implementing online learning during the pandemic, most schools in Indonesia try to implement online teaching by using several platforms to support the online learning process (Fahriany et al., 2022). According to Dhull and Arora (2017), due to its versatility in enhancing student satisfaction, student interaction, and student motivation, e-learning has been regarded as an efficient tool to improve school quality. Based on Sukmawati and Nensia (2019), numerous e-learning platforms are available, including Zoom, Google Meet, Edmodo, and even Google Classroom. Google Classroom is intended to serve as a platform for blended learning in schools, simplifying the process of making assignments and communicating grades to students in a paperless manner. Google Classroom enables teachers and students to communicate in real-time, manage and organize assignments, move paperless, share between teachers and students, etc. Google Classroom aims to serve as a framework for blended learning in the classroom, simplifying the creation of projects and ensuring that students are given grades without paper. It is a popular Web 2.0 application with many unique features and applications.

According to Anaraki (2004), research on e-learning has massively conducted and had positive impacts. For example, Rakic et al. (2020) stated that more interaction between the educator and the student is required to enable student involvement in a more active learning style. In keeping with previous research, the study was conducted at the Faculty of Technical Sciences at the University of Novi Sad in Serbia, with 42 students from two courses participating. The statistics suggest a strong association between students' performance and the utilization of digital educational resources accessible via the e-learning platform Rakic et al. (2020).

One of the platforms that could support e-learning is Google Classroom. Based on the research done by Shaharane et al. (2016) focusing on Google Classroom as a tool for teaching and learning and analyzing data from 100 students, most students are pleased with the Google Classroom tool introduced in a class. All ratios are above average. Comparative performance is powerful in these areas. It is in line with the study conducted by Al-Marroof and Al-Emran (2018), which discussed students' acceptance of Google Classroom. The statistics suggest a strong association between student

performance and the utilization of digital educational resources accessible via the e-learning platform. As a result, the best students are clustered in the network's center, as measured by eigenvector centrality. Additionally, they mentioned the pattern of collected data indicates that pupils with comparable performance are clustered together and that the intensity of resource consumption correlates with the achieved results. Therefore, using Google Classroom can effectively teach students through e-learning.

Google classroom is an application that can support the process of teaching and learning (Shaharane et al., 2016). Azhar and Iqbal (2018) stated that most teachers think that Google Classroom is one of the most effective learning media when applied in the learning process. Through the application of google classroom, the learning process (Nazari et al., 2019). Ifakhar (2016) mentions that features that can be used through the implementation of Google Classroom, namely discipline, class participants' discipline, and the timeliness that can be set automatically stimulate students to improve discipline. In addition, Heggart and Yoo (2018) stated that more dynamic classes could be elaborated through the implementation of Google Classroom, and student participation can be increased significantly. Therefore, it is necessary to conduct periodic analyses and evaluations related to the implementation of Google Classroom so that its performance is more optimal. One of the critical indicators for analysis namely students' perceptions of using Google Classroom in English lessons. Najicun (2017) stated that students' perception is an essential indicator closely related to the learning process and learning outcomes. In addition, Wardana et al. (2018) mention that students who have an excellent perception will generally optimize the independent learning process, improving learning outcomes. In addition, perception can influence students' interest in determining a choice in the academic field. Important to note that each method, media, model, and learning strategy has different characteristics. It is different because the implementation of Google Classroom needs to be adjusted to these characteristics so that the learning process can be effective and efficient. In addition, understanding the tools of a media or learning management system (LMS) can affect the students' perception (Portnov-Neeman & Barak, 2013).

This research aims to ascertain the students' perception of the use of Google Classroom in the learning process. Relevant and timely information in the 4.0 era does not preclude the potential that e-learning will become a policy in the future. The

anticipated outcomes of this study will aid the online learning process by determining how students perceive Google Classroom as a medium for English learning. After understanding the students' perspectives, it is hoped that the teacher will develop strategies and methods for teaching students via e-learning.

REVIEW OF LITERATURE

English Learning

People from different nationalities use the English language to communicate. Briguglio (2006) mentions that the study of patterns of English language usage in two multinational corporations in the world reveals the importance of both written and spoken forms for efficient communication with international clients. Besides, learning English can be done for various reasons, including personal, academic, and professional ones. This statement supports the research conducted by Zainuddin et al. (2019), stating that employers in the engineering area paid attention to the English language skills of job candidates during recruitment interviews. According to Phillips and Stern (1986), English is regarded as a second language since many students worldwide learn English right now. Making a career in language teaching becomes an attractive option. However, English is learned as a foreign language in Indonesia and has become a mandatory subject in secondary and tertiary education (Makarim, 2022). Although English has become a mandatory subject for quite a long time, many students still struggle with English.

E-Learning

E-learning can also be considered a logical progression of remote education, which always benefited from the most cutting-edge instruments emerging in school technology structure. Using e-learning can help learners interact more effectively in class. Furthermore, most international universities worldwide have implemented e-learning as a method of teaching and learning (El-Seoud et al., 2014). Meanwhile, according to Luaran et al. (2014), e-learning is a method of education that uses electronic media, particularly the internet, as a teaching tool. As a result of this explanation, it can be stated that e-learning makes use of media, specifically the internet, to facilitate learning. The e-learning system paradigm enables students and teachers to engage in online education from any location and at any time. According to

Katz (2000), an e-learning course uses telecommunications technology to deliver educational and training content. E-Learning is quickly becoming the standard for modern education, thanks to the rapid advancement of information and communication technology. The e-learning asynchronous facilitating paradigm liberates interaction between learners and educators, or between learners, from time and space constraints. Al-Fraihat et al. (2020) stated that the success of an e-learning system has resulted in the development of a model of e-learning success that incorporates these aspects. An empirical study was conducted to verify the model. This research has a wide range of theoretical and practical implications, as will be discussed below. According to Priscila (2020), there are two kinds of e-learning:

Meanwhile, according to Luaran et al. (2014), e-learning is a method of education that uses electronic media, particularly the internet, as a teaching tool. As a result of this explanation, it can be stated that e-learning makes use of media, specifically the internet, to facilitate learning. The e-learning system paradigm enables students and teachers to engage in online education from any location and at any time. According to Katz (2000), an e-learning course uses telecommunications technology to deliver educational and training content. E-Learning is quickly becoming the standard for modern education, thanks to the rapid advancement of information and communication technology. The e-learning asynchronous facilitating paradigm liberates interaction between learners and educators, or between learners, from time and space constraints. Al-Fraihat et al. (2020) stated that the success of an e-learning system has resulted in the development of a model of e-learning success that incorporates these aspects. An empirical study was conducted to verify the model. This research has a wide range of theoretical and practical implications, as will be discussed below. According to Priscila (2020), there are two kinds of e-learning:

Synchronous

Priscila (2020) mentions that synchronicity refers to doing something, and learning is no exception. Synchronous learning occurs when a group of people all learn simultaneously. That means they should be in the same place, either in person or online. They can talk to each other and the instructor simultaneously in a classroom or at a web conference, and there is face-to-face interaction with other people. This type of learning

occurs in a corporate training scenario when there is in-person training or live webinars where employees or customers can participate simultaneously.

Asynchronous

Asynchronous learning co-occurs, whereas asynchronous learning occurs at a different time. The instructor, the learner, and the other participants are not all participating in the learning process simultaneously, and there is no interaction with other people in realtime. Two examples of this strategy in corporate training are creating online content using pre-recorded films or posting an on-demand online exam (Priscila, 2020). Based on the above criteria, we may deduce that e-learning refers to online learning. In addition, Basak et al. (2018) stated that e-learning is defined as learning that uses technological tools to access educational materials outside traditional classrooms. By enabling students to exchange materials or files, submit assignments, and take quizzes, e-learning accelerates the learning process. Additionally, e-learning has been used in several institutions (e.g., schools and universities).

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Google Classroom

Google Classroom is a free workplace package including email, document management, and storage capabilities. It was developed in partnership with teachers to aid in time savings, lesson organization, increased communication between students, and made learning more accessible. Furthermore, students will receive their grades electronically via Google Classroom, which will serve as a platform for blended learning in the classroom (Sukmawati & Nensia, 2019). Based on Shaharanee et al. (2016), a new feature in Google Apps for Education, Google Classroom, was introduced in 2014. This classroom enables professors to swiftly create and manage assignments, provide timely feedback, and engage with students online or via a blended learning method. The primary benefits include accessibility, schedule flexibility for students, and the opportunity to work from anywhere. Google Classroom is compatible with many

devices, including computers and mobile devices. Teachers and students can access the site at <https://classroom.google.com> or download the app from the Google Play or Apple App stores by searching for the Google Classroom keyword. There is no charge for using the service as frequently as necessary. Students are supposed to be able to grow more favorably as a result of online learning.

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METHOD

This research involved ninety students from five classes of SMAN 4 Kota Serang. The research data were obtained using close-ended questionnaires adapted from Asnawi (2018). A Google Form was utilized in the process of data collection. There were four factors at play here: students' satisfaction with Google Classroom, their ease of use of Google Classroom, their communication and contact with one another through Google Classroom, and their perceived usefulness of Google Classroom. There were five questions about each indicator that were supplied. Lastly, descriptive statistical analysis was used to find a general description of the research data. The answers to the closed-ended questions on the students' questionnaires were analyzed to determine how

many students agreed with each statement. The result of the data will be shown in the table below as the interpretation score.

Table 1. Interpretation Score

Mean Score	Interpretation of Mean Score	Mean Range
1.00 – 1.80	Very Low	Strongly Disagree
1.81 – 2.60	Low	Disagree
2.61 – 3.20	Medium	Neutral
3.21 – 4.20	High	Agree
4.21 – 5.00	Very High	Strongly Agree

Source: Adopted from Mansor et al., (2021)

Likert Scale calculation begins with assigning a score weight to each response, with "Strongly Agree" receiving a score of 5, "Agree" receiving a score of 4, "Neutral" receiving a score of 3, "Disagree" receiving a score of 2, and "Strongly Disagree" receiving a score of 1. Then, multiply the total number of responses from participants on each answer point scale by the replies score value to obtain the overall number of responses. Total Score for Correct Answers = $(n \times 5) + (n \times 4) + (n \times 3) + (n \times 2) + (n \times 1)$. The procedure continued by determining the maximum score on the scale and then computing the index score by dividing the total responded score by the previously set maximum score and multiplying it by 100%.

After obtaining the mean score, it may be compared to the defined percentage interval as mentioned in Table 1 to interpret the index score's meaning, which in this case is the level of participant satisfaction in the context of the usability testing being conducted. According to Riduwan (2009), to determine the level of achievement of respondents used the formula as the following:

$$\text{Mean Score} = \frac{\text{Total Score}}{\text{Total Sample}}$$

This quantitative data analysis was carried out in several stages: 1) Doing with tabulation of data on questionnaires that respondents have filled out. 2) Perform calculations for each indicator score that has been determined. 3) Calculate the total score. 4) Conducting descriptive analysis. Statistics used in this research is descriptive statistics, namely statistics used to analyze data using describe the data that has been collected by presenting the data in tables through the analysis of the average. 5) Analyze with analysis percent.

FINDINGS AND DISCUSSION

Findings

This section summarizes and examines the research findings on students' perceptions regarding the use of Google Classroom as a medium.

Table 2. The Percentage of the Students with Ease in Using Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom makes you easy to sign	30%	52.2%	11.1%	6.7%	0%	90	365	4.06	High
Google Classroom makes you easy to access materials	22.2%	52.2%	13.3%	11.1%	1.1%	90	345	3.83	High
Google Classroom makes it easy to send and receive the assignment	30%	55.6%	6.7%	5.6%	2.2%	90	365	4.06	High
Google Classroom makes it easy to operate	10%	54.5%	17.8%	16.6%	2.2%	90	319	3.54	High
Google Classroom makes it easy to understand the system	8.9%	41.1%	23.3%	23.3%	3.3%	90	296	3.29	High
Total							1690	3.76	High

Based on Table 2, with the highest mean score of 4.06, the students admitted that Google Classroom makes it easy to sign, send, and receive the assignment. On the other hand, the lowest mean score was seen in the statement, "Google Classroom make them easy to understand the system". The statement has a score of 3.29". Therefore, Google Classroom can easily sign and receive assignments to support e-learning.

Table 3. Percentage of the Students' Perceived Usefulness of Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom platform is an excellent learning activity	10%	53.3%	21.1%	13.3%	2.2%	90	320	3.56	High
Google Classroom platform is an excellent medium for social interaction	7.8%	45.6%	21.1%	24.2%	1.1%	90	301	3.34	High
Google Classroom platform is punctual assignment submission	14.4%	52.5%	17.8%	14.4%	1.1%	90	328	3.64	High

Google Classroom platform is productive course activities	6.7%	54.4%	22.2%	14.4%	2.2%	90	314	3.49	High
Google Classroom platform is useful feedback from the teacher platform	11.1%	58.9%	21.1%	6.7%	2.2%	90	329	3.66	High
Total							1592	3.54	High

Based on Table 3, the highest mean score is 3.66. The students admitted that the Google Classroom platform is useful feedback for the teacher Platform, and the researcher agrees that Google Classroom is useful feedback for the teacher platform. On the other hand, the lowest mean score is 3.34. It was seen in the statement, “Google Classroom platforms are an excellent medium for social interaction”. Therefore, Google Classroom is useful feedback and collaborative learning.

Table 4. Percentage of the Students' Communication and Interaction through Google Classroom.

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom platform is a comfortable communication channel	5.6%	55.6%	17.8%	20%	1.1%	90	310	3.44	High
Google Classroom platform is engaging students and productive discussion	5.6%	42.2%	21.1%	27.8%	3.3%	90	287	3.19	Medium
Google Classroom platform is co-sharing in a discussion forum	5.6%	48.9%	18.9%	25.6%	1.1%	90	299	3.32	High
Google Classroom platform is friendly and approachable lectures	8.9%	55.6%	21.1%	13.3%	1.1%	90	322	3.58	High
Google Classroom platform is comfortable interaction among participant	5.6%	54.4%	21.1%	17.8%	1.1%	90	311	3.46	High
Total							1529	3.40	High

Based on Table 4, the highest mean score is 3.58. The students admitted that the Google Classroom platform is friendly and approachable lectures. The lowest mean score is 3.19. It was seen in the statement, “Google Classroom platforms are engaging students and productive discussion. Google Classroom is platform-friendly and approachable lectures.

Table 5. Percentage of Students' Satisfaction with Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom makes you feel be enjoy learning English using Google classroom	8.9%	42.2%	23.3%	23.3%	2.2%	90	299	3.32	High
You don't have a problem with the features of the Google Classroom Platform	5.6%	58.9%	17.8%	14.4%	3.3%	90	314	3.49	High
Features on Google classroom are enough completed for learning English	7.8%	46.7%	23.3%	21.1%	1.1%	90	305	3.39	High
Google Classroom makes you comfortable because it does not a quota very much	11.1%	37.8%	17.8%	27.8%	5.6%	90	289	3.21	High
Google Classroom Platforms Is Preferable Platforms To Every Subject	5.6%	42.2%	30%	18.9%	3.3%	90	295	3.28	High
Total							1502	3.34	High

Based on Table 5, the highest mean score is 3.49. The students admitted that they do not have a problem with the features of the Google Classroom Platform. On the other hand, the lowest mean score is 3.21. Therefore, Google Classroom is easy to use.

Discussion

The first indicator of the students' perspectives on the use of Google Classroom is the ease of use. Ease of use consists of five questions, the highest score is number 1 and 3, which showed Google Classroom makes it easy to sign, and Google Classroom makes it easy to send and receive an assignment. This means respondents strongly agree that Google Classroom makes it easier for them to sign and submit assignments. Results obtained from the first indicator confirm Syafi'i (2020) that Google Classroom is easy to use and set up in terms of assignment submission. All available functions are incorporated in this section. When instructors create a new course area, they are offered three possibilities. They will notice a sign at the bottom of the right side on the same page. When the instructor clicks it, four new tabs, titled reuse post, create a question, make a task, and create an announcement, will appear. According to Izenstark and Leahy (2015), conducting a classroom with Google Classroom is straightforward, and the

librarian may share the class's unique code with any student who wishes to join. Besides, Iftakhar (2016) supported that as all files can be saved on Google Drive. From Google Classroom, a teacher can send an email to all students at once. Besides, Google's numerous offerings would make it easier for teachers to conduct learning practices; the targeted learning occurs not only in class but also outside of class because students may use Google classroom online from anywhere and at any time (Dewi et al., 2020). Therefore, it can be concluded that Google classroom is easy to use for the learning process in English lessons, especially to sign, send, and receive assignments through Google Classroom. The kinds of files such as word, pdf, and even links students and teachers send and receive through Google Classroom can be saved through Google Drive.

Based on Khalil (2018), Google Classroom is simple to operate and understand. The platform's user interface was simple, owing to the platform's buttons being familiar. Exploring more Google Classroom capabilities were needed since they had not examined all of them, which would undoubtedly enhance their professional growth. According to Suprianto et al. (2020), many learners began to use Google classroom without proper training from experts; in fact, some learners are unaware of Google classroom's essential functions. As a result, learners suggested that appropriate training on using Google Classroom can boost their performance and result in a successful learning experience. However, it remains in the high category. Instructors and learners can access and use this program in face-to-face and utterly online learning situations. Therefore, Google Classroom can easily sign and receive assignments to support e-learning.

The second indicator of this study is Google Classroom's perceived usefulness. Google Classroom's perceived usefulness consists of five questions. The highest score is number 5 (Google Classroom platforms benefit teacher feedback). Respondents strongly agree that Google Classroom is useful for teacher feedback. Through Google Classroom, the teacher can give feedback directly to students, and the teacher can give comments, build communication, and give students feedback through Google Classroom. Sukmawati and Nensia (2019) mention that students and lecturers can communicate using Google Classroom.

Additionally, there was a private remark. Here, students can discuss anything related to the topic with a professor. Additionally, there was an opportunity for interaction among students. Khalil (2018) mentioned that Google Applications contribute to establishing a communicative way by facilitating teacher-student and student-student interactions. The majority of participants prefer to use such applications in future courses due to the availability of teacher-written feedback materials. When the students send assignments through Google Classroom, the teacher and the other students can directly give feedback in the comment. It will build collaborative learning between students and teachers.

Fitriiningtiyas et al. (2019) supported that Google Classroom enables collaborative learning, and teachers can use this area to upload materials and provide comments to students. One that can be claimed as further development on Google Classroom is, according to the survey, the unavailability of Google Classroom to provide active in-app interaction among the classroom members. Subandi et al. (2018) mentioned that Google Classroom facilitates more effective communication between teachers and students. It can be used to control and coordinate assignments, transition to paperless classrooms, and communication between teachers and students, among other things. However, Google Classroom platforms still have less interaction between teachers and students during learning. Google Classroom may be enhanced to become a pedagogical or cognitive tool that aids in shifting the classroom's emphasis from teacher-centered and regulated to learner-centered and receptive to inquiry, discussion, and creative thinking on the part of actively participating in the process.

The lowest score of the second indicator is statement number 2. It was seen in the statement, "Google Classroom platforms are excellent for social interaction". Subandi et al. (2018) mentioned that Google Classroom facilitates more effective communication between teachers and students. It can be used to control and coordinate assignments, transition to paperless classrooms, and communication between teachers and students, among other things. It is comparable to iTunes University, Showbie, and other online education services.

Meanwhile, Sahin and Shelley (2020) discovered that a lack of connection and communication in online classes might expose students to additional issues such as time management, social isolation, excessive test anxiety, and unstructured educational

habits. Therefore, Google Classroom is excellent for social interaction. Although lack of connection in online classes, there are the difficulties such as less social interaction. Google Classroom can be enhanced to become a social interaction between teachers and students through Google Classroom.

The third indicator is about students' communication and interaction through Google Classroom. This indicator consists of five questions. The highest score is number 4 (Google Classroom platform are friendly and approachable lectures), which means respondents strongly agree that Google classroom is friendly and approachable. It is not surprising that Google Classroom is a friendly and approachable platform. The researchers could see that Google Classroom helped instructors to operate the assignment. Sudarsana et al. (2019) supported that directly utilizing Google Classroom can significantly benefit both professors and students. For example, if the task involves multiple choices, the lecturer no longer needs to correct each one individually on a piece of paper; instead, with Google Classroom, the scores can be automatically generated.

Additionally, it assists in recognizing which discussions are not being comprehended by most students, allowing for more effective replication of the bulk of classes. According to Sahin and Shelley (2020), the inescapable shift to online education transforms students' traditional pedagogical learning environment into a new inventive ubiquitous learning environment. Thus, online education offered using cutting-edge digital instruments fosters. Through Google Classroom, a teacher can be creative in sending kinds of media through Google Classroom. Therefore, Google Classroom is a friendly and approachable platform, making communication and interaction easy.

However, we also found out that the majority of participants disagreed with the statement that Google Classroom could them in their discussion and engaged them during the session. This finding also confirmed what has been revealed earlier by Muthmainnah (2018), who believed that the Google Classroom could be a friendly and approachable platform; however, it has fewer productive discussions during the learning process. The lowest score of the third indicator is number 2 (Google Classroom platforms are engaging students and productive discussion). It indicates that respondents disagree about the efficacy of Google Classroom in engaging students and fostering productive dialogue. Izenstark and Leahy (2015) mentioned that Google Classroom also

serves as a forum for classroom discussion. Google Classroom to consolidate large groups of students into a single virtual classroom, ensuring that all students receive the same connections, resources, and assistance by sharing the same class code with those students. Students and teachers can also have discussions based on materials.

Meanwhile, Rahmawati et al. (2020) stated that engagement between teachers and students became less active due to the absence of quotas during the learning process. When educators and students use Google Classroom for discussion and assignment distribution, the engagement might be considered active. Students can express questions without fear during Google Classroom lectures, and there is time to consider the responses that will be delivered during discussion activities. Therefore, it can be concluded that Google Classroom can be a productive discussion if the teacher and other students have a good connection during the learning process.

Lastly, our last indicator discussed students' satisfaction with Google Classroom. The majority of the participants believed that Google Classroom is efficient in saving time and energy to complete administrative tasks, such as scoring system, reporting the scores, or simply sorting the names and grades easily. Izenstark and Leahy (2015) stated that Google is introducing several improvements to save teachers' time, including transferring grades to Google Sheets, modifying the grade point scale quickly, keyboard navigation for inputting scores, and sorting steps by name on the grading screen. However, our participants also could not deny that Google Classroom is still costly for some people due to the expense of internet access. Some previous studies (e.g., Hardiyanty et al., 2021; Suprianto et al., 2020) also revealed similar findings: though Google Classroom could cut printing expenses and other paper-related necessities, the participants feel the expense of internet access is still a burden for them.

The lowest score of the fourth indicator score is number 4 (Google Classroom makes you comfortable because it does not need a quota very much). This means respondents disagree that Google Classroom makes students comfortable because it does not need a quota. However, it is still included in the high category. Google Classroom is a free platform that lets teachers and students communicate, organize assignments, and submit tasks without the need for paper. Besides, Google classroom has relatively less quota than other platforms like Moodle, Zoom, or Google Meet (Subandi et al., 2018).

Furthermore, Dewi et al. (2020) also mentioned that one of the students' favorite media is Google Classroom. One of the reasons is the very safe quota of the internet. However, one reason is that the internet is a very safe place. Although there are several times when you need a lot of internet quota, like when you need an open link to connect to YouTube and open a video through Google Classroom. We can say that Google Classroom makes students feel at ease because it does not need a lot of quotas. Teachers sometimes give instructions that require students to use a little more than usual, like opening the link to YouTube and videos through Google Classroom. However, compared to other platforms, Google Classroom is one of the best ways to save time and money. In other words, aspects of Google Classroom access, such as usefulness, communication, and satisfaction considered as the platform showed effectiveness according to the students' perspectives in this research. Meanwhile, Lowenthal et al. (2021) believe that video conferencing is the most accurate representation of the conventional classroom style of education in terms of effectiveness. This research has shown another side of online learning media, where video conferences application showed effectiveness; however, the Google Classroom as an educational application also showed effectiveness.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research findings showed that the students have a positive view of the use of Google Classroom while they are in the process of learning. It reported on elements such as Google Classroom access, usefulness, communication, and satisfaction. According to the findings of the study, the student had no issues utilizing Google Classroom to access any of the facilities. They can acquire comments, it is simple to sign, and they can discuss them without much difficulty. The majority of the students had a favorable impression of using Google Classroom.

Suggestions

The educational process can be carried out even though it does not occur in a traditional classroom setting but rather in an online one using Google Classroom. It has come to light that Google Classroom is an extremely useful tool for implementing e-learning; despite this, the research was carried out in a constrained environment. In light

of this, it is hoped that a more complete comprehension of how Google Classroom can be utilized in online education can be attained by incorporating additional variables and a variety of topics.

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THE LEXICAL COHESION FOUND IN THE EDUCATIONAL ARTICLE OF JAKARTA POST

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Abstract: The article writing found in the Jakarta post is essential to understand, especially in learning English and to know the quality of the article. This study aimed to determine what type of lexical cohesion is most prevalent in Jakarta Post educational articles and why that type of lexical cohesion is prevalent in the first place. The researcher used Halliday and Hassan's theories about lexical cohesion, which is lexical cohesion divided into two kinds, namely reiteration and collocation. There are five types of reiteration: repetition, synonymy, antonym, meronym, and hyponym. This study was conducted using the qualitative method. Data analysis used Miles and Huberman's model (reduction, display, and verification). The outcomes were discovered. Repetition occurred in nine items, synonymy in five items, hyponymy in an item, antonym in an item, meronym in an item, and collocation in five items. The most dominant kind that was found is repetition, with nine items. It is more dominantly found in educational articles because the article shows the quantity of affirmation of ideas or intensity and beauty in clarifying the contents of the text.

Keywords: *analysis data, educational article, lexical cohesion*

INTRODUCTION

Language makes it easier for someone to unite perceptions with other people because whatever work we are in requires communicating using the appropriate and correct language. Thus, the position of language cannot be separated from everyday life that occurs now and in the past or the future. In its development, a language developed by spawning several parts in language studies. This phenomenon makes it easier for people to learn the language itself. One of the language developments is discourse analysis. It is a language method for communicating socially and culturally because discourse is formed by a series of related words to communicate with others correctly and adequately (Batubara et al., 2021)

Cohesion is part of discourse analysis. Cohesion is a linguistic device that shows connectedness in the text or sentence. The term "cohesion" refers to the precise lexical, grammatical, or semantic textual frequencies that help readers connect the ideas presented (Dascalu et al., 2018). One type of cohesion is lexical cohesion. Lexical cohesion is about the meaning influenced by the selection of vocabulary (Matthiessen & Halliday, 2014). It deals with the lexical cohesion items related to other cohesion so that an excellent textual structure is created. Lexical cohesion is related to conceptual structures and can signal the relationship between those structures (Pangkey et al., 2019). Lexical cohesion is essential because when we are reading a text or discourse, it helps us understand the content. This is because lexical cohesion consists of several essential aspects in language learning, such as synonymy, antonymy, hyponymy, meronymy, and collocation, which are almost entirely used to develop ideas in oral and written forms. Lexical cohesion can be divided into reiteration and collocation (Matthiessen & Halliday, 2014). The types of reiteration include repetition, synonym, hyponym, and meronym. Lexical cohesion has the function of relating words and words, phrases, and phrases within the text, which can be categorized as a repetition, synonym, meronym, hyponym, and collocation.

Lexical cohesion can be found in scientific writing in newspapers, magazines, and other articles. One of the scientific writings that we often encounter is the educational article in the Jakarta Post newspaper. The Jakarta Post is one of the publishers of daily newspaper media in English. The need for English increases along with the advancement of time along with the globalization, especially in developing

countries where most of their citizens are non-English native speakers (Febrie Novitasari, 2019). It is because globalization is the lifeblood of humanity on the planet to acquire knowledge on social life, politics, economics, technology, and sophisticated technological instruments of the time.

The reason why the researchers chose educational article of the Jakarta Post is because it is one of the newspapers that provides information about the education development in Indonesia. The researcher was interested to know how far lexical cohesion is used in Jakarta Post as one of scientific writings and as an educational article. Interested readers of this article also find that it is pretty affordable for parents and young people. To make it easier for readers to understand the contents of the topic, of course, there must be an aspect of language learning, as already mentioned above, so that the researcher is interested in observing the use of lexical cohesion for the easier reader's understanding of the content of an educational article and what types of lexical cohesion are contained in it. The researcher chose an interesting educational article topic title and apply the lexical cohesion to identify and analyze which type dominated the text.

With this research, the researcher knows what type of lexical cohesion is more prevalent in this article. It can be concluded whether the article has an aspect in language learning and whether readers easily understand its content. Therefore, this study will show the use of lexical cohesion to make the written product, such as theses and journal articles, more coherent and sound writing.

Here are some of the previous studies that the researcher used. Puspita et. al., (2019) with the title "Lexical Cohesion in News Article on the Jakarta Post Entitled "Why Day School Will Not Work in Indonesia? 2019. Her study investigates the types and the most common types of lexical cohesion in news articles. This study used qualitative research. The result showed six types of lexical cohesion found in the Jakarta Post article. Then, lexical cohesion, which is mostly used, is repetition. The second is written by (Wahyono et. al., 2020) and is entitled "The Use of Lexical Cohesion in Jakarta Post Newspaper". His findings showed five types of lexical cohesion were found in the political column, such as 107 repetitions, 48 synonyms, 13 antonyms, 50 hyponyms, and 30 hypernyms. The dominant type found is repetition.

The two articles were meant to provide an overview to examine lexical cohesion. They examined lexical cohesion in news articles and political articles, while this study focused on educational articles in the Jakarta Post newspaper. Educational articles were essential reading for the community, particularly for academics who used them as a reference source in all educational development.

REVIEW OF LITERATURE

Discourse Analysis

Many theoretical books have many definitions of discourse, each of which aims to explain the true sense of discourse. At the same time, the meaning of discourse varies according to the theoretical perspective utilized by the other researcher. Discourse can give meaning through communication in talking about a topic. In linguistics, discourse is a more extensive term that describes a form of language that involves words, phrases, or sentences by observing their relationship. Discourse analysis learning about linguistics, which involves written and spoken language, can convey words that give a sense of communication. A text may be spoken or written. In this case, a unit (Wahyono et al., 2020). Discourse analysis can also study information structure in communication (Emilia et al., 2018). In other words, discourse analysis is very important to learn how language is used for good communication. Hence, discourse analysis is part of linguistics that is arranged by the structure use of spoken and written language for communication functions. It helps us learn how to talk and make sense of the context of communication. Some linguists work as discourse analyzers or applied linguists to try to decipher the text in terms of grammatical structure, which is primarily conversational.

Lexical Cohesion

Cohesion is a semantic concept and part of the system of a language. The language can be spoken or written (Wahyono et al., 2020). Lexical cohesion is the part of cohesion that the use of vocabulary can define. This is a key feature of creating summaries and the defining experience of Halliday and Hassan. Lexical reiteration is one way to create cohesion in reading through lexical items observed on the reading surface. A word is the primary lexical cohesion as the facility for connecting sentences in a text. Matthiessen and Halliday (2014) identified two main subclasses of lexical cohesion, namely reiteration and collocation.

Reiteration

Reiteration is a lexical device that causes a lexical item to be. The semantic link inside phrases and reiteration uses words with nearly the same meaning. As a result, employing identical words, reiteration determines the semantic 27 relationships. Reiteration is defined as five items: repetition, synonymy, antonymy, hyponym, and meronymy (Matthiessen & Halliday, 2014). Reiteration is seen as simpler and easier to identify in text than collocation since it is more systematic (Hellalet, 2013).

Repetition means the recurrence of the phrase in another sentence. Repetition is part of the lexical cohesion found in a text. According to the Cambridge Advanced Learner's Dictionary 2020, repetition is the same thing used before. According to (Matthiessen & Halliday, 2014), the lexical scheme in the text describes different senses in the text. His research showed that the concept of lexical cohesion was computable from text organization, such as links, connections, ties, and bond networks. Moreover (Sidabutar, 2021); defines repetition as related to the repetition of phrases or words in a text, and both phrases have been changed to reflect tension or tension (reflecting changes in tension and emotions). Example 1. Kevin read the book. The book was very thick. 2. If you think you can do it, you can do it. The example of the clause above shows the repetition related to each clause. In the first sentence, the book is the word related to each phrase. In the second sentence, the phrase "you can do it" is repeated twice in one sentence.

Synonymy means that two terms have the same meaning, not that the meanings completely overlap (Matthiessen & Halliday, 2014) It's just that they have the same meaning in terms of one meaning. Synonymy is the interconnection between two or more words or expressions with similar significance. In other words, synonymies might be defined as two or more phonological words with substantially similar meanings. Consider the following scenario: Beautiful = pretty Look=see. Two or more terms have comparable meanings based on that example. It can be used to spice up our speaking or writing. There is a restriction on using terms with comparable meanings. We may utilize them at any time and anywhere.

An antonym can be the opposite of experience or meaning (Matthiessen & Halliday, 2014). When reading a text, it is common to encounter an antonym that can be applied to each clause. According to the Cambridge Advanced Learner's Dictionary

2020, an antonym is a word or phrase whose meaning is opposite to that of another word or phrase. The example of an antonym is opposite hot-cold, poor and rich, and good-bad.

A hyponym relationship is an interconnection between a specific class and its subclass. It is the relation of one meaning to another because it has the same scope (Zakiyah & Zakrimal, 2020). This means the items that refer to the whole category are called the top, and the subordinate words are called the items that refer to subcategories. We can see from the lower words that there are many birds in the forest. For example, there are owls, eagles, and parrots, and birds are examples of forests. The birds here are species-specific: 29.

Meronymy is the connection between the part-to-whole meaning relationships. It means that some words can be replaced by another word that has a part of the whole meaning relationship. Examples: class=blackboard, marker=butcher, kitchen=knife; from the example, we know a blackboard is a part of a class, and a butcher is a part of the marker. The main difference between hyponymy and meronymy is that hyponyms exemplifies the notion of it is a kind of, while meronymy stands for it is a part of (Hoshan, 2020).

Collocation

Collocation is about the composite of a word that appears together but has a different meaning (Dascalu et al., 2018). Benson cited by Sari and Gulö (2019) says collocation refers to words that combine with certain other words or grammatical constructions. This means that there are words that have their pair to be put together to create natural semantic units. The combination of adjectives and nouns comes here, such as beautiful pictures, verbs, and nouns. Co-location is related to the relationship between words and that they frequently appear in the same circumstance. Thus, it can be said that collocation is important in creating cohesion in connection.

METHOD

Descriptive qualitative research was applied in this study because the result would be found by observing, identifying, and analyzing the lexical cohesion used in educational articles in Jakarta Post. Creswell (Creswell & Creswell, 2018) states that qualitative research is a method that enables a probe to see the purpose of the problem

under study. The data source was taken from the educational article of Jakarta post written by Adelaide, Australia, on Saturday, January 29, 2022, and chose the attractive topic with the title Curriculum 2024 and the changing role of teachers. The technique for collecting data was observation and documentation.

The procedure of collecting data: First, the researcher searched and downloaded educational articles online from the online media Jakarta Post. Then, she read the article, underlined the lexical cohesions found and made notes to find the lexical cohesion in the Jakarta Post. After that, she determined the types of lexical cohesion. The following technique was used to analyze the research data.

Analyzing data applied to an interactive model which divided into three steps for analyzing qualitative data: data condensation, data display, and conclusion/verification. Data condensation consists of some steps: selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents, and empirical materials. The second step was called a data display. In this step, the researcher can tabulate the data where the data has been selected and focused on in the first step. Before concluding, the tabulating would help the researcher end. The last step of analyzing qualitative data is that the data is complete. Starting from the first step until the previous step, it describes all of the data to come clear. The conclusion could be able to answer the formulation of the problem that was formulated from the beginning. The results of this study may change at any time because the coherence of the contents of an article is different, thus allowing other researchers to conduct research again even with other topic objects for finding lexical cohesion in Jakarta.

FINDINGS AND DISCUSSION

Findings

After collecting and analyzing data, the researcher focused on the results and discussions of the kind of lexical cohesion and the total for each kind found. By applying Halliday and Hassan's method, the researcher found the lexical cohesion and divided them per item, such as repetition of nine items (curriculum, language teaching, teacher-student, teachers, knowledge, new, school), a synonym of five items (idea-mindset, stakeholders-agencies, obstacles-challenging, wrong-incorrect, might-may), an

antonym of one item (accept-relinquish), meronym for one item (teachers-school-curriculum), hyponym (language teaching-linguistics), collocation of five items (new school, unquestioning minds, classroom discussions-making a mistake, existing knowledge, cultural factors).

Having done the research in the educational article of the Jakarta Post, the researcher has got the kind of lexical cohesion and the total for each kind. This study explained the analysis of the Jakarta Post article by applying Halliday and Hassan's concept. After analyzing the data, the researcher found lexical cohesion, namely the repetition of nine items, synonyms of five items, antonyms of one item, meronym of one item, hyponym of one item, and collocation of five items. The total lexical cohesion in the educational article Jakarta Post is twenty-two items. They are displayed below:

Table 1. The Lexical Cohesion Types in an Educational Article in Jakarta Post

Types of Lexical Cohesion	Number
Repetition	9
Synonym	5
Antonym	1
Meronym	1
Hyponym	1
Collocation	5
TOTAL	22

Based on the findings above, repetition happens in the same way or something that has happened before. Repetition relates to repeated phrases or words in the text which have been altered to reflect tense or tense situations. The data of repetition found nine repetitions in this article. The data of repetition was repeated in one sentence. *Anindito Aditomo, the head of the ministry's Educational Standards, Curriculum, and Assessment Agency, argued the new curriculum aimed to transform schools into safe, engaging, and meaningful spaces for learning.* The word curriculum appears twice in one sentence because this article talks about education and contains the curriculum. It also raises the repetition of the word curriculum to re-explain the topic's content. This also occurs twice in one sentence, namely to clarify the content of the text.

The following data are also found in the synonyms data, which are used to explain topics by using similar words or phrases so that the text becomes more coherent and has a variety of writing. Synonyms for making articles more dynamic so they don't look monotonous. Examples of synonyms that the author found in this article are

mindset and idea words. *While the idea is brilliant and deserves our support, the plan may face some obstacles in its implementation, considering the nature of Indonesian classrooms and the deep-seated mindset that needs challenging.* In this article, mindset explains how the topic is and re-explains the content of the topic by using another word, namely the word idea, but does not change its meaning, so that there are variations in the words found in the contents of this article. For example, after researching lexical cohesion, it turns out that several sentences are not synonyms, but because of the relationship between these sentences, a word can become synonymous because it has the same meaning; for example, the author finds the words obstacle and challenging; actually, obstacle means an obstacle while challenging is a challenge. This is not classified as a synonym because they have different meanings. Still, in the sentence of the article that the author examined, this word is classified as a synonym because of the relationship between the meanings of the words and the contents of the article.

In this study, the authors also found an example of antonyms in the article text: *accept and relinquish. Teachers must also encourage students to undergo trial and error to learn from their mistakes. But the toughest challenge for teachers is to accept their new role under the new curriculum and relinquish their old responsibilities.* While the word relinquishes states that the teacher must let go of his old responsibilities, this word includes lexical cohesion in the type of antonym. Researching lexical Antonyms are relationships between two words with opposite or opposite meanings (J.W.M verhaar, 2012) identifies antonyms as words or phrases whose meaning is the opposite of other expressions. We frequently find the antonym corresponding to each clause when we read a text. The example of an antonym is opposite hot-cold, poor and rich, and good-bad. The antonym type was not found because this text has analyzed most of the words just to express the intention, so there is no need for the antonym word. It showed the opposite relation between words. The antonym word was far and near found in the second sentence; this word explained the distance of the city because the data taken from student writing were found in the third sentence. This data was analyzed based on the paragraph, while this study analyzed this type based on the sentence.

Then, the researcher found the examples data of meronyms. There is one meronym, namely, *In this regard, teachers, parents, schools, and other stakeholders and agencies play a vital role in ensuring that the curriculum works.* The classroom,

teachers, and students are the components of the school. From explaining the data finding of meronym in the educational article, it is implied that the article researcher uses meronym to explain the types and kinds of topics. It is explained to readers to understand the relationship between words and phrases. A meronym is a semantic relationship that shows constituent parts or explains that x is part of y. A meronym is a lexical cohesion that describes a word or phrase related to other word parts.

Addition for, the author also found the example of a hyponym in this educational article, the data is *Communicative Language Teaching (CLT)*, *competency-based language teaching (CBLT)*, and *task-based language teaching (TBLT)*. *They share similar features and are used in English language classes in Indonesia, or at least their implementation has been attempted.* In this article, mindset emphasized to the reader about the English Language which has similar features and is used in classes. Hyponyms are inclusion relationships that operate between groups of words. A hyponym has a more general meaning. In linguistics and lexicography, hyponyms are terms used to denote certain members of a wider class (Nordquist, 2017).

Lastly, the author found the data for collocation type. The example of collocation in this article is *"Ahead of its implementation, schools across the country can trial the prototype curriculum at the start of the new school year in July at the new school."* The word "new school" is a combination of two words, where "new" is an adjective and "school" is a noun. If the word new is separated from the word school, it will be able to have different meanings so that the word new can also be combined. The other words, for example, new hair, and new year, still have the same meaning, which separated will change their meaning. The explanation of the data finding of collocation in the educational article explains that the researcher used collocation to explain something with the supporting word or phrase from the combination word that created the same meaning. In this article, the researcher found five collocations. The other data state that he states that parents could benefit from full-day schooling too. There are two combinations of the word, namely full (adjective) and day (noun), while in this study, there were three words that combined those categories into collocation types, namely: new school year. New as an adjective word that combines to year word as a noun and school here as a noun word combined into one word. The researcher discovered the data of each type of reiteration in the educational article Jakarta Post. They are repetition,

synonyms, antonyms, meronyms, hyponyms, and collocation. The most dominant type that was found in the educational article Jakarta Post is repetition, with nine items.

Discussion

Based on the explanation above, the dominant is repetition. It is more dominantly found in educational articles because the article shows the quantity of affirmation of ideas or intensity and beauty in clarifying the contents of the text. Since the purpose of repetition is to show the quantity of affirmation and clarify contents about something in the text, it is easier for the reader or the article consumer to emphasize a point and also adds to the powers of persuasion that repetition can convince people of the truthness.

The interpretation of repetition found in the educational article is to give more information to the reader in purpose to make a thought about the context in the text. That is why repetition is the most dominant type in the text because the researcher wants to express what is the thing in the text that should be emphasized and focused on. These findings also showed their views about the context by applying reiteration types in the article and it is also easier for the researcher to find what is emphasized in the context.

The use of synonym and collocation types is the second most dominantly used in the educational article Jakarta Post, which can conclude that a medium using similar words or phrases and a medium used of combining two or more words that form a term with a one-word meaning. Then following by antonym, meronym, and hyponym as small using types in the educational article Jakarta Post, it means the minimum use of two words with opposite or opposite meanings, a semantic relationship that shows constituent parts, and relationships that operate between groups of words of the context in the article.

CONCLUSION AND SUGGESTIONS

Conclusion

The benefit of lexical cohesion in a text for a reader is because lexical cohesion consists of several important aspects in language learning, such as synonymy, antonymy, Hyponymy, meronymy, and collocation, which are almost entirely used to develop ideas in oral and written form. So this educational article is a good text because

it consists of lexical cohesion that has a relation with another word, phrase, and sentence that make it easy for readers to understand the content of the topic.

Suggestions

The researcher acknowledges that the study is still insufficient to gain more information on lexical cohesion. There are many more ways to discuss what can be learned in this lexical cohesion. For this reason, the researcher recommends readers or recent researchers, especially English language students at HKBP Nommensen Medan University, continue research on lexical cohesion. Various interesting media, such as other newspapers or magazines, novels, etc., can be used as research objects in the cohesive dictionary. However, there are many gaps in the study; the researcher hopes this may be one of the advice for readers or those wishing to research to identify the lexical cohesion.

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**PSYCHOLOGY ANALYSIS OF MAIN CHARACTER
IN THE NOVEL *GITANJALI* BY FEBRIALDI R**

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Abstract: This study aims to describe the psychology of main characters in the novel *Gitanjali* by Febrialdi R. In detail, the purpose of this study is to describe the psyche of the main character when facing various kinds of problems in his life. This research uses the library method. The subject of this research is a novel entitled *Gitanjali* by Febrialdi R which was published by mediakita publisher in 2018. This study focuses on problems related to the psychological conflict experienced by the main character. The results showed that: First, the main character of the novel *Gitanjali* received injustice. An accident that happened when he worked at a restaurant made him dismissed from the restaurant because of his disability. Second, the main character experiences despair in his life and love relationship. He feels hopeless about his love relationship which is not going well due to the demanding parents of his partner. It made him insecure, moreover his partner was a lecturer while he was just an ordinary man. Third, the main character lives alone because since childhood he never knew his biological parents and only lived in an orphanage. Fourth, the main character is depressed due to the problems that come his way.

Keywords: *main character, novel, psychological aspect*

INTRODUCTION

Literary psychology is a study that views literary works as a psychological activity. Human conflict could be analyzed by psychologist or people who can give a good suggestion or giving positive motivation. Commonly conflict that raise from human is from the negative ego (Widiastiti, et al., 2019). Negative ego is a source of problems because basically humans have an ego with the principle of putting oneself first and not caring about the reality of others. This ego is playing on oneself, because if there is a problem, someone else is to blame, and oneself is always in the right position, so the ego is sometimes a sign of a less commendable character. This phenomenon

happen to humans make an author has an idea to create a literary works, such as short story, drama, novel or movie. Literary works as psychological phenomenon is a condition role psychiatric illustration(Afkarina & Wardhani, 2019).

Literature and psychology are two branches of knowledge that study the human soul. Psychology researches human behaviours and their causes while literature depicts human behaviour through fiction. These two sciences studying human behaviour are interrelated and mutually beneficial. And the basic building block of the correlation between literature and psychology is a literary work. Literary works study human beings and describe their inner world with all its aspects. The reason is that a literary work is at the same time a product of a certain psychological condition. A literary work benefits from psychology in terms of successfully presenting characters, expressing their moods, and bringing the reader into the psychological dimension of human reality. Psychology and study of literature meet in their focus on phantasies, emotions and human soul. Thus there exists a two-way relationship based on mutual interaction between literature and psychology, in the form of evaluation of a literary work with the resources of psychology and obtaining psychological truths from a literary work(Yimer, 2019).

A psychology that is actually used to assess human real. In conjunction with a literary work psychology used to observe behavior an imaginary figures author. A literary work essentially noble is a life through the disclosure of a form of a language, while the purpose of psychology literature is to understand psychological aspects contained in the work of the content of novel(Devilito & Wardani, 2016).

The novel *Gitanjali* by Febrialdi R was chosen as the object of study because it is one of the novels with a very prominent psychological aspect of the main character. The novel tells the story of climbing the seven highest peaks in Indonesia which reflects the efforts and sacrifices of a man who loves his lover so much that it results in loss of life and regret. The novel teaches us about the search for meaning and the journey to find true love. In addition to adventure, this novel also tells the heart of a climber named Ed when he loses his job and comes into conflict with his girlfriend, Ine. Various psychological conflicts are contained in this novel through the main character. Therefore, it is interesting to analyze this novel through a literary psychology approach.

One of the relevant studies is by Dewi et al. on the study of humanistic psychology on the main character in the novel *Pasung Jiwa* by Okky Madasari. The results show that *Pasung Jiwa* (2013) is a novel that contains many problems. *Pasung Jiwa* means a shackled soul or a soul that does not have freedom and is restrained. This novel, which tells about human freedom, features a transgender character named Sasana who changes his name to Sasa and seeks his freedom. Many factors caused him to choose to be transgender. The factors experienced by Sasana may also cause the transgender phenomenon that has emerged in Indonesia recently. One of them is the non-fulfillment of basic human needs, as expressed by Maslow, consisting of physiological needs, security, love and belonging, self-esteem, and self-actualization (Dewi et al., 2018).

Pradnyana conducted another relevant study on the psychological analysis of the characters in Sapardi Djoko Damono's novel *Suti*. The novel's theme is the resilience of a woman in living her life. The setting on the outskirts of Solo in the 1960s and 1970s gives readers a distinct impression. The characters displayed vary based on behavior, character, and personality. Based on Sigmund Freud's psychological theory, all the characters in the novel have aspects of Id, Ego, and Superego (Pradnyana et al., 2019).

This study has similarities with the relevant studies previously described in the use of a literary psychology approach but differs in the novels studied. In addition, the focus of the problem in this study is different. This study examines the personality aspects of the characters in the novel *Gitanjali* by Febrialdi R. The main problem of this research is the psychological state of the main character after facing various problems in his life.

REVIEW OF LITERATURE

Literary psychology is an interdisciplinary study of psychology and literature. Psychology studies the human psyche, while literature is a work that contains elements of beauty and entertainment. Literary psychology is related to the psychological activities of the characters in a story (Citra, 2020). Psychology and literature have been closely related since the 4th century BC. Aristotle applied the psychological approach to defining the classic definition of the emergence of tragedy combined with fear and

compassion to cause catharsis. Literary psychology is built on the assumptions of genesis concerning the origin of the work. It means that literary psychology is deeply analyzed concerning aspects of the human psyche (Hambali, Rahmatiah, 2022).

The psychological approach starts from the assumption that literary works always discuss events in human life. Literary psychology analyzes texts by considering the relevance and role of psychological studies. Focusing on the characters will enable an analysis of inner conflicts that may conflict with psychological theory. In this context, researchers must find symptoms that are hidden or deliberately hidden by the author by utilizing psychological theories considered relevant (Suprpto et al., 2014).

Literary psychology views work as a psychological activity. The author will use creativity, taste, and intention in his work. In responding to literary works, readers cannot be separated from their psyche. Literary psychology also considers literary works as a reflection of the soul. The author will capture the psychological symptoms to be processed into the text. Projection of own experiences and life experiences around the author will be projected into the text (Setiaji, 2019).

Literary psychology is interdisciplinary since it studies and examines literature using various concepts and theoretical frameworks in psychology. Literary psychology has four possible meanings: the study of the psychology of the author as a type or as a person, the study of the creative process, the study of types and psychological laws applied to literary works, and the study of the impact of literature on the reader (Wiyatmi, 2011).

The literary psychology approach is used to analyze inner conflicts, psychological events, and reactions made by the main character in resolving the conflict of personality changes (Nuryatin, 2017). Therefore, this study focuses on the psychological approach of literature through psychological events experienced by the main character.

METHOD

This research uses the library method in which the novel *Gitanjali* is the subject of study and the main character in the novel is the object of study. Qualitative descriptive studies are based on the understanding that this kind of study explains a process or an event chronologically and describes and evaluates a case through data obtained from

observations of literary works. Data were obtained through reading the novel *Gitanjali* and noting important points related to the research. The data were then processed using a literary psychology approach.

FINDINGS AND DISCUSSION

Findings

The psychology of the main character is reflected through the various problems experienced. Conflicts that occur within the character become part of the psychological phenomena of the character, such as sadness, regret, injustice, despair, and other problems. The characters' psychology is represented through Febrialdi R's novel *Gitanjali* which is described as follows.

Injustice

The author of the novel *Gitanjali* describes the state of the main character who does not get justice in his life. One of these injustices was when he was hit by an accident at work until he was injured so he was expelled by the company. This injustice is illustrated in the following quote:

"Kini jelas sudah, perusahaan memutuskan untuk merumahkan aku dengan alasan bahwa akibat cedera di kepala, secara kondisi sudah tak memungkinkan untuk melanjutkan kerja di restoran lagi. Meskipun melalui asuransi perusahaan sudah menanggung seluruh biaya rumah sakit dan aku diberi pesangon yang cukup besar, tetapi pemutusan kerja membuatku merasa diperlakukan tidak adil." (Febrialdi R, 2018)

English translation:

"Now that it's clear, the company has decided to lay me off due to a head injury, it's no longer possible for me to continue working in the restaurant. Even though the company has covered all the hospital costs through insurance and I was given a sizable severance pay, the layoff made me feel like I was being treated unfairly." (Febrialdi R, 2018)

The quote clearly shows that the company or restaurant where the main character works took a unilateral decision to dismiss the main character. He felt that he had been treated unfairly even though all the treatment at the hospital had been borne by the company. The injustice felt by the main character certainly disturbs his mental condition.

The accident that occurred was clearly not the result of the main character's wishes or actions. When he happened to be in an accident, he felt victimized by the

company through the layoff. Another injustice is also described by the author in the following quote:

"ini sungguh tak adil. mereka sudah berlaku sewenang-wenang terhadap karyawan. Namun bagaimana mungkin aku menggugat, sedang semua itu sudah tercantum di aturan perusahaan" (Febrialdi R, 2018).

English translation:

"This is really unfair. They have been abusive towards employees. But how can I sue them, when all of that is already stated in the company rules" (Febrialdi R, 2018).

The injustice described in the quote appears when the main character does not have any power to sue the company where he works. In fact, he also feels that the company's rules have treated the people who work in the company unfairly.

The main character's psyche was completely shaken when he experienced this calamity. Apart from being unable to sue the company, during his two-week hospital stay, his girlfriend never came to see or visit him. It is illustrated in the following quote:

"Lantas, ke mana ine? Ke mana dia? Apakah dia tidak tahu kalau aku terkena musibah dan dirawat di rumah sakit selama dua minggu lamanya? Apakah tidak ada teman yang mengabarkan padanya?" (Febrialdi R, 2018).

"Then where is Ine? Where is she? Didn't she know that I had an accident and was hospitalized for two weeks? Didn't any of her friends tell her?" (Febrialdi R, 2018).

The main character who is already confused and sad about the company's decision to unilaterally terminate him is now also saddened by his girlfriend who doesn't give any news and doesn't even meet him at the hospital while he is being treated.

Despair in Love

Initially, the main character's romantic relationship with his girlfriend went well. Their relationship began with their accidental meeting at an outdoor equipment store in Bandung. At that time, they were both watching a talk show with one of the speakers talking. The main character pays attention to a woman who has been busy by herself and has not been listening to the talk show.

After that meeting, they decided to be in a relationship. The main character, who was currently pursuing higher education, is now in a relationship with a lecturer. He felt his relationship with Ine was inappropriate. As an ordinary man, he feels that it is inappropriate to have a relationship with a lecturer.

From that problem, the main character begins to feel despair. His despair increases when his girlfriend's parents interfere in their love relationship as illustrated in the following quote:

“Terlepas dari itu semua, orang tuanya tetap mendesak ine agar aku menyelesaikan kuliahku, mengurangi hobi naik gunungku, dan bekerja secara layak. Secara layak? Apa maksud orangtuanya tentang bekerja secara layak? Kalaupun ine dan keluarganya berasal dari kalangan akademisi, apakah itu= berarti aku mesti jadi dosen juga? Kalau benar demikian, rumus hidup macam apa itu?”(Febrialdi R, 2018).

“Despite all that, her parents still urged Ine that I finish my studies, reduce the intensity of my mountain climbing, and find a proper job. Properly? What did her parents mean about working properly? Even if Ine and her family are from academic circles, does that mean I have to be a lecturer too? If so, what kind of life formula is that?”(Febrialdi R, 2018).

From the quote, it is clear that the main character feels uncomfortable and even disagrees that his girlfriend's parents interfere in their love affairs, especially if it is related to his social status.

The main character feels hopeless about it all. He despaired of the wishes of his girlfriend's parents. If he obeys all the wishes of his girlfriend's parents, he feels like he is not being himself. He feels that everyone has the right to determine their own way of life, not determined by the views of others. Living by paying attention to other people's views is a way that can disrupt human psychology, including the main character.

Living Alone

Many people dream of living a happy and prosperous life with their family, especially their parents. They think that the most valuable treasure in the world is family. A happy family is a family that goes through difficult times together and does not leave each other. Likewise, the main character also dreams of a happy life with his family. Unfortunately, luck was not on his side. Since childhood he never knew who his family and even his biological parents were. This is as explained by the author in the following quote:

“Rumah tua yang mulai ditumbuhi lumut dan ilalang di sana-sini itu adalah asrama yatim-piatu. Dulu aku tinggal di sana dari kecil hingga dewasa. Aku sendiri tak pernah tahu yang disebut dari kecil itu sejak kapan. Karena aku sendiri tak pernah tahu siapa orang tua kandungku. Mengapa aku berada di rumah itu dan menjadi bagian dari rumah itu.”(Febrialdi R, 2018).

“The old house which is starting to grow moss and weeds here and there is an orphanage. I used to live there from childhood to adulthood. I don't know what it's been called since I was a kid. Because I never knew who my real parents were and why I was in that house and a part of that house.”
(Febrialdi R, 2018).

From this quote, it can be seen that since childhood, the main character lived in an orphanage and was only cared for by the owner of the orphanage. He did not know who his biological parents were and why they had left him at the orphanage. Even as an adult, he still hasn't gotten the answers to these questions.

Since childhood, the main character has lived in an orphanage with other orphaned friends, as illustrated in the following quote:

“Yang kutahu, sejak kecil aku sudah ada di rumah itu. bersama teman-teman yatim piatu lain yang diurus oleh Ibu Ros. Dirawat dan disekolahkan hingga kami dewasa. Kami tak pernah tahu siapa orang tua kandung kami. Yang kami tahu bahwa ibu Ros mengurus kami dengan penuh kasih sayang.”
(Febrialdi R, 2018).

“As far as I know, since I was a child, I have been in that house with other orphans who were taken care of by Mrs. Ros. We are cared for and educated until adulthood. We never knew who our real parents were. All we know is that Mrs. Ros takes care of us with great care.”(Febrialdi R, 2018).

The quote describes how much the orphanage mother loves the children who live in the orphanage, including the main character. However, even though he gets the love of the orphanage owner, he still needs the love of his biological parents. In fact, he is often jealous of his school friends who get the love of their biological parents, as illustrated in the following quote:

“Dulu aku suka iri dengan teman-teman sekolahku di mana mereka memiliki orang tua lengkap, ayah dan ibu. Saat itu aku berpikir, mengapa mereka memiliki orang tua yang terdiri atas ayah dan ibu? Pada waktu itu aku tak mengerti bahwa seorang anak terlahir dari dua orang tua, ayah dan ibu. Karena saat itu kutahu hanya Ibu Ros-lah orang tuaku.”(Febrialdi R, 2018).

“I used to be jealous of my school friends where they had complete parents, father and mother. At that time I thought, why do they have parents consisting of father and mother? At that time I did not understand that a child is born from two parents, father and mother. Because at that time all I knew was that Mrs. Ros was my parent.”(Febrialdi R, 2018).

The quote clearly describes the psychological state of the main character as a result of living alone without his parents. Jealousy came to his heart. He felt that he was a victim of all the bad treatment of his parents.

The problem does not end there, living alone without parents also has another negative impact on the main character. He was once a rebellious child, as the author describes in the following quote:

“Namun, meski demikian, bukan berarti aku tak pernah nakal. Dulu, waktu remaja, aku pernah kabur dari panti asuhan. Hanya karena ada sepasang orang tua yang hendak mengadopsiku sebagai anak. Aku tak mau. Maka aku kabur. Berhari-hari hidup di jalanan. Tidur di terminal dan cari makan di pasar”
(Febrialdi R, 2018).

"However, even so, that does not mean I have never rebelled. In the past, as a teenager, I once ran away from an orphanage. Just because there are a couple of parents who want to adopt me as a child. I didn't want it. So I ran away. For days I live on the streets, sleep in the terminal, and scavenge for food in the market." (Febrialdi R, 2018).

The quote illustrates that the main character does not want to be cared for by his adoptive parents, because he feels comfortable living alone and being cared for by the owner of the orphanage. As a result of this incident, he had to witness the harshness of life in the real world outside the orphanage. At his young age, he should not have witnessed all that. He still does not have enough strength to face the street life. That is what makes the main character decide to return to the orphanage.

However, the main character feels comfortable solving every problem by running away from the orphanage, as illustrated in the following quote:

“Namun, sejak kejadian itu, aku jadi punya cara untuk menyelesaikan masalah. Setiap ada persoalan yang berhubungan dengan diriku, aku selalu memilih kabur. Keluar dari rumah panti dan dicari-cari lagi.” (Febrialdi R, 2018).

"However, since that incident, I have come up with a way to solve the problem. Whenever I face a problem, I always choose to run away. I got out of the orphanage and was searched for." (Febrialdi R, 2018).

From the quote, it is clear that the main character always chooses the bad way in solving his problems. It is because he feels comfortable with all of it, even though it is not a good thing to do.

Depression

All the bitterness he was going through made him very depressed. He finally decided to get rid of his depression by going on an adventure. Although initially it was his friend who proposed the idea, as in the following quote:

“Pergilah Ed, kosongkan kamar kosmu. Simpan semua barangmu di rumahku. Pergilah kemanapun kamu mau.”

“Go Ed, clear your boarding room. Keep all your stuff in my house. Go wherever you want.”(Febrialdi R, 2018).

The main character considers the suggestion of his friend. He realized what he needed to do was relieve his depression by doing activities he enjoyed. With a unanimous decision, he finally made a trip up the mountain. He targets seven mountains to be climbed spread across Indonesia.

His journey did not always go smoothly, until one day when he was planning to climb Mount Rinjani, a woman offered to come with him. At first, he was hesitant to agree to the woman's offer, but after much thought, he finally accepted it and they started their journey to Mount Rinjani.

However, the unexpected happened to them. A woman who accompanied him to climb Mount Rinjani died suddenly. She died while they were resting at the stop on the way to the top of Rinjani. He did not know what to do. Especially when there was no one around them, as the author describes in the following quote:

“Astaga! Apa yang terjadi? Apa yang harus kulakukan sekarang? Saat ini aku seorang diri di pelawangan sembalun.tak ada pendaki melintas. Tak ada tenda sama sekali. Aku harus bagaimana?”(Febrialdi R, 2018).

"Good grief! What happened? What should I do now? Right now I'm alone in the Sembalun field. There are no climbers crossing. No tents at all. What should I do?"(Febrialdi R, 2018).

From the quote above, it is clear that the main character is confused about what to do. Luckily, soon there were several people who passed through the area and helped him from the process of taking care of the woman's body until it was lowered from the mountain and taken to the hospital.

The woman's death suddenly caused a new wound for the main character. Climbing the mountain is the way he takes to get rid of depression due to the problems that come his way. However, it also inflicted a new wound on him.

Now, the depression felt by the main character is increasing. He even felt guilty for his negligence in taking care of the woman.

Discussion

Literary psychology emphasizes studying literary aspects that reflect psychological processes and activities. One way to understand the description of a character's mental activity in a literary work is through the character's behavior. This method can be used to find out the character's concept, motivation, or psychological impulse (Rozak et al., 2021). The characters' behavior in the novel *Gitanjali* is clearly illustrated through the conflicts experienced by the main characters, such as injustice, hopelessness, and loneliness, which reflect the main character's psychological activities.

Everyone certainly wants to get justice from others. Justice is a form of showing that someone is loved and cared for by others. However, sometimes there are some people who get injustice in their life. This injustice will certainly have an impact on the psychological aspect of the person. Since their psychological aspect has been disturbed, people often think that God is being unfair to them.

Especially after he thought back to his last meeting with his girlfriend which ended in an argument. The debate was based on the lack of blessing from the boyfriend's parents for their relationship. This situation made him feel that he did not get justice from God. He considers God unfairly has determined such a destiny for him.

The psychology of the main character gets disturbed when he has to go on a path that he is not interested in. In his life, he often feels depressed and even feels insecure. If he cannot fulfill the wishes of the person he loves, a sense of despair will arise in him. And if this is allowed, it is possible that bad things will happen to the main character.

Humans are always connected to problems in the surrounding environment in everyday life. These problems are not always stable. There are times when they deviate, away from the rules applied by the community and often lead to conflicts. These conflicts can sometimes be described in art called literature (Ramadania et al., 2018). Pulungan states that one of human nature is despair due to the loss of hope. Every

human being has different characteristics (Narahaubun et al., 2021). Febrialdi R.'s novel *Gitanjali* reflects this despair through the characters in the story.

A person who lives alone tends to feel comfortable when someone else cares about him. In fact, he will find any way so that the feeling of caring for him does not stop. That is what the main character does. Solving problems by running away from home is a simple way for him to get more attention from the residents of the orphanage. However, this method is wrong and not good to continue to do.

Problems that often afflict life can make a person depressed. That is how the main character in the novel feels. The problem faced by the main character in the novel is described by the author in a very complex way.

Starting from the main character who was dismissed at work due to a work accident, so he felt that everything was unfair. All of this was very imprinted on his heart. Then another problem arises, his love relationship with a girl who does not go well because of differences in social status. Not to mention the problems he faced since childhood when he found out that he only lived alone.

In the end, the depression felt by the main character increased. He even feels guilty for failing to take care of his climbing partner, Nina, while climbing the mountain.

The various conflicts experienced by the main character indicate that the novel *Gitanjali* by Febrialdi R has a very strong psychological aspect so that it becomes a mirror in living life with patience and spaciousness. Various obstacles and conflicts must be a challenge to mature us to find the right solution in living life.

Inner conflict occurs within a human being. It often takes the form of a conflict between two different desires, beliefs, choices, or expectations. Inner conflict is raised in fiction to determine a work's quality, intensity, and attractiveness. It can even be said that writing a story is building and developing conflict. Conflicts in fiction can be searched for, discovered, imagined, and developed based on conflicts in the real world (Ristiana & Adeani, 2017).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the previous discussion, it can be concluded that the psychology of the main character in the novel *Gitanjali* by Febrialdi R are Injustice is experienced and felt by the main character due to an unintentional work accident, the injustice experienced makes the main character's psyche disturbed so that he thinks that God has given him an unfair destiny. The main character also feels hopeless about his love relationship with a girl who works as a lecturer. He despaired of all the conditions put forward by his girlfriend's parents. If he fulfills all these conditions, he feels that he is no longer living his own way but living with the eyes of others. Living alone in an orphanage since childhood and only being cared for by the owner of the orphanage, the main character becomes a child who is envious of his friends with complete parents. In addition, the main character always solves his problems in a bad way. He did it all so he could get the attention of all the residents of the orphanage. Of all the problems he faces, it is possible that depression will arise in the main character. It is this feeling of depression that makes the main character decide to go on a long journey to climb seven mountains spread across Indonesia. However, his journey did not go smoothly, he again had to get a new heart wound from his journey.

Suggestions

The study of literary psychology is essential to understand the psychological problems of each character and the right solution in solving any existing problems. Every event experienced by the main character becomes a lesson for the reader about how to live life with patience and grace and find the right solution in dealing with problems. This study can be used as a reference in researching other literary works with a literary psychology approach to make it easier to understand the psychological problems of the main character. In addition, the literary psychology approach can facilitate literary researchers in understanding the psychological activities of the main character and can observe various characters that can be used as references in positive behavior.

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**EXPLOITATION AND CONSERVATION:
HUMAN ATTITUDES TOWARDS NATURE IN FRANK HERBERT'S *DUNE***

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Abstract: Employing ecology as the pivotal basis of its narrative, *Dune* by Frank Herbert is regarded as the pioneer of ecological science-fiction novels. This qualitative study intends to examine the exploitation and conservation of nature and how human background influences such behaviours in Frank Herbert's *Dune*. The researcher employs an ecocritical approach to literature to discuss the compiled textual data. Through the thematic analysis technique, this article reveals how *Dune* highlights the issues of the authority party and the indigenous society of Arrakis triggered by the abundance of the spice melange and the absence of water and vegetation, where these two sides of the population have contradictory intentions towards natural resources—exploiting and conserving. Moreover, the study unveils that the extortion attempts of the Galactic Imperium, the Harkonnens, CHOAM, and the Spacing Guild are driven by political and economic motives, and the conservation effort of the Fremmen and the Atreides is the outcome of their ecological awareness.

Keywords: *conservation, ecocriticism, ecology, exploitation, nature*

INTRODUCTION

Dune is a novel that narrates life in a fictional world called Dune or Arrakis, a desert planet enshrouded in an immense amount of sand and decorated with canyons, escarpments, pavements, and frequent raging sand storms. Winning the Best Novel category in the 1966 Hugo Award and Nebula Award, *Dune* reflects the complexity of philosophical and political concerns. However, the most neoteric issue of this novel is its concern about ecology, in which the narrative heavily leans against it to the point that the crisscrossing conflicts on the imaginary planet of Arrakis would fall apart without it. As an environmentalist, Herbert caught the initial idea for *Dune* after his visit

on a project of dunes stabilization in Oregon (Pak, 2016) and needed years to create the whole imaginary ecosystem of Arrakis.

Dune comes about in a distant future where humankind lives in a feudal interstellar society headed by Padishah Emperor Shaddam IV of House Corrino. Unknown to other Houses, the Corrinos maintain a private political affair with House Harkonnen. During the long-haul regime of the Harkonnens, they have roamed around the ruthless sand planet for the most precious commodity in the Known Universe—the spice or melange. At a point, the coalition of Corrino-Harkonnen gives birth to a dirty plot to ruin House Atreides, one of the most wealthy and respected Houses. Manifesting the plan, the Emperor replaces the legit ruler of Arrakis with the Atreides, while the Harkonnens continue their project in secret. The demand and value of melange skyrocketed because of its capability to offer superhuman traits—foresight, long lifespan, psychic—and its difficulty to obtain, which must be harvested from the excretions of giant sandworms that live nowhere else but Arrakis. During their reign on Arrakis, House Atreides affiliates with the Fremen, the indigenous tribe who hold the key to spice production. No one understands these monstrous creatures as deep as the Fremen, who worship them as the embodiment of God with the name “the maker” or “Shai-Hulud”. The Fremen are even capable of riding Shai-Hulud by using a particular Fremen hook, through which they may travel to and fro across the deadly dunes and acknowledge the unnoticed terrain of Arrakis. This alliance later brings the Atreides to join Liet Kynes—the leader of Fremen and the Imperial Planetologist—and the other Fremens to continue the secret project of terraforming Arrakis to make it more hospitable for humans. The idea of terraforming arises from the story of reshaping a foreign planet into an earth-like one in science-fiction literary works. The term terraforming is derived from terra, which means ‘earth’ or ‘land’ in Latin, and the gerund forming that interpreted as the process of adapting a foreign planet by transforming it into an earth-alike world through various methods such as modifying its atmosphere, climate, ecology, and topology (Pak, 2016, p. 1).

Regardless of the complex storyline, *Dune's* attention to ecology is presented majorly through the issue of the human-nature relationship as part of an ecosystem of the imaginary planet Arrakis. As an environmentalist, Frank Herbert needed five years to create the whole ecosystem of Arrakis. *Dune* has brought Herbert to win the

prestigious Hugo Award and Nebula Award for Best Novel, both in 1966. The novel was adapted to the big screen in 1984 and 2021, and a mini-series in 2002.

Frank Herbert's detailed presentation of the ecological awareness and the foretelling of humanity's future dilemma regarding exploitation and conservation of nature has incited many writers, including the writer of this research, to dig deeper into the issue. Encircling the lack and abundance of natural resources, the writer attempts to discuss the contradictory behaviours of humans towards the environment portrayed in the book using the theory of ecocriticism.

REVIEW OF LITERATURE

Ecocriticism

The concept of ecology has crossed beyond science to other fields, including literature. Drawn into literature, ecology gives birth to narratives that are centred on nature. The elements that originated eco-centric literature may be traced back to the eighteenth century following the emergence of Romantic poets that are identic with the presentation of the allure of nature in their writings. Among these poets, William Wordsworth is considered the most popular figure of British nature writing (Brian, 2007, p. 16). Being a naturalist writer who embeds his adoration for nature in many of his works, Wordsworth places confidence that nature is a forceful device to enhance human character by purging one's soul and enriching one's thoughts (Zhang, 2018). Though Romantic poems are widely associated with the delicacy of nature, their initial theme is emphasizing human detachment from nature as an insinuation against Industrial Revolution that regarded nature as a resource that is worth to be depleted (Ramazani & Bazregarzadeh, 2014).

However, eco-consciousness was more thrived among American writers compared to Europe. One of the crucial figures of American nature writing is Henry David Thoreau, who delivers the importance of changing view from ego-consciousness to eco-consciousness through *Walden; or, Life in the Woods*. Thoreau accounts that wilderness is the form of world preservation, humans are experts in world devastation, and nature is the absolute provider of tranquillity. Different from British nature writing which highlighted the threats of Industrialisations to the environment, American nature writing had a deep root in celebrating the beauty of nature (Mishra, 2016).

The American and British eco-centric movements later fused into one universal perspective upon perceiving ecological issues around the globe as the root of present-day ecocriticism. The term ecocriticism was brought to existence by William Rueckert in an essay entitled *Literature and Ecology: An Experiment in Ecocriticism* (1978) (Hojjat & Daronkolae, 2013). Pioneering the emergence of ecocriticism, Rueckert interprets it as the appliance of ecology and ecological notions to literary study. In the late twentieth century, Cheryll Glotfelty reintroduced the concept of ecocriticism to literature in *The Ecocriticism Reader: Landmarks in Literary Ecology* (1996). She conveys that an ecocritic study is constructed upon the premise that culture and nature have an inseparable connection that binds and affects each other, supporting Rueckert's argument that the universal value conveyed by ecocritical works is the aftereffects of human behaviours toward the environment (Glotfelty & Fromm, 1996). Concerning ecology in the ecocritical field, Lawrence Buell argues that it extends to environmental imagination, a collection of artistic preferences that are not necessarily limited to nature writing and ecological realism and is particularly mindful of the works of fiction and non-fiction that emphasize nature and the elements of nature as stand-alone instruments, rather than supporting agents for human (Huggan & Tiffin, 2009, p. 13). Nevertheless, at the conceptual and practical level, the concern of ecology in environmental criticism is to reveal the foundation upon which humans and nature may exist, develop and cooperate side by side in the ecosystem (Glotfelty & Fromm, 1996).

Exploitation

Albeit popularly associated with Marxism, exploitation is broadly defined as an act of gaining benefits at the expense of others (Christman, 2002). Specifically to environmental resources management, exploitation refers to the usage of natural resources urged by the demand of that resource, without an attempt to maintain its availability in nature or renew it for the future. In history, the early ecocritical movement delivered a critique against nature extortion in the name of the development of industry and technology, sparked by the arrival of the Industrial Revolution. Henceforth, the theory of ecocriticism itself was established as an indirect result of nature exploitation by humans who contributed to the depletion and even the loss of natural resources.

Several researchers had discussed environmental exploitation in literary works, one of whom was Abhra Paul. His discussion of Samarez Mamzudar's works of fiction reveals that humans continually compete with wildlife for space and resources through the practice of land clearing and exploitation, which triggers the loss of both habitat and inhabitants, including humans themselves. By portraying violations and investigations regarding the uncontrollable anthropogenic activities, such as smuggling, poaching, extorting, and disrupting biodiversity, Mamzudar reminds the readers that humanity is graced with the highest intelligence of all creatures, which should have made them bond a decent relationship with nature instead of degrading it like what occurs nowadays (Paul, 2018).

Conservation

The term conservation, in general, is associated with the preservation and protection of the environment to safeguard it from the detrimental effects of needless excessive interactions with living things. The modern definition of conservation, according to David Kemp, also comprises management and enhancement of the quality of environmental resources for the use of present and future generations, employing both ecological science and principles (D. Kemp, 1998). In addition, E.O. Wilson states that human's most fundamental trait is the insight of interrelation with nature, which is reflected in many works of literature. Nowadays, the literary works that highlight ecocritical themes have evolved along with the improvement of the human mind in depicting, perceiving, and handling nature, from what was a critique to a satire (Wali et al., 2017).

Concerning eco-consciousness as a piece of knowledge, to bring out the effectiveness of the long-term pedagogy, the influential movement seems better than the radical, one of which is implementing ecological sense in the culture. Kouakou argues that indigenous doctrine is a precise way to pass environmental value across generations (Kouakou, 2020). His study on *The Revolutionaries* unveils that ecological concern in African culture is handed down to generations as seen in the oral folklore and spiritual ritual performances, which have proven to prevent environmental abuse for quite a long time. Nevertheless, the expansion of the Western Industrial Age that conducted ecological misuse swayed the Africans from their eco-centric value. It can be concluded

from Kouakou's study that radical behaviour of humans against nature may spawn in the perishing of traditional culture and the dropping of environmental sustainability.

METHOD

In conducting this research, the writer applies the qualitative method, where the data is gathered from text examination, behaviours investigation, or interviewees (Creswell & Creswell, 2018). After the data is examined, the result is presented in a descriptive written text (Tarigan et al., 2021). Applying thematic analysis, the researcher uncovers the connection between humans and the environment and the influencing factors behind their attitudes. This study focuses only on the environmental issues narrowed down to nature exploitation and nature conservation as the form of the entanglement between the environment of Arrakis and its inhabitants to prevent overabundant analysis.

The writer undertakes this research in several steps, beginning with reading Frank Herbert's *Dune* to gain a deeper comprehension of the content and obtain a precise topic, then finding a fit theory for the issues in the literary work. The next step is collecting the raw data by highlighting the monologues and dialogues relevant to exploitation and conservation. Lastly, the writer analyses the collected data using the ecocriticism approach developed by Cheryl Glotfelty, which she defines as an eco-centric study regarding the relationship between literature and nature (Glotfelty & Fromm, 1996). Although Glotfelty's idea of ecocriticism concerning the association of literature and nature remains substantial, she accepts the broadening of her approach, reaching the discourse of environmental ethics and philosophy. Thus, several supplementary theories are also involved in helping the researcher study the topic.

FINDINGS AND DISCUSSION

Findings

The Government Party and Exploitation

Politics is a common issue used as the foundation of science fiction writings. The presence of an omnipotent authority system is prevalent to depict a centralized order in such literary works. The power of the spice over the condition of the universe brings melange as the source of both knowledge and force, which agree with Michel Foucault's

argument that knowledge is in line with power (Viberg, 2019). Adam Stock argues that dystopian fiction is often purposely written as political and politicized works and expected to provoke the readers' train of thought (Stock, 2019). The friction between the future civilization of humankind and its disreputable government is one of the pedestals that construct Frank Herbert's *Dune*. Similar to most science fiction works of literature, economy and machinery also have their portion in shaping the narrative of *Dune*, precisely concerning the government and its factions.

“We have a three-point civilization: the Imperial Household balanced against the Federated Great Houses of the Landsraad, and between them, the Guild with its damnable monopoly on interstellar transport. In politics, the tripod is the most unstable of all structures.” (Herbert, 1965, p. 32)

The quotation above discloses that politics is an influential pillar in the storyline of *Dune*, with the role of the Padishah Emperor as a supreme ruler representing the authoritarian regime of the Known Universe. Nevertheless, the Galactic Padishah Empire hosts a tortuous political scheme built up by several parties who aim to earn profit and own power in Arrakis. *Dune*'s unstable political tripod stands upon the desire of these three institutions to deplete the natural resource of melange. Liet Kynes himself eyewitness that anyone assigned by the Imperium on this desert planet is either merciless gunmen or melange pursuers who spare no attention to the population of Arrakis (Herbert, 1965, p. 320). Injustice and inequality are common issues pictured in the troubled world of dystopian tales, where reality presents the contrasting condition of a dreamed ideal society (Clarke, 2020). *Dune* supports that idea with its imperialist world where the proletariat is oppressed by the iron-hand government and used as a mere tool to accomplish their purpose. Looking at how *Dune*'s governmental force considers natural resources as a money tree, not only the people of Arrakis get traumatised but also the environment.

“But the important thing is to consider all the Houses that depend on CHOAM profits. And think of the enormous proportion of those profits dependent upon a single product—the spice. Imagine what would happen if something should reduce spice production.” (Herbert, 1965, p. 61)

Adding the intricacy of the Imperium's household, the economic tasks across the universe within *Dune* are in charge of CHOAM (The Combine Honnete Ober Advancer

Mercantiles), a company under the patronage of the Emperor and the Great Houses, in which the directorships reflect the political power in the Empire and the economic prosperity of the Great Houses. Albeit CHOAM controls the whole market of various products around the Imperium, the focus remains on melange due to its high demand and immense value. The company possesses the mining contract of melange that indirectly gives them total control of the spice, indicating that the government's errand in Arrakis is under the shadow of business. The particular case of melange as a luxurious matter that reflects high status in the Dune universe is observed to retain a similar position with the spices in the Age of Discovery (Kennedy, 2021), where in this story, the Harkonnens act as the coloniser and CHOAM as the party that monopolise. Being relied upon by many, it is undoubtedly impossible for CHOAM to let the spice production halt. The situation makes them willing to do anything to maintain the stability of spice production. The company even spares a bonus for whoever reports a worm-sign warning as an attempt to obtain maximum income (Herbert, 1965, p. 172). Although the low-class workers play a significant part in developing the manufacturing, the small benefit they gain does not match the danger they must face. By occupying both human and natural resources, the company continuously milks power and money for them to stay in the safe zone.

“Whoever had stockpiled melange could make a killing,” Paul said. The Duke [. . .] nodded “The Harkonnens have been stockpiling for more than twenty years.” (Herbert, 1965, p. 61)

With House Corrinos ruling over the Imperium for thousands of years and the Harkonnens wandering around Arrakis for almost a century, they desire to be the greatest of all the houses by endlessly pursuing the spice. The redeployment of Duke Leto to Arrakis is a part of the dirty plot of the Imperium, along with the Harkonnens, to destroy House Atreides in the name of CHOAM's share. Vladimir Harkonnen, the Baron of House Harkonnen, explicitly declares in a conversation with his nephew that two things he chases from Arrakis are profit and ruthless reign (Herbert, 1965, p. 345). Heather I. Sullivan, in her paper discussing oil cultures in text, views that melange as an up-for-grabs substance that acts as a surrogate for oil (Sullivan, 2019). Thus, the Harkonnens' dirty mission of hoarding wealth through predominating the production of melange signifies petroleum capitalism with a destructive impact on nature. Taking a

case in Industrialisation, humans tend to acquire profit as much as possible and avoid loss at all costs by exploiting natural resources (Hojjat & Daronkolae, 2013). Embodying this phenomenon in *Dune*, the Harkonnens' need turns into greed, which grows them closer to anthropocentricity and leads them to sacrifice environmental wellbeing only to feed their ego. The way Arrakis barely changes during the Harkonnens' eighty years of rule speaks the truth about them caring for nothing but the spice.

“Arrakis is crawling with Guild agents. They’re buying spice as though it were the most precious thing in the universe.”

“It is the most precious thing in the universe,” Paul said. “To them.” (Herbert, 1965, p. 611)

The previous conversation shows that the Spacing Guild profoundly appeals to the spice, which the reason is linked to its monopoly on interstellar transportation. Guild's cosmic travel is undertaken by enhancing the foreknowledge of its starship's steersperson, known as Guild navigators, to help them fly across the space fast and safe. These Guildsmen achieve a certain level of prescience by consuming an excessive dose of melange. Thus, the Guild develops a mutual affiliation with CHOAM by being both the transporter and the loyal customer of CHOAM's product. However, the Guild's involvement in the spice business is as dirty as the other. As nothing comes free, the spice gives but also takes a toll on them. They unobtrusively attempt to seek more melange with less effort due to the spice's long-term effect, which leaves the Guildsmen in an incurable addiction. Seeing that the spice consumption is physically and physiologically transforming them, the consequence is between sticking to the drug habit or death. The Spacing Guild within the universe of *Dune* mirrors human civilization in history, which has utilized various narcotics to endure and rule (Fitzpatrick, 2018). Due to the cruciality of spice, they interfere in creating a political scheme to ensure the steadiness of the spice supply. Besides charging a heavy price on its transportation service, the Guild also rates an expensive payment for the limitation of the space station. Therefore, the Fremen have no choice but to bribe the Guild with a dreadful amount of melange to clear satellites and watchers away from the sky of Arrakis (Herbert, 1965, p. 419).

The Fremen and Conservation

Justine Wells addresses that modern academic and popular discourse develops an innovative ecological perspective viewing that nature weaves with culture, relating with the culture of the natives discussed in this research (Wells, 2019). Engaging ecology as the cornerstone of Fremen's culture makes the change in ecological condition risks the existence of their culture. However, the strong willingness of living in a proper ecosystem leads the Fremen to be consistent in recovering the land and building a paradise, albeit more or less, the transformation of nature will also reform the existing culture.

“You must cultivate ecological literacy among people.” (Herbert, 1965, p. 393)
“...teaching them ecological literacy, creating a new language with symbols that arm the mind to manipulate an entire landscape, its climate, seasonal limits, and finally to break through all ideas of force into the dazzling awareness of order.” (Herbert, 1965, p. 710)

Above is a piece of environmental advice for Liet Kynes, from Pardot Kynes, father and the forefather of the terraformation on Arrakis and the first Imperial Planetologist assigned to the planet. Accounting that the most necessary instrument to reconstruct an ecosystem is human beings (Herbert, 1965, p. 393), Pardot encourages the Fremen to reshape the face of Arrakis into a paradise by postulating ecological knowledge and drawing a biosphere manipulation on them. The Fremen, who is a highly spiritual tribe, seize Pardot's tenet and vision as a prophetic revelation and grant him the epithet of an umma—a prophet, in which his eco-centric idea and value are implemented in their manner of living and passed down to generation (Herbert, 1965, p. 500). Throughout the novel, the Atreides also express ecological awareness while ruling over Arrakis. The part when Lady Jessica discovers the Imperium's hidden conservatory filled with a vast quantity of water, then she and the Duke decide to manage it to water the local community, reflects the attempt at water restoration. Adding to that, Paul Atreides pledges to follow Kynes' footprints turning Arrakis into a better planet for humans.

As characters, both the Fremen and the Atreides personifying environmental conservation with the limelight in their virtuous purpose of greening the drought. The notion of being eco-centric in mind is alluded as a faithful activism, in which the

intention to modify existing circumstances is reflected by action and point-of-view (Nabulya, 2018). In sum, the like-mind of the Fremen and the Atreides in perceiving human role in the ecosystem proves to be the factor in the ensuing alliance between them.

With a Fremen suit in good working order, you won't lose more than a thimbleful of moisture a day—even if you're caught in the Great Erg." (Herbert, 1965, p. 159)

Living in a complex environment with overlapping problems has driven the Fremen to adjust in any possible way, one of which is wearing a still suit to cope with the water issue. A stillsuit is a full body-and-feet suit constructed in the layers of a salt precipitator and a heat exchanger to recycle the body water, also thigh pads to process urine and feces, and completed with a nose tube and a mouth filter to support respiration. Boots are mandatory, while gloves are optional to avoid perspiration, but Fremen's rather stroke their palms with a creosote bush (Herbert, 1965, p. 161). Stillsuit is one of the most significant technological discoveries in Arrakis, considering its contribution to the individual water conservation of the Fremen. Wearing such a suit, they may wander across the dunes for a long time with no need to carry additional water. With its ability to force an artificial cycle of water, still, the suit has a dominating impact on the ecological system of Dune, making it an irreplaceable life support as long as the environment is still incapable of working a normal water cycle. Referencing Donna Haraway in *A Cyborg Manifesto*, Fremen's dependency on the machine makes them analogous to cyborgs, a machine-organism hybrid where every component cannot function without each other (Larsen, 2019). Since their daily necessity for water relies on stillsuit, they barely take it off except at home, for the doors and windows are sealed by airlocks to hinder indoor moisture from running outside (Herbert, 1965, p. 104). For generations, these indigenous people of Arrakis have evolved to be independent of individual water needs. Their generous appreciation of moisture guides them to a point where even the tiniest amount of liquid matters. Seeing it from general view, the Fremen have stepped ahead in eco-friendly life through recycling system, making them a driving force of eco-technology.

"They're going to render Arkie down for his water," (Herbert, 1965, p. 309)

"They're recovering Jamis' water," (Herbert, 1965, p. 448)

Apart from the advanced technology, the Fremen have a traditional norm that when one dies, the body belongs to oneself, while the water belongs to the tribe. In this novel, nothing is explained about the ritual further than "rendering" and "recovering" the water from the dead body. Frank Herbert later elaborates in *Children of Dune* that they utilize a machine called a deathstill for the extraction process (Herbert, 1976, p. 68). Such manner seems immoral, yet they have been accustomed to that manner of living.

The Fremen's tenacity to accumulate a sufficient water supply is also pictured in their way of gathering the dew from the narrow fields they have planted before. Duke Leto witnesses that the dew gatherers sweep the plantation with an unknown tool similar to a scythe (Herbert, 1965, p. 147). This procedure not only implies a conservation attempt but also emphasizes the water shortage in Arrakis.

Another depiction of water management is through the establishment of a wind trap, a facility built to steal the moisture of the wind. Through funnels, the outcome of air condensation flows to the catchbasin, an underground depository to store water processed from the death still, and the wind trap for the Fremen to use later. Stilgar, the Fremen's vice leader, reveals that not everyone identifies the location of all the thousands of catch basins around the planet to maintain their secrecy from the enemy. For them, water is more valuable than any other treasure, yet no one even dares to dip their hands into the pool, where the water is measured accurately and intended for terraforming the land (Herbert, 1965, p. 459). Simon C. Estok noted in his book that whoever deals with the environment has to face natural obstacles and disasters, in which the way to overcome that is by using innovative strategies and creative technology (Haji Mola Hosein & Pourgivi, 2020). Referring to that idea, the instrument which allows the Fremen to cope with the state of Arrakis is their environmental intellectual. They merge mind and machine to construct eclectic devices supporting their everyday life and reaching their dream.

"A certain amount of plant cover had to be set aside to hold dunes in place; a certain amount for foodstuffs (both human and animal); a certain amount to lock moisture in root systems and to feed water out into surrounding parched areas." (Herbert, 1965, p. 719)

B. D. Fath asserted that to work on an ecosystem, we must be knowledgeable of ecology as a system, consisting of autecology, an ecological study concerning the individual organisms, and synecology, which focuses on the interconnection of biotic and abiotic elements (Jorgensen, 2009, p. 6). Pardot Kynes also appoints that ecology works on a system adhering to an ordered pattern with intertwining elements that occupy a domino effect in which a small miss-step may lead to a total collapse. Hence, to recreate a brand-new environment, the Fremen develop a chart concerning the suitable climate, the water cycle, the plantation model, and the animal types for a complete food web to focus on micro-ecology. What is interesting about Fremen's mega project is how they spare a massive open cage of dunes for Shai-Hulud in the diagram plan, even though the monster is the actual reason why Arrakis is a waterless world. Water kills the worm. Besides Shai-Hulud's role in producing melange and oxygen (Herbert, 1965, p. 719), the Fremen has reached consciousness that ecology is a system where everything is connected and codependent on each other. Stilgar, Liet's second-in-command, addresses that the forthcoming Arrakis will be a water-world that hosts the sandworms in the deep desert, the melting ice-plates in the poles, the fresh lakes amidst the subtropic forest, and the people who walk around with no stillsuit that the forthcoming Arrakis will be a water-world that hosts the sandworms in the deep desert, the melting ice-plates in the poles, the fresh lakes amidst the subtropic forest, and the people who walk around with no stillsuit (Herbert, 1965, p. 460). The complete goal is to create two ecosystems—grassland and dessert—separated by a gate made of numerous types of grass. The natural gate is aimed to stabilize the dune, lock underground moisture, and establish giant seifs as a barrier. Before sowing the first seed on Arrakis, the Fremen have mapped out the surrounding terrains, air movements, planting seasons, and the growing techniques to manipulate the climate condition and soil nutrients. After the ground is steady enough, they slowly but surely plant another species of vegetation, such as flowering plants and fruit-bearing trees (Herbert, 1965, p. 717). The fascinating trait of the Fremen is the eco-consciousness that encourages them to initiate a change though pursuing their noble dream is far from brief and effortless. Herbert explains in the novel that the whole terraformation project on Arrakis requires hundreds of years, yet the Fremen remain persistent in the plan.

Discussion

The research on the human-nature interconnection discussed by other scholars does enrich the writer's comprehension of ecological issues and helps the writer to accomplish this study. While numerous studies have looked into either human beings' attempt at environmental preservation or destruction, very few studies have examined two contradictory attitudes of humans towards nature in a literary work. Hence, using Frank Herbert's *Dune*, this study attempts to fill the research gap by exploring the grey side of human nature, particularly the complexities of human affairs when facing the dilemma of exploiting natural resources for material wealth or conserving them for the future generations. This research reveals that Frank Herbert, in *Dune*, serves two different faces of humanity, revolving around the copiousness of one resource and the shortage of another. Furthermore, the general community may take this study as a reminder that ecology is a complex system that needs to be appropriately understood and wisely operated for it to function and provide decent feedback.

The portrayal of the authoritarian regime in *Dune* parallels William Rueckert's argument that the real power in the current era refers to the circumstances of economy, politics, and technology (Glotfelty & Fromm, 1996). The all-powerful government and its cunning parties have succeeded in dominating those aspects, leading them to sit on the Imperium's throne for millennia. Nevertheless, it does not necessarily mean that society supports such wealthy authority. The interest of the Imperium's stakeholders in Arrakis is solely for its valuable natural resource of melange. The manufacturing of raw-material which produces profitable byproducts is an absolute economic function, but once it involves an over-extortion of natural resources, it is also a political play. These motives in *Dune* are imaging anthropocentrism to satisfy oneself.

In contrast, the Fremen and the Atrides have devoted their eco-conscious body and mind to the land of Arrakis. According to Klassen, the interconnection between ecological knowledge, ecological identity, and the feeling of association with the environment perform the role of constructing human's eco-centric insight and rooting a solicitude towards the existence and preservation of nature (Restall & Conrad, 2015). The previous argument is actualized by the Fremen, who implement ecology in the tribe's cultural teachings, making them adhere to eco-centricity in daily routine. Moreover, the numerous conservation practices in Arrakis are the outcome of the

Fremen's eco-mindedness, guiding them in designing techno-centrism innovations. Their long-run project will barely work without such a wit since they need devotion and persistence to reach the final destination.

CONCLUSIONS AND SUGGESTIONS

Conclusions

More than a half-century ago, Frank Herbert devoted his heart and mind to what is later a universally praised eco-centred science fiction portraying an environmental crisis alongside societal and political facets. The vivid depiction of the issues of the yet-to-come society and its surroundings has brought the writer to conduct eco-critic research on the book. Based on the data analysis, the writer reveals that *Dune* delivers a duality of human behaviours towards nature through the scarcity of water and vegetation and the affluence of melange, namely, exploitation and conservation. In exploitation, Herbert presents melange as the source of knowledge, power, and wealth that drives the government factions to pursue it for self-benefits. Herbert explicitly shows in the book that the Imperium seeks the narcotic substance for maintaining dominance, CHOAM and the Harkonnens for money, and the Spacing Guild for feeding their drug addiction and maintaining the monopoly of space travel. In conservation, Herbert delivers that the Fremen and the Atreides regenerate the shortage and damage of water and vegetation purely for future significance. The high-level water management of the Fremen is depicted by still suits, air-sealed houses, dew gatherers, wind traps, and catchbasins. Fremen's ecological comprehension allows them to manipulate the climate, calculate the plantation, animal types, and stages for the artificial food web, and construct a whole chart of a new ecosystem to map the long-term terraforming plan. Moreover, the different backgrounds of these two sides of Arrakis inhabitants play a massive role in determining such attitudes to the environment. The anthropocentricity of CHOAM, the Harkonnens, and the Spacing Guild was encouraged by political and economic behalf. On the other hand, the preservation master plan of the Fremen and the Atreides was the result of their selflessness and eco-consciousness.

Suggestions

This paper expects the readers to raise awareness concerning the danger of long-term anthropocentric activities with no attention to ecosystem welfare. At last, the writer suggests future research to dig deeper into the related fields, such as environmental ethics and cultural ecology.

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A REVIEW ON ERROR ANALYSIS STAGES IN TEACHING ENGLISH STRUCTURE

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Abstract: The goal of this research is to determine the role of error analysis in teaching English as a foreign language, particularly English Structure. Error analysis can provide information on a student's progress in learning a target language, which is then used to improve the teaching process so that they could still properly use the language. The method used is the qualitative and descriptive research design. This research focuses on students of Politeknik Negeri Sriwijaya. Error analysis is essential for teachers to improve the quality of teaching. By doing so, the teacher owns information to improve the methodology including syllabus, teaching material, and teaching techniques. The findings are four main stages of error analysis simplified in this study. They are detecting, locating errors, describing the errors, and classifying the errors. The first stage is done by gathering suspected errors; meanwhile works with unwanted errors that are rejected or put aside. Then, locate the errors found in students' works were done by identifying them without considering the types of the errors. The next step is describing errors where the errors are labeled based on the linguistic category. The final stage is error classification involving the classification and counting of errors. Each stage gives detailed information about student's performance which is beneficial for the teachers to improve the quality of teaching including the material and how to deliver it.

Keywords: *error analysis, error in writing, teaching English structure*

INTRODUCTION

Grammar is an essential component in learning the English language. The grammatical structure must be comprehended by the students. They cannot understand a language until they understand its grammatical foundation Hedge (2001). In addition,

Siregar et al (2022) say that Grammar is a crucial part of the puzzle. Learners can only communicate effectively in a restricted number of settings without grammar.

Grammar covers many aspects of linguistic knowledge like morphology and syntax Purwanto et al., (2022). Morphology refers to word structure and syntax is the order in which words in a sentence appear. Several principles need to be considered in building up sentences such as the usage of parts of speech, articles, and the pattern of subject-verb agreement. Students construct their sentences correctly when they follow the sets of grammatical rules. Therefore, students are suggested to improve their knowledge of grammar to avoid making errors in their sentence production.

To be able to deliver the message correctly without errors, knowledge of grammar is required. For example “The executive room comfortably sleeps two guests in one king bed.” and “ Apart from being a province rich in natural resources, South Sumatra is also rich in the taste of its cuisine”. These sentences are taken from students' writing of English Departmen which is confusing.

Therefore, students need to have grammar instruction where they can acquire grammar knowledge. Although grammar instruction looks boring with its language drills, it still helps students to guide them in constructing sentences or delivering messages in any situation. In addition, As a result, one advantage of grammar training could be the corrective feedback pupils receive on their work (Hassanzadeh & Ranjbar, 2022). Nurmiati (2017) says corrective feedback is a frequent practice in the field of learning and achievement. It typically involves a Learner receiving either formal or informal feedback on his or her understanding or performance on various tasks by an agent such as a teacher, employer, or peer(s).

For that reason, Structure (Grammar) is offered in the curriculum of the English Department at Politeknik Negeri Sriwijaya. It is offered to students for three semesters which is considered on the level of upper-intermediate. To get updated, the materials for the Structure instruction need to be developed periodically. Moreover, the grammatical items need to be selected and sequenced, ranging from basic to advanced level or from Structure 1 to Structure 3.

In developing teaching materials for grammar instruction, error analysis needs to be taken into account. An error analysis has the benefit to get selected and sequenced grammatical items for the Structure subject. Error analysis helps teachers to get deeper

into their students' difficulties, and to be able to describe them, Al-Shujairi and Tan (2017). The description can be put into a database and be selected according to grammar components for teaching materials of Structure subject.

This paper will review the stages of Error Analysis (EA) done by Sari, et al (2021) as the effort to improve the teaching materials of the Structure course at Politeknik Negeri Sriwijaya. This research was conducted in the English Department at State Polytechnic of Sriwijaya Palembang. This research lasted for 6 months, from March to September 2021 of the academic year 2020- 2021. The population of this research is all students of the English department for the three- academic year period from 2018-2020. The sampling technique used simple random sampling. The sample was 50 students from the first year, 25 students from the second year, and 25 students from the third year. Two pieces of writings about tourism destination in South Sumatera and housekeeping activities from each student was analyzed, and the total number of the writings is 200 pieces of writings.

REVIEW OF LITERATURE

The Description of Errors

During the learning process, learners produce errors as a characteristic of systematically and consistently at a certain point of learning, a deviant language system. Errors are sections of a conversation or a work that stray from a pre-determined standard of adult language performance. Kuiken and Vedder (2013). Usually, foreign language learners without proficiency in the language will make errors in their sentences Rana (2019). Errors may disclose learners' insufficient competence in producing sentences with correct grammar Berthelsen et al., (2021).

Errors are caused by the following different factors. The first is the performance factor. It is defined as a systematic departure in learners' evolving knowledge of the target language rule system. The second is the competence factor which refers to the lack of understanding of the target language's rules Husna and Multazim (2019)

Error identification serves three purposes. First, it gives teachers how far the students have progressed toward their objective and what they still need to learn. Second, it provides Researchers are looking for evidence of how language is learned and the tactics that learners are employing in their language exploration. Thirdly, it is an

important tool for learners to learn the language (Owu-Ewie & Williams). Meanwhile, studying learners' errors has two main purposes. They are supplying data from which teachers and curriculum developers can draw inferences about the nature of the language learning process, as well as suggesting to teachers and curriculum developers which parts of the target language children have the greatest difficulty producing correctly and which error types subtract the most from a learner's capacity to communicate effectively Maulany (2013).

Sources of Errors

Brown (2000) formulated four sources of errors, i.e. *interlingual transfer*, *intralingual transfer*, *the context of learning*, and *communicative strategies*. In addition, James (2013) says that There are four types of errors. Interlingual errors, intralingual errors, communication strategy-based errors, and induced errors are all examples of these types of errors. The first is the interlingual errors. The interlingual errors are errors that are caused by grammatical rules transferred from the learners' native language to the second language. The learner's native language is the sole linguistic system from which he or she can draw before becoming acquainted with the second language's system. Majidova (2022), In addition, Anggreni and Bochari (2021) Interlingual errors may be caused by two factors: (1) situations that cause the L2 to be used prematurely, and (2) specific elicitation tasks.

The intralingual errors, then, refer to the errors occurring when students start to master portions of the target language's new system Brown (2000). The learners ignore the target language form and do the following to learn the form They can either learn the required item using their learning techniques or they can try to fill the gap using communication strategies, both of which might lead to errors James (2013). Furthermore, James (2013) explains the errors that are made by the learners based on false analogy, misanalysis, partial rule application, exploiting redundancy, ignoring co-occurrence limits, hypercorrection, and overgeneralization are some of the learning strategies. In addition, errors of overgeneralization are considered a negative intralingual transfer Brown (2000). Meanwhile, Onta et. al., (2014) mention that overgeneralization, ignorance of rule limitations, insufficient rule application, and erroneous notions posited are the four main sources of intralingual errors.

The third context of learning is a source of error Brown (2000). It is the same with induced errors given by Rustipa (2011). James (2013) states that this source of the term "error" refers to student mistakes that occur in the classroom. such as the teacher who delivers in the case of school-based learning (textbooks), the materials, or in the case of untutored second-language learning, the social setting. For example, Students frequently make mistakes as a result of how definitions, examples, explanations, and practice opportunities are presented by the teachers (for example, a memorized drill but not properly contextualized). Both teacher and textbook can cause faulty hypotheses for the learner to make about the language in a classroom context Brown (2000).

The last source of learner error is communication strategies. Zou (2022) defines that when precise linguistic forms are not available to the learner at the point of communication, communication strategies are defined as the deliberate use of verbal or nonverbal processes for communicating an idea. The learners' strategies (holistic strategies) due to a lack of the appropriate form, learners have learned another near-equivalent L2 item Furthermore, rather than expressing the notion directly, the students use analytic tactics to express it indirectly through allusion (circumlocution) (Cai & Fang (2022).

The Concept of Error Analysis

Learners are indicated as having if they make mistakes, it is an indication of mislearning and considered undesirable to normal process learning. A lack of understanding is a learner's error reflecting underlying competence in the language that he/she is learning M. Mohamed (2012). The error identification is done by observing, analyzing, and classifying. It is conducted to demonstrate a part of the learner's system that results in error analysis. (Owu-Ewie & Williams (2017).

Error Analysis (EA) is the process of determining the frequency, nature, causes, and effects of unsuccessful language known as error analysis (EA) James (2013). Furthermore, he refers to error analysis defined as the study of a learner's errors by contrasting what they have learned with what they lack. In addition, İşman & BİROL (2015) said It is the exploration of what people do not know about linguistics and how they seek to cope with their ignorance. The mistakes analysis approach examines errors committed by EFL and ESL students (Kuiken & Vedder (2013). It helps show the

tactics employed by students to acquire a language and provides support to teachers to know what difficulties improve their teaching. EA is also a method to collect a selection of grammar items related to the error to get data for improving students' productions in the target language, mostly focused on intermediate and advanced learners Singh et al (2017). This is done for the accuracy of students' production in expressing their thoughts using the target language. Berthelsen et. al., (2021) adds that it also covers the language acquisition process covering the process of interaction of the learner's input with their external environment.

Errors were viewed as valuable information for three beneficiaries. Firstly, it has made a substantial contribution to applied linguistics and language practitioners' theoretical awareness. It then draws teachers' attention to a variety of sources of learners' errors. Finally, it changes the status of a research object, a curriculum guide, and a learning stage indicator Zou (2022). EA is also confirmed to be beneficial and can let teachers prepare precise and correct lessons that are appropriate for their students Simpson (2022).

Stages of Error Analysis

James (2013) mentions that the method covers several activities such as detecting errors, identifying them, characterizing them, and classifying them are all part of the error detection process. Error detection refers to the identification of errors. This is the process of gathering sentences that look suspicious, have errors, and are potentially grammatically wrong James (2013). The sentences with errors in them are considered as the units of analysis. But, with further and deep analysis of the errors, the sentences with errors may be rejected as ungrammatical sentences James (2013). Next, Locating errors is pointing to the errors found in the sentence. Kuiken & Vedder (2013) suggest identifying errors with the reference to the target language. While (James, 2013) says that not all errors are identifiable; rather, they are dispersed across the sentence or larger text unit (global errors). Then describing the errors is aimed to be a prerequisite for counting errors to make sure how many instances of certain types of errors and create categories of errors. Finally, error classification refers to organizing a collection of errors into categories. The followings are the classificatory systems of errors that have been used in Error Analysis James (2013): 1) Dictionaries of errors, 2)

Dictionaries of ‘false friends’, 3) Linguistic Category Classification Zou, (2022), 4) The Surface Structure Taxonomy R. A. K. Mohamed and Ali (2022).

METHOD

The method used is qualitative and descriptive research design. This qualitative research is usually used for social science research referring to non-numerical data including text that looks for the meaning, concepts, opinion or experiences Rana et al (2019). The data are the result of documenting a certain activity by a researcher through observing, experimenting, and testing, with the purpose to explain and predict a phenomena based on the data acquired in the field. This research is only trying to draw clearly and sequentially towards the questions of research which had been determined before researcher come to the field Kerry Dixon et. al., (2018). This study was completed in the English Department at State Polytechnic of Sriwijaya Palembang. This research lasted for 6 months, from March to September 2021 of the academic year 2020-2021. The population of this research is all students of the English department of the three- academic year period from 2018-2020. This research used total population sampling is a type of purposive sampling technique where you choose to examine the entire population Fraenkle et al (2012). In sampling, units are the things that make up the population. Units can be people, cases, pieces of data, and so forth. When using total population sampling, it is most likely that these units will be people Hardani, Ustiawaty (2020). The sample consisted of 50 first-year students, 25 second-year students, and 25 third-year students. Two pieces of writings about tourism destinations in South Sumatera and house-keeping activities from each student were analyzed, and the total number of the writings is 200 pieces of writings.

FINDINGS AND DISCUSSION

Findings

The research reveals that the sentences created by the students contain 217 grammatical mistakes. In analysing the error, the Surface Strategy Taxonomy developed by R. A. K. Mohamed & Ali (2022) and the Linguistic Category Taxonomy developed Hinnon (2014) were used. The classification of the errors is shown in the following tables Sari et al (2022).

Table 1. The Classification of Surface Strategy Taxonomy Errors

No	Error Types	F	%
1	Omission	107	49%
2	Misformation	95	44%
3	Addition	15	7%
Total		217	100%

Table 2. The Classification of the Omission Errors

Linguistic Category	F	%
Omissions of article	29	27%
Omission of third person singular	23	21%
Omissions of plurals	20	19%
Omissions of irregular and regular past tense	13	12%
Omissions of verb to be (copula)	11	10%
Omissions of prepositions	6	6%
Omissions of surrogate subject	3	3%
Omissions of auxiliary do, is/are	2	2%
Total	107	100 %

Table 3. The Classification of the Mis-formation Errors

Linguistic Category	F	%
Misformations of prepositions	18	19%
Misformations of passive sentences	15	16%
Misformations of possessive pronouns	12	13%
Misformations of using -ing form	11	12%
Misformations of verb construction	9	10%
Misformations of auxiliary system	7	7%
Misformations of gerunds after prepositions	7	7%
Misformations of plural nouns	5	5%
Misformations of regular past	5	5%
Misformations of quantifier	3	3%
Misformations of regular past participle	3	3%
Total	95	100%

Table 4. The Classification of the Addition Errors

Linguistic Category	F	%
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Simple additions of third person singular	15	100%
Total	15	100%

No	Linguistic Category	F	%
1	Omission of the article	29	13.4%
2	Third person singular verb incorrect	23	10.6%
3	Substitution of singulars for plurals	20	9.2%
4	Misuse of preposition	18	8.3%
5	Disagreement between the subject and the verb (subject and number)	15	7%
6	Substitution of simple non past	13	6.1%
7	Use of wrong possessive	12	5.5%
8	Omission of verb to be	11	5.1%
9	Simple verb uses instead of -ing	11	5.1%
10	Active order but passive form	10	4.6%
11	The past marker is attached to the dependent verb	9	4.2%
12	Misformation of the next verbal word	7	3.2%
13	Misformation of gerunds after preposition	7	3.2%
14	Omission of preposition	6	2.9 %
15	Regularization by adding -ed	5	2.3%
16	Substitution of plurals for singulars	5	2.3%
17	Misformation of passive verbs	5	2.3%
18	Past participle incorrect (omission of -ed)	3	1.4 %
19	Misformation of quantifier	3	1.4%
20	Omission of surrogate subject	3	1.4%
21	Formation of no or not without the auxiliary do	2	0.5%
Total		217	100%

Error analysis is executed in several consecutive stages. This research took four stages of analysis. Error detection, error location, error description, and error classification are the four steps.

Stage 1 Error Detection

Error detection is a process of gathering sentences indicating errors. In this stage students' works with suspected errors are gathered, meanwhile works with unwanted errors are rejected or put aside. Some works are found and suspected done using google translate or translating tools. As it is known that some students tend to express their ideas in their mother language and translate them using translating tools into English. For example :

South Sumatera special food *that is not far away from pempek*”

And some cakes and other typical Palembang dishes *that are no less delicious* and are still enjoyed by the people of South Sumatra today.

Long story short, in the past Pempek was made from Belida fish meat, along with the development of the time the main raw material for pempek changed to Gabus fish, because the population of Belida Fish was increasingly rare.

Gulo puan is *a friend* to eat bread as jam,

Those in italics are considered as translated work from google translation where the source is influenced by the mother language. For examples: *tidak jauh jauh dari* = that is not far away from; *kurang lebih enak* = no less delicious; *singkat cerita*= long short story.; and *friend* = teman. All sentences that are translated from the mother language become meaningless.

Those kinds of errors are rejected or not considered in the analysis due to ungrammatical sentences. The errors found failed to categorize. The students wrote using their mother language (L1) and translated by using google translate application which is then difficult for the teachers to find the error category. Therefore stage one should be done in the classroom and get the work without delay. Supervising students while doing their work should be strictly done. The homework assignment should be avoided to get more valid data.

Stage 2 Locating Errors

Locating the errors found in the students is the second stage. In this stage, errors found on students' works were identified without considering types of the errors. Error

refers to checking the consistency of L2 learners' performance. The errors are random. Therefore, this stage needs to consider only errors on grammatical items.

For example: 1) *if you want to visit to Ampera..... . It was while I was far away from home that I had a negative encounter.* Perhaps the students want to say When I was far away from home, I had an unpleasant experience. The students becomes hard to identify due to addition its, and omission of verb to be. As it is known that verbs plays important role in understanding a sentence. 2) *Lots of dry leaf litter because it is the dry season.* The students actually want to express that there are many fallen dry leaves due to the dry season. The errors are hard to identify linguistically.

The same errors are found frequently which is not only in grammar but the errors are in meaning, spelling, punctuation, and choice of words used.

For example: 1) Because of the soup, this food is more suitable to eat when it's still hot, and is perfect to eat when *the air* is cold, and indeed, burgo is still *foreign* to the public. (Those are errors in the choice of words); 2) *Its* free. (in punctuation); and 3) But who would have thought that there was a food processed that was no less delicious, Burgo? (in meaning).

Stage 3 Describing Errors

In this stage the errors are labeled based on linguistic classification such as omission of the article, incorrect third person singular verb, substitution of singulars for plurals, misuse of preposition, subject and verb are at odds (subject and number),, substitution of simple non past, use of wrong possessive, omission of verb to be, simple verb use instead of ing, active order but passive form, the past marker is attached to the dependent verb, misformation of the next verbal word, misformation of gerunds after preposition, omission of preposition, The addition of –ed, the substitution of plurals for singulars, the misformation of passive verbs, and the erroneous use of the past participle (omission of –ed) are all examples of regularization, misformation of quantifier, formation of no or not without the auxiliary do Owu-Ewie & Williams (2017).

He or she works *in travel* industry (no article)

We swept *on the* floor (unnecessary preposition)

It is near *of* main road (unnecessary preposition, and no article)

She had to *go my* grandmother's house (no preposition)

Stage 4: Error Classification

This stage involves classification and counting errors. In classification, there are two kinds used: the Surface strategy taxonomy and the Linguistic Category Taxonomy. The first one focuses on errors of omission, mis-formation and addition. For example, the omission found is in the area of articles, omission of third person singular, plurals, irregular and regular past tenses etc. Mis-formation covers prepositions, passive sentences, possessive pronouns etc. For the addition, it is a simple addition of third person singular. The latter is the error classification of grammatical items. In counting errors, the same error appearing on one student is counted. The numbers of errors are used to rank the error quantity of grammatical items. Some errors found in the students' works are not classified as error types given in the Linguistic Category Taxonomy.

For example:

This section *is has...* and It *is must* to be careful; (no category of error type for double verbs)

I don't need *to opening* a shop; (no category of error type for the attachment of ing marker to the dependent verbs)

Much customers came and *Many* useful information (no category of error type for the use of quantifier)

We swept *on* the floor and If you want to visit *to* Ampera (no category of error type for unnecessary prepositions)

If those errors are not classified, it will influence the amount of errors made by the students and it will miss the information of grammatical items needed to be taught to them.

Discussion

The students made several faults in various areas of grammar, according to the analysis. Making mistakes is a necessary element of learning, and learners cannot acquire a language without first making a series of mistakes. As students develop new rules, they must incorporate them into their understanding of English grammar, and this information must be reconstructed as the student progresses through the stages of development. Among the categories (addition, omission, selection, and ordering) given by Basri (2020) and the categories (omission, addition, misformation, and misordering) given by Sari et al (2022), omission errors hold the most frequently made mistakes by pupils. In omission errors, there are 107 errors., 95 errors in misformation, 15 fifteen in addition errors, and no errors in mis-ordering errors. According to Sabarun et al (2021), the most common error is omitting grammatical morphemes. Moreover, they say that during the early phases of L2 acquisition, omission errors are more common and affect a wider range of morphemes.

Omission of articles is in the first rank of errors made by the students. Omission of the article is categorized as intra-lingual errors in the application of the article. English learners from a variety of native language backgrounds frequently make errors in the use of articles Majidova (2022). Omission of third person singular verb incorrect, plurals, and omission of irregular and regular past tense are in the second, third, and fourth ranks of errors respectively. Third-person singular –s, plural –s, past tense –ed, and progressive –ing are the most crucial. Grammatical morphemes are omitted far more frequently than content words by language learners Rana et al (2019). Within the set of grammatical morphemes, it has been observed that verb to be(copula), the –ing marker, simple past tense, and third-person markers are likely to be omitted.

CONCLUSIONS AND SUGGESTIONS

Conclusions

EA is essential for teachers to improve the quality of teaching. By doing so, the teacher owns information to improve the methodology including syllabus, teaching material and teaching techniques. There are several stages offered but this paper simplifies into 4 main stages : collecting samples of students' works in TL, detecting, describing, and explaining the faults that were discovered in the pupils' work. Each stage gives information about students' performance in detail and the progress that they

have achieved. It is expected that this method is that make to improve the quality of teaching materials and how to deliver it.

Suggestions

After conducting this research, the researchers suggest to the English learners, teachers, lectures, and other researchers who read this article and who will conduct the research related to this topic. For English learners, the reserchers suggest to give attention related to the form, meaning, and context in error analysis in teaching english structure that they will use in their performance either in oral or written form and read many English articles in various topics to expand their knowledge about the use of error writing. For teachers and lectures, the researchers suggest that they should always notice and give corrected feedback related to the lexical item that the students use in their performance.

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COMMUNICATION STYLE OF INSTAGRAM ACCOUNT FOLLOWED BY MILLENNIALS

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Abstract: This study investigated the communication style used by an Instagram account to engage millennials. A qualitative approach with document study was used. This shows Instagram posts are part of the personal documents that can be analyzed based on types of communication styles. The source of data was the *Folkative* Instagram account which has approximately 6000 postings with a hundred thousand likes and thousands of comments. In this study, ten captions were taken as the data. The data were analyzed through data collection, data reduction, data display, and conclusion drawing. The result found three communication styles were used by *Folkative* namely structuring style, equalitarian style, and controlling style. To sum up, *Folkative* engages the millennials through structuring style, equalitarian style, and controlling style.

Keywords: *communication style, instagram, millennial*

INTRODUCTION

The millennial generation makes extensive use of technology in the fields of information and communication. Social media technology, such as Facebook, Twitter, and Instagram, is frequently regarded as a means of communication (Afifi et al., 2018). Social media is also used to obtain various types of information and to engage with others (Ardi & Putri, 2020).

Social media is a type of internet media in which people may simply interact, share, and produce content. Instagram is one of the most used forms of social media by

people around the world (Massing-Schaffer & Nesi, 2020). It invites anyone interested in contributing by providing feedback, commenting, and sharing information quickly and without limit. Millennials use social media as a tool for socialization, developing, and negotiating mediated identities within online communities (Ramachandiran & Mahmud, 2019).

Millennials can quickly search for and receive general information, such as the most recent news, entertainment, hobbies, and information about the outside world, among other things. Through the activity of searching and obtaining information, language and verbal communication appear to facilitate social bonding (Oesch, 2019). The social process of creating ties among humans always requires the intervention of language and verbal communication. Language is an essential element since people can be connected simply between partners or across the larger community (Thomas & McDonagh, 2013).

Language and verbal communication can result in social bonding depending on the communication style itself. The communication style in interacting on social media is dynamic which means it can change influenced by psychological factors and the interests of each social media user (Fajrie, 2018). The communication style in Instagram is the communication style of Instagram users who act as communicators to followers as communicants in cyberspace.

One of the Instagram accounts that focuses on millennials is *Folkative*. *Folkative* is an online media platform that focuses on news, art, culture, and local Indonesian products. *Folkative* is a group of companies that target young people, particularly millennials. *Folkative* was founded to inspire, enlighten, and express the voice of Indonesian youth's creative culture. *Folkative* provides this by producing interactive online information and events worthy of being known by young people (Fadhlan & Putri, 2021).

The communication style reflects values and beliefs where it comes from culture and personality (Juarsa, 2016). Through the communication style, values and beliefs of certain cultures or person's personalities will be recognized, such as using memes on *Instagram* to share social life (Lestari, 2018). Moreover, a previous study found celebrities on Instagram used more than one communication style and the style changed depending on the situation (Zhafirah, 2018). In addition, Pratiwi (2017) found a

comedian used two types of communication styles; the controlling style dan the equalitarian style when interacting with his fellows. Also, communication style influenced a positive impact to improve brand awareness on an Instagram account (Aisah & Prasetyawati, 2018). These studies showed the communication styles reflected the value in which it is used.

As *Folkative* focuses on producing interactive online information and events worthy of being known by millennials, it has its way to reflect the value to engage its followers. This is supported by (Fadhlan & Putri, 2021) that the communication style and online engagement of *Folkative* Instagram accounts are positive. However, this finding raises the question of how the *Folkative* communication style engages its followers. This present study tries to describe the communication style used by *Folkative*.

REVIEW OF LITERATURE

Communication Style

Communication refers to the activity of one or more people to convey messages in verbal or nonverbal form from communicators to communicants through communication channels or media that occur in a certain context and cause certain effects or influences to get feedback to achieve the intended goal (Devito, 2018).

According to Tubbs and Moss (1996), there are six communication styles, namely: controlling style, equalitarian style, structuring style, dynamic style, relinquishing style, and withdrawal style. 1) *The controlling style* is detected by the willingness or intention to limit, enforce, and control the actions, thoughts, and reactions of others. Those who use this style of communication are known as one-way communicators or one-way communicators; 2) *The equalitarian style* which is detected by the act of communication is done openly. This means that all members can reveal their ideas and opinions in a relaxed and casual atmosphere. In this atmosphere, all members of the organization can reach mutual consensus and understanding; 3) *The structuring style* is detected by utilizing verbal messages, both written and oral, to establish a structure that must be carried out, scheduling tasks, and organizational structure. Those who use this style desire to influence others by sharing information; 4) *The dynamic style* tends to be dynamic because those who use this style or sender of the

message understand that the work environment is action-oriented; 5) *The relinquishing style* reflects a willingness to accept the suggestions, opinions, or ideas of others rather than a desire to dictate, even though the sender of the message has the power to command and control others; 6) *The withdrawal style* weakens the act of communication, meaning that people who use this style have no desire to communicate with others because these people face some problems or difficulties between individuals.

METHOD

This study used a qualitative approach with a document study. Document study is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to an assessment topic (Bowen, 2009). One of the primary types of documents is a personal document which includes first-person accounts of individual actions, experiences, and beliefs (O’Leary, 2014). This shows Instagram posts are part of the personal documents that can be analyzed based on communication style (Tubbs & Moss, 1996). The source of data was the *Folkative* Instagram account whose style used the Indonesian language for its in-text image and English for its captions. It has approximately 6000 postings with a hundred thousand likes and thousands of comments. In this study, 10 captions uploaded in the first week of April 2022 were taken as the data. The data were analyzed through four steps (Miles & Huberman, 1994) namely data collection, data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Findings

The data were collected and analyzed based on the communication style theory (Tubbs & Moss, 1996). The data were displayed in Table 1.

Table.1 Communication Style Used in Instagram Captions

Captions	Indicator	Communication Style
• The government, through an announcement made by President Joko Widodo (6/4), decided that the Eid al-Fitr 1443 Hijri holiday would fall on April 29 and May 4-6,	Sharing information about the Eid al-Fitr holiday	Structuring

<p>2022. Meanwhile, May 2 and 3, 2022, are designated as Eid holidays. [Photo: @wibisono.ari]</p> <p>• Lebaran pada kemana tahun ini?</p>	<p>Asking for followers' ideas about where they will go for the holiday</p>	<p>Equalitarian</p>
<p>• Twitter is launching a new feature where users can edit a tweet that has been posted before. However, this feature is intended for Twitter Blue users, which is a monthly paid subscription service. Twitter affirms that they are serious in developing this feature and will be available in the near future. What do you think?</p>	<p>Sharing information about Twitter's new feature</p>	<p>Structuring</p>
	<p>Asking for followers' opinions about the Twitter new feature</p>	<p>Equalitarian</p>
<p>• Coordinating Minister for Economic Affairs, Airlangga Hartarto, said as many as 8.8 million workers with salaries below Rp. 3.5 million will receive Wage Subsidy Assistance (BSU). The BSU will be given to 8.8 million workers with salaries of less than Rp. 3.5 million. This program is part of the Covid-19 Handling and National Economic Recovery (PC-PEN) for the 2022 fiscal year.</p>	<p>Sharing information about Wage Subsidy Assistance</p>	<p>Structuring</p>
<p>• BTS' V was caught flirting with Olivia Rodrigo during BTS' James Bond opening. What do you think they are talking about?</p>	<p>Asking for followers' opinions about an event</p>	<p>Equalitarian</p>
<p>• In this diverse world, you will meet different people with various types of backgrounds. You might already hear the uproar caused by the Free Fire x BTS collaboration. In this social experiment video, both opposite parties invited to play Free Fire without knowing each others' background and difference. Could they find something in common?</p>	<p>Persuading the followers to watch the Free Fire x BTS collaboration</p>	<p>Controlling</p>
	<p>Asking for followers' idea about the collaboration</p>	<p>Equalitarian</p>
<p>• Semarang Mayor announced they are launching SHIELD (Spatial Holistic Integrated Environment and Land Division) as an effort to improve performance at the City Spatial Planning Office. Though netizens are buzzing over the fact that the logo they used looks like the one from a certain multi-billion dollar movie franchise. Does the logo look familiar to you?</p>	<p>Asking for followers' opinion about the SHIELD logo that looks similar to other.</p>	<p>Equalitarian</p>
<p>• Muslims in the United States hold Tarawih prayers in the open, precisely in the center of Times Square, New York. This Tarawih prayer is organized by SQ, the Muslim community in America. This event aims to introduce everyone to the true face of Islam.</p>	<p>Sharing information about Tarawih prayer in Times Square, New York</p>	<p>Structuring</p>
<p>• Sometimes to be relieved, you need to tell what you feel. And with just a story and someone listening to you. it may not necessarily help you solve your problem, but the burden on your shoulders will feel lighter and more relaxed.</p>	<p>Trying to regulate followers' behavior</p>	<p>Controlling</p>
<p>You can try to relax, both your mind and body.</p>		

#sobatjompowarriors		
<ul style="list-style-type: none"> • The Minister of Manpower, Ida Fauziyah, affirm that employers must pay the holiday allowance (THR) in full in Eid 2022. Considering the economic condition that is gradually recovering, entrepreneurs are not allowed to pay THR in installments this year. <p>Previously, since the outbreak of the COVID-19 pandemic, Fauziyah provided concessions for entrepreneurs in terms of paying THR for workers, such as in installments to delaying.</p>	Sharing information about the holiday allowance for workers	Structuring
<ul style="list-style-type: none"> • From the many activities on weekdays, there's nothing wrong if you have a budget and want to refresh on the weekend. Moreover, you can recharge by doing "STAYcation heMAT" at @traveloka and find your dream Hotels & Holiday Stays every Friday from 7-12 pm. Any recommendations for the best staycation places? 	Persuading the followers to use Traveloka	Controlling
	Asking for followers' recommendations for the best place to stay	Equalitarian

After analyzing the captions, three communication styles used by *Folkative* to engage its millennial followers namely structuring style, equalitarian style, and controlling style were found. Firstly, the structuring style is indicated by the captions which share information in a good structure. Secondly, the equalitarian style is indicated by asking followers' opinions to meet the equality of sender and followers. Lastly, the controlling style is indicated by persuading followers to do the same as them.

Discussion

There were three communication styles used in *Folkative* captions. Firstly, it used a structuring style by providing up-to-date news in a simple and good structure. It encompasses local and international information including religion, politics, technology, and entertainment. Through this style, *Folkative* influenced the followers particularly millennials to stay updated waiting for new upcoming posts on the topic which is relevant to their lives (Hermans & Prins, 2020). This current study empirically supports positive engagement happens not only because of news interest but also the way the news is reported (Drok et al., 2018).

Folkative used an equalitarian style through two-way communication to build engagement with millennials. The captions always ended up asking for opinions about the topic. This led the followers actively engaged through the comment box whether they agreed or understood the topic because millennials are interested in sharing information by giving comments or their thoughts. The same style is also used by a non-millennial YouTuber to reach millennial viewers (Martianto & Toni, 2021). Moreover,

a comedian also used an equalitarian style to interact with his fellows (Aisah & Prasetyawati, 2018). The point is equalitarian emphasizes interaction among the sender and followers to get mutual agreement or understanding.

Lastly, controlling style is used when *Folkative* wanted to endorse a brand. It has its way of controlling the followers' minds by representing current conditions and using reasonable sentences. Thus, the followers were attracted to do the same as they offer. The controlling style is also used by a celebrity on Instagram (Asiah, 2021) by using persuasive sentences to influence the followers.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Instagram accounts nowadays are widely used by millennials to gain information or to give information to others. Millennials tend to pick Instagram accounts they like which relevant to their needs. One of the Instagram account followed by millennials is *Folkative*. *Folkative* tries to build its way to engage followers, especially millennials. Here, communication style becomes an important aspect. The communication styles used by *Folkative* are structuring style, equalitarian style, and controlling style.

Suggestions

Based on the finding and the conclusion, it is suggested that other researchers investigate other millennial or Gen Z social media accounts that are now widespread, and hopefully, this study can be a reference for further research.

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STUDENTS' LEARNING MOTIVATION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING DURING POST-PANDEMIC EFL CLASSROOM

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Abstract: As the situation of the Covid-19 pandemic in Indonesia is gradually recovering, schools may reopen for limited face-to-face learning under particular measures during this transition period to the post-pandemic. This study aims to describe the implementation of blended learning and student motivation in secondary schools in limited face-to-face classes. This qualitative study collected the data through observation and questionnaires, involving two classes of junior high school students (N=70) of one urban public school in Sidoarjo, East Java, where blended learning was mandatory during the transition period. The results show a clear difference between the two modes; students who participated during the in-person learning session are more enthusiastic, engaged, and active during teaching and learning activities, while students who studied at home seemed quieter and less motivated to learn during the blended learning session. Students further considered blended learning as a way to increase their learning motivation. They were more interested in the subject and had an easier way to find material online. Furthermore, various types of activities such as group and pair work, collaborative learning, and individual learning can be used to increase students' engagement and interests during communicative language practice. The extrinsic and intrinsic factors of students as learning drivers should be considered by the teacher before applying certain learning methods and learning approaches, especially for English learning after the pandemic.

Keywords: *blended learning, learning motivation, post-pandemic, secondary level students*

INTRODUCTION

The implementation of distance learning published by the government, which has been implemented in Indonesia since the beginning of the Covid-19 case in early 2020, has now been revised with the implementation of limited face-to-face learning. Regarding the Joint Decree Number 5 of 2021 concerning Guidelines for the Implementation of Learning in the Corona Virus Disease 2019 (Covid-19) Pandemic

Period (Indonesia), all Indonesian schools may be open for restricted face-to-face learning starting from July with the teacher's requirement of health protocol and vaccination programs. This obligation has affected the perception of the teachers and students towards the shifted learning activities during and after pandemic learning.

As the health measures have been loosened since early 2022 led to a sudden switch of the learning method, from online and distanced learning to partial or full in-person learning and blended learning, which might affect students learning motivations. This period has been considered a transition period from pandemic to normalized pandemic (new normal period or post-pandemic). The new normal period is a situation in which we must act normally in new situations to restore normal conditions by following numerous health protocol criteria for everyone's safety (Saepul & Manshur, 2020). This sudden switch also challenges teachers due to the new approach that should be implemented and adapted to the new learning environment (Lie et al., 2020). Most students will likely have a different perspective towards implementing blended learning, a new learning method for them, especially for secondary school students. The school should prepare the limited face-to-face learning right from the infrastructure, learning method, and health protocols at school.

One of the aspects affected due to the implementation of blended learning is the student's learning motivation. Pardede (2012) claimed that one of the most essential success aspects in the adoption of any learning approach, including blended learning, is the learning motivation of students who are major stakeholders. During the implementation of fully-online learning, students have been familiar with technology-based and self-paced learning modes. However, with blended learning and limited in-person learning, students are believed to experience dilemmas in terms of motivation. Students further have different points of view regarding their learning motivations during the fully-online learning period. Thus, the previous study also suggests that there is a need to be evaluated some aspects, including the learning motivations, before implementing immediate learning (Burston, 2013). Another research also describes some perceptions: inadequate infrastructure, instructors' and students' unpreparedness for learning, the difficulties of conducting an accurate evaluation, and gauging the skills element (Laksana, 2021). The rapid implementation of blended learning in junior high

school level students is believed to give a learning shock regarding their learning aspects, especially motivation.

Previous studies focused on implementing blended learning in higher education level institutions/universities during the covid-19 pandemic related to its advantages, disadvantages, and effectiveness compared to the traditional face-to-face learning method. Previous studies (Manurung et al., 2020) implied that, without question, implementing blended learning has aided institutions in dealing with issues that arise as a result of an aberrant learning system. Nevertheless, although blended learning brings many advantages to students learning motivation, it still contains some disadvantages due to the lack of understanding between teachers and students with the online platform used. Moreover, another study concentrated on the effectiveness and how blended learning can improve teacher and student relationships in learning motivation in a university in Bandung (Aristika et al., 2021), concluded that a higher yield among students treated with blended learning. Also, motivation in education is crucial because students will grasp the teaching offered by educators because they are encouraged to understand the information acquired. Differences in perspectives about the implementation of blended learning are intriguing. The current study adds to that knowledge by looking at it from an abnormal learning system and different categories of students. Another study in Indonesia points out that elementary and secondary school learning tends to be directed into a better face of education, and is more effective and enjoyable (Lestari & Gunawan, 2020). So, it is necessary to continue to find out the effect of blended learning on students learning motivation in secondary school students.

There have been studies on the application of blended learning. However, the studies only focused on the effectiveness of blended learning at the higher education level, which explained that universities, professors, and instructors should be urged to promote the deployment of the blended learning approach (Surjono et al., 2017). Hence, this study will focus on students' motivation—blended learning—during the transition (post-covid) to the secondary school level. There is a need to conduct this research to find out whether there are advantages to the implementation of blended learning for secondary school students learning motivation so that the blended learning can be used in future learning in Indonesia. This study is intended to elaborate on the implementation of blended learning in the English classroom during the transition

period to post-pandemic and the effect of blended learning on students learning motivation.

REVIEW OF LITERATURE

Blended Learning

Blended learning is a concept where learning and teaching activity or transferring knowledge is done in class and online (Lim et al., 2019). The combination of the face-to-face meeting in a class, face-to-face meetings in online classes, and the teacher's assignment utilize traditional learning and technology to find the best outcome from the limited time and the boredom of using technology. Furthermore, another researcher (Ikhwan & Widodo, 2019) stated that blended learning means blending the method between traditional-based learning and technology-based learning. In other words, blended learning is a way to teach students by implementing traditional-based learning in class and technology-based learning.

There is much argument regarding the benefit of blended learning, including improved critical thinking and knowledge transformation; faster learning; effective learning environment; educator and student flexibility; customization; increased student motivation; and the development of autonomy and self-directed learning (Jou et al., 2016; Patchan et al., 2016; Wang et al., 2021). This phenomenon shows that blended learning has a lot of positive effects on students, primarily if it is implemented in junior high school EFL students. The previous research related to blended learning positively impacted students' learning ambiance. Nevertheless, students' success under blended learning is determined by their regulation and attitude (Van Laer & Elen, 2019). Therefore, blended learning will come in handy for both teachers and students as it brings more advantages than disadvantages. The positive effect will be reached by implementing blended learning if students and teachers cooperate reasonably in the live event (online meeting), collaboration, self-paced learning, assessment, and performance support materials. Blended learning is one option for meeting the demands of educational institutions all around the world (Rafiola et al., 2020). Therefore, teachers need to create a great relationship and bonding with their students to succeed in blended learning. The essential elements in implementing blended learning, especially in Indonesia, are online, offline, and assessment factors.

Online Classroom Vs. In-Person Learning

Online meeting is essential in blended learning, especially in the current situation. In the first outbreak of Covid-19, the school must hold whole online learning to cover students' learning activities. Students are prepared for autonomous learning, lifelong learning, and high-quality learning through online learning (Saputri et al., 2020). Online learning can be implemented through various applications or websites. However, the most used by teachers are Ruang Guru, Kahoot!, Google Classroom, and Learning Management Systems (LMS) like Moodle and Socrative are the most popular digital education tools in online learning (Risten & Pustika, 2021). Students can avoid boredom due to the monotony of learning media by learning from the various sources and websites teachers provide. During COVID-19, students were given (or pushed) more autonomy in terms of how they studied and when and where they learned. That is, students, learn synchronously or asynchronously online at a time and place that is convenient for them, such as at home. Autonomy without self-efficacy and self-regulated learning, on the other hand, can have negative consequences, such as procrastination (Heo et al., 2022). Nevertheless, students' engagement in the online classroom is crucial as students need to set self-paced learning, and set their own learning goals to maximize learning outcomes. Teachers can use online learning tools to capitalize on their students' learning curves and styles in the classroom. In various online learning settings that allow for self-paced learning, teachers and students can collaborate to achieve established goals (Patra et al., 2022).

During the current situation around the world and in Indonesia itself, the school can start having an offline meeting school with limited students. This current situation led to the new normal ways of learning from online learning. Students can learn in class as they learn before the covid-19 outbreak. The material used in blended learning is examined. In the previous study, Chaeruman et. al., (2018) explain that to meet the quality learning standard, the class content offered in the system must first undergo expert evaluations. The content is posted into the system if it meets the requirements; otherwise, it is updated until it is uploaded into the system. Students who are learning from school will have offline learning with the emergency curriculum with the strict protocol and calculated time and material. The interactive engagement processes between students and certain activities are depicted in individual interest profiles

(Buckley et al., 2004). Students learning engagement during in-person learning is directly related to their learning interest in specific subjects and activities.

Learning Motivation

Learning motivation is defined as the effort and desire to learn the language and positive attitudes about learning the language, which comprises cognitive, emotional, and behavioral components (Navickienė et al., 2021). Shabani (2012) explains that learning motivation is an innate conviction that guides an individual's learning aim, induces learning behaviors to make consistent attempts, reinforces cognitive history, and strengthens and improves learning outcomes. Moreover, motivation is the initial and most important requirement for tackling a learning activity, as well as the engine that drives the process (Meşe et al., 2021). In other words, learning motivation is the students' willingness to participate in the study by showing interest and effort to pursue specific learning outcomes. Learning motivation is a factor that is crucial for the success of learning and teaching activity in class. During the covid-19 period, students need to learn from home by utilizing online media through online resources such as Google Scholar, YouTube, and Wikipedia. Teachers can also use online media to share tasks or assignments with some applications or startups such as Google Classroom, Kahoot!, Quizzes, and so forth. Students learning motivation is also affected by the implementation of fully online learning; blended learning in the new normal causes students to adapt to the new learning method. A study from Harandi (2015) shows a considerable link between e-learning and student motivation. As a result, while using e-learning, students are more likely to be motivated.

Learning motivation is affected by two aspects, intrinsic and extrinsic aspects. An intrinsic aspect is related to students' willingness to engage with the learning process to pursue certain self-outcomes such as knowledge. Oletić (2006) mentions that intrinsic motivation is a desire to do something from within. Another resource explains that intrinsic motivation is described as doing something for its inherent satisfactions rather than for some separable consequence. Concerning EFL for students, intrinsic factors come from their willingness to commit to the subject to get knowledge and good grades. When a person is intrinsically motivated, he or she is inspired to act because of the enjoyment or challenge it provides, rather than because of external prompts, pressures, or incentives.

On the other hand, Extrinsic motivation refers to an action that is done to achieve a particular goal rather than doing it for instrumental value. Extrinsic motivation is produced by incentives or punishments based on task accomplishment or failure. Grades are an extrinsic motivator in college classes; intrinsic motivation includes an interest in the subject matter, appreciation of challenge, or a sense of progress and developing mastery (Lin et al., 2003). In his study, Harandi (2015), states that learning also needs some driving force and extrinsic motivation, as studying to meet parental expectations, achieve further objectives, or get specific incentives is normal. Extrinsic and intrinsic motivation would be complementary. According to the above research, students learning intrinsic and extrinsic motivation measure the dimension of learning motivation in this study.

METHOD

This study used qualitative as the research method since the purpose of the study is to discuss students' motivation toward the implementation of blended learning in the English classroom during the transition period to post-pandemic. The qualitative method is suitable for this research since it is helpful to think of research as the process of diminishing the uncertainty about key events or issues (Sofaer, 1999), especially in a natural classroom setting without intervention (Creswell, 2002). Pathak et al. (2019) add that the qualitative method is used to better understand people's views, experiences, attitudes, behavior, and interactions. Furthermore, the study was conducted in two phases, namely classroom observation and questionnaires to get deeper information about their learning motivation while learning English through blended learning. The study involved EFL students ($N=70$ students taken from two parallel classes) of one public junior high school in Sidoarjo, East Java. The gender proportion of the participants contained a slight difference between female and male students (male: 32, female: 38) living in an urban context with all of the students having access to the Internet. The school was one of the public schools required to implement limited in-person learning through blended learning during the transition period from January to March 2022.

The data were initially collected through classroom observation on the implementation of blended learning by looking at teachers' instructional strategies and,

secondly, the students' motivation upon the implementation of the learning blended. Further, the researcher gave questionnaires to the students to obtain information about students' learning motivation and students' adaptation during blended learning. Students needed to fulfill the questionnaires within two weeks. The questionnaire was adapted from previous research (Kirna et al., 2015) that was using Keller's motivation theory, which included three of Keller's four characteristics of motivation: attention, self-assurance (confidence), and relevance (Keller, 2016). It used the Likert-scale type, which contained 31 statements. The Likert scale's answers contained Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaires were created through Google Form, and it was sent online to the students. Hence, the data was analyzed through several stages: familiarizing, coding, and generating meaning (Swanson and Holton, 2005).

FINDINGS AND DISCUSSION

Findings

Initially, blended learning has been extensively utilized in North America, the United Kingdom, Australia, Circles College, and the training industry (Gusdiyanto et al., 2020). Currently, the blended learning method is being implemented worldwide due to the global pandemic of covid-19 and has received various receptions among teachers and students upon its implementation.

The Implementation of Blended Learning in English Classroom During Limited Face-to-Face Learning

This section is to elaborate the implementation of blended learning in the English classroom, especially during limited face-to-face learning activities in the transition period to post-pandemic. The research was conducted using both observation and questionnaires. The activities employed a learning management system (LMS) Google Classroom, an educational application (Mindomo), and WhatsApp group (WAG) where students and teachers were able to communicate instantly through the instant messenger application.

Table 1. Classroom Instructions during Blended Learning

Teacher instruction	Activities		Media	Reflection
	Class	Home		
Teacher greets students both in class and at home (used WhatsApp)	Response to the teacher immediately.	Response to the teacher one by one through Whatsapp group	WAG	It shows that the response from students at home seems to be more passive than the students learning from home.
The teacher asks students to form a group	Students immediately form a group with their deskmates.	Students respond in WhatsApp groups slowly.	WAG	It shows that students in the class know exactly what to do, while students at home take time to respond to teacher instruction
Teacher asks students to use Edmodo application	Students ask the teacher how to use the application	Some students try to use the application and ask a question about how to use the application	Mindomo	It shows that students are already familiar with the use of the application in learning even though they are not mastering it.
The teacher asks students to work in a group creating a mind map related to the topic of favourite animals	Students try to do the assignment given by the teacher	Only some students respond to teacher guidance, while the other seems to be more passive.	WAG and Mindomo	It shows that students in the class are committed to the assignment because they are excited to work in a group and try new applications. On the other hand, students learning from home seem to be less excited and a quitter.
The teacher finishes the class and gives an assignment to students through google classroom	Students thanks the teacher and check their google classroom account	Some students respond to the teacher in WhatsApp group	WAG and Google classroom	Both students learn in person and at home respond to the teacher. However, it is only a few responses from the WhatsApp group.

From the table above, we can infer that students who learned from in-person learning seemed to be more interested and active during the learning and teaching activity, while students who were learning from home seemed to be quieter and less motivated to learn through time blended learning. The reason students that were learned from home were quieter was due to the effect of low extrinsic motivation. Besides that, students experienced confusion at home as there was limited interaction and instruction to the students from the teacher to use the Mindomo application. A previous study stated that innovative activities should be included in e-Learning or blended-Learning proposals, and they should be designed with the customization of the entire formative route as a primary goal (Priego & Peralta, 2013). Therefore, the use of the application is

not only needed to be exciting or innovative but also easy to use through clear instruction.

Students who learned in person seemed to be more excited and committed to the learning activity. It shows that students were excited to learn by utilizing a new method (application) rather than learning traditionally. However, it also appeared that students learning motivation were affected by the way the learning method is designed. If the learning design created by the teacher could accommodate students learning in-person and online then the learning and teaching activity can be carried out better. A previous study described that, after being taught utilizing blended learning, students reported considerably stronger intrinsic motivation for learning English and attitudes about English as a topic, as well as increased satisfaction with the learning environment (Sucaromana, 2013).

Students' Learning Motivation in Blended Learning

The researcher next distributed an online questionnaire through GoogleForm to the students. The questionnaire consisted of 31 items classified into seven aspects: attention, relevance, confidence, students' literacy towards ICT, Students' expectations for future blended learning, assignment, and the management of blended learning. These seven aspects are based on the ARCS model developed by John M. Keller, a motivational design process that includes a synthesis of motivational concepts and theories that are clustered into four categories: attention (A), relevance (R), confidence (C), and satisfaction (S). The distribution of the questionnaire was intended to elaborate the design learning that may affect the achievement, motivation, and learning outcomes of the students.

Based on Table 2, the data show that students slightly agree that blended learning could enhance their learning motivation. It is believed that the students perceived more interest when learning English using information and communications technology (ICT), such as educational technology or application and LMS. It was corroborated by the student's more intensive engagement during the online session (by using both LMS, WAG, and the application). In addition, during the teaching and learning activities, the students could perform better and gain more confidence since they were able to look for the information or materials online directly. Students further wanted to take part during learning online and in-person learning. The learning

environment seems also to affect them when studying online that in turn leads to better support for the students to enhance their learning motivation and participation.

Table 2. Students' Attention

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. Learning English using an innovative and blended learning strategy is pleasant.	Attention	11 (17%)	15 (24%)	23 (37%)	5 (8%)	9 (14%)
2. I am interested in most of the learning uses ICT (WA, Google Classroom, YouTube, Line, etc.)	Attention	9 (15%)	17 (29%)	21 (36%)	9 (15%)	5 (5%)
3. I've been following blended learning (a combination of online and face-to-face, such as an online search for information, or discussions with social networks: Facebook, Line, or with blogs, email, Moodle, or others) and I like it.	Attention	10 (17%)	14 (24%)	26 (44%)	4 (7%)	5 (8%)
4. Regardless of whether it suits me or not, I want to take part in learning that combines online and face-to-face in class.	Attention	11 (18%)	14 (22%)	23 (37%)	6 (10%)	8 (13%)
5. Using ICT (WA, Google Classroom, YouTube, Line, etc.) to learn makes me more interested in the explanations that will be delivered by the teacher.	Attention	6 (10%)	11 (19%)	28 (47%)	10 (17%)	4 (7%)
6. The state of the environment affects me when studying online.	Attention	13 (21%)	19 (31%)	17 (27%)	10 (16%)	3 (5%)

Table 3. Students' Relevance towards ICT

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. I am used to using this information technology in my daily life, such as using cell phones, Facebook, and the internet.	Students' literacy towards ICT	16 (25%)	22 (35%)	17 (27%)	5 (8%)	3 (5%)
2. I am used to looking for information on the internet and reading course material online or on the computer.		8 (13%)	20 (32%)	25 (39%)	5 (8%)	5 (8%)

Table 2 shows that most of the students were familiar with gadgets and electronic devices to support their activities by using the Internet. The students were from an urban public school so they were able to utilize the technology in the classroom in their daily activities, such as using mobile phones (Smartphone), applications, social media, computers (ICT), etc. The students were already familiar with gadgets and learning applications since the beginning of the pandemic outbreak when the learning was shifted to be conducted online or in distanced mode. This condition is believed to help them gain more confidence when they had to learn through online application, hybrid, and blended learning; the students could independently look for the material or

information on the Internet and operate essential applications to support their learning activities.

Table 4. Students' Expectations for Future Blended Learning

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. Online content needs to clearly present learning indicators for each topic.	Students' expectation for future blended learning	10 (16%)	13 (21%)	26 (42%)	9 (15%)	4 (6%)
2. Learning indicators should be formulated in sufficient detail.	Students' expectation for future blended learning	17 (27%)	14 (23%)	20 (32%)	8 (13%)	3 (5%)
3. Each topic should be given a summary of the material according to the learning indicators, in addition to the complete subject matter.	Students' expectation for future blended learning	10 (17%)	16 (27%)	21 (35%)	9 (15%)	4 (15%)
4. Online content is very important to provide examples of problem solving and space for discussion because knowledge of English is abstract.	Students' expectation for future blended learning	7 (12%)	14 (23%)	26 (43%)	9 (15%)	4 (7%)
5. Online content should clearly contain the link between indicators and materials and assignments.	Students' expectation for future blended learning	10 (16%)	20 (32%)	22 (36%)	7 (11%)	3 (5%)
6. Materials in the form of practicum videos should be provided in online content.	Students' expectation for future blended learning	3 (5%)	11 (18%)	29 (49%)	14 (23%)	3 (5%)
7. Materials that contain visualizations/animations or simulations really help me in understanding English material.	Students' expectation for future blended learning	13 (22%)	14 (23%)	21 (35%)	6 (10%)	6 (10%)

Table 3 mainly deals with students' satisfaction with whether the employment of blended learning could fulfill the expected learning activities and outcomes. The data show that students had some problems related to the implementation of blended learning. Students admitted that despite the fact they mostly agree that blended learning is important, it (the instruction and task) needs to be well-designed before applying it to teaching-learning activities in the classroom. Some aspects such as clear indicators for each topic, formulation of sufficient detail, straightforward summary for each topic, provision of examples of problem-solving and space for online discussion, and additional links between the indicators, material, and assignment.

Discussions

This qualitative study discusses two findings, namely the implementation of blended learning during limited face-to-face in-person learning and students' motivation during limited face-to-face blended learning. In the first finding, through observation, both classes have a relatively similar response toward the way teachers deliver the material during the implementation of blended learning. Students who learn in-person feel attracted to ICT to learn and do group projects. As previous studies stated, students could use ICT as a learning tool to access digital content quickly and effectively to aid in investigating issues, solving problems, and making decisions (Adu & Olatundun, 2013).

Further, it also could use to develop novel ways to promote learning and develop new understandings in areas of learning, to connect, share, and collaborate in local and global contexts, and acquire new thought and learning abilities. Thus, ICT is a helping hand for teachers and students during the learning and teaching activity. It assists the teacher in interacting with students learning at school and home and gives students more platform to learn and absorb material from broader sources. However, students that are learned online at home are less active and lack excitement during the learning activity. It is different from the previous study's findings (Alnoori & Obaid, 2017) that blended learning looked to be more successful than traditional techniques owing to its flexibility, which allowed for the use of a wide range of technologies, and teachers in the classroom can support and supervise the technology used in blended learning situations to prevent it from being exploited or ineffectively employed. This phenomenon is caused due to the shortage of clear instruction on how to use learning applications in the implementation of ICT. It is in line with previous study that not all students adjust to online learning; some students gain from ICT engagement, while others are unfamiliar with online learning (Manurung et al., 2020). Therefore, from the data, we can infer that extrinsic factors such as well-designed learning platforms, teacher instructions, rewards, and punishment have a major contribution to students learning drive.

Extrinsic motivation encourages students to learn about a task even if they are uninterested in it because of the expected satisfaction they will receive from some rewards (Ulfa & Bania, 2019). Moreover, through the observation students' intrinsic factors have the same effect on students learning motivation as much as the extrinsic

factors. Their willingness to learn English to obtain knowledge and good grades become the biggest factors that affect their learning drive in class. As stated by a previous study, students who learn English out of interest with intrinsic goals of understanding English culture, socializing with foreigners, and living abroad are more likely to improve their English linguistic competence and foster their psychological development of English learning in a blended learning environment (Peng & Fu, 2021).

The second finding of students learning motivation shows that students perceive blended learning as a way to enhance their learning motivation. A person's intrinsic desire is required in the subject of learning motivation, for instance, task diligence and resilience in the face of adversity, displaying interest in various issues that emerge, preferring to work independently, rapidly becoming bored with mundane things, can defend his position, and does not readily let go of what is believed (Aristika et al., 2021). The findings infer that students feel more interested in the subject and have ease searching material online. The benefits of blended learning help students keep up with blended learning and feel that it makes learning more enjoyable. Students also have a good literacy in learning with ICT due to their previous habit of using the ICT to learn during the fully online learning period. Their familiarity with cellphones, computers, search engines, learning applications, and a wide range of learning sources helps them to keep up with the implementation of blended learning. As mentioned in a previous study, when compared to other environments, students who studied in a mixed environment performed better, and blended learning environments are more successful than face-to-face and online learning environments (Meltem Eryilmaz, 2015).

The nature of blended learning that collaborates traditional and online learning can make students learn more in less time. However, students have a slight negative point of view on the expectation of blended learning in the future. They criticized the lack of details in learning indicators that cause their learning path to be undirected. An insufficient summary is given by the teacher as learning material also becomes students' obstacle to absorbing the knowledge, and the online discussion is not provided by the teacher as the way students interact and exchange their opinion on the material they are learning. These obstacles are the same as previous studies (Manurung et al., 2020) that EFL students had obstacles when learning hybrid: bad internet connection, slow feedback, confusing instruction; electrical instability and nervousness; and challenging

learning materials. A good blended learning design must be providing clear learning instructions, be accessible at any time, assist in completing lessons, provide user-friendly features and comprehensive learning materials, clearly define learning objectives, and provide the necessary learning materials (Rianto, 2020). Therefore, the learning material on blended learning must have a clear indication for each topic, be defined in sufficient depth, provide a clear summary for each topic, include problem-solving examples and areas for online discussion, and provide a relationship between the indicators, content, and assignment.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Due to the limited time students have in the classroom, most EFL teachers will agree that students do not have the opportunity to practice the skills and language components they have just acquired in new and varied circumstances. Recent research has found that blended learning systems can successfully address this issue. Therefore, during the limited face-to-face learning issued by the government, schools are implementing blended learning. The implementation of blended learning during the limited face-to-face learning shows that it can be beneficial for both teachers and students to hold a learning activity and create a better learning environment. However, students' extrinsic and intrinsic factors as the learning drive must be observed by the teacher before implementing a specific learning method and learning approach. A previous study reveals that teachers are expected to understand students' learning preferences for them to attain higher levels of accomplishment since they must be able to generate critical, unique, and scientific work (Rahmawan & Perianto, 2021). Further, a range of activity types such as group and pair work, collaborative learning, and individual learning might be used to engage students in communicative language practice. In addition, the blended learning designed well by the teacher by utilizing ICT proved that it could improve students learning motivation and activity in the class. The implication of this research can be applied to other subjects in junior high school.

Suggestions

This present study suggests that teachers must prepare themselves pedagogically in teaching English by using the blended learning method and mastery of ICT to

maximize the learning outcomes and minimize failures in the teaching process. In addition, students need a well-designed platform to learn better, explicit instruction, and extensive learning resources as the extrinsic factors affecting students learning motivation. Moreover, teachers have to be more active in communicating with their students through online media to give guidance, support, and feedback as part of blended learning to grow students' intrinsic willingness to involve and learn in blended learning.

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THE REPRESENTATION OF FATHERHOOD IDENTITY ON NETFLIX CINEMA

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Abstract: This study aims to investigate how a man constructs his masculinity stereotype as a father and caregiver as represented in the original Netflix's *Fatherhood*. This research is qualitative with Stuart Hall's *Perspectives of Representation* as an approach. This perspective is to find the meaning of American fatherhood as represented in the film and to explore how the meaning of fatherhood significantly affects the global meaning of transnational communication in media. Qualitative means that a film as well as text is read from its language, image, and other aspects such as color, lighting, composition, articulation details, and role positions are taken consideration in finding meaning. The results of the study show that the fatherhood concept symbolizes ideal masculinity, anti-thesis of traditional masculinity, develops hybrid masculinity, rejects femininity as well as hegemonic masculinity, and pro-gender equality. In conclusion, the fatherhood concept inspires non-America films such as Indonesian and Indian films. This research proves that a film is made not only for economic aspects or a visual product that is intended to entertain the audience, but a film is a text that can be read, evaluated, and analyzed in depth through various approaches since a film represents a reality.

Keywords: *fatherhood, film, gender stereotype, original netflix, representation*

INTRODUCTION

The life of women with motherhood is considered something simple, undisputed, and taken for granted. While fatherhood is seen as problematic, it requires definition and other interventions to shape its visibility, direction, and dimensions (Miller, 2011; Doucet, 2013). The parameter of fatherhood, then, is less clearly delineated when placed next to the one that strongly and morally includes motherhood. But they are both shaped by the choices and constraints in which gender are lived and which are embedded in the domains of home and paid work. Miller's statement illustrates the complexity of studying fatherhood so that there is a need for a clear definition and perspective. Therefore, examining the construction of fatherhood and its

relationship to masculinity becomes important considering that identity is a social construction as well as the construction of femininity.

Gender is a popular issue that is being debated in society. Gender issues do not only talk about the complexity of the roles of man and woman, but more broadly include issues of sexual violence, racial discrimination, and culture. America as the center of the film industry often uses this popular issue as the theme of the story so that American films become so dominant and favorite by the wider community. The role of films in popular culture and society as Simonton stated is as motion pictures largely reflect prevailing cultural attitudes about gender roles, norms, attitudes, and expectations (Simonton, 2004). The film can be regarded as a fantasy world created as a cultural reflection, including a reflection of gender ideology in society. Therefore, the film becomes a material object that deserves to be used as a source of study, considering that films are not merely the result of fiction, but films are also a reflection of reality (Adi, 2011). The many depictions, interpretations, and performances of masculinity circulating in American films show the openness of possibilities, embracing of differences, and a series of important cultural interventions in discourses about masculinity. The representation of fatherhood as a new symbol of masculinity became a popular feature in American cinema. The ideal masculinity that has become a trend in the post-feminist era has become a paradigm for revising the stereotype of masculinity and becoming a social effect, and dominant in the culture. This proves that film is not merely a medium of entertainment, in a broader sense, the film is a medium that represents the values and ideology of a nation. The film provides at least a partial representation of the imagined, produced, and consumed cultural conditions. To find an audience, films must actively engage with the ever-changing social, political, and cultural contexts in which they are made; However, the interactional relationship between film and its broader cultural, social, and political context is frequently complex and conflicting. Therefore, this research is conducted to explore how film actively construct the meaning of fatherhood in American society today. This significantly important since the construction of fatherhood dynamically change as well as the construction of gender in society.

Netflix as a global film market is a strategic platform to examine global issues in the film industry, especially the issue of the domination of the American film industry

and its development in this digital era. Crane (2014) states that cultural imperialism particularly the global influence of American media culture such as the film industry is a central theme in cultural studies. As already explained that Netflix's original films are not only produced in America, so there is a potential influence of American narratives on other films. This influence can give the effect of the emergence of a new world where American ideology is mixed with the ideology of the society where the film is produced. The adoption of American values in the film is possible. Netflix is a media for a global culture so that the interaction pattern has a context-less character, namely the pattern of American cultural communication that appears anywhere and anytime regardless of time and place. Through the films produced by Netflix, the global community can easily learn and be influenced by American culture. In this case, the film *Fatherhood* as original Netflix is considered a suitable material for expanding the construction of fatherhood in America and how this construction indirectly is a part of the pattern of transnational communication in the digital platform today.

REVIEW OF LITERATURE

The term fatherhood emerged along with various studies on the phenomena of men being involved and participating in taking care of children in western countries (Dermott, 2008; Miller, 2011). Fatherhood is a social term related to being a father culturally and involves rights, duties and responsibilities, and status along with the discourse of good fathers and bad fathers (Gallagher, 2004). Another perspective states that fatherhood is related to the issue of gender relations. That fathers and mothers represent experiences through stereotypical representations of masculinity and femininity and find clearer spaces of expression, and, consequently, the lives of parents and families are one of the main areas in which gender differences and inequalities can emerge. Therefore, the study of fatherhood is associated with the study of men and masculinity. This study gives a deeper meaning to the process of transitioning masculine identity in its involvement in being a parent as well as being a child caretaker. The main objective of this study is to explore potential changes in gender relations not only within the family but in society at large (Gallagher, 2004; Dermott, 2008; Miller, 2011; Prino et al., 2016; Ruspini & Crespi, 2016). A man who is involved in caring for children has two potentials that are practically applied, namely the

potential for emotional involvement and physical involvement (Carrigan et al., 1985; Connell, 2005).). Emotionally, the involvement of men in caring for children lightens the burden on women and expands options for women. On the other hand, the involvement of men provides the potential for men to show their masculinity differently, revising the idea of masculinity and femininity, especially the idea of inequality.

Research on gender, masculinity, or femininity in films has been widely studied. Research on masculinity and film rose sharply at the end of this decade, most studies linking film with Freudian or Lacanian theory then experienced the development of perspective toward feminist theory and queer theory (Butters Jr, 2014). Research conducted by Bainbridge and Yates (2005), Connell (2005), Greven (2009), Mara (2014) Armengol and Caraby (2014), Thompson and Bennett (2015), Giannini and Minervini (2017), McDonald (2018), and Carleton (2021) with various approaches and methods in exploring film as a medium, can provide a socio-cultural understanding of the construction of masculinity amid the dynamics and development of human culture. In this context, the authors position this paper as something different from the previous studies. If previous studies offer a different way of analyzing masculinity contained in the film, this study tries to see the film as a popular product of America and how this popular product dominates the world with narratives, assumptions, and perspectives of Americans. In this case, the perspective used is the perspective of a transnational study of American Studies. Lenz et al., (2011) state that the American study is transnational and has two meanings, namely the first American study which focuses on the meaning of "America". This requires outside perspectives and dialogue is crucial. Second, studies in American Studies reflect and deconstruct the intracultural and multicultural diversity and hybridity of American culture and transnational interactions and negotiations in a time of globalization and relocation. In this case, Rowe explains that the cultural hybridity that is built requires scholars to look at the various cultural influences involved in important social formations (Rowe, 2010). Traditional American studies focus on a single dominant culture assimilated into other immigrant cultures. More recent American studies have focused on the historically occurring cultural hybridity among the many cultures that make up the nation. Transnational American Studies is a study that does not only focus on the United States alone but involves a broader unit of

analysis such as studying the world system with models to discuss American society and culture and also understanding fully and critically America's role in the global system by various dimensions. In the context of popular culture such as film, the transnational study of American Studies is an approach used to view American films as a window to understanding American culture and its relationship with the cultures of other nations which are also constructed in the film. By positioning itself as a global film streaming service provider, Netflix is trying to promote America's multicultural culture to the world. Through Netflix, America offers a standard of cultural values as well as demonstrates the superiority of their culture despite the local cultural resistance.

METHOD

This research is qualitative because this research is focused to reveal the meaning of social phenomena. Therefore, a film is a medium for constructing concepts about human life. As a medium of communication, films represent certain messages in human life. Hall states that representation connects meaning and language with culture. Representation symbolizes a broad system of meaning. Representations are:

Using language to say something meaningful about, or to represent, the world meaningfully, to other people.' You may well ask, 'Is that all?' Well, yes and no. Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture. It does involve the use of language, signs, and images that stand for or represent things (Hall, 2006).

The description above explains that representation is an action or expression that can influence other people. By using language, cultural identity is constructed, interpreted, and accepted by the people who consume these cultural values. In understanding the text of the film, the reader has an important role in constructing the meaning. A film can choose and determine meaning itself, but the meaning is not something fixed so it can be constructed using a system of representations, concepts, and signs. Signs are things that symbolize, represent, or refer to objects, people, and events in the so-called 'real' world and imaginary things and the world of fantasy or abstract ideas which are not in a clear sense and are part of the material world (Hall, 2006). Therefore, the film as a material object in this study is considered as an object

that has a meaning that can be interpreted by the audience. In this case, the researcher builds an interpretation through a system of representations, concepts, and signs in the film. Meanwhile, the transnational study of American Studies perspective exploits the phenomena of mutual influence between America and the world community. American Studies is an attempt to understand America by looking beyond national boundaries as well as from an outside American point of view. Therefore, understanding the various meanings of America and its culture is not enough just to look at the American side itself but also from the outside, domestic and foreign sides, or national and international sides that influence each other. The Transnational Perspective of American Studies is used to see how the hegemony and negotiation of American culture affect the construction of fatherhood and masculinity in other films produced by Netflix.

So, from the previous explanation, this research was conducted in several steps namely: 1) Examining the meaning of films through common-sense meaning (denotation and connotation) in the society where the film is produced; 2) Examining the meaning of films with a broader meaning or mythical level, namely linking these meanings to the motives or ideology of the community, involving the social and cultural context of the community in which the film was produced. Construct meaning with various sources and knowledge or provide intuitive interpretation of researchers based on their intellectual experience and scientific descriptions; 3) Examining the meaning of films by looking at the structure of the analyzed meaning and connecting it with other related meanings or comparing the meaning of signs with the same meaning in non-American films (intertextual).

FINDINGS AND DISCUSSION

Findings

The film *Fatherhood* is produced by Netflix and released in 2021. The film, starred by Kevin Hart, received a positive response from the audience. The film is based on the real-life story of Matthew Logelin whose wife died shortly after the birth of their daughter. Not only the sadness faced by Matt but also the challenges of new parents that he must go through as a single father. Quoted from <https://top10.netflix.com/films>, the film *Fatherhood* gained popularity by gaining 38.510,000 views over two weeks and made film to be at the top position for one week as the most-watched film by Netflix

viewers around the world. This proves that the film *Fatherhood* is liked by the global community and in the context of popular culture, cultural artifacts (film *Fatherhood*) that are liked by many people are artifacts that have a depiction of reality (truth-values) that is believed by the community (Adi, 2011). The film *Fatherhood* provides an illustration that currently masculinity is being redefined. Masculinity is considered something special but with a new look. Through the construction of 'fatherhood', masculinity is seen as an ideal, traditionally capable of sustaining a branching hierarchy of agency. The structure of 'fatherhood' represented is not only culturally negotiable but also an attractive and desirable conceptualization of masculinity. The film *Fatherhood* is like articulating masculinity with the term 'father' which is considered an appropriation of the equivalent term 'mother'. A black man is constructed as a multitasking father, an admirable domestic hero, and perhaps a 'super dad' who deserves to be adored.

Fatherhood as American Stereotype

a. Black Male Character as Stereotype

Patriarchy is the basic system that constructs the social system in American society. Patriarchy is a social system in which the needs, concerns, and desires of men are at the center. A father has authority over his wife and children which must be respected and followed. In more extreme cases, men are considered to 'own' women and children, and they materially control women's bodies and lives. However, in its development, the patriarchal system underwent various changes and had an impact on the evolution of the construction of masculinity. The film *Fatherhood* is an arena for the evolution of this masculinity. This film reflects how a man must have his authority as the breadwinner but has the attribute of femininity by showing his emotional side.

In the film *Fatherhood*, a black man must divide the focus of his life between taking care of his daughter and his work as a professional who has a high position in a company. In many film studies about black men, it is assumed that the stereotype of black men inherently is negative images and practices. A black man is also synonymous with rough and uneducated life. Furthermore, the phenomena of single parents in American society have undergone changes where usually women are the main actors. This phenomenon is mostly due to the wider visibility of women in all aspects, so divorce is also increasing. The *Fatherhood* film looks at the phenomena from the other side, with a black man as a protagonist. In *Fatherhood* film, the black character is

reconstructed into a man who is highly educated, successful in his career and work, and successful as a single parent. This reinforces the changing roles of men and women in the family. The change is a restructuring, especially in the definition of a father. One does not need a vagina just to be a good babysitter in the family. A man must accept that his role has been weakened, not only as the center, lover of a woman or his wife but also responsible for raising his children. Men do not play rigid gender roles, but they do whatever roles they believe in and want to play. Men have begun to accept the traditional stereotypes of women in their roles as working women accept the traditional stereotypes of men even though they realize that men are not women and women are not men.

As in the film *Fatherhood*, the character of Matthew Logelin (Kevin Hart) represents how a man must learn how to adapt to the changes. Men traditionally try to avoid anything related to femininity, but Matthew Logelin must face a complicated situation when his wife dies, and he must take care of his baby child. The masculine stereotype which is traditionally the antithesis of femininity is invisible. The character of Matthew Logelin with all his resources has decided to take care of his daughter without the help of a woman. In the post-structural concept, the character of Matthew Logelin is doing gender where his involvement in parenting is a manifestation of his performativity, which is an action that actively confirms his identity as a caretaker as well as a breadwinner. This also proves that identity is not something final, identity is a process that refers to the internal-external dialectic in which a person's identity is strongly influenced by the way he sees himself and how he is seen by others. The implication is that identity is not only obtained individually or independently but is a unity, differences in the social environment also contribute to constructing identity.

b. The Troubled Family: Father and Absent Moms

Being a single parent is not an easy thing to do, especially when faced with the complexities of nurturing and educating children. The pressure due to changes in men's positions and roles causes the pattern of the existence of masculinity during social life to change. These changes are also inseparable from the ability of men capacity to adjust to the limitations of gender stereotypes that exist in the social environment. The stereotype of men as the breadwinner of the family is opposed to raising children and taking care of the household which is attached to the role of women.

The character of Matthew Logelin constructs his identity and voluntarily plays the role of a babysitter without wanting to hire a nanny or leave her daughter in daycare. For Matthew Logelin, it was a form of responsibility towards his child and his wife who had died. This explains that masculinity is not a biological construction but rather a cultural construction that is produced and practiced. A man emphasizes his hegemony more than his emotional side due to social demands, but on the other hand, a man will transform to be more emotional when they must face the complexities of the household and the complexity of taking care of and raising children. In the end, gender is not a biologically defined role but is produced and reproduced by certain social environments and individuals.

In another situation, Matthew Logelin must conform to the reality that he is a father and should behave as a father. A Father is a symbol of masculinity who plays a hegemonic role in a family. Nevertheless, Matthew Logelin still tries to instruct his masculinity as a special social relationship, and its significance is shrouded in the constitution as something universal, axiomatic, and neutral. The character of Matthew Logelin tries to put his dominance of masculinity as an acceptable character, not only through social relations and cultural media but also through habits and practices of everyday experience. Hegemony and dominance are patterns of masculine behavior that have been tied to everyday life so that they do not need justification. This can be seen from the pattern of relationships between fathers and their children. Even though Matthew Logelin managed to raise his child, the father figure still cannot replace the mother figure. How Matthew Logelin experienced various obstacles, especially when he had to give his daughter healthy food such as milk, then put on diapers, clothes, and pants properly. The climax was when Matthew Logelin could not calm down and put his child to sleep at night which affected to work activities the next day. The masculinity in Matthew Logelin begins to show when he feels frustrated that he vents his emotions, gets angry, slams objects near him, and says harsh words. This confirms that there is a deficiency in a man which naturally shows that the stereotype of the best babysitters is father and mother. There is a negotiation of roles between father and mother to determine how the family should be built and the existing gender pattern should be produced. The ideal family is a family that can share the central elements that support strengthening the relationships that exist within the family. Gender roles are not

to prioritize father or mother, but to strengthen each other so that the ideal family can be realized. This was not obtained by Matthew Logelin because of the absence of a woman as the mother of his daughter.

c. Gender Roles Stereotype

Social roles in the context of gender show that men and women act in different ways because they act according to social roles which are generally separated by sex. This difference often occurs because, in the context of gender, each situation is different and requires different skills. Roles are exclusively social because approving or rejecting roles is the result of social interaction and negotiation within the structure of society. Therefore, gender roles are behaviors that are not internalized because either intentionally or unintentionally they are always adapted to certain social situations. This is the basis for every human being to meet needs in different contexts. In the film *Fatherhood*, the character of Matthew Logelin represents how humans must be related to the circumstance or the situations that befall their lives. Losing a wife during childbirth made him change his orientation from masculine nature (a father) to a hybrid nature (a father and mother) which is socially binary and contradictory. The character of Matthew Logelin constructs himself according to the necessary needs by looking at social norms both descriptively and injunctively. Descriptively is Matthew Logelin's way to remain a man according to existing social norms, while injunctive is to see how a woman or mother behaves in taking care of children. These descriptive and injunctive norms work together in keeping Matthew Logelin's character from always behaving according to the gender roles played to avoid deviations and of course, it will produce unpleasant consequences if deviations occur.

On the other hand, Maddy (Melody Hurd), Matt's daughter, offers gender expressions that are descriptively formed because of her desire. For example, Maddy is more comfortable wearing long pants like a boy than wearing a skirt uniform at school or Maddy is more interested in buying boys' underwear than girls' underwear. Through this scene, this film tries to give a message to the audience that gender and its expression are a result of construction where Maddy, who is a woman, is more interested in styles that are traditionally male styles. Matt as a father has an open mind so that whatever his daughter does, he always supports it without justifying the child's

behavior. This film asserts that the body is an authority, having unlimited preferences by choosing its expression as desired.

Fatherhood as Transnational Communication

Transnational communication is a natural phenomenon, especially on digital platforms where all events are recorded and accessible to the global community. The presence of the Netflix platform explains how these transnational communication patterns are interwoven. Netflix provides a global-based content service where all content can be enjoyed by fans around the world. In addition, Netflix's original programs are a new pattern in accommodating cultural hybridity. Netflix provides movie streaming services not only from America as the country of origin of Netflix but also produces non-American films so the potential for transnational communication through films is very possible. In the film industry, America is the ruler of the most popular box-office films around the world. It is not surprising that the popular issues brought by American films influence the development of issues in non-American films. The concept of fatherhood provides a lot of inspiration for non-American films. *Ali & Ratu-Ratu Queen* is a Netflix original film that adopts the issue of fatherhood and masculinity as in the film *Fatherhood*. Although it doesn't specifically show the relationship between father and son, the beginning of the story shows how Ali's father struggled to raise Ali after his mother left for America with the reason of wanting to achieve her dream as a singer. The film *Ali & Ratu-Ratu Queens* also emphasizes how America is a country with unlimited resources capable of attracting outsiders to study in America. At the end of the story, Ali finally lives in America to continue his education and is then followed by his nephew. The gender expression represented by Ance (Tika Panggabean) and Biyah (Asri Pramawati) is a model for Maddy's gender expression in the film *Fatherhood*. Ance and Biyah are women but look more 'boyish' which is close to the expression of the male gender. The patterns of equality of representation in this film are referred to as American transnational communication, where America in this case Netflix has the potential to pressure other countries' production houses to make films to equate perceptions, negotiate perceptions, simplify perceptions, or even more radically eliminating local perceptions (Indonesian) in terms of this gender expression. This also shows that cultural hybridity in the Netflix platform that is built requires that various cultural influences be involved in important social formations, namely the

representation of gender expression that is framed in the construction of masculinity and fatherhood, and ideal family values.

Discussion

From the finding of the research, it can be drawn that parents and caregivers are the most important providers of nurturing care for children, and not only women have taken the role of principal caregivers, but men as a father are also the center of the parenting role. In the last decade, men's involvement as caregivers has increased along with the development of gender role stereotypes particularly, in western culture. Globally, dominant restrictive gender norms not only discourage men from becoming more actively involved in caregiving and domestic responsibilities, but also justify men's violence and control over both women and children (Heise et al., 2019). Film *Fatherhood* emphasizes the concept of male engagement as fathers to encompass their active participation in protecting and promoting the health, well-being, and development of their partners and children. It also involves them being emotionally connected with their children and partners (even when they may not be living together), including through emotional, physical, and financial support. It also means that men take joint responsibility with their partners for the workload.

According to (Vlahovicova et al., 2022), positive male engagement can also contribute to not only their children but also their female partner's emotional well-being, help redress gender inequitable relationships, and power imbalances in decision-making within the household, and is essential for women's participation in the public sphere. Film *Fatherhood* then represents this kind of engagement even though the inequality still maintains depicted particularly in the case of the relationship between Logellin and Swan (Loggeline's girlfriend). Logellin blames Swan for her presence in his life because she interferes with Loggeline's relationship with his daughter, Melody. Swan is considered to make Logellin complacent so that Melody is forgotten. Loggeline then left Swan just like that and made Swan hurt.

The scene above proves that men still have more choices than women. Men regulate relationships with women. although this *Fatherhood* film offers more messages about inclusive gender, the dominance of domination is still felt and is still being shown. According to (Bainbridge & Yates, 2005), from a contemporary perspective,

American film such as *Fatherhood*, provides a gap to open a new counter-hegemonic space that has the potential to form a fluid and less defensive masculinity. It is different from the 70s or 90s era. The main characters in American films have involved black people, but their existence has not been separated from the general stereotype in American society (especially white people). Black characters who regularly appear in American films are a representation of marginalized groups and criminals, particularly in actions film (Adi, 2011). Films from the 60s to 90s have a tradition of depicting violence against women and limiting the role of women concerning the role of male protagonists. In today's film developments, masculine ambiguity is often represented so that its construction can only be understood through in-depth study. Understanding masculinity means understanding the values that exist in each of its constructions and showing the arena of contestation for the presence of masculinity. The film *Fatherhood* explains how ambiguity is constructed. The male character in the film *Fatherhood* constructs the negative masculinity that has been stereotyped on black people through its positive side. The male character is described as a person who can play various roles at once, namely being a father as well as being a mother for his child. This shows that the problem of masculinity is still a complex thing that is depicted in today's films.

Research on masculinity and film rose sharply at the end of this decade, most studies linking film with Freudian or Lacanian theory then experienced the development of perspective toward feminist theory and queer theory. This research sees the film as a popular product of America and how this popular product dominates the world with narratives, assumptions, and perspectives of Americans. Several previous studies emphasized the construction of fatherhood identity in the film without relating it to America as the producer of the film. Since the film is the depiction of truth-reality, this research connected to the 'here and now' specifically what American perspective on fatherhood construction and how the statement correlates to the fatherhood construction in the film.

CONCLUSIONS AND SUGGESTIONS

Conclusions

As the result of the study, Film *Fatherhood* produced a new stereotype of ideal masculinity, anti-thesis of traditional masculinity, develops hybrid masculinity, rejects

femininity as well as hegemonic masculinity, and pro-gender equality in the body of a black man who was traditionally close to the crimes, violence, sexual abuse, lower class, uneducated person and another negative behavior. Furthermore, the fatherhood concept in the film inspires non-American films such as Indonesian films. The many depictions, interpretations, and performances of masculinity circulating in American films show the openness of possibilities, embracing of differences, and a series of important cultural interventions in discourses about masculinity. The representation of fatherhood as a new symbol of masculinity became a popular feature in American cinema. The ideal masculinity that has become a trend in the post-feminist era has become a paradigm for revising the stereotype of masculinity and becoming a social effect, and dominant in the culture. This proves that film is not merely a medium of entertainment, in a broader sense, the film is a medium that represents the values and ideology of a nation. The film provides at least a partial representation of the imagined, produced, and consumed cultural conditions. To find an audience, films must actively engage with the ever-changing social, political, and cultural contexts in which they are made; However, the interactional relationship between film and its broader cultural, social, and political context is frequently complex and conflicting.

Suggestions

This study focuses on masculinity represented in the *Fatherhood* film produced by Netflix. As a social construction, masculinity as well as femininity is dynamic construction that changes every time, and it depends on geographical and cultural aspects. Therefore, the study only in one area (America) is not sufficient to understand the global character of the fatherhood and masculinity stereotype. This research only expands the concept of fatherhood and masculinity in American film, so the next study should include another film from a different area. It can be conducted as a comparative study or transnational study that widely covers all issues of gender particularly fatherhood and masculinity issues.

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**THE TRANSLATION OF ECONOMIC TERMS
IN THE BOOK *THE PSYCHOLOGY OF MONEY***

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Abstract: Translating economic terms is a challenging task since the translator needs to understand economics and be able to convey the concepts to the target language. In translating economic books for lay readers, the translator also needs to consider the lexical choice so that the target readers can understand the translation easily. This study aims to analyze the translation procedures applied in the translation of economic terms in the book *The Psychology of Money* written by Morgan Housel and to find out whether the translation is oriented to the source language or the target language. The data in this study were analyzed qualitatively by using the taxonomy of translation procedures by Vinay and Darbelnet. The results showed that there were seven translation procedures applied in the translation of economic terms: borrowing, calque, literal translation, a combination of borrowing and literal translation, transposition, equivalence, and combination of transposition and borrowing. The literal translation is the most dominant translation procedure applied to translate economic terms. Based on the analysis of the translation procedures, it can be concluded that the translation of economic terms in this study is oriented to the source language.

Keywords: *economic terms, economic translation, financial translation*

INTRODUCTION

Globalization has led to an increase in financial activity and business transactions between countries. As a result, the demand for economic translation has been growing rapidly in recent years. Despite the high volume of economic translation in practice, it has not been much researched and discussed by translation scholars (Chan, 2015; Sun,

2020). Due to this reason, the researchers are interested in conducting a study regarding economic translation from English into Indonesian.

The economic translation is a subfield of specialized translation which is related to economy, commerce, finance, investment, and banking (Hernández et al., 2016). English is regarded as the primary language of the economy since most economic terminology and concepts originate from it. The translation of economic text involves technical terms and cultural context which require specific expertise (Mateo, 2014)). Therefore, in addition to excellent linguistic competencies in the Source Language (SL) and the Target Language (TL), the translators must be knowledgeable about economics as well. The translators must constantly update themselves with the latest economic news as it continuously generates new terms and concepts (Melnichuk & Osipova, 2016). Good knowledge of a specialized domain such as economy will enable the translator to understand the text and help them find the appropriate equivalent in the TL (Alim, 2015).

Economic translation also plays a role in increasing financial literacy in society. Since 2020, the global economy has been affected tremendously by the COVID-19 pandemic. As a result, more and more people realize the importance of financial literacy (Kengatharan et al., 2020; Pangestu & Karnadi, 2020). Good financial literacy will help people survive in times of crisis by having an emergency fund and diversified investment (Yuesti et al., 2020). Financial literacy can be obtained by reading books related to economics and finance. Since English is the dominant language of the world economy, economic books need to be translated from English into other languages so that TL readers can understand the concept. Therefore, translation has an important role in spreading financial literacy.

Several studies related to economic translation have been conducted previously. Noviaty (2012) analyzed the techniques applied to translate financial terms in financial statements from English into Indonesian. In her study, it was found that seven translation techniques were used. The translation techniques were borrowing, calque, literal translation, reduction, modulation, transposition, and established equivalent. Another relevant study was conducted by Karnedi (2015), which discussed the translation of economic textbooks about the status of English as the dominant language. The research concluded that the translation of economic textbooks from English into

Indonesian tends to adopt the ideology of foreignization. The argument was supported by the frequent use of SL-oriented techniques, namely literal translation, and faithful translation. A similar result was revealed from the research conducted by Hesmanitifar & Biria (2015). The study investigated the translation strategies utilized for translating the English economic terms to Persian. It was found that literal translation was the most dominant strategy utilized in the translation of economic terms.

The difference between this study and the three previous studies is in the data source. The previous studies discussed the translation of economic terms in financial statements, economic textbooks, and an economic dictionary. Meanwhile, this study analyzes the translation of economic terms in the book *The Psychology of Money* written by Morgan Housel. The book was chosen as the data source since it contains a lot of economic terms and is targeted to lay readers or non-experts in economics. Translating a popular financial book means that the translator needs to choose the words that lay readers can easily understand. The translator also needs to consider the genre of the text so that they can opt for the most suitable translation procedures (Nurhantoro, 2020). Based on the background, it is interesting to find out the procedures applied in translating the economic terms in the book *The Psychology of Money* and whether the translation is oriented to the SL or the TL. Hopefully, this research will enrich the readers' vocabulary in the economic field and serve as a reference for translators in translating economic texts.

REVIEW OF LITERATURE

Translation Procedures

Vinay & Darbelnet (2000) proposed a taxonomy of translation procedures which is divided into two major methods of translation: direct translation and oblique translation. Direct translation includes three procedures: borrowing, calque, and literal translation. Meanwhile, oblique translation comprises transposition, modulation, equivalence, and adaptation.

Direct translation is possible due to parallel categories or parallel concepts between the SL and the TL. The structure and the lexical choice of the TL generally resemble those in the SL. Direct translation consists of (1) Borrowing, which involves the use of foreign terms in the TL; (2) Calque, a type of borrowing in which one

language takes an expressive form from another and then literally translates each of its constituents; (3) Literal Translation, or word for word translation, involves the direct transfer of a message from SL text into a grammatically and semantically appropriate TL text. These three procedures can be categorized as SL-oriented translation procedures since they tend to retain the foreignness of the SL.

Due to structural or metalinguistic incompatibilities, certain SL texts may need to be translated by altering the syntactic structure or the lexis. In this circumstance, more complex procedures must be utilized to maintain the quality of the translation. These procedures are known as oblique translation methods, which include: (4) Transposition, the process of changing a word class to another without altering the meaning; (5) Modulation, which involves modifying the message form by the shift in perspective; (6) Equivalence, the procedure which creates an equivalent text in the TL by using entirely different lexical and syntactical methods; (7) Adaptation, which is employed when the SL culture is unknown in the TL. In this case, the translators must create a new circumstance that can be regarded as equivalent in such cases. The four procedures are more oriented to the TL since they aim for accuracy and acceptability in the TL.

METHOD

This research applied a descriptive qualitative approach to analyze the translation of economic terms in the book *The Psychology of Money* written by Morgan Housel. The book was translated into Indonesian by Zia Anshor. The book was chosen as the data source since it contains many economic terms and it is a very popular book that many financial experts recommend. The book has sold more than a million copies and has been translated into 46 languages, including Indonesian.

The data on economic terms were collected through content analysis by reading the English version and its Indonesian translation. After collecting the data, the translation procedures were analyzed using the taxonomy proposed by Vinay and Darbelnet (2000). According to Vinay and Darbelnet, there are seven translation procedures, namely borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. These procedures were used to analyze the translation of the economic terms found in the book *The Psychology of Money*. The number of

translation procedures applied to translate the economic terms was used to determine whether the translation was oriented to the SL or the TL.

FINDINGS AND DISCUSSION

Findings

After the data collection process, it was found that there were 122 economic terms found in the book *The Psychology of Money*. There were seven procedures applied to translate the economic terms: borrowing (10 data), calque (18 data), literal translation (66 data), a combination of borrowing and literal translation (9 data), transposition (14 data), equivalence (3 data), a combination of transposition and borrowing (2 data). Table 1 shows the percentage of translation procedures applied to translate the economic terms.

Table 1. Percentage of Translation Procedures

No.	Translation Procedures	Total Data	Percentage
1	Borrowing	10	8,20%
2	Calque	18	14,75%
3	Literal Translation	66	54,09%
4	Combination of Borrowing and Literal Translation	9	7,38%
5	Transposition	14	11,48%
6	Equivalence	3	2,46%
7	Combination of Transposition and Borrowing	2	1,64%

This segment is divided into several sections based on the translation procedures found in the analysis, namely: borrowing, calque, literal translation, a combination of borrowing and literal translation, transposition, equivalence, and combination of transposition and borrowing. The analysis of the representative data is based on the theory proposed by Vinay and Darbelnet (2000).

Borrowing

Table 2. The Translation of Economic Terms Using Borrowing

Data Number	SL	TL
1	“Read saved what little he could and invested it in blue-chip stocks.” (Housel, 2020: 2)	“Read menabung berapa pun yang bisa dia tabung dan menginvestasikannya di saham blue chip .” (Anshor, 2021: XVI)

In datum 1, the term “blue chip” was retained in the TL by applying the borrowing procedure since there was no alteration in lexis and structure. According to Banks (2010) in *The Palgrave Macmillan Dictionary of Finance, Investment and*

Banking, the term “blue chip” is defined as the stock of a well-established company with big capitalization, excellent reputation, and a good track record of growth and earnings. A few examples of blue-chip stocks are Apple, Google, Microsoft, Berkshire Hathaway, and Coca-Cola. Meanwhile in Indonesia, blue chip stocks include BCA, BRI, Bank Mandiri, Telkom, and Astra. The term “blue chip” is commonly used among stock investors in Indonesia to refer to stocks of high-quality companies. Therefore, the decision to retain the foreign term in the TL is suitable in this context. The application of the borrowing procedure means that the translation of the term is SL-oriented.

Calque

Table 3. The Translation of Economic Terms Using Calque

Data Number	SL	TL
57	“He was once asked how he invested his own money, and described his portfolio allocation in the 1950s.” (Housel, 2020: 90)	“Dia pernah ditanya bagaimana dia menginvestasikan uangnya sendiri, dan menjabarkan alokasi portofolionya pada 1950-an. (Anshor, 2021: 105)
65	“This goes for something as specific as the stock market .” (Housel, 2020: 138)	“Itu berlaku bagi yang sespesifik bursa saham .” (Anshor, 2021: 171)

The application of calque can be seen in the translation of the phrase “portfolio allocation” into Indonesian as “*alokasi portofolio*” as shown in datum 57. The goal of an investment strategy known as portfolio allocation is to strike a healthy balance between risk and reward by allocating a given investment portfolio over a variety of asset classes. The Indonesian translation demonstrated that the English economic phrase was adapted according to the structure of a noun phrase in the Indonesian language. In this particular instance, the calque procedure was applied by altering the structure of the words but maintaining their original meanings. Although the SL and the TL phrases have the same meaning, the words are put in different order.

Another example of the application of calque in the translation of the economic term is shown in datum 65. The English noun phrase “stock market” was translated into the Indonesian noun phrase “*bursa saham*.” The calque procedure was used to translate this economic concept into Indonesian. The stock market refers to the place where purchasing and selling stocks occur. It is comparable to the definition of the Indonesian phrase “*bursa saham*”, which refers to a place where stock or shares can be sold and bought. The term “*bursa saham*” was translated from the English term “stock market” and it is commonly used in Indonesia.

Literal Translation

Table 4. The Translation of Economic Terms Using Literal Translation

Data Number	SL	TL
6	"If you grew up when inflation was high, you invested less of your money in bonds later in life compared to those who grew up when inflation was low." (Housel, 2020: 11)	"Jika Anda tumbuh dewasa ketika inflasi tinggi, Anda menginvestasikan lebih sedikit uang di obligasi dan lebih belakangan dalam hidup dibanding mereka yang tumbuh dewasa ketika inflasi rendah." (Anshor, 2021: 5)
31	"You can't blame people for devoting all their effort—effort in what they learn and what they do—to trying to earn the highest investment returns ." (Housel, 2020: 43)	"Jangan salahkan orang kalau mengerahkan segenap upaya – dalam belajar dan berbuat – mencoba meraih hasil investasi terbesar." (Anshor, 2021: 46)
49	"Investor Josh Brown, who advocates and mostly owns diversified funds , once explained why he also owns a smattering of individual stocks." (Housel, 2020: 93)	"Investor Josh Brown, yang mengadvokasikan dan umumnya memiliki reksadana terdiversifikasi , pernah menjelaskan mengapa dia juga memiliki sejumlah saham individual." (Anshor, 2021: 108)

The term "bonds" was translated into "*obligasi*" using literal translation, as shown in datum 6. The definition of the economic term "bond" is provided in the Dictionary of Finance and Investment Terms as "any interest-bearing or discounted government or corporate instrument that requires the issuer to pay the bondholder a specified amount of money periodically and to repay the initial amount of the loan" (Downes & Goodman, 2014). Meanwhile, the term "*obligasi*" is defined by *Otoritas Jasa Keuangan* (The Financial Services Authority of Indonesia) in OJK-Pedia as "*dokumen bermeterai yang menyatakan bahwa penerbitnya akan membayar kupon kepada pemegang obligasi secara berkala, dan membayar utang pokoknya pada waktu tertentu.*" Based on the definitions, it can be concluded that the terms "bonds" and "*obligasi*" are semantically equivalent. The application of literal translation means that the translation is oriented to the SL.

Datum 31 also illustrates the application of literal translation to translate the economic term "investment returns" into "*hasil investasi*" in Indonesian. Each component of the source phrase is translated literally into the TL. There is also a change in the grammatical structure of the noun phrase in the translated version to make it grammatically acceptable in the TL. In the SL form of "investment returns," the head of the noun phrase is the word "returns," which is preceded by the premodifier "investment." In the translated version, the word "*hasil*" serves as the head of the noun phrase, and the word "*investasi*" modifies it. In translating this noun phrase, a literal

translation technique can transfer the meaning of the original phrase. “*Hasil*” is the Indonesian term for “return,” whereas “*investasi*” is the translation of the word “investment.” Both SL and TL words have the same meaning: the investor’s profit or revenue from the investment.

Datum 49 shows another use of the literal translation procedure to translate an economic phrase. The Indonesian noun phrase “*reksadana terdiversifikasi*” was translated from the English noun phrase “diversified funds.” A diversified fund, according to Investopedia, is an investment fund that is spread across numerous market sectors, assets, or geographic regions. This economic term comprises two words: “diversified” and “funds,” with “*funds*” being translated as “*reksadana*” in Indonesian. According to the *Kamus Besar Bahasa Indonesia* (KBBI), “*reksadana*” refers to *wadah yang digunakan untuk menghimpun dana dari masyarakat pemodal untuk selanjutnya diinvestasikan*. Meanwhile, the word “diversified” was adjusted to the syntactical form of the Indonesian language into “*terdiversifikasi*,” which was utilized to support the word “*reksadana*” to convey the concept of “diversified funds.”

Combination of Borrowing and Literal Translation

Table 5. The Translation of Economic Terms Using the Combination of Borrowing and Literal Translation

Data Number	SL	TL
17	“Before the Ponzi scheme that made Madoff famous, he was a wildly successful and legitimate businessman.” (Housel, 2020: 32)	“Sebelum skema Ponzi yang membuatnya terkenal, Madoff adalah pengusaha wajar-wajar saja yang amat sukses.” (Anshor, 2021: 32)
40	“No one wants to hold cash during a bull market . They want to own assets that go up a lot.” (Housel, 2020: 49)	Tak ada yang ingin memegang uang kas selama pasar bullish . Semua ingin memiliki aset yang naik tinggi.” (Anshor, 2021: 54)

In datum 17, the term “Ponzi scheme” was translated into “*skema Ponzi*” by the combination of borrowing and literal translation procedures. According to the Dictionary of Finance and Investment Terms, the scheme was named after Charles Ponzi, who created a large scheme of pyramiding in the late 1920s. In this type of fraud, the funds from new clients are used to pay “profits” to clients who joined earlier. The scheme will collapse if no new clients are joining and investing their money. In the target text, the name *Ponzi* was retained and the word “scheme” was translated literally into “*skema*.” The structure of the translation was adjusted according to the Indonesian noun phrase.

Another example of the use of the combination of borrowing and literal translation procedures can be seen in the translation of the English noun phrase “bull market” into the Indonesian phrase “*pasar bullish*,” as shown in datum 40. The word “market” was translated literally into “*pasar*.” Meanwhile, the English adjective “bull” was borrowed from the SL and slightly adjusted in the TL as “*bullish*.” Even though there was a slight adjustment, both words have the same word class and meaning. As stated in Investopedia, the idea of bull market derives from how the animal attacks its opponents. That is, a bull will thrust its horns up into the air. This action then related metaphorically to the movement of a market. If the trend in the market was up, it was considered a bull market. The Indonesian translation conveys the same idea. As stated on the IDX website, *pasar bullish* denotes an uptrend in the stock market.

Transposition

Table 6. The Translation of Economic Terms Using Transposition

Data Number	SL	TL
65	“Same with investing, where volatility is almost always a fee, not a fine.” (Housel, 2020: 126)	“Sama saja dengan investasi, di mana naik turunnya nilai selalu merupakan biaya, bukan denda.” (Anshor, 2021: 152)

The transposition procedure was applied in the translation of datum 65 since there was a shift in the lexical category from the noun “volatility” into the noun phrase “*naik turunnya nilai*.” However, the meaning remained unchanged. The term “volatility” is defined in the Palgrave Macmillan Dictionary of Finance, Investment, and Banking as “a measure of a reference asset or market price movement.” Even though the Indonesian translation consists of more words, it has conveyed the meaning of the term “volatility.” It is also easier to understand since it does not use a technical term. Applying the transposition procedure and focusing on the readability for the target readers means that the translation of the term is TL-oriented.

Equivalence

Table 7. The Translation of Economic Terms Using Equivalence

Data Number	SL	TL
14	“Even widespread use of consumer debt— mortgages , credit cards, and car loans—did not take off until after World War II.” (Housel, 2020: 18)	“Bahkan penggunaan utang konsumen secara luas – KPR , kartu kredit, kredit mobil – belum mulai sampai sesudah Perang Dunia II.” (Anshor, 2021: 13)

The application of the equivalence procedure is illustrated in the translation of the word “mortgages” into “KPR” as can be seen in datum 14. The term Mortgage is defined in the Dictionary of Finance and Investment Terms as “a type of financial instrument in which the borrower gives a lien on the property to the lender as security for the repayment of a loan.” The definition is in line with the concept of KPR, which stands for *Kredit Pemilikan Rumah*, and is defined by *Otoritas Jasa Keuangan* as a credit facility provided by banks to customers who intend to buy property. Even though the SL and the TL terms share the same concept, the structure and the lexical choice are completely different. The word “mortgage” is a noun, while “KPR” is a noun phrase that consists of three words. It shows that the translation is not oriented to the structure and the lexis of the SL. Therefore, it can be concluded that the translation of the term is oriented to the TL.

Combination of Transposition and Borrowing

Table 8. The Translation of Economic Terms Using the Combination of Transposition and Borrowing

Data Number	SL	TL
27	“I have heard many people say the first time they saw a compound interest table.” (Housel, 2020: 41)	“Saya sudah dengar banyak orang berkata bahwa pertama kali mereka melihat tabel bunga berbunga (<i>compound interest</i>).” (Anshor, 2021: 44)

The term “compound interest” was translated into “*bunga berbunga* (*compound interest*)” by the combination of transposition and borrowing, as shown in datum 27. The application of the transposition procedure can be seen in the change of word class of the adjective “compound” into the verb “*berbunga*” in the TL. The original term was retained in the TL by putting it into brackets. The term “compound interest” is defined in the Dictionary of Finance and Investment Terms as “the interest earned on principal plus interest that was earned earlier.” However, the term “compound interest” actually has the equivalent in the Indonesian language, that is, *bunga majemuk*, which is defined by Otoritas Jasa Keuangan in OJK-Pedia as “*bunga yang dihitung atas jumlah pinjaman pokok ditambah bunga yang diperoleh sebelumnya*.” The term “*bunga majemuk*” is more appropriate to be used as the translation of the term “compound interest” since it is defined by OJK as the government institution which regulates and supervises the financial services in Indonesia. Moreover, “*bunga majemuk*” also sounds less awkward

than “*bunga berbunga*” in the TL. Since the term was translated using the combination of transposition and borrowing, it can be concluded that it is partially SL-oriented and partially TL-oriented.

Discussion

Based on the analysis of the translation procedures, it was found that there were several SL-oriented and TL-oriented procedures applied to translate the economic terms. The SL-oriented translation procedures were borrowing, calque, literal translation, and a combination of borrowing and literal translation. The application of the borrowing procedure is in line with the study conducted by Biel & Sosoni (2017), which states that the translation of economic terms is characterized by a great number of borrowed words from the English language due to its dominance in economics. However, the literal translation is more frequently applied to translate the economic terms found in this study. Therefore, it can be concluded the translation of English economic terms into Indonesian tends to apply literal translation as the most dominant procedure. The dominant application of SL-oriented translation procedures found in this study is in line with the research conducted by García González (2017). The previous study found that translation of business and economic texts tends to be foreignized by applying SL-oriented procedures. This is due to the difficulty of finding the exact equivalent of business and economic terms in the TL.

In addition to the SL-oriented translation procedures, there were also several TL-oriented translation procedures applied. The TL-oriented translation procedures were transposition and equivalence. Even though the application of TL-oriented translation procedures was less frequent than the SL-oriented translation procedures, it can be used as a strategy to maintain the use of the local language in the dominance of English as the lingua franca of the global economy. This strategy was implemented in the translation of economic terms from English into Lithuanian in the study conducted by Suchanova (2014).

Furthermore, the result of this study also found that it was possible to combine SL-oriented and TL-oriented translation procedures to translate the English economic terms into Indonesian. Since the terms were translated using the combination of transposition and borrowing, it can be concluded that it is partially SL-oriented and partially TL-oriented. This is in line with the study conducted by Putrawan (2018),

which states that translation can be conducted by a combination of SL-oriented procedure and TL-oriented procedure. The combination of translation procedures is applied to achieve accurate and acceptable translation.

CONCLUSIONS AND SUGGESTIONS

Conclusions

There are seven translation procedures applied in the translation of economic terms in the book *The Psychology of Money* by Morgan Housel. The SL-oriented translation procedures are borrowing (8,20%), calque (14,75%), literal translation (54,09%), and the combination of borrowing and literal translation (7,38%). Meanwhile, the TL-oriented translation procedures are transposition (11,48%) and equivalence (2,46%). There is also a combination of SL-oriented and TL-oriented translation procedures found, that is the combination of transposition and borrowing (1,64%).

Based on the percentage of translation procedures, it is obvious that literal translation, one of the SL-oriented translation procedures, is most frequently applied with a percentage of 54,09%. The total percentage of the SL-oriented translation procedures is 84,42%, which shows that it is more dominant in the translation of economic terms. The analysis also found that it is possible to combine two translation procedures to translate the economic terms. The combinations found in the data are the combination of two SL-oriented procedures (combination of borrowing and literal translation) and the combination of one SL-oriented and one TL-oriented translation procedure (combination of transposition and borrowing).

Suggestions

Due to the rapid progress of globalization nowadays, the translation of economic texts is in high demand. Therefore, it opens many opportunities for researchers and academicians to conduct studies on this topic. This study is limited to the translation of English economic terms in the book *The Psychology of Money* into Indonesian. Further studies of the translation of economic terms in financial documents, movies, TV series, or YouTube videos are highly suggested.

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SEMIOSIS PROCESS AND MEANING-MAKING ON BRON'S MENU

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Abstract: This research aimed to know the semiosis process and meaning-making about how words and pictures on the menu can contribute to better business and achieving customer satisfaction by applying the theories from Pierce (1996) and Ogilvy (1985). Data were taken from BRON – The Urban café's menu, especially in snack and oriental categories. The data were collected by reading the menu list, observing the picture of the menu list, and checking the appropriateness between pictures and words. The collected data were then analyzed using Pierce and Ogilvy's theories. The analysis showed that representamen, object, and interpretant are interrelated in the semiosis process to present the uniqueness and authenticity of BRON – The Urban Café's menus such as garlic cassava, vegetarian spring rolls, crispy banana spring rolls, French fries, and *nasi goreng nusantara*. The meaning-making with words and pictures in the list menus is mostly accurate and implicit, but it is still known and acceptable due to the customer's familiarity with the cooking techniques, ingredients, and serving of the food also the effect of brand image, the relevance of preexisting knowledge, big idea, and others.

Keywords: *bron's menu, meaning-making, semiosis process*

INTRODUCTION

Advertisement plays a vital role in communicating messages; it becomes part of human life (Habibah et al., 2021). Advertisement functions as media of promotion in transferring the particular message from advertisers as the addresses to consumers as a target of the advertisement (Bahri, 2018). A product is advertised to make people understand or aware to potential buyers through mass media such as television, radio, the internet, and magazine (Ramdhan et al., 2021). There are various types of advertisement, one of which is food advertisement.

Food advertisements are targeting on people of distinctive ages with distinguished requirements (Oparinde, 2019). It is common to see that some food advertisements are continuously coming into people's eyes through a novel advertising form, even if people know it is about the same food, they still watch it repeatedly (Feng,

2020). Food advertisement is one thing that is known to influence decisions about what foods people choose to eat. Marketing teams for companies use online commercials, signs, and other strategies in attempting to get people to buy their food products (Erhenberg, 2002).

BRON – The Urban Café is of food business that has been established in 2018. It is located at Jalan Hayam Wuruk No. 136, Denpasar Timur. This cafe has an environmentally friendly architectural design with a variety of shady plants and is child-friendly with a playground. Customers can unwind while enjoying the best selection of food and drinks to be enjoyed with loved ones. Menus offered in BRON café are garlic cassava, vegetarian spring roll, crispy rolls banana chocolate, French fries, *nasi goreng nusantara*. These menus look yummy and eye-catching which can be seen from colorful pictures of the food with a short description in words. The existence of words and pictures on the BRON's menu leads to a semiosis process.

The Semiosis process is a triadic relation of representamen, object, and interpretant which are created in the mind of the interpreter. Representamen as a thing, object as a thing in human recognition, and interpretant as the process of interpretation. This process is unlimited, so the interpretant can change and become a new representamen following the semiosis process unlimitedly (Peirce, 1996). Some previous researches discuss the semiosis process. (Puspita et al., 2020) in their research "A Semiosis Process on iPhone Online Media Advertisement" found that headline words, logo, and some pictures of the iPhone ads are the representamen. An object is the color of display, brightness also the background of the online ads itself in every advertisement of iPhone advertisement and then the relation between representamen and object produces interpretant, namely technological advances. (Fauziah, 2015) in her research "A Semiosis Process Analysis on Starbucks Coffee Advertisement" stated that the combination of representamen, object, and interpretant delivers the meaning of Starbucks Coffee ads to the reader. Every advertisement for Starbucks Coffee uses attractive signs which make interesting sense to customers. (Lestari, 2016) in her research "A Semiosis Process Analysis on KFC Advertisement Posters Using C. S. Pierce Theory" examined that the process of semiosis will be known if representamen, object, and interpretant are observed first. The semiosis process emphasizes the

meaning that consists in all KFC advertisements which has a relation to the interpretation.

It can be seen that previous researches only describe the existence of representamen, object, and interpretant as three important elements of the semiosis process in the advertisement. This becomes consideration to conduct new research regarding the semiosis process and how this process leads to the meaning-making of food advertisements in BRON – The Urban Café's menu. In this respect, meaning-making emphasizes the interrelation between words and pictures in the semiosis process which then can affect the consumers' understanding of the menu and belief of the food is worthwhile buying.

REVIEW OF LITERATURE

Regarding the semiosis process, (Peirce, 1996) stated that there are three sides of a sign, namely representamen, object, and interpretant. Representamen is the sign itself, the object is the thing referred to, and the interpretant is the product of the connection between interpretant and object. These elements complement each other in the process of semiosis. They are inseparable in semiosis because they have their function to determine each other so that the semiosis process can describe the sign clearly.

The representamen can be divided into *qualisign*, *sinsign*, and *legisign*. *Qualisign* is formed by quality, such as the concept of color. *Sinsign* is formed by the real physical reality or the shape of the thing and event. *Legisign* is the law or rule of how the thing should be.

An object has three classifications too, namely icon, index, and symbol. Icon refers to the sign that has a resemblance with the fact of what it refers to, or a sign which denotes and has the characters of the object, whether the object exists or not. An index is a sign connected with the object because of the cause-effect connection. It is anything that takes attention or startles the readers. A symbol is a sign connected with the object because of the agreement. It is a general idea that operates only in a particular situation, area, or society.

Interpretant has also rheme, decent, and argument. The rheme is the probability for interpretant such as a concept. The decent is the fact of the interpretant or the real

description of the thing, meanwhile, the argument is the logical reasoning of the interpretant.

Besides the semiosis process, it is also important to discuss meaning-making. In this respect, meaning-making is widely considered essential for adjusting to stressful events (Park, 2010). However, many theorists have proposed that meaning-making attempts should lead to better adjustment only to the extent that individuals achieve some product (meaning made through the process). Distress is mediated through discrepancy and reductions in distress are dependent on reductions in discrepancy (Murphy, 1991). Thus, attempting to make meaning is not necessarily linked with adjustment but may merely signal an ongoing discrepancy between an individual's global meaning and an event's appraised meaning. Until meaning-making attempts result in some change that reduced the discrepancy between appraised and global meaning, they may be positively related to distress; over time, meanings made should be related to better adjustment. Meaning-making attempts are expected to decrease as meaning is made, and continued attempts to make meaning without some products have been described as a type of rumination associated with increased distress (Tyler, 1993). It is a transformative process based on existential principles; people create meaning by transforming how they think and feel about a situation. It also involves changing appraisals of specific situations or global beliefs about the world or self.

The next theoretical basis used in this research is brand advertising theory. This theory includes providing accurate information, establishing a brand image, providing an organizing big ideas, maintaining relevance, and researching what works (Ogilvy, 1985).

Providing Accurate Information

The factual information focuses on the original function of advertisement: informing customers of a product's availability, such as its appearance, function, and stuff. It could create credibility that reduces the reader's resistance. For instance, coconut milk ads which are TV advertisement directly shows the process of pouring coconut milk into the bowl with the slogan 'authentic coconut milk of coconut tree brand—not only fair but also tender'. Even though it utilizes the rhetoric of metaphor to compare coconut milk and human characteristic, it provides accurate information about the product.

Brand Image

The brand image is like a product's personality. Ogilvy stated that advertisements are used to serve brand images, which means advertisements take the responsibility to demonstrate the products' characteristics and attract people to buy. For example, Cola-Cola with the unique outer packing and red logo can be popped up in recipients' minds when mentioning this drink. Even though it designs bottles and revises its logo several times, it still leaves a deep impression on consumers' taste buds.

Providing an Organizing Big Idea

The big idea is the central association that fixes the brand image. A particular event or image takes on a symbolic value. It stands for a whole way of life, with emotions and expectations. However, a big idea is not conscious to come up with but unconscious and has to be well-informed.

Stay Relevant

The advertisement inserts itself within the subject's preexisting associative networks and knowledge. For example, Poli food company's 'Poli seaweed' is a kind of snack that is convenient to eat and nutritious for people, and its advertising slogan 'I know the taste of the sea' is deeply rooted in the hearts of recipients. 'I' could be understood from two perspectives. The instructions of the word 'I' on behalf of the merchant, and advertising strongly present the merchants' self-confidence, who knows how to make the pure seaweed flavor and satisfy the audience's taste. In addition, 'I' is regarded as a consumer, indicating consumers should try Poli seaweed if they want to know the sea's taste. It is evident that seaweed grows in the sea, so it is the basis of advertisements that can insert subjects into the preexisting associative knowledge.

Research What Works

Although people respond strategically to advertisers' who attempt to control their minds through advertisements. Rational appeals are based on consumers' cognition, while emotional appeals are aiming at arousing consumers' resonance and touching their hearts to change their concepts and behaviors. Human perceptual psychology will help determine what types of ads are easily gotten. Therefore, advertisers may find a tacit method to make consumers naturally accept the advertisements and buy the products. Some advertisers create food ads by telling stories

or showing certain plots, such as a short TV serial or film, to let recipients have interested to watch the food ads.

METHOD

Method of research is a strategy to collect, classify, analyze, and interpret the data. Thus, the method of research covers data source, data collection, data analysis, and presentation of the result of the analysis. Data sources in this research were taken from BRON - The Urban café's menu which has been downloaded from Instagram account @bron.caferenon. The data were in the form of words and pictures which describe what kind of food is offered. There were only 5 selected to analyze in the case of the semiosis process and meaning-making. This selection is based on the suitability of the word description with the picture of the menu which refers to a proper understanding of the menu and leads to a sense of the customers' desire to buy the food. Data were collected by reading the menu list, observing the picture of the menu, and checking the suitability between words description and pictures of the menu. Data were then screen-captured, classified, and noted in a table. The collected data were analyzed using Pierce and Ogilvy's theories to find out the semiosis process and meaning-making of BRON – The Urban Café's menu. The results of the analysis then were presented qualitatively using sentences.

FINDINGS AND DISCUSSION

Findings

The first analysis aims to know the process of semiosis then the second analysis is to find out meaning-making in BRON – The Urban Café's menu. Data are grouped in the table. The punctuation and case of the letter of the headline and tagline are based on the menu. The description of the data can be seen as follow.

Table 1. Data Description

No	Category of Menu	Name of Menu	Description	Note
1	Snack	Garlic cassava	Deep-fried cassava served with sambal ikan, homemade by BRON	Complete description with an appropriate picture
2		Vegetarian spring roll	Spring roll pastry slice cabbage, rice noodle, sliced carrot, served with Thai sauce	Incomplete description with an appropriate and clear picture
3		Crispy rolls banana chocolate	Deep-fried crispy banana, chocolate top with icing sugar	Incomplete description with an appropriate and clear picture
4		French fries	-	No description but there is an appropriate and clear picture
5	Oriental	<i>Nasi goreng nusantara</i>	Fried rice beef with sauce rendang, mixed vegetables, cucumber, melinjo crackers, crispy potato, fried onion, and egg	Complete description with an inappropriate picture

Semiosis Process in BRON – The Urban Café Menu

Semiosis is an emergent process in semiotic systems which involves three inseparable elements, namely representamen, object, and interpretant. Here is the process of semiosis in BRON – The Urban Café's Menu.

Semiosis Process of Garlic Cassava

It is cooked in a deep-fry technique and served with *sambal ikan*. Garlic cassava is put on a cutting board with the words 'BRON – The Urban Café', meanwhile *sambal ikan* is in a small bowl. There are some combinations of colors. Golden yellow is for deep-fried cassava. Dark brown can be seen in *sambal ikan*. Brown is for cutting board and the words 'BRON – The Urban Café'. Light brown and black can be seen from the small bowl. The advertiser also creates a white shadow with additional garnish and condiments. In this case, garlic cassava with *sambal ikan* on a brown cutting board in the white shadow of additional garnish and condiment is as representamen. This representamen leads to an object wherein associated with happiness, hygiene, simplicity, and nature. The relationship between representamen and object results interpretant. The interpretant refers to a real description of garlic cassava, namely: 'Deep fried cassava served with sambal ikan, homemade by BRON'. It indicates that garlic cassava is one of the snacks offered in BRON cafe which is appetizing and healthy to eat due to the use of well-hygiene and natural ingredients, condiments,

garnish, also tableware. It is a kind of snack that can enhance mood, well-being, and brain functions to make people who eat feel happy.

Semiosis Process of Vegetarian Spring Rolls

Another kind of snack in BRON – The Urban Café is vegetarian spring roll. It is served on a brown tray with red Thai sauce in a small bowl and green parsley. This is as representamen. The representamen has a connection with the object that symbolizes nature, freshness, and excitement. Because of the relationship between representamen and object, the interpretant is: ‘Spring roll pastry slice cabbage, rice noodle, sliced carrot, served with Thai sauce’. This interpretant is the real description of the menu which expresses vegetarian spring roll as a vegetarian snack made of fresh and natural ingredients which can then make people eager to enjoy it.

Semiosis Process of Crispy Rolls Banana Chocolate

BRON – The Urban Café also provides crispy rolls of banana chocolate. It is served on a cutting board with parsley and icing sugar. There are combinations of colors. Brown is for cutting board. Green is for parsley. Brownish-yellow is for crispy rolls of banana chocolate, and white is for icing sugar. In this respect, crispy rolls banana chocolate is the representamen. This representamen has a relation with the object wherein symbolizes happiness, nature, and freshness. Because of that relationship, the interpretant is ‘Deep fried crispy banana, chocolate top with icing sugar. This is the real description of the menu which shows crispy rolls of banana chocolate as a healthy snack made of selected ingredients fresh from nature. The combination of icing sugar and other natural ingredients creates long-lasting energy and keeps you in good mood.

Semiosis Process of French Fries

The next kind of snack in BRON – The Urban Café is French fries. It is put on a brown cutting board and served with green parsley also chili sauce in a brown small bowl. This is the representamen that has an interrelation with the object that expresses happiness, freshness, and simplicity. The relationship between representamen and object leads to the interpretant in the form of logical reasoning. It means that French fries are a common snack with chili sauce that can be enjoyed any time of the day as a snack or accompaniment to another food. It is a simple, delicious, healthy snack made of fresh potato and other ingredients.

Semiosis Process of 'Nasi Goreng Nusantara'

One of oriental menu in BRON – The Urban Café is *nasi goreng nusantara*. It is served on a brown plate with pickles, green cucumber, and parsley as garnish. *Nasi goreng nusantara* is the representamen. This representamen is related to an object that shows authenticity, freshness, and simplicity. Because of the relation between representamen and object, there is interpretant. It is a description by words about *nasi goreng nusantara*, namely: 'Fried rice beef with sauce rendang, mix vegetable, cucumber, melinjo crackers, crispy potato, fried onion, and egg'. This expresses that *nasi goreng nusantara* is an Indonesian special food with various fresh ingredients and vegetables which is simple but yummy to eat as a main dish or even an accompaniment to another dish.

Meaning-Making in BRON – The Urban Café Menu

Meaning-making describes people's understanding of how human beings make meaning of themselves, of others, and of their experiences throughout their life span (Zittoun, 2012). Regarding the meaning-making in BRON - The Urban café's menu, there are words description in every menu along with additional pictures. These aspects are then analyzed whether they are appropriate and interrelated to assert the meaning of the menu or even if their existence causes ambiguity of meaning so that it leads to customers' disinterest in buying the food. The analysis can be seen below.

Meaning-Making in Garlic Cassava

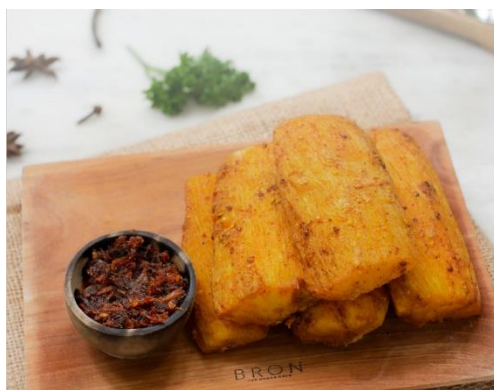


Figure 1. Garlic Cassava

The first snack menu in BRON – The Urban Café is garlic cassava. It is 'deep-fried cassava served with *sambal ikan*, homemade by BRON'. This means that garlic cassava is cooked in a deep pan in which the food is completely covered by oil so it has

a crunchy golden-brown surface and is tender inside. It is also served with *sambal ikan*, namely chili sauce made of fish and other condiments which are special by BRON – The Urban Café. As the name ‘garlic cassava’, the word ‘garlic’ is not explicitly mentioned in the menu description and even the picture of ‘garlic’ is not displayed. The display menu is only showing deep-fried cassava served on a brown cutting board, *sambal ikan* in a small bowl, also some garnish around it. This indicates the inappropriateness between words to describe menu and picture to clarify the menu. Nevertheless, it is still understandable and acceptable due to preexisting knowledge of customers especially Indonesian people concerning garlic cassava as a traditional dish originating from Indonesia which is cooked with a combination of cassava, garlic, salt, and other condiments.

Meaning-Making in Vegetarian Spring Rolls



Figure 2. Vegetarian Spring Rolls

The second snack menu in BRON – The Urban Café is vegetarian spring rolls. It is ‘spring roll pastry slice cabbage, rice noodle, slice carrot, served with Thai sauce’. This describes the meaning of vegetarian spring rolls from the shape, ingredients, and side dish. It is a small roll of thin pastry which is sliced, filled with vegetables such as cabbage, rice noodle, and sliced carrots, and served with Thai sauce. This menu description is completed with the real picture of vegetarian spring rolls on the tray with Thai sauce, parsley, and chilies. Parsley and chilies are not mentioned in the menu description, but they appear in the display menu. This means information about vegetarian spring rolls is not true in every detail so it leads to inappropriateness between words and pictures. However, if it is seen from the concept and sense of the meaning of vegetarian spring rolls, the addition of parsley and chilies in the display menu supports and emphasizes the meaning that vegetarian spring rolls as a healthy snack menu for vegetarians which tend to contain various levels of fruits, vegetables, grains, pulses,

nuts, and seeds. Concerning Ogilvy's theory, this menu delivery is categorized as organizing big ideas. Vegetarian spring rolls are the central association with parsley and chilies as the garnish. In this respect, the advertisers use parsley and chilies as a symbolic value of vegetarianism which is the rejection of meat but high appreciation for vegetables, fruits, and grains.

Meaning-Making in Crispy Rolls Banana Chocolate



Figure 3. Crispy Rolls Banana Chocolate

The third snack menu is crispy rolls and banana chocolate. It is a 'deep-fried crispy banana, chocolate top with icing sugar. This expresses the meaning of crispy rolls of banana chocolate from the cooking technique and garnish. It is the medium roll of thin pastry which is sliced, cooked until dry and brittle surface or texture, and garnished with chocolate and icing sugar on the top. This description is accompanied by the display of crispy rolls of banana with chocolate filling, and parsley also icing sugar as garnish. In this case, the description regarding 'chocolate top' explicitly means that there are some chocolates used as a garnish on the top of crispy rolls banana, but if it is viewed from the display menu, 'chocolate top' means that crispy rolls banana is made with chocolate filling so that the chocolate seems to be visible at the top. Parsley is not mentioned in the menu description, but it appears in the display menu, whereas the icing sugar is mentioned and appeared in the display menu. Therefore, this refers to inappropriateness between words and pictures. When it comes to Ogilvy's theory, it is part of a brand method of 'research what works', wherein the advertisers use a unique concept to clarify the word 'chocolate' on the menu crispy rolls banana which then can make consumers naturally accept the food and finally buy the food.

Meaning-Making in French Fries



Figure 4. French Fries

The fourth snack menu is French fries. There is no menu description added. It only appears in the display menu that French fries the brown cutting brown which is served with chili sauce and parsley. The advertisers focus on promoting this menu by maximizing the visual effect of French fries. Even though there is no menu description, it is still known by the customers because French fries are the most popular snack and commonly being served as a side dish to entrees and are seen in fast-food restaurants. Concerning Ogilvy's theory, it belongs to promote food with the brand method 'stay relevant'. In this respect, the concept and meaning of French fries are preexisting associative networks and knowledge in customers' minds. Preexisting associative networks refer to French fries which are always served with sauce whether chili or tomato and is garnished with parsley. Meanwhile, preexisting associative knowledge is that French fries are made of a slice of potatoes and cooked deep-fried until it is golden brown and tasty. Customers mostly know what French fries look and taste like due to familiar food so it is enough to just give a display menu of French fries. Without description by words, the meaning of French fries is understandable.

Meaning-Making in 'Nasi Goreng Nusantara'

Nasi goreng nusantara is one of oriental menus in BRON – The Urban Café. This is fried rice beef with sauce rendang, mixed vegetable, cucumber, melinjo crackers, crispy potato, fried onion, and egg. This asserts the meaning of *nasi goreng nusantara* from the cooking technique, ingredients, and serving. It is rice, beef, and other condiment fried until cooked then served with sauce rendang, various vegetable, cucumber, melinjo crackers, crispy potato, fried onion, and egg. This menu description is completed with the picture of *nasi goreng nusantara* with three slices of cucumber,

melinjo crackers, sauce rendang, pickles, and sunny side up. In this respect, the menu description regarding 'mix vegetable' explicitly means a combination of various kinds of vegetables, but if it is viewed from the display menu, 'mix vegetable' refers to small pieces of cucumber and carrot with vinegar and other ingredients that are known as pickles. The word 'egg' in the menu description is not clear whether it is hard-boiled, poached egg, scrambled egg, or sunny-side up. This is then clarified through the display menu of the egg which is sunny-side up, namely the sunny (yolk) side of the egg faces up in a perfect circle, sort of like the sun. It can be seen the appropriateness between words and pictures even though there are some elements like 'mix vegetable' and 'egg' explained implicitly. Concerning Ogilvy's theory, it refers to providing accurate information wherein the advertisers keep explaining completely correct information along with the addition of pictures of what exactly 'mix vegetable' and 'egg' look like in *nasi goreng nusantara*. The menu description and display menu are enough to be trusted and customers would buy this food.



Figure 5. *Nasi Goreng Nusantara*

Discussion

Previous research only describes how the representamen, objects, and interpretants in food advertisements in online media with theories that only focus on the theory of semiosis. There has been no development of a more in-depth discussion area related to process semiosis. Thus, this study was conducted to conduct a more in-depth study of the semiosis process that leads to the creation of meaning in the BRON's menu by considering the food advertising brand method which includes providing accurate information, brand image, staying relevant, and organizing big idea, and research what works.

The Semiosis process emphasizes the process that involves the relation among representamen, object, and symbol in the production of meaning. Based on the result of the analysis, the semiosis process in BRON - The Urban café's menu uses words and pictures to describe what the menus look and taste like. The representamen mostly refers to *qualisign* and *sinsign*. *Qualisign* is formed by the combination of food, ingredients, garnish, and tableware colors, whereas the *sinsign* can be seen from the physical reality of every food menu offered. This representamen forms connection or symbolization through a general idea that has developed in society. The object in the BRON menu emphasizes the food as happiness, health, hygiene, simplicity, freshness, and nature. The interrelation between representamen and object results in interpretant. In this respect, the interpretant explains that various kinds of food in BRON - The Urban Café are appetizing, delicious, special, and have maintained the quality of cleanliness and health. Thus, the food is very safe and suitable to eat anytime with loved ones.

As mentioned before, the semiosis process leads to meaning-making. Meaning-making designates the process by which people interpret situations, events, or objects, in the light of their previous knowledge and experience. Based on the result of the analysis, meaning-making in BRON - The Urban café's menu is categorized into appropriateness and inappropriateness of words and pictures. The appropriateness between word and picture is in the meaning-making of *nasi goreng nusantara*. This appropriateness leads to complete understanding, interest, and belief of customers to buy the food. Meanwhile, the inappropriateness between words and pictures is in the meaning-making of three other menus. The inappropriateness does not affect the understanding of the customers about the menu offered due to the familiar food' cooking technique, ingredients, and serving. In this case, the meaning-making of the menus is implicit but clear in the following consumers' minds through the methods of food advertising namely unique brand image, staying relevant with preexisting associative networks and knowledge, organizing big idea, and research what works. Thus, the customers' interest to buy and enjoy the food in BRON - The Urban Café, is increased.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the finding and discussion, it can be concluded that the semiosis process in BRON - The Urban Cafe menu consists of representamen, object, and interpretant. These elements are interrelated to figure out garlic cassava, vegetarian spring rolls, crispy banana spring rolls, French fries, and *nasi goreng nusantara* as special food homemade by BRON cafe with high-quality ingredients, tableware, and serving. The Semiosis process in the menu results in meaning-making. The meaning-making with words and pictures in the display menu is accurate but implicit. Nevertheless, it is still acceptable and understandable due to the customers' preexisting association and knowledge about the food and the effect of brand image to attract customers' interest to buy and eat the food for the sustainability of a better business.

Suggestions

This research is still limited to knowing the representamen, object, and interpretant in the semiosis process and the suitability of words also pictures in meaning-making in printed food menus by applying Pierce and Ogilvy's theories. Therefore, further research can be developed in terms of the scope of discussion, data source, and presentation of the result of the analysis. The next scope of discussion can refer to the semiosis process in a multimodal text (audio, visual, gesture, verbal, spatial) to produce wholeness of meaning, semiosis, and inter-semiotic translation menu or other food ads, semiosis as the development of meaning-making, and many more. The data source can be taken from food ads on TV, YouTube, websites, documentary films, banners, and others. The result of the analysis is presented through the combination of qualitative and quantitative methods to gain holistic result research and connect more deeply with the target readers.

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APPLICATION OF THE 汉语的语义学 [Hànyǔ de Yǔyì Xué] (CHINESE SEMANTIC) DIGITAL MODULE IN SEMANTIC COURSES OF MANDARIN EDUCATION PROGRAM OF STATE UNIVERSITY OF MALANG

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Abstract: The aims of this study are: (1) to describe the application of the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the semantic course of the Mandarin Language Education Study Program, State University of Malang, and (2) to describe student responses to the 汉语的语义学 Chinese semantics digital module. This study used descriptive qualitative method. The data sources used in this study were students of class 2020 B of the Mandarin Language Education Study Program, State University of Malang. The data from this study were obtained from the results of observations and the results of student response questionnaires. The results of observations from this study indicate that learning activities by applying the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module run smoothly. Students of 2020 B enthusiastically participated in all learning activities in semantic courses from beginning to end. In addition, students can also understand Chinese semantic material easily, as evidenced by students being able to complete the practice questions in the module well. Based on the results of the student response questionnaire, it can be seen that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module makes students easier to learn Chinese semantic material anywhere and anytime. Students can understand Chinese semantic material quickly, because the material in this 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is written in Indonesian. It can be concluded that the 汉语的语义学 Chinese semantic digital module is effective to be applied to the semantic course of the Mandarin Language Education Study Program, State University of Malang.

Keywords: *chinese language, digital module, semantic*

INTRODUCTION

Along with the development of science and technology, foreign language skills are an important factor that must be mastered. In mastering foreign language skills, students are expected to not only master the four language skills, namely listening, speaking, reading, and writing, but also master the linguistic elements. As is the case with Mandarin learners, especially in the Mandarin Language Education Study Program, State University of Malang, students are not only required to master language skills, but they are also expected to master Chinese linguistic elements, such as phonology, morphology, syntax, and semantics of Chinese. According to Jian & Maopeng (2002), the book *Ma Shi Wen Tong* is a Chinese linguistic book that is a sign of the birth of modern Chinese linguistics.

Mandarin is one of the most widely spoken languages in the world. This statement is in line with the opinion of Thamrin (2021) who explains that Mandarin is the most widely spoken language after English. This makes more and more students learn Mandarin so that it is included in the curriculum in schools in Indonesia. Based on the 2020 curriculum of the Mandarin Language Education Study Program, students take Mandarin semantic courses in the third semester. Considering that students in the third semester are basic or beginner Chinese learners, teachers can't use Chinese semantic teaching materials in the full Chinese version. Mandarin semantic learning using PowerPoint media is less than optimal to support the material in Chinese semantic textbooks. These problems need to be overcome by using learning media. One of the learning media that can be used to support learning Chinese semantics is the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

The 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module contains materials on 词义的性质 [Cíyì de xìngzhì] 'nature of meaning', 词义的变化 [Cíyì de biànhuà] 'change of meaning', and 词和词的关系 [Cí hé cí de guānxì] 'word-to-word relationships'. Huang (2012) states that to improve the quality of teaching and learning activities, it is necessary to use teaching materials with the help of technology and multimedia. This is also reinforced by Zhao (2004) who states that teaching foreign languages such as Mandarin requires new ideas for innovation.

REVIEW OF LITERATURE

Research on the application of Chinese learning modules has previously been carried out by Fei (2012) who researched the application of three-dimensional Chinese teaching materials. The study concluded that the advantages of three-dimensional teaching materials in addition to increasing student activity can also increase teaching efficiency. In addition, Haryanti (2021) has also applied Chinese teaching materials to the Mandarin learning process for high school students. In Haryanti's research (2012) it was concluded that appropriate teaching materials can produce the expected outcomes in the Mandarin language learning process. Yinyu (2018) has conducted research by applying Chinese multimedia teaching materials. Yinyu's research (2018) describes the use of multimedia teaching materials in teaching Mandarin as a foreign language in Thailand. Prinda (2019) also conducted research by applying a module using the think pair share technique to SMK students to practice speaking Mandarin skills. In this study, it was concluded that the Mandarin language module combined with the think pair share technique could improve the speaking skills of SMK students.

The similarity of this research with research conducted by Fei (2012), Haryanti (2021), Yinyu (2018), and Prinda (2019) is that they both apply Chinese teaching materials. While the difference lies in the type of teaching materials used. Fei (2012) uses three-dimensional teaching materials, Haryanti (2021) uses conventional teaching materials, and Yinyu (2018) uses multimedia teaching materials, while this study uses digital teaching materials that can be accessed anywhere and anytime. This study aims to describe the application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in Mandarin semantic courses and describe student responses to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

METHOD

This research is a type of qualitative descriptive research. The data sources used in the study were students of class 2020 B Mandarin Language Education Study Program, State University of Malang, totaling 22 students. The data obtained from this study are in the form of observational data and questionnaire results. The main instrument of this research is the researcher, while the supporting instruments are observation sheets and questionnaires. Observation sheets were used by observers to

record the ongoing learning activities starting from the beginning to the end of learning activities using the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, questionnaire sheets were used to determine student responses to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

After all the data was collected, the researcher analyzed the overall data from the observations and the results of the questionnaire. The steps of this research data analysis activity are as follows: (1) Collecting data from observations and student response questionnaires, (2) Checking the completeness of the data, (3) Rechecking the collected data, (4) Transcribing the data, (5) Analyzing the results of the data, (6) Presenting the results of the data descriptively, and (7) Drawing conclusions from the data that has been analyzed.

FINDINGS AND DISCUSSION

Findings

This 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module was applied to students of class 2020 B of the Mandarin Language Education Study Program, State University of Malang, to be precise in the Mandarin semantic course. This 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module contains an explanation of Chinese semantic material in Indonesian. The semantics of Mandarin is difficult for learners, especially beginner learners because there are differences between the Chinese semantics and Indonesian semantics. 词义性质 [Cíyì xìngzhì] 'nature of meaning' in Chinese according to Fuyi & Guosheng (2009) consists of 客观性[Kèguān xìng] 'objectivity', 主观性 [Zhǔguān xìng] 'subjectivity', 概括性 [Gài guā xìng] 'generality', 具体性 [Jùtǐ xìng] 'specificity', 明确性 [Míngquè xìng] 'clarity', and 模糊性 [Móhú xìng] 'ambiguity'. Huang & Xudong (2005) explained that 词义的变化 [Cíyì de biànhuà] 'change of meaning' consists of 意义越来越深 [Yìyì yuè lái yuè shēn] 'The meaning of the word is getting deeper', 词义范围缩小 [Cíyì fànwéi suōxiǎo] 'the meaning scope of the word is narrowing', 词义范围扩大 'the scope of the meaning of the word is getting wider', 感情意义的变化 [Gǎnqíng yìyì de biànhuà] 'change in emotional meaning', 词义的转移 [Cíyì de zhuǎnyí] 'change in the meaning of words.

According to Huang & Xudong (2005), 词和词的关系 [Cí hé cí de guānxì] 'the relationship between words in terms of meaning consists of 近义词 [Jìnyìcí] 'similar meaning', 同义词 [Tóngyìcí] 'synonyms', and 反义词 [Fǎnyìcí] 'antonyms'.

The application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out online through the zoom application. The implementation of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out through three stages, namely the initial, core, and final activities of learning. The initial activity was filled with apperception of semantic material by asking students questions about what are the semantic elements in Mandarin that students know. In the core activity, the lecturer applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, students listen to explanations about the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module starting from how to access the material contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

After listening to the teacher's explanation, the students independently studied Chinese semantic material, starting from 词义的性质 [Cíyì de xìngzhì] 'nature of meaning', 词义的变化 [Cíyì de biànhuà] 'change of meaning', and 词和词的关系 [Cí hé cí de guānxì] 'relationships between words'. While studying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module independently, students are asked to write down some terms or materials that are not understood, then students ask questions and discuss with the teacher some of the terms or materials that are not understood. After that, the teacher explained the material that was noted and considered difficult by the student. After the teacher explains the material, students work on learning activities and practice questions contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module.

In addition to the data in the form of observations on learning that applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, the data in this study is also in the form of the results of student response questionnaires to the application of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the Mandarin semantic course. Based on the results of the student response

questionnaire, it is known that the response of Class 2020 B students to the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in the Mandarin semantic course is very interesting and easy to understand.

Table 1: Data on Student Responses to the Application of 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) Digital Module

No	Statement	SA	A	DA	SDA
1	汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module easily accessible	22	0	0	0
2	The material in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand	20	2	0	0
3	The material in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is explained in detail and clearly	18	4	0	0
4	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is very interesting	19	3	0	0
5	Commands on practice questions in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand	20	2	0	0
6	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can improve my understanding of Chinese semantics	21	1	0	0
7	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can increase my motivation to learn Chinese.	18	3	1	0
8	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be used as a medium to learn Chinese independently.	17	5	0	0
9	汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) c digital module can be accessed anywhere and anytime	22	0	0	0
10	Learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is more interesting	18	4	0	0

Note:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

In the questionnaire there are ten statements of student response to the application of 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, and can be seen from the table that there are four choices, namely strongly agree, agree, disagree, and strongly disagree. Students choose the choice based on their conditions, and their response to learning that applies a 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module. Based on the table, most students strongly agree that

this 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easily accessible, easy to understand, the material is explained in detail, and, interestingly, commands on practice questions in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand, can improve understanding of Chinese semantics, can increase motivation to learn Chinese, can be used as a medium to learn Chinese independently, can be accessed anywhere and anytime, and learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is more interesting.

Discussion

Learning activities while implementing the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are following the module's function as teaching materials proposed by Majid (2006) which states that teaching materials are the entire material to be taught to students, used by teachers as a guide to direct all learning activities. activities in teaching and learning activities, guidelines for carrying out activities in the learning process for students, tools for evaluating the achievement of learning outcomes, assisting teachers in teaching and learning activities, assisting students in the learning process, as learning tools to achieve learning objectives, to create a learning environment or atmosphere conducive. At the end of the learning activity, students and lecturers actively conclude learning about the semantics of Mandarin.

Teaching and learning activities for Chinese semantic subjects by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module run smoothly and according to plan, in a conducive classroom situation. Students are enthusiastic about participating in the learning process of Mandarin semantic courses. This is proven by the fact that Class 2020 B students can follow the steps of learning semantic subjects explained by the teacher. By applying this 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, students will more easily understand material about Chinese semantics. This is proven by students being able to work on practice questions and learning activities in the module properly and correctly. This is in line with the opinion of Kustiawan (2016) who explains that learning media is a tool in learning that is used to deliver teaching materials that can make students more interested and

enthusiastic in participating in learning activities. In addition, students are more active in taking notes on materials and terms that are considered difficult, actively asking questions about Chinese semantic material, and actively discussing topics that are not understood. Semantic materials that are considered difficult include the ‘nature of meaning’, 社会性 [Shèhuì xìng], 独特性 [dútè xìng], 词义内容深化 [Cíyì nèiróng shēnhuà], and 情感意义的变化 [Qínggǎn yìyì de biànhuà], besides that students are also actively asking about 词义的转移 [Cíyì de zhuǎnyí], 同义词 [Tóngyìcí] and 近义词 [Jìnyìcí]. This is following the statement of Sanjaya (2009) which explains that the interaction between learners and teachers, learners with other learners, and learners with the environment is a sign of the interactivity of a learning process. In line with this opinion, Dananjaya (2011) also explains that learning media is a tool used to obtain fun and challenging atmosphere in teaching and learning activities. This is also in line with the opinion of Haryanti (2012) who explains that the appropriate teaching materials can achieve the expected results in the Chinese language learning process.

According to the table of data on student responses to the application of 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, in the first statement, all 2020 B students stated that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easily accessible. This is in line with the opinion of Arsyad (2014) who states that one of the benefits of learning media is that it can overcome the limitations of the senses, space, and time. In the second statement, 20 students strongly agreed, and 2 students agreed that the material in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand. Students revealed that the explanations in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are easy to understand because they are explained in Indonesian, and equipped with tables and diagrams that made it easier to explain the material. Thus, it can be said that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can help students understand Chinese semantic material. This is reinforced by the opinion of Djamarah (2010) who states that learning media are tools used during learning to help achieve learning objectives.

In the third statement, 18 students strongly agreed, and 4 students agreed that the material in the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module

is explained in detail and clearly. In the fourth statement, 19 students strongly agreed, and 3 students agreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is very interesting. In the fifth statement, 20 students strongly agreed, and 2 students agreed that the instructions on the practice questions in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are easy to understand. This is in line with the opinion of Kustandi & Sutjipto in Yohana (2011) which explains that learning media is a tool used during learning to describe the material presented so that learning objectives can be achieved properly.

In the sixth statement, 21 students strongly agreed, and 1 student agreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module could improve their understanding of Chinese semantics. In the seventh statement, 18 students strongly agreed, 3 students agreed, and 1 student disagreed that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module could increase my motivation to learn Mandarin. This is in line with the opinion of Suprihatiningrum (2013) who states that one of the benefits of learning media is that it can create positive attitudes in students towards the material and learning process. In the eighth statement, 17 students strongly agreed, and 5 students agreed that the 汉语的语义学 [Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be used as a medium to learn Mandarin independently. In the ninth statement, all 2020 B students stated that they strongly agree that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module can be accessed anywhere and anytime. This is in line with previous research conducted by Yinyu (2018) which explained that multimedia teaching materials received a good response because they could be used anywhere and anytime. In the tenth statement, 18 students stated that they strongly agreed, and 4 students agreed that learning activities by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module are more interesting.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is carried out through three stages, namely initial activities,

main activities, and final learning activities. In the early learning activities, the researchers did an apperception related to the semantic material of Mandarin. In the main learning activities, the researcher as a teacher applies the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, starting by explaining how to access 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module, then explaining the materials contained in the module. Students study the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module independently while taking notes on material that is not understood and then asking the teacher. After students understand the material, students work on practice questions contained in the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module. At the end of the learning activity, students and teachers actively conclude the semantic material of Mandarin. Based on the results of observations, it can be concluded that learning Mandarin semantic subjects by applying the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module runs smoothly and in a conducive situation. Based on the results of the student response questionnaire, it can be concluded that the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module is easy to understand and easy to access.

Suggestions

Based on the results of this research, it is expected that Chinese language teachers can apply the 汉语的语义学[Hànyǔ de Yǔyì Xué] (Chinese semantic) digital module in Mandarin semantic courses. For further researchers, it is hoped that digital module research can be applied to other subjects.

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