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## IMPROVING STUDENTS' CRITICAL THINKING SKILLS THROUGH DIGITAL STORYTELLING ON NARRATIVE TEXT

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**Abstract:** This study investigates whether or not students' critical thinking skills can be improved through the use of digital storytelling. It was a pre-experimental design in which one group was tested twice, once before treatment was given and once after treatment had been administered. The instrument consisted of a test that included both multiple-choice questions and an essay test in order to evaluate the students' capacity for critical thinking after they had been exposed to narrative texts. Twenty students from a language class at one of the Islamic senior high schools in Bali, Indonesia, were the ones who took part in the study. In order to evaluate the growth of the students, the data were put through a paired sample t-test for analysis. The findings demonstrated that using digital storytelling to tell a story can strengthen students' ability to think critically. It was established that the mean score on the pre-test was 63.85, and the mean score on the post-test was 84.85, which indicates that there was an increase in performance. In addition, the significance value was 0.000, which was a number that was lower than 0.05. It meant that students' analytical and deductive reasoning abilities improved. It is strongly recommended, for the purposes of future research, to carry out studies using a significantly larger number of samples.

**Keywords:** *critical thinking, digital storytelling, narrative text*

### INTRODUCTION

Today, critical thinking is required to understand information and determine whether it is reliable or fake news since we live where the internet has become the primary source of information (Cortázar et al., 2021). Therefore, CT is considered one of the most important types of thinking and has an essential key within the educational process to ensure the effective cognitive development of learners. Critical thinking allows individuals to reflect on their thinking and the ideas that inform their decision. Thus, critical thinking becomes one of the main 21st century skills that are essential for

modern learners to succeed in school and the workplace. The term ‘critical thinking’ refers to the capacity which enables people to think clearly and rationally regarding specific scenarios. Critical thinking involves independent thinking and the ability to formulate opinions from different perspectives since critical thinking is a higher-order thinking skill (HOTS) created by Bloom taxonomy (Bloom, 1956) involving problem-solving, decision-making, and creative thinking. Hence, it has recently been one of the fundamental topics that has received attention due to its vital role in shaping the way learners learn and think. The learning process has to be conducted effectively by including all the participants in any event to increase their related skills such as communication, related knowledge, and future competitions (Handayani, 2016). Learners can apply analyzing and solving problems for certain issues in their process of learning (Wei, 2018).

Critical thinking skills development has long been regarded as an essential goal of formal education in Indonesia. However, students’ critical thinking skills in Indonesia are still lacking. According to the results of the 2006 Progress in International Reading Literacy Study (PIRLS), Indonesian students’ reading competence is the lowest in East Asia, with literacy scores below the international average. Indonesia is ranked 45th out of the 50 countries surveyed. Students did not understand the entire reading content; they only understood 30% of the text, making it difficult for them to answer reading comprehension questions and respond to the reasoning prompt. This condition has been caused by the process of teaching and learning. Most EFL teachers are still implementing a traditional learning approach in which teachers play a dominant role in the classroom’s learning process. Students mainly follow the teacher’s directions, which are regarded as the only source of knowledge. As a result, students are highly passive and dependent on teachers. Moreover, some teacher’s questions in the learning activities only require students’ lower order thinking or basic recall which has impacted their ability to process the lesson (Rahmawan, 2021).

Critical thinking can be developed when a teacher can create a learning environment that demands thinking skills. Many scholars and researchers have suggested that there are many strategies, media and technology, methods or approaches to be successful in the teaching of critical thinking skills. Thus, the teacher should find the best strategy to enlarge students’ critical thinking skills. It is known that the teacher

plays an important role in promoting students' critical thinking skills. The role of digital technology for its pedagogical value can initiate progress in students' learning satisfaction, motivation, attentiveness and achievement.

Digital storytelling is a learning medium that motivates students to learn enjoyably and interestingly. It is also a solution to improve students' critical skills since digital storytelling is accompanied with utilization of digital media or technology to construct the result (Lambert, 2013). It is also the medium to assimilate ideas into the language utilized technology, in the meantime the digital stories from the internet such as in narrative text learning. It acts as the bridge between conventional literacies belonging to reading, listening, speaking, and writing and new technologies called visual literacies that will construct more student's understanding. Besides, digital storytelling is a modern way to retell the story given along with digitalization media in the form of texts, images, sounds, and video (Chan, 2019). It will promote them to develop their thinking ability along with their favorite video characters in order to make a better final product. Originally, digital storytelling was restructured in the 1990s also being improved by the Center for Digital Storytelling in America (Lambert, 2013). As time goes, it can be used as constructivist strategy related to activity related to project-based, utilization of technology, and student learning experiences (Robin, 2016). Its implementation in school depends on the material given. Usually, it is concluded on basic competencies in English. One of them is narrative text learning which contains lots of storytelling material such as legends, fairy tales, and fables. Hence, it is still related to the culture in the form of retelling or making up a new story based on recent time requirements.

Some researchers, actually, have examined the influence of applying digital storytelling on students critical thinking activity for higher education and teenage scholar (Chen & Chuang, 2021) and they were proven that digital storytelling helps in improving their critical thinking skills (Botfield et al., 2018; Chan, 2019; de Jager et al., n.d.). Therefore, this research attempts to fill the gap by investigating student's critical thinking improvement due to the implementation of digital storytelling in learning narrative text material. Digital storytelling can encourage students to engage one another in their collaborative design of digital stories. Its image-based manifestation calls their critical thinking and creativity among students to achieve sophisticated story



plots.

The current study aims to investigate whether digital storytelling can improve students' critical thinking skills. As a result, the alternative hypothesis asserts that students, critical thinking skills improve after learning narrative text through digital storytelling. Furthermore, the study collects the data from pretest and posttest of critical thinking skills. It also used observation sheets to obtain their experience in the process of teaching and learning.

## **LITERATURE REVIEW**

### **Critical Thinking Skills**

Critical thinking is defined as self-regulatory judgment that results in interpretation, analysis, evaluation, and inference in addition to explanations of the evidential, conceptual, methodological, logical, or conceptual considerations upon which that judgment is based on by Facione (2015). When students think critically, they evaluate the outcomes, such as the quality of a decision or the resolution of a problem, because the critical thinking skills rubric is relevant with the interpreting, analyzing, reasoning, evaluating, justifying, and self-regulating, which are used in combination to create an effective critical thinking situation in the teaching and learning process. Critical thinking, in a nutshell, is the process of thinking through something. In the school community, critical thinking enables students to maximize cognitive understanding, which means they will not only study to the best of their abilities but also reflect on the given material. Therefore, the teacher must adhere to its rules, particularly those pertaining to an environment that encourages students to learn responsibly and conveys success and freedom (Wilson, 2016). In addition, critical thinking skills are a component of proficiency, psychophysiological factors, and a sign of the quality of the learning process (Gilmanshina et al., 2021).

Critical thinking is one of the important elements in education, so one of the methods that is used in assessing critical thinking is Socrates method (469-399BC). Socratic questioning associates with questioning others thought in overall thinking (Jensen Jr, 2015). The purpose is to get the perfect conclusion and give them an opportunity to solve their problem constructively. The questions given by the teacher are based on students' need and ability such as "How about...?", "in your opinion, does

your answer make sense?”, and “therefore, do you still have the same answer as the first answer”. Those are included on referential questions which promote the students to have better analysis and give the best answer regarding material. As the purpose of education, especially in English, critical thinking is crucial because it equips students with the tools necessary for an effective learning process. Therefore, the instructor should integrate his instruction with activities that promote critical thinking by asking students simple questions, and then progressing inductively to questions that are more difficult in order to validate students' initial comprehension of the material. The instructor directs the students, putting an emphasis on voicing an opinion and taking actions that develop the students' capacity for critical thinking.

### **Relationship between Narrative Text Learning and Critical Thinking Skills**

Storytelling, especially when it takes the form of narrative text, is widely regarded as one of the most productive approaches to the pedagogy of languages. The basic competencies that center on legends in Indonesia and elsewhere in the world include narrative text in both the written and spoken forms. The storytelling event is connected to the activity that is named to finish the unfinished story because this narrative text includes a requirement that emphasizes critical thinking skills as its final component. Additionally, telling a story is an advanced level of telling that requires additional practice. In addition to this, it had a complete understanding of the order in which the events occurred in the narrative. Storytelling, on the other hand, is an activity that has the potential to bring joy, increase student knowledge, and transmit cultural heritage from one generation to the next. The most important idea here is that listening to a story aloud could inculcate in a student the habit of weighing the merits of every action taken in a narrative by analyzing both its positive and negative aspects. As a result, narrative activity has been linked to the telling of a story that places its characters in a particular time and location and involves a problem that needs to be solved. It is a functional form that assists in the incorporation of historical accounts into pertinent learning, the establishment of each other, and the forecasting of the future. The incorporation of time, social concern, a convoluted manner, and conclusions drawing value judgments all contribute to the formation of a narrative's overall significance (McAlpine, 2016). Particularly, the active operator that directs cognitive activity is the protagonist or narrator of the story. As a result of this, accusing the practice and

implementation of narrative speaking can be an alternative to increase students' participation in speaking activity that gradually leads to critical thinking skills. Narrative speaking can also be used to accuse the practice of narrative speaking.

For the purpose of making it simpler for students to put their knowledge into action, practical critical thinking should be taught explicitly through narrative speaking. However, when they were in school, the students were instructed in narrative texts that were associated with the local myths and legends, as well as those that originated from Indonesia in general. Because there are four different types of narrative texts, including linear, non-linear, quest, and viewpoint narratives, students have the opportunity to enjoy learning how to retell a story while simultaneously developing their ability to think critically through the process of narrative learning. In this scenario, the subject matter as well as Higher Order Thinking Skills (HOTS) were included, with a particular emphasis on the capability of critical thinking skills. When it comes to putting the curriculum into practice, the curriculum of based competence requires the student to 1) differentiate each element of the narrative text such as social function, structure of the text, language features, and moral value of spoken and written narrative text; 2) identify the main idea; 3) find the referential questions related to the story; 4) identify detailed information; and 5) evaluate by asking the student's opinion to the story that was given; and 6) identify the moral value of spoken and written narrative text; 7) rearrange the jumbled sentences into a coherent paragraph, summarize the main points of the text; and 8) use the storytelling technique to present the summary in front of the class, capturing the social function, structure of the text, language features, and moral value that are delivered into the storytelling form in order to access the students' ability to think critically. The final product of the narrative activity that requires critical thinking skills as an interpersonal text is the interpretation of the different sides of the story or the main character and the presentation of the summary result through the use of storytelling style. In this context, interpreting the different sides of the story or the main character. Additionally, as the students finish the story, it has an impact on the attitudes, thoughts, and feelings that they bring to the experience (Tanjung & Fitri, 2020). As they gain mastery of the subject matter as well as the medium, they will be able to access the critical thinking skills through continued practice.

## **Digital Storytelling**

Digital storytelling provides students with 21st century literacy requirements such as digital access, information, technology, and visualization picture as video (Wu & Chen, 2020). According to de Castro & Levesque (2018) digital storytelling is related to the point of view of the narrator and is presented in the form of digital photographs, video recordings, and musical compositions. Thus, digital storytelling has audio and visual media that support the students to learn English language. Hence, students commit to learn independently by watching, listening or reading since there are sentences using digital storytelling as the media. Therefore, digital storytelling acts as the upgraded version of traditional storytelling which generates and facilitates students' interest and need based on nowadays situations. It can be seen as the media itself which requires students to utilize technology such as digital media, and social media that is friendly and accessible for both teacher and student. Furthermore, digital storytelling facilitates students' communication skill development, interpersonal relation, technology literacy, learning interest, and love challenging activities (Stork, 2020). As a pedagogical tool that facilitates students to improve motivation to study and arranges an effective learning situation in order to provide collaboration, reflection, and interpersonal communication among them. The integration of learning media; digital storytelling, nowadays stories are being carried in digital tools. A digital story brings the traditional bridge into multimedia development that can be assessed by both teacher and students in engaging meaningful learning. One of the advantages is the students are able to watch their various kinds of interesting stories that are packaged in an acceptable form that suits for all types of student learning characteristics such as auditory, visual, kinesthetic through images and sounds of readable text stories. In addition, the students are trained to practice pronunciation from every word in English based on the content of the medium. This medium will provide reinforcement for their memory since it displays interesting visualizations to be enjoyed. Thus, it is expected that there will be an increase in student learning outcomes in learning English, especially learning outcomes in the cognitive domain of the critical thinking category.

## **Relationship between Digital Storytelling and Critical Thinking Skills**

Students learn to use a variety of software in a number of different configurations as a result of the incorporation of digital storytelling into the language-

learning process (Hung et al., 2012). Not only does using digital storytelling encourage students to participate actively in class activities, but it also assists teachers in developing interactive educational experiences for their students. The end result of combined products such as images, sound, and text help students pursue their goal because digital storytelling increases their learning interest even in difficult skills such as critical thinking (Gaeta et al., 2014) and problem solving. This helps students pursue their goal because digital storytelling increases their learning interest (Yang & Wu, 2012). The use of digital storytelling in education engages students in a transparent process that assists teachers in gaining knowledge through the constructivist method of "learning by doing," with the end goal of encouraging students to participate actively in their own education. When students produce their own product of adapted storytelling, either in written or spoken form, they collect evidence to reinforce the plot, empathize with similar difficulties faced in everyday life, and project those issues onto the characters in the story, all of which promotes the students' capacity for critical thinking. It significantly reinforces students' learning process by allowing them to discuss the story by identifying and evaluating the story's intrinsic elements, making an assumption, gathering the evidence, reasoning, and preparing for future controversies with the assistance of both spoken and written feedback from the teacher (CARVALHO et al., 2015).

## **METHOD**

### **Research Design**

This research used pre-experimental research design with quantitative approach where one group was tested twice in pre-test and post-test to investigate the efficacy of using digital storytelling as it provides a vehicle for assessing analyze, evaluate, compile, synthesize, and interpret processes and as a media in enhancing students' critical thinking skills in narrative text. The students were given the pre-test to determine the score of the students' speaking skills before the treatment, while the post-test was given to figure out the learning outcome after the treatment. The purpose was to provide little or no control of other variables in the form of one-group pretest-posttest design. The differences associated with the implementation of the experimental treatment are then assessed by comparing the scores of pre-test and post-test (Ary et al.,

2018). The aim of this research is to find how successful digital storytelling was in improving students' critical thinking in narrative text.

### **Participant**

The participants were twenty students of the class X Language Class in tenth graders at one of Islamic senior high schools in Bali. The class is consisted of 4 males and 16 females. It was used purposive sampling since researchers took the sample based on the data given by the teacher. The cognitive level of the students in this class has had an average score in their critical thinking level.

### **Instrument of the Research**

The instrument was a test, pre-test and post-test, to know students' improvement in their critical thinking skills. Then, the test was tryout in different subjects in the same grade in order to know whether the items are valid and reliable. It also provides the appropriate test items which were suitable with the level of students and allocating the time needed which is applicable with students in doing the test in the classroom.

### **Validity of Test Instrument**

In this research, it was used content validity that was related to the test's conformity with its objective. The researchers have created several questions of the test based on the components of critical thinking testing matched by syllabus and basic competences so the test was not out of contents. Questions of the tests have covered to local Indonesia legends, such as the Legend of Bali Strait and Situ Bagendit. The questions also included the basic competence as well as indicators, namely; students are able to mention the social function, identify generic structure and language features, differentiate generic structure and language features, identify main idea, find the referential question, identify detailed information, evaluate by asking the students to give their opinion related to the story, compile jumbled sentences, sum up the story, and present the summary by using storytelling technique. Table 1 showed the content validity of the objective of syllabus of tenth grade.

**Table 1. Content Validity of the Objective of Syllabus**

Basic Competences	3.8 Differentiating social function, structure of the text, and language features in written and spoken Narrative Text related to Indonesia Legends.  4.8 Capturing the meaning contextually related to social function, structure of the text, and language features in written and spoken Narrative Text related to Indonesia Legends.
Indicators	3.8.1 Students are competent to mention the social function <hr/> 3.8.2 Students are competent to identify generic structure <hr/> 3.8.3 Students are able to identify language feature <hr/> 3.8.4 Students are competent to differentiate generic structures and language features <hr/> 4.8.1 Students are competent to identify main idea of each paragraph. <hr/> 4.8.2 Students are competent to find referential question according to the story <hr/> 4.8.3 Students are competent to identify detailed information in the story <hr/> 4.8.4 Students are competent to evaluate by asking them to give their opinion <hr/> 4.8.5 Students are competent to compile jumbled sentences into a good paragraph. <hr/> 4.8.6 Students are competent to sum up the story
Instrument	Pre-test and Post-test

It indicated that the content of the test was accurate because the validator is a lecture from the English Education Program of UNESA. Based on her feedback and evaluation, the test was valid.

### **Reliability of Test Instrument**

The reliability coefficient was calculated using the formula from Kuder Richardson Reliability or KR-20 that was conducted by Microsoft Excel. It resulted that the reliability value of the multiple choices instrument was 0.859, while the essay instrument was 0.878. According to George & Mallery (2018) the interpretation of the reliability test at points greater than 0.60 means that the test could be used as an appropriate instrument to measure students' critical thinking skills.

## Data Collection Techniques

In conducting this research, six meetings were organized, including a pre-test, four treatments, and a post-test. Table 2 was a further explanation of how data collection technique was done.

**Table 2. Procedure How to Collect Data**

Pre-Test	<ul style="list-style-type: none"> <li>• The researcher gave students storytelling material that is about Indonesian folklores, Bali's Strait" and "Situ Bagendit".</li> <li>• The researcher asked the student to do the written task given such as multiple choice, essay, and summary task individually.</li> <li>• At the end of the written task, the researcher gave a spoken task in which they performed their summary product in front of the class.</li> <li>• The researcher gave marks for their written task and spoken performance.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The researcher gave the story entitled "Toba Lake Legend".</li> <li>• The researcher performed the storytelling video and distributed the related questions of the story such as the social function, generic structure, and language features. In this time, students analyzed and answered the question in written form.</li> <li>• The researcher facilitated them chances to ask questions about the story and helped them while they had any difficulties in order to prepare the material for the second meeting.</li> </ul>
2	<ul style="list-style-type: none"> <li>• In the second treatment, the researcher gave two stories entitled "Malin Kundang" and "The Origin Banyuwangi".</li> <li>• The researcher performed the storytelling video and distributed related questions of the story such as differentiate generic structures and language features and identify the main idea of each paragraph. In this time, students analyzed and answered the question in written form.</li> <li>• The researcher provided them chances to ask questions about the story and helped them while they had any difficulties in order to prepare the material for the third meeting.</li> </ul>
Treatment	<ul style="list-style-type: none"> <li>• The researcher gave the story entitled "Sangkuriang".</li> <li>• The researcher performed the storytelling video and distributed related questions of the story such as finding the referential question related to the story, identifying detailed information in the story, and evaluating by asking students to give their opinion related to the story. In this time, students analyzed and answered the question in written form.</li> <li>• The researcher provided them chances to ask questions about the story and helped them while they had any difficulties in order to prepare the material for the last meeting.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The researcher asked the students to review the materials given before.</li> <li>• The students asked to compile the jumbled sentences into a good paragraph.</li> <li>• The students choose one story over 4 stories that were given before in order to produce a summary.</li> <li>• The students perform their summary in front of the class one by one by using storytelling techniques.</li> <li>• The teacher provided a feedback session related to the performance of the storytelling.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The same process as the pre-test project, in this step, the researcher gave storytelling material that is about Indonesian folklore, then the researcher asked the participants to read the story carefully related to the topic of "The Legend of Bali's Strait" and "Situ Bagendit".</li> <li>• The researcher asked the student to do the written task given such as multiple choice, essay, and summary task individually.</li> </ul>
Post-Test	



- 
- At the end of the written task, the researcher gave a spoken task in which they performed their summary product in front of the class.
  - Eventually, the researcher gave marks for their written task and spoken performance.
- 

### **Data Analysis Technique**

In analyzing the data of this research, it was used paired sample t-tests to perform the significance difference between students' score of pre-test and post-test. The steps were adopted from Pallant (2010); the first step conducted the significance. It was considered significant if the value is not less than or .05. The second step analyzed the mean values, which to measure the difference, and the last step calculates the effect size of paired sample t-test.

## **FINDINGS AND DISCUSSION**

### **Findings**

The result showed that there was an enhancement between the result of pre-test and post-test that is illustrated in table 3.

**Table 3. Students' Score Result of Pre-test and Post-test**

<b>Critical Thinking Skills</b>	<b>Measurement</b>	<b>N</b>	<b>Mean</b>
<b>Analyze</b>	Pre	20	42.65
	Post	20	52.75
<b>Evaluate</b>	Pre	20	2.85
	Post	20	3.9
<b>Compile</b>	Pre	20	6.25
	Post	20	9.5
<b>Synthesize</b>	Pre	20	5.4
	Post	20	7.8
<b>Interpretation</b>	Pre	20	6.7
	Post	20	10.5

The methods used to investigate the influence of using digital storytelling as a learning medium on the performance of students in critical thinking tasks during the pre-test and the post-test are shown in Table 3. Between the pre-test and the post-test, there was a significant development in the students' critical thinking skills in a variety of areas, including evaluating, compiling, synthesizing, and interpreting the data. This was demonstrated. In the process of evaluating the data, it was determined that the mean score on the pre-test was 42.65, whereas the mean score on the post-test was 52.75. The difference between them can be expressed as 10.1. The value of the difference reveals that there has been advancement in the process of analysis, as can be observed. In the

phase of analyzing, it was common knowledge that students may discover the primary idea of the text, detail information that was either implicit or explicit, referential questions, as well as synonyms and antonyms. Students can be motivated to actively engage in the process of studying narrative text by using digital story telling. The end conclusion was that students had better learning outcomes, which indicates that they have made significant progress.

In the process of evaluating, the mean score on the pre-test was 2.85, and the mean score on the post-test was 3.9. The gap between them is therefore 1.05 points. Students are able to voice their thoughts and feelings regarding a narrative that they have viewed thanks to the medium of digital storytelling. They were able to assess the content of the tale by expressing agreement or disagreement with the statements made, as well as their viewpoint in relation to the story. Their difference score, on the other hand, is deemed to be poor due to a lack of experience in effectively communicating their ideas. This problem was brought on by the students' inability to employ a wide variety of words. It was also a result of the routines that the pupils had developed, in which they lacked the willingness to take notes regarding the significant facts.

The average score on the pre-test was 6.25, while on the post-test it was 9.5. This pertains to the compiling process. The gap between them can be expressed as 3.25, and throughout the course of the treatment session, the students were tasked with rearranging jumbled sentences so that they formed a coherent paragraph. Because pupils typically study this kind of question in an earlier grade, all they need to do is think about the question's meaning and reword the sentences so that they correspond to the events that take place in the story. As a result, there was a significant variation in value between the pre-test and the post-test. The situation that the students do not have a good understanding about narrative text was the source of this problem.

When it comes to synthesizing, the pre-test has a mean score of 5.4, whereas the post-test has a mean score of 7.8. The difference between them can be expressed as 2.4. In this portion of the assignment, the students were tasked with synthesizing the significant question based on the provided text. The value of the difference between the students' performance on the pre-test and the post-test indicates that the students made a few capability gains in relation to the story that was presented to them. When it comes to interpretation, the pre-test has a mean score of 6.7, while the post-test has a mean

score of 10.5. The number 3.8 represents the gap that exists between them. The fact that there is a difference between the two values demonstrates that the pupils were able to successfully complete the task known as interpreting, which is a form of presentation. The overall results of the students' pre-test and post-test, as well as the discrepancies between the two, are shown below in table 4, which can be found further down the page.

**Table 4. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	63.8500	20	7.50631	1.67846
	POST TEST	84.8500	20	6.10673	1.36551

From table 4, we can see that the mean of the pre-test is 63.85 while the mean of the post-test is 84.85. The subject of the research is 20 students. The standard deviation is 7.506 in the pre-test and 6.106 in the post-test. The value of mean's standard error in the pre-test is 1.678, while in the post-test is 1.365. The mean score of the pre-test 63.85 < post-test 84.85. Implied that there is a difference between pre-test and post-test result, i.e. the result is increased.

**Table 5. Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
Pair 1 PRE TEST – POST TEST	-21.00000	6.28281	1.40488	-23.94044	-18.05956	-14.502	19	0.000

Based on Table 5, the mean of pre-test and post-test was -21.00000, the standard deviation was 6.28281, and the mean standard error was 1.408488. The lower difference was -23.94044, while the upper difference was -18.05956. The t value = -14.502 with df = 19 and Sig. (2-tailed) < 0.05. Based on the result of this research, the value of Sig. (2-tailed) was 0.000, which was less than 0.05. Thus, the alternative hypothesis, which was stated before that digital storytelling can improve students' critical thinking skills in learning narrative text was accepted.

## Discussion

Recent evidence has indicated that the use of digital storytelling to teach English can improve students' critical thinking skills, particularly in relation to narrative texts. The pre-test score was 63.85, whereas the post-test score was 84.85, indicating that the

deployment of digital storytelling improved students' critical thinking. In general, digital storytelling as a learning medium enables students to engage in self-centered activities that inform them of their exam performance. Reviewing issues in novel ways and distributing learning across subjects and disciplines (Komalasari, 2021), including for various learning markers, helps foster critical thinking capacity. According to McAlpine (2016), conducting a narrative text learning specifically for critical thinking helps students generate the temporality of the story, consider social issues, familiarize themselves with complex ways of thinking, and evaluate conclusions, all of which contribute to the construction of a meaningful story. To meet the intended critical judgment, however, the indicators must comprise skills that represent students' ability to analyze, evaluate, assemble, synthesize, and interpret across the supplied tasks, as derived from Facione (2015).

In the analyzing process, the students were introduced to identify, mention, and find the main idea in the given story, which includes mentioning and identifying that help to roll students (Anderson & Krathwohl, 2001; Bloom, 1956), which purposely perform their memories related to the given story and discover the main idea that is intended to drive their ability in summarizing a text by examining the introductory sentence track. Digital storytelling enhances students' story-related memories. As media literacy, it supports them in reviewing the story's constant reiteration of crucial details (Chen & Chuang, 2021). As revealed, the substantial difference between the pre- and post-test scores demonstrated that students were familiar with the analysis of processes. Throughout the implementation, students were given a challenge based on the story that must be solved by examining procedures. Students demonstrated considerable improvement on the post-test. It indicates that students were pleased with their abilities.

Then, during evaluation, the students were required to evaluate the story by providing their perspective. Evaluating technique addresses students' abilities to analyze and interpret their opinions, such as agreeing or disagreeing if they were the first person in the tale, and encourages students to think on the relevance of the storylines to their own lives. Digital storytelling necessitates test-taking strategies because during the evaluation process, students must examine the story's clues and justifications before selecting an appropriate response (Chen & Chuang, 2021). In reality, appraising has the smallest value gap because it comprises questions that guide students' supposition as if

they were the story's protagonist. The majority of the challenges required students to mix their opinions with reality checks in order to provide a satisfactory response. In addition, the students must provide a clear explanation of the rationale. As a result of underestimating how to write an opinion during the examination, they received the lowest score and must improve in this area.

The students were then instructed to compile garbled sentences during compilation. In order to construct a decent paragraph, they anticipate the subsequent sentences. According to Hughes (2014), students' ability to foresee is contingent on their past knowledge of the story and their imaginative engagement with the text. Digital storytelling assists students with recalling and describing their story-related prompt.

Then, in synthesis, students were expected to be able to distinguish between generic structure and linguistic characteristics, identify referential queries, and summarize the provided narrative. Digital storytelling with these kind of thinking questions (Jensen Jr., 2015) promotes students' comprehension inductively through the simplest steps, such as “why do you believe your response is correct?”, “What is the basis for your answer?” and “in your opinion, does your answer make sense?” are useful questions for determining how pupils relate to their information. It encourages pupils to consider alternative perspectives and interpret its answer. However, in order to conduct a self-produced summary, the researcher utilized an outline prior to composing the summary. Outlining acknowledges the fundamental structure of the text, whereas summarizing compiles the text's core point. As the judgment occurs in a specific circumstance, digital storytelling serves as a problem-solving tool that informs students about the relevant evidence provided in the narrative. Thus, students can easily produce their writing products (Chen & Chuang, 2021).

In interpretation, students are required to apply and practice their final knowledge as a learning product by presenting their summary utilizing storytelling approaches. Students are required to improve their communication skills. Digital storytelling not only improves students' communication abilities, particularly the way they tell a tale in real-world circumstances, but it also helps them to persuade others of their point of view.

Along with the implementation of digital storytelling as a learning medium, students learn narrative text in a playful manner, which is consistent with Yang & Wu's (2012) assertion that digital storytelling is the tool that motivates students during the learning process in order to construct personal narratives. Students' prior knowledge and new learning outcomes were integrated into the digital storytelling in order for them to have a deeper comprehension of the subject matter. Therefore, the inclusion of digital storytelling during the treatment process increased the effectiveness of students' learning of critical thinking skills, particularly in regards to studying narrative text. The outcome of the post-test demonstrates that the usage of digital storytelling as a medium enhances students' critical thinking skills, particularly when learning narrative literature. These findings were consistent with those of a previous study conducted by Chen and Chuang (2021), which indicated that the implementation of digital storytelling assisted students in achieving a higher level of motivation as "a temporary escape" from crowded lessons and examinations. As a result, they were pleased to learn with the aid of digital storytelling, exhibiting positive emotions since they had produced their own essay and summary.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

This study found that incorporating digital storytelling into the studying of narrative text could improve students' critical thinking in tenth grade. Digital storytelling aids students in predicting the plot and delivering their views and thoughts. This material can assist students in shaping their cognitive processes, including analysis, synthesis, compilation, evaluation, and interpretation. Digital storytelling also encourages students to actively participate in the teaching and learning session in order to examine, evaluate, and make decisions regarding a certain subject. The combination of digital storytelling and narrative text looks ideal for teaching critical thinking skills, as students are able to observe the real-world application of narrative text learning, which will affect their performance. Therefore, digital storytelling would be the most effective method for enhancing students' critical thinking. However, pupils have difficulty summarizing the story due to their limited vocabulary and lack of summary experience.

## Suggestions

It is suggested that fostering pupils' critical thinking abilities should be done in stages. The instructor must employ a variety of tactics and media to assist students in developing critical thinking. Multimedia applications improve students' performance in all learning topics and make the teaching and learning process more engaging. This research can be cited by other scholars who have an interest in undertaking critical thinking and digital storytelling. Since it focuses solely on narrative text material, it is hoped that more English materials may be studied in the future.

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## **EFL UNDERGRADUATE STUDENTS' COGNITIVE STRATEGIES IN PROCESS-BASED WRITING**

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**Abstract:** Even though process-based writing has been extensively researched and implemented in higher education, little is known about how cognitive strategies are implemented in process-based essay writing. This study investigated how EFL undergraduate students used writing strategies in English essays. The process of writing was investigated by using cognitive theory in this semi-structured interview qualitative research. The two participants were English language education department batch 2019 students from a private university in Yogyakarta who had completed their processes-based essay writing final project when the study was conducted. The findings revealed that Rara and Kevin (the participants' pseudonyms) used different writing strategies in the essay writing process planning stage. Rara organised her writing using the outline, whereas Kevin used keywords to organise his writing. This study implied that when teaching process-based essay writing, a language teacher or lecturer should be aware of the different stages of the student's cognitive strategies, especially during the planning stage.

**Keywords:** *cognitive strategies, essay writing, process-based writing*

### **INTRODUCTION**

Writing is one of the skills that must be learned when learning a language. Chien (2012) contends that writing is usually required in higher education for papers, reports, and thesis in the context of EFL higher education. According to Soltani & Kheirzadeh (2017), good writers improve their writing effectiveness by employing deliberate, concentrated thinking strategies. Furthermore, they argue that a writer's choice of tactics is determined by the intended audience and the interaction between the writer and the audience.

In higher education academic writing, undergraduate students usually enrol in several writing courses that shape their critical thinking and writing skills, starting from

paragraph writing, essay writing, academic reading and writing, thesis proposal writing, and undergraduate thesis. For example, Hapsari & Ratu (2019) suggest how process-based writing and genre-based approach can be integrated into paragraph writing coursework. Meanwhile, Takriyanti et al.(2021) investigate types of lexical cohesion (reiteration and collocation) and coherence (repeated key nouns and use of consistent pronouns) in students' paragraph writing. Furthermore, Rahmawan & Perianto (2021) argue that critical thinking is important to higher order thinking skills and offer a matrix of thesis assessment for academic writing in the university: originality and the depth of the problem, systematic of writing, language use, the correct research methodology and its application, the ability to present material and scientific argument, the relevance of the research theory problem and the English language, and the contribution of the research result to English development studies.

As critical thinking in academic writing strategies is potentially bridged by the cognitive theory, the second author, the first author's thesis supervisor, leads the first author to navigate the theory, concept, and empirical studies on cognitive strategies in a foreign language, especially in essay writing. The navigation brings the first author to a discussion of metacognition and cognitive monitoring that shapes our critical thinking skills in process-based writing, as suggested by Flavell (1979). According to Flavell (1979), several strategies involving complex cognitive activity occur during writing, and their use is purposeful cognitive action. Flower & Hayes (1981) explain these cognitive strategies in a cognitive writing process in EFL writing. Meanwhile, in the last four years, despite much research into writing strategies in higher education (Abas & Aziz, 2018; Ardila, 2020; Dian et al., 2020; Nanik et al., 2019), to the best of the authors' knowledge, there has been no empirical study to investigate cognitive strategies in process-based essay writing. The process-based writing approach focuses on the writer's non-linear thinking and emphasises the importance of repeated thinking in learning to write (Flower & Hayes (1981); (Nagao, 2018)), which means that writing is viewed as an improvement of the first draft during the teaching and learning process rather than a single draft as the product. This study attempts to fill the gap in processes-based writing from previous studies, particularly in the Indonesian context. This study aims to investigate the use of EFL undergraduate students' writing strategies in the cognitive theory of process-based essay writing final project.

Essay writing is taught in semester 2 at the private university where the research was carried out. The private university is in Indonesia, and English is taught as a foreign language. The same process-based writing had been implemented in paragraph writing coursework in semester 1 at the same department where the research was conducted and should be enrolled by students before they continue to essay writing coursework (Hapsari & Ratu (2019). Therefore, to learn how process-based writing proceeds when the students use cognitive strategies in essay writing coursework, referring to Agee (2009), the first author reflectively formulated the research question: How do undergraduate students use cognitive strategies in process-based English essay writing? This research investigates how undergraduate students use cognitive strategies in EFL essay writing. This study is intended to contribute both empirical and practical ground to the study of EFL writing. On the empirical ground, this study adds to the empirical evidence on how EFL undergraduate students in a private university use cognitive strategies in their final essay writing project. On a practical level, the study can be a reference for the readers applying cognitive strategies in process-based writing to be more aware of the details in the stage of planning, composing, and reviewing the drafts.

## **REVIEW OF LITERATURE**

Ardila (2020) defines writing strategies as conscious decisions writers make to solve writing problems. Mu & Carrington (2007) explain that in choosing what writing strategy to use, the writers should be very conscious and use writing strategies aimed to solve the writing problems. Chien (2012) investigates students' use of writing strategies in their English Writing. This research used a cognitive theory to examine the process of writing. It used videotaped think-aloud protocol and interviews. Results indicated that compared to low-achieving student writers, high-achieving student writers were more aware of and focused more on formulating their position statement in planning, generating text, and revising and editing their text, such as changing the meaning and fixing grammatical and spelling errors during their review. In the Indonesian context, several researchers investigated the writing strategies used by Indonesian EFL undergraduate students (Abas & Aziz, 2018; Ardila, 2020; Dian et al., 2020; Nanik et al., 2019).

Dian et al. (2020) investigated the writing strategies used by English Foreign Language undergraduate students at various English proficiency levels, as well as their

English proficiency, as measured by the students' receptive vocabulary knowledge and the quality of the texts they produce. This study's participants used three writing stages: pre-writing, drafting and revising. Meanwhile, Ardila (2020) investigated how undergraduate students used writing strategies differently depending on their abilities and gender. This research is based on sub-variables or subcategories of strategies, with each type of strategy utilising students' memory, cognitive, compensatory, metacognitive, social, and affective strategies in writing. As a result, the study's findings explain why female students used strategies more frequently than male students.

Abas & Aziz (2018) investigated the writing strategies used by Indonesian EFL postgraduate students. They did, however, limit their sample to only proficient student authors, which consists of eight writing processes: pre-writing, planning, drafting, pausing, reading, revising, editing, and publishing. According to the findings, student writers use a five-step writing process and ten writing strategies: (1) clarifying strategies, (2) focusing strategies, (3) relying on past writing experiences, (4) taking advantage of first language/culture (5) using current experience or feedback to adjust strategies (6) looking for models (7) using strategy taught in writing class (8) accommodating the teacher's requirements (9) resisting the teacher's requirements (10) managing competing demands.

Nanik et al. (2019) investigated how high and low achievers use writing strategies. The qualitative method was used in the study. An open-ended questionnaire and a structured interview were used. In this study, they investigated writing strategies taxonomy before writing, while writing, and after writing strategies. The findings of this study revealed that the subjects used all twenty writing strategies investigated in this study; second, high achievers use writing strategies more frequently than low achievers.

This study is different from the previous study on Indonesian EFL writing strategies because the researchers used the cognitive theory as a research model and attempted to make the participants reflect on their experience in applying cognitive strategies in process-based writing in the planning and composing stage reviewing the drafts. According to Flower & Hayes (1981), this model is important for several reasons. First, it helps prepare theoretical models that spark broad discussion by researchers about the empirical writing process. Second, it establishes interdisciplinary links between composition studies, cognitive science, and psychology. Flower & Hayes (1981) explain

three writing processes that a first language (L1) / second language (L2) writer may undergo during writing based on cognitive theory.

### **Planning**

Planning comprises three sub-strategies: generating ideas, organizing, and goal setting. According to Flower and Hayes' model, generating ideas consists of retrieving relevant information from the task environment and long-term memory, which is a storehouse of knowledge about discourses and topics. Organizing entails selecting the material retrieved by the generating process and organizing them into writing. The other sub-strategy of planning is goal setting. In this sub-strategy, some materials from the generating process are criteria used to judge the text in terms of meeting the specified goal.

**Table 1. Sub-strategies of the planning process**

No.	Sub-strategies	Description
1	Generating Ideas	Students need to develop skills to get what they know about a topic down on paper and generate ideas or find additional facts.
2	Organizing	Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole.
3	Goal Setting	Students can generate ideas in writing; these ideas lead to more complex goals.

### **Composing (Translating)**

The second part of the writing process, the act of composing, referred to as translating, is when a writer puts his/her ideas into visible language, an activity in which the writer transforms his/her ideas from a linear or hierarchical plan into sentences. It involves putting ideas into the language (text generation) and written words (transcription) to create cohesive and coherent texts.

### **Reviewing**

Reading and editing are the sub-strategies of reviewing. In these sub-strategies, the writer examines any material written to correct anything that would prevent the text from meeting the established goals—these cognitive strategies include correcting grammatical errors and altering the contents of the writing. Reviewing is a conscious

process in which writers choose to read and examine what they have written as a springboard to further translating or systematically evaluating, or revising the text.

According to Flower & Hayes (1981), the ability to think and to coordinate the focus of attention among various strategies to ensure progress and quality of writing are careful monitoring of the writing process. To be a proficient writer, a person needs to actively regulate and monitor his or her progress towards cognitive goals, this process is referred to as executive control (Hayes, 1996). Through monitoring, the writer switches back and forth between different strategies in the writing process.

The previous study about the use of writing strategies was many, but only several of them followed the theory of writing strategies from Flower & Hayes (1981). Therefore, the following section will explain a few research categorized above.

## **METHOD**

The purpose of this study is to investigate how undergraduate students use cognitive strategies in EFL essay writing coursework. The researcher used the descriptive qualitative method to collect data to find out what strategies they use in English essay writing. According to Lambert (2012), a descriptive qualitative study is the simplest of all qualitative studies because it employs an approach with a pre-existing theoretical commitment. The study was carried out in an essay writing class. Students who have completed their processes-based essay writing coursework are eligible to participate. Two undergraduate students enrolling in essay writing coursework agreed to participate in the research as participants. Participants pursue a degree in English education at one of Indonesia's private universities. Participants include both male and female students. The female participant is referred to as Rara, and the male one is referred to as Kevin; both are 22 years old. They are in different classes, Rara in B and Kevin in A, but the same lecturer taught them. In their essay writing class, the participants were assigned to write a short essay demonstrating the ability to respond to a question, conduct basic research, write notes, outline a plan, write the first draft, and submit a final version of the essay, including a reference list. The lecturer instructs students in the final essay writing assessment to choose one of the four proposed essay topics, then students must find references to support their arguments, and the essay must be written in around 500 words.

Due to the inability to collect data directly during COVID-19, this study relies solely on online interviews via voice notes via WhatsApp application to collect their

process-based essay writing, beginning with composing the introduction, body paragraphs, and conclusion. Semi-structured interviews were used to inquire about participants' experiences, meanings, and the reality of their experiences, as well as to investigate how these experiences, realities, and meanings may be shaped by larger society's discourses, assumptions, or ideas (Evans & Lewis, 2018).

**Table 2. Interview Questions**

Definition	Concept	Component	Interview Questions
There are three stages that a first language (L1) / second language (L2) writer may undergo during writing based on Flower and Hayes' (1981) cognitive theory	1. Planning	- Generating Ideas - Organizing - Goal Setting	- Can you tell me how you can get some relevant information related to the topic in essay writing? - Can you explain to me how you are selecting materials and arranging them into well-structured sentences? - Can you explain to me how you come up with ideas in essay writing
	2. Composing	- Translating	- How do you generate the text related to your topic?
	3. Reviewing	- Reading and editing	- How do you evaluate your essay writing results?

Referring to Braun & Clarke (2021), the following steps are take to analyze this study's data. The first step is to become acquainted with the data by re-reading the transcript data. The researcher conducted meaningful patterns related to the data from the obtained data. Second, generate preliminary codes by taking notes on the text to be analyzed. Put a comment and text highlight color on the participant's answer related to the theoretical framework. Third, look for themes by categorizing different codes into potential themes and compiling all relevant data. Fourth, go over the themes. During this phase, the researcher reviewed and refined the collected data into two groups: large and small. The fifth step is to define and name the themes. The last step is to write the report. Because the interviews were completed at different times, the researcher recorded the results using two table transcripts for Rara and Kevin. The researchers then coded the transcript using the thematic analysis method. Finally, the researchers regrouped the



analysis results into one big theme with three sub-themes and five sub-themes of category keywords. Thematising is a method for categorizing data based on themes extracted from interview data. Thematic analysis, according to Braun & Clarke (2021), is a method for identifying, analyzing, and reporting patterns (themes) in data. Organize and explain our data set in greater detail, then interpret it into different aspects based on our research topic.

The following table serves as an example of the themes and sub-themes:

**Table 3. Thematising matrix**

Themes	Sub-themes		Coding
Cognitive theory of writing processes and strategies	Planning	Generating Ideas	P/GI/RA/001 P/GI/KE/001
		Organising	P/O/RA/001 P/O/KE/001
		Goal Setting	P/GS/RA/001 P/GS/KE/001
	Composing	Translating	C/GT/RA/001 C/GT/KE/001
	Reviewing	Reading and editing	R/RE/RA/001 R/RE/KE/001

**Table 4. Coding System**

Coding Sample	Meaning
P/GI/RA/001	‘P’ is for Planning. ‘GI’ is for Generating Ideas sub- theme. ‘RA’ is for Rara means the data found in Rara's interview transcript. ‘001’ means it is from interview transcript line 1.
P/O/KE/001	‘P’ is for Planning. ‘O’ is for Organising sub-theme. ‘KE’ is for Kevin means that the data found in Kevin's interview transcript. ‘001’ means it is from the interview transcript line 1.
P/GS/RA/001	‘P’ is for Planning. ‘GS’ is for the Goal Setting sub-theme. ‘RA’ is for Rara means the data found in Rara's interview transcript. ‘001’ means it is from the interview transcript line 1.
C/GT/KE/001	‘C’ is for Composing. ‘GT’ is for Generating Text sub-theme. ‘KE’ is for Kevin means that the data found in Kevin's interview transcript. ‘001’ means it is from interview transcript line 1.
R/RE/RA/001	‘R’ is for Reviewing. ‘RE’ is for the Reading and Editing sub-theme. ‘RA’ is for Rara means the data found in Rara's interview transcript. ‘001’ means it is from interview transcript line 1.

**FINDINGS**

The researchers analyzed and concluded the research data based on the results of the interviews. There are three themes: (1) the planning process, (2) the composition process, and (3) the reviewing process. The interviews revealed that Rara and Kevin used similar writing strategies in essay writing, beginning with preparing the introduction,

body paragraph, and conclusion. In this study, Rara's interview took place on Saturday, July 10, 2021, from 11.00 AM to 1.05 PM, and Kevin's interview took place on Sunday, July 11, 2021, from 3.00 PM to 5.00 PM. The findings presented that the participants used cognitive strategies during the three stages of process-based writing: planning, composing and reviewing. According to Flower and Hayes (1981), the planning stage includes cognitive strategies such as idea generation, organization, and goal setting. Meanwhile, translation is used as only one cognitive strategy during the composing stage. Finally, the reviewing stage includes cognitive strategies like reading and editing.

In the planning process, when participants want to write an essay, they select one of the four topics that the lecturer has determined. The two participants chose different topics; Rara chose "Death Penalty Should be Banned", while Kevin chose "The importance of using smartphones in students' higher education". Then, after determining the topic, participants tried to find some references related to the topic, and to make their essays organized and easy to understand, participants took notes and outlined the topic. Then, in each sub-essay format, such as introduction, body paragraph and conclusion, participants will fill in the important points of the sub-essay formats.

After determining an interesting topic, they continue to collect some information related to the topic they have chosen, or it can be called generating ideas. In this strategy to get the information, Rara reads several books or articles related to the chosen topic. Also, she is browsing about the topic. (P/GI/RA/003). Unlike Kevin, he looks for relevant information from google scholar, and he also looks for several journals to support his essay writing. (P/GI/KE/003). Therefore, they have used the same strategy in generating ideas.

“Mm... why can I collect his data, because **I read several books or articles and also eee... I'm browsing about sir. William.**”  
(P/GI/RA/003)

“Okay, mmm... **I'm looking for relevant information to support my essay writing from Google Scholar**, since long ago, even before I went to college, I really liked looking for some sources on Google Scholar because these sources are very reliable compared to using blocks or another google account, well besides google scholar, ee... **I'm also looking for some journals or we can say e... articles, yes, to support mm... the contents of my essay writing at that time.**” (P/GI/KE/003)

In generating ideas strategies, Rara and Kevin determine their respective topics, where orders from their essay writing final project are given four choices of topics and are required for them to choose one. After determining the topic, Rara continues to look for relevant information related to the chosen topic, starting from reading books or articles, and browsing about topics that will be used as text. Unlike Kevin, to support his final essay writing project, he looks for information through Google Scholar and reads several journals or articles.

After looking for the resources for the references in the essay writing, both participants organize their references. The process of organizing is critical in creative thinking and discovery because it can form new concepts and group ideas. This strategy allows the writer to identify several categories in a text, such as introduction, body paragraph and conclusion. Each participant has a different approach to organising and citing the sources in the essay.

**“Well... and if the topic I have chosen is understood, I will first write down the organization, like eee... what can I write in the introduction, body paragraph and conclusion.”  
(P/O/RA/004)**

**“Eee... to organize sentences or choose content for my introduction, or body paragraph or even in conclusion, I get used to using key terms or keywords uhuk...(cough) from ee... what will I look for in the introduction. For the body paragraph, I usually take it in the literature review section or in the methodology section before participants.”  
(P/O/KE/004)**

In organizing strategies, Rara must understand the topic she has chosen; after she understands it, she immediately organizes each sentence according to the introduction, body paragraph and conclusion. On the other hand, Kevin uses critical terms or keywords in an article and then arranges and adapts them to the sentence in an essay. From the finding, it is implied that Rara's approach to organize the content is from macrostructure (the text structure), which she developed from her understanding of the topic given by the lecturer of the essay, while Kevin's approach is more on content adaptation in each text structure from the resources he navigated.

Goal setting is indeed the third strategy of the planning process. The author creates the setting of an essay. Therefore, they organize and generate new ideas in their essay

writing. In this study, participants have different goals in preparing their essay writing because in the final project, they choose different topics.

“My goal is to write eee... this article, because **I want to warn people out there and also to myself not to easily judge other people from... maybe from emm... just someone else's fault, what should we look for eee ... we have to look for evidence eee... which is so vital that he's actually wrong.**” (P/GS/RA/002)

“Why did i choose this topic? Because uh... **in this era, ehk (cough)... many of us are not just students, but parents of high school students or teachers really need smartphones, even though in the days before the pandemic we were forbidden especially when I was at school it is forbidden to bring cellphones or smartphones, but now smartphones are used as very important tools, we can say the second book, the second handbook that we must bring to school.**” (P/GS/KE/002)

According to the statement above, the two participants have similarities and differences in determining goal setting in essay writing. What they have in common is to create goals that fit their chosen topic. The difference is that the goals they create are different because each chooses a different topic. In addition, the two participants have different ways to improve their goal setting in a text. Therefore, different goals can affect the development of students' essay writing.

The second part of the writing process, the act of composing, referred to as translating, is when Rara and Kevin put their ideas into visible language, an activity in which the writer transforms his/her ideas from linear into sentences. It involves putting ideas into the language (text generation) and written words (transcription) to create cohesive and coherent texts.

Translating is the process of putting ideas into visible language. Translating has the same meaning as transcription, emphasizing the task's specific qualities. Rara and Kevin get some information related to topics they have read from several journals or articles and compile it into an outline that will be used as an essay.

“Previously we have learned about step-by-step ee... how to make an effective article, **so we have learned how to outline, learn.... The way to outline is the correct vocab and the correct article**, so we also must adjust eee... which vocab we must choose, which is not too difficult, aaa... not too happy, not too easy, so it's easy for readers to understand.” (C/GT/RA/004)

**“Before compiling essay writing into a sentence, I started by making an outline from introduction, body paragraph then conclusion, after the outline was finished,” (P/O/KE/005)**

In the composing process, Rara and Kevin are taught by the same lecturer, and they are taught step-by-step outline making. Therefore, the way of preparation is also the same between Rara and Kevin; before they make an essay, they outline the introduction, body paragraph and conclusion, and they are also taught how to outline with the correct vocab and the appropriate article.

Reviewing is a time to evaluate essays, especially by examining and checking for errors. This is the last process in essay writing; the strategies used in this process are reading and editing. In this process, writers add, delete, replace, and transfer ideas and words as they rework and polish their essays.

In reading and editing strategies, Rara and Kevin carefully re-read and evaluate the content and organization of their essays and revise and edit their essays to make their essay more interesting and easier to understand by readers.

**“I mmm... skimming and scanning my own essay, where I have to revise eee...the structure of the ee... sentence that I use and maybe there is no plagiarism that I made in the words, I have to also check the grammar, and sometimes I also consult with the lecturer in essay writing.” (R/RE/RA/005)**

**“I revised, I read it again, ee... of course I read it again according to the topic that I chose and whether it was in accordance with the outline I had made, out of the box or in the box. The second point, I tend to prefer to look for other journals and I only read it from introduction section or abstract section.” (R/RE/KE/005)**

In the reviewing process, participants used reading and editing strategies to make their final essays more interesting and easier for readers to understand. For example, Rara and Kevin's participants revised their essays by re-reading the text, checking plagiarism and grammar, and even looking for other journals in the revision process.

The findings from the participants' interviews in retelling their experiences in process-based writing revealed that the navigation of the references is crucial in the planning stage. From those resources, Rara organizes her essay by drafting what to write in the introduction, body, and conclusion, while Kevin focuses on the literature review content in the journal articles to help him shape the ideas in his essay. Goal setting also helps both participants in setting direction and determining the audience of their writing.

In the composing stage, both participants implement a similar outlining approach. Rara has a more detailed approach to outlining because she did not only consider the outline but the structural details at the sentential level, such as choosing the more appropriate vocabulary to communicate her ideas. This also appears in her reading and editing strategies. Rara noticed the details in her grammatical accuracy and paraphrasing style, so her writing has a lower similarity index. At the same time, Kevin paid more attention to whether he had completed what to write in his outline and re-navigated himself to the references whenever necessary, particularly in the abstract section. The findings from two participants strengthen the second author's belief that in teaching process-based essay writing, the students need a balance of time management for their metacognitive awareness of generic structure, text structure, and language features before planning the essay.

## **DISCUSSION**

In general, the results of the interview data obtained from the interviews show that the two participants used similar cognitive theory writing strategies when writing the final project of essay writing. However, each participant has their own experiences and challenges regarding essay writing. Rara and Kevin use cognitive theory-based writing strategies: Participants choose one of four interesting topics to discuss in their final essay writing project during the planning process. Then, after gathering relevant information, such as journal articles and journal articles, participants take notes and create an outline of the topic, filling in the important points of the sub-essay formats to organise their essays. This strategy is relevant to Nanik et al.'s (2019) finding that the subjects made a time calculation in their heads rather than writing it on paper and planned the time allocation of the writing process. Following the planning stage, participants put their ideas into visible language, with an activity transforming their ideas from linear into sentences. It entails putting ideas into language or text generation and transcribing them into written words to create cohesive and coherent texts.

Furthermore, according to participants, in the reviewing process, in order to make the essay writing final project better, **more** interesting, and easier to understand by the reader, participants skimmed and scanned their essay, where they had to revise and see, also checking plagiarism and grammatical error and conduct consultations with the lecturers of essay writing. This relates to Chien's (2012), assertion that revision is at the

heart of the writing process, as it is through revision that ideas emerge and evolve, and meanings are reshaped and defined. During their interviews, all of the high-achieving students in the study stated that they re-read and revised their essays at least once.

Writing, according to Rara's experience, is one of her healings because she enjoys writing about anything. She frequently writes diaries and short stories in addition to academic essays. The problem she faces when writing is that it is difficult for her to come up with brilliant ideas for the topic of her essay writing. Writing, she believes, is a masterpiece that is inscribed from our ideas and thoughts that are converted into writing, whether this writing is done with a pen or through typing. Meanwhile, Kevin's issue is laziness; he considers writing to be a very boring activity. This contrasts with Rara's attitude toward her essay writing experience. Kevin requires assistance from his surroundings, such as family and friends, to progress.

## **CONCLUSION**

To conclude, the findings suggest that Rara and Kevin focus more on clearly stating their position during planning, generating more text, and revising and editing during the review process. This study describes that three cognitive strategies are applied in the planning process: generating ideas, organizing, and goal setting. Even though Rara and Kevin chose different topics, they used similar strategies for generating more references from journals, articles, and books related to the topic they chose. Rara and Kevin, on the other hand, use different cognitive strategies for organizing. Rara organized her writing using the outline, whereas Kevin used keywords to organize his writing. Participants in goal-setting strategies have different goals for essay writing, but they both agreed to consider their target readers when setting the goal of their writing. In the composing process, both participants create an introduction, body paragraph, and conclusion outline based on the final project of essay writing before making structured sentences. Finally, the reviewing process includes reading and editing strategies. In this strategy, participants Rara and Kevin revised their essays by re-reading the text, checking for plagiarism and grammar, and searching for other journals during the revision process. This study implied that when teaching process-based essay writing, a language teacher or lecturer should be aware of the different stages of the students' cognitive strategies, especially during the planning stage. Further investigations on how cognitive strategies can be applied to different learners' characteristics may enrich the perspective and

discussions on process-based approaches in writing. For lecturers or teachers who develop modules for process-based essay writing, the findings of the study also suggest developing tools for exercising the essay outline in generic structure, text types, and language features so that the students can manage their learning process in acquiring the new language input which is necessary for their grammatical accuracy.

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**THE CULTURAL IDENTITY OF THE MAIN CHARACTER OF THE FILM  
*GREEN BOOK***

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**Abstract:** Being an African-American in the United States of America is challenging due to the persistent racism in that country. One of the worst effects of racism is losing someone's identity. Despite their best efforts, African Americans still struggle to fit into American culture and find acceptance. This study was conducted because of this issue. This research is entitled "The Cultural Identity Analysis of the Main Character "Don Shirley" in the film *Green Book*. This study aims to learn more about Don Shirley's struggles with cultural identity and his eventual identity negotiation. This descriptive qualitative research was conducted using Stuart Hall's theory of identity. This research reveals that Don Shirley initially adopts the identity of a white-cultured guy due to the influence of racism on his thoughts, words, and actions. However, this does not guarantee his acceptance by society. Therefore, he finally embraces himself and negotiates his African-American identity.

**Keywords:** *African-American, cultural identity, negotiation of identity, racism*

## **INTRODUCTION**

Living in America is difficult for an African-American. Some people who belong to this dominating culture occasionally view other civilizations as inferior. This may also lead to discriminatory or even racist behavior against a socially inferior group. This is often experienced by African Americans living in America. Banaji et al. (2021) conclude that as a result of white people not being able to appreciate differences and segregating black people in America, many black people are disadvantaged and do not have good life opportunities in the fields of education, health, and work. Racism issues like this often appear in films, one of which is *Green Book*.

*Green Book* shows the mutual friendship between Tony Vallelonga, also known as Tony Lip, an Italian immigrant and Dr. Donald Shirley, a great and talented Afro-American pianist Tony works for. The way Americans treat Don Shirley in the film "Green Book" depicts a rare phenomenon related to his identity. He is glorified for his great and awesome musical performances on the stage, but once he gets out from the stage, he is no one but an Afro-American with dark skin and a bad African stereotype. He is treated without any humanity at all. On the other hand, he also seems weird in the eye of almost all Afro-Americans, because he does not look like a "slave" at all, while most Afro-Americans are stereotyped as slaves at that time. He loses his identity, and he tries so hard to show his identity as American so that he can be accepted, yet, his physical appearance shows his identity as a "rich and strange" Afro-American so he gets rejection as well, despite his magnificent ability.

The film *Green Book* is an interesting research object because of the cultural identity issues of Don Shirley. As a rich and talented man, Don Shirley was supposed to be a secure and happy man as he might not have the bad stereotype of African-Americans within him. Yet, the Americans do not see him the same way. Unexpectedly, he is still a man with all the African-American stereotypes in the eye of Americans. He seems to hardly negotiate with his real identity and even wants to prove his identity as American. This research was conducted to also find out how Don Shirley finally learns to embrace his true identity.

There are some previous studies related to this research. Wijaya and Mutiah (2019) use the theory of Charles Sanders Peirce, and they discovered that the fight against racism appears in three forms. First, fighting against racism individually, second, institutionally, and third, personally. Another study on the film *Green Book* is conducted by Nurwahyuni and Samelia (2021) that used the discourse theory of van Dijk. The writers find out that there are three types of discrimination and stereotypes in this movie. Next, Hidayat (2021) researches identity and food in Adichie's *Americanah* using the theory of Kwame Anthony Appiah. He finds out that the root of Ifemelu's identity is seen through both the negotiation of his cosmopolitanism identity and also his local identity as Nigerian, as he shows his partiality towards the local Nigerian culture, specifically Nigerian food. Another research on the negotiation of identity is conducted by Paramita et al. (2022). They use Identity Negotiation Theory by Stella Ting-Toomey. They find

out that the characters of Bollywood movies need to negotiate their identity to fit in with society. Furthermore, Afifulloh (2022) also researched identity in Netflix cinema. He argues that identity is constructed especially in terms of gender. He concludes how Netflix cinema shows gender equality that inspires non-America films such as Indonesian and Indian films. No previous study has discussed or found identity problems experienced by African Americans due to discrimination by white people in the film *Green Book*. Therefore, unlike the aforementioned studies, this study will endeavor to make further elaboration on how Don Shirley, the main character of the film *Green Book*, finally negotiates and accepts his identity as African American.

## **REVIEW OF LITERATURE**

### **Character and Characterization**

Abrams & Harpham (2015) state that characters are the representation of a narrative performance, which contains moral, intellectual, and emotional qualities through how they deliver the conversation uniquely or through their action. Besides character, there is also characterization. Baldick (2015) mentions that characterization represents the persons in literary works. Thamrin & Wargika (2013) show that characters were built based on what the character did and said, what the other characters said about him, and how their appearance and milieu were.

### **Cultural Identity**

The identity issue is one of the crucial issue that is happening around us, in terms of cultural studies. Most of the time, identity is not only about someone's choice, but also includes our response toward something outside us (Vignoles, 2018). Identity itself is a concept of understanding oneself. Someone must understand their identity. Yet, to know "who they are" now has become such a complex and problematic issue. Cerezo et al. (2020) state that when we talk about identity, it will always relate to the problems of race, class, gender, sexuality, ethnicity, nationality, and also religion. Having social identity based on race, ethnicity, or gender, such as blacks or whites, men and women, et cetera, is not as simple as carrying out a specific role in accordance to the identity that they have, but will always be affected by the assessment given from the society (Vignoles, 2018).

The issue of identity is contractually mentioned by Stuart Hall in Yang et al. (2021) as he divided identity into essentialists and nonessentialists. The thought of

essentialists itself is hard to be constructed, and that is why he rejects the concept of essentialists, as identity is not a fixed essence. When someone searching for their identity does not find what they perceive to be a fixed essence, they may become stuck in an issue with their cultural identity. Additionally, someone may experience a deeper identity crisis as a result of the rapid changes in technology and the barriers of culture, socioeconomic status, and gender that are beginning to fall apart. The crisis identity happens because a person sometimes has difficulty finding their position in this world which has different cultures (Al-hoodie et al., 2021; Manurung et al., 2022).

Talking about identity means talking about the matter of belonging, commonness with people, and the difference between someone and others. Stuart Hall's study of cultural identity states that the concept of identity means it is related to the future as well as the past, and it is not something that already exists, or place, time, history, and culture which are transcended (Yang et al., 2021). Identity is not only the matter of "being", but it also talks about the process of "becoming" that happens continuously regarding the social condition, economy, et cetera. Furthermore, Hall's study states that identity is also affected by consciousness and also social interaction (Yang et al., 2021). In this case, it is the reason why identity has a strong relation regarding how one treats others as well as how others treat one in return.

## **METHOD**

This study employed a qualitative method to discover the film *Green Book's* social and cultural phenomena. Cresswell (2016) mentions that qualitative research methods can be used to analyze social issues such as gender, class, and race. Myers (2019) mentions that qualitative research methodologies were developed in the social sciences so that researchers may conduct studies into social and cultural phenomena. Apuke (2017) states that qualitative research is used to gain knowledge and the ability to interpret social interactions.

In this qualitative research, the researchers did an observation as the technique of collecting data. The researchers' observations of Don Shirley's final acceptance of his identity and negotiation with his condition served as the research's instrument. As a first step, the researchers attentively studied the film while taking meticulous note of Don Shirley's related actions, dialogue, and scenes for unit analysis. Second, the researchers

used a perspective on cultural identification to find the data. Thirdly, the researchers collected and classified the data which then were analyzed using the identity theory of Stuart Hall in Yang et al. (2021). Lastly, the researchers concluded from the data collected.

## **FINDINGS AND DISCUSSION**

### **Findings**

Researchers have found references to Don Shirley's identity crisis in numerous moments of the *Green Book* movie, which chronicles Don Shirley's life as an African American. These references relate to racial, gastronomic, musical, and linguistic concerns. This part presents the findings, including the relationship between Don Shirley's identification and race, the foods he consumes, the music he listens to, the language he uses, and how his identity is negotiated.

### ***Race and Identity***

There are some relations of how someone's racist action could affect someone's crisis of identity (Perry et al., 2016). First, racism affects a person's identity when it results in insulting name-calling, in this example, a black person. This is demonstrated by Don Shirley, whose identity is impacted by the disparaging nickname given to him.

The film shows Tony Lip meets some of his Italian friends and they call Don Shirley "eggplants" (a slang and offensive language which is mainly used by Italian-Americans when calling a black person, associated with the eggplants' nearly black color). They converse in Italian as they believe Don Shirley cannot understand what they are saying. Ironically, Don Shirley is aware of the derogatory slur "eggplants" that Lip's pals are using to refer to him, as evidenced by the fact that he can understand Tony Lip when he eventually speaks to him in Italian. Although the movie shows Shirley as an African-American, it does not show the stereotype of African-Americans as temperamental people like in other literary works such as Martin's *Property*. Rasiah (2016) states that Martin's *Property* represents the stereotype of African-Americans as criminal and violent people. However, *Green Book* shows that Don Shirley chooses to negotiate with Tony Lip elegantly, and he offers Lip a pay raise as well. It happens because he is also afraid that Tony Lip chooses to leave him and work with Lip's friend instead.

It can be seen from the dialog below, that although Don Shirley seems undisturbed when he is being called insulting names, he finally confesses that he has endured people's rejection and insulting names in his entire life, which later on finally leads him to his crisis of identity.

Don Shirley: Please. You hit him because of what he called you. I've had to endure that kind of talk my entire life, you should be able to take it for at least one night.

Tony Lip: What, I can't get mad when he says that stuff 'cause I'm not black? Christ, I'm blacker than you are.

Don Shirley: Excuse me?

Tony Lip: You don't know shit about your people! What they eat, how they talk, how they live--you don't even know who Lil' Richard is! (Farrelly, 2018, 1:31:25-1:31:44)

The word "endure" shows implicitly that he feels hurt being called those names, but instead of getting angry and fighting back with violence, he responds wisely just like the white people. Tony Lip also makes the identity crisis of Don Shirley clearer, when he honestly tells Don Shirley that he is different from black people in general, starting from what and how he eats, how he talks, and how he lives. Don Shirley has adopted the white culture so he can be accepted, yet, it will never get rid of the fact that he is "black".

The Film shows when Tony Lip meets Oleg in the restaurant, and he explains that Don Shirley is in his "dressing room". Sadly, the dressing room does not look like a proper dressing room at all. Instead, it is worse and seems more like a broom closet. However, Don Shirley does not complain and he remains silent. He does not fight back, although Taylor et al. (2019) mention that the stereotype of almost all African men solves problems with violence. Furthermore, Oleg explains to Tony Lip why Don Shirley accepts people's bad treatment towards him and does not fight back; because no matter how genius someone is, courage is needed to make a change in society, not violence.

Jim Crow Laws' examples of segregation undoubtedly had an impact on Don Shirley's identity as well as those of black people. The film shows after Don Shirley gets drunk and beaten in the bar, Tony Lip comes to save him. Don Shirley gets beaten there because he entered the white people's bar there, which was against the law at the time. He genuinely is aware that he is not permitted to enter the pub, but he yet persists in trying in hope that by dressing "differently" from the regular blacks, he will be welcomed there. Even though he dressed formally, he still gets horrible treatment. He acts the reverse of

what would be expected of a black person who gets upset easily. He responds gracefully like the white; he explains to them nicely of his presence there and shows no retaliation at all when he is battered. Ironically, by asking Tony Lip if the situation in the bar in Lip's neighborhood would be the same or not, it implies that Don Shirley is aware of his black identity and that he will not be accepted in any non-black bars, regardless of how hard he tries to adapt to the whites' culture through how formally he dresses or behaves.

The movie also depicts the moment Don Shirley asks Morgan for the restroom and, to his surprise, he leads Don Shirley to a restroom outside the hall, in the middle of the pines. Jim Crow Law, which established segregation at the time, also required that toilets for whites and blacks be separated. This issue somewhat affects Don Shirley's identity as well. In the hopes that he won't be treated differently from white people just because he is black, he imitates everything they do. However, he is still not permitted to utilize the same facilities as white people. Amazingly, he does not get angered when he is treated like this. Instead, he refuses politely and finally chooses to use the toilet in his hotel before he goes back here to perform.

The next findings, the movie depicts Graham Kindell and his crew forbidding Don Shirley from dining in the main restaurant due to Jim Crow Law-related restrictions on who was allowed to eat there. Don Shirley, however, is unwilling to accept the explanation and will only eat inside the restaurant. Don Shirley knows that he will not be accepted to eat there due to the segregation, yet he acts elegantly like the white people by negotiating to Kindell as he is the main star who will entertain his guests, so he is supposed to be allowed to eat there, too. When Don Shirley tells Kindell he does not understand why he cannot eat there, it implies the confusion about his identity of why people still look down on him just because he is black, although he has greatly adapted to the whites' culture and even be the main star of the performance that night.

After a long argument, Kindell still prohibits Don Shirley from eating in the whites' restaurant and he offers Don Shirley to eat in the "storage" room instead. Don Shirley refuses to eat in the storage room, and instead of solving the problems with violence, the argument is closed elegantly by Don Shirley when he gives Kindell choice to let him eat in the restaurant or not to perform and entertain Kindell's guests.



### ***Food and Identity***

This research argued that the kind of food that someone consumes and how they eat can also show someone's identity. Hidayat (2021) states that someone's identity can be seen in what they eat and how they eat. The film shows another implicit sign from Don Shirley that he lives higher social class compared to fellow immigrants is also the way he eats. Most lower-class workers get used to eating with their hands so they can also eat faster. However, Don Shirley does not get used to it, which is proven from the moment he asks about "how to eat without utensils". Implicitly, it means he usually eats with the complete table manner, or at least, using plates and utensils. This is why he refuses to eat the fried chicken as he feels weird eating directly using his hands. The film also shows Tony Lip's identity as an immigrant or low-class worker, because he gets used to eating with his hands, compared to Don Shirley who is unable to do that.

In the movie, Morgan Anderson as the host serves fried chicken and other dishes that are also commonly referred to as "black people's food," including collard greens, grit, etc. During the 1960s, fried chicken becomes the "symbol" of black people's food because they need much energy to do slavery work, yet, it should be cheap in price. A bit different from the fried chicken that Tony Lip bought in a bucket before, this time, the homemade fried chicken and other African food are served by Morgan Anderson in a serving hood. Morgan Anderson serves the food in the serving hood to make it seem classier. Luckily, Don Shirley does not feel awkward anymore eating fried chicken, as he already ate it before, when Tony Lip pushes him to try some in the car. It is proven in the moment Shirley smiles at Lip when he sees the food. Don Shirley seems to embrace his true identity as black better this time.

### ***Music and Identity***

This research also finds that music shows someone's identity. Indeed, someone's identity can be constructed from the music they play (Potter, 2019). It can be argued that in the film, in the middle of Shirley and Lip's conversation in the car, suddenly a song sung by an African-American named Aretha Franklin was played. Ironically, Don Shirley tells Tony Lip that he does not know all of those songs. He thinks it sounds weird because Don Shirley as a fellow African-American, does not even know the songs that are sung by "his people", the fellow African-Americans, which almost all black people like to listen to. Don Shirley seems a little bit annoyed because of Tony Lip's statement that

generalized all black people. He thinks that just because almost all blacks listen to the black singer's song, does not mean he also has to.

Don Shirley a black people supposed to be much more familiar with blues music compared to classical music. During the era of 1960s, classical music is strongly known as “the music of high-class, white people”. It can be implied that Don Shirley clearly understands the fact that classical music just belongs to the whites in that era. Meanwhile, he wants to break the stereotype about this fact, and he wants to prove that classical music can also be played by a black person like him. He even refuses the request of the recording company to pursue a career in popular music, because he wants to prove that black people can also play classical music just like whites and he can be accepted by them.

### ***Language and Identity***

Language can show someone's culture or where they are from (Lie et al., 2018). Besides that, someone's language ability can also imply their social status. Usually, someone who speaks more languages probably has higher social status, compared to one who speaks only their native language. Particularly, in the era around the 1960s, when access to learning a lot of languages becomes a privilege that not everyone can have. Almost all African Americans spoke slang English with poor grammar in that era. Don Shirley assists Tony Lip as he writes a love letter to his wife. Additionally, Don Shirley instructs him on how to write in a poetic and grammatically accurate manner as well—two things that are typically not considered to be characteristics of an African-American's language. Don Shirley's use of the white people's way of life can be inferred from his exquisite language use and the music he listens to as well as the foods he consumes.

The film shows another moment of Don Shirley helping Tony Lip to write a love letter to Dolores. There is no doubt about Don Shirley's language skills, as he can arrange words beautifully and poetically. He truly shows a different image compared to black people in general. Through his study at university and his outstanding language skill, it can be implied that Don Shirley is very well-educated, while most black people in that era is nearly impossible to study at a university and have a good way of life like him. This is also one of the forms of Don Shirley's adaptation to the whites' culture. Sadly, the politeness and good language skill Don Shirley shows to everyone still does not make him accepted by the whites as well.

Finally, the film shows the moment when Don Shirley greets Dolores with a little touch of Italian language, to make them feel more connected because again, it is easier for someone to feel more connected to others if they speak in the same language. Dolores, who knows that Tony Lip has low language skills, thanks Don Shirley directly for helping Lip to write the letters.

### *Negotiation of Identity*

Although Don Shirley faces a lot of cultural identity issues, the movie shows how he eventually succeeds in negotiating his true identity. Nindyasmara (2016) states that identity negotiation can occur in a person due to several factors such as a sense of the belonging and socio-cultural background. The negotiation process of Don Shirley can be seen clearly; starting from trying to eat the “black people” food, playing blues music, and also to visits fellow immigrants’ houses, or in this case, Tony Lip’s house.

The movie demonstrates how Don Shirley always behaves tastefully and effectively controls his emotions because he wants to maintain his dignity. Don Shirley is fully aware that using violence to combat injustice is completely pointless. He then advises Tony Lip to act with dignity since it will always triumph. This clearly shows the stereotype of “high-class” whites at that time, who never fight with violence and use communication and dignity instead to solve all problems. Ironically, although Don Shirley always shows his dignity towards injustice, he still experiences it because he is black. Having dignity does not prevent him from the injustice by society. This finally leads him to his identity crisis, too.

The film shows the climax moments of Don Shirley’s confusion about his identity.

Don Shirley: Yes, I live in a castle, Tony! Alone. And rich white people let me play piano for them because it makes them feel cultured. But as soon as I step off that stage, I go right back to being just another nigger to them—because that is their true culture. And I suffer that slight alone because I’m not accepted by my people. After all, I’m not like them either! So, if I’m not black enough, and I’m not white enough, and I’m not man enough, then tell me what am I?! (Farrelly, 2018, 1:32:43-1:33:11)

Don Shirley initially tries to position himself in the same category as white people, starting from the clothes he wears, the food he consumes, the music he plays, and many other things. He also understands that he is "different" from other black folks. He never goes through the experiences of being a slave, being illiterate, dressing poorly, eating

fried chicken (which was considered to be the food of black people at the time), or listening to or playing the blues music that practically all black people enjoy. He felt that he is neither white nor black, thus he was unsure about his identity.

The film shows the negotiation of Don Shirley's identity. The first negotiation process of Don Shirley is when he never eats African-American food until he is finally willing to try it. Although he refuses the fried chicken from Tony Lip at first, he finally takes it and tries it. The way he holds the chicken, also clearly shows that he never eats using his hand before. However, his facial expression shows that he enjoys fried chicken pretty well. A well-educated man like Don Shirley never litters, but this time, he seems to be less strict by following Tony Lip and throwing the chicken's bones to the road.

Next, the film shows Don Shirley, a rich man who gets used to the whites' cultures and always plays classical music in churches and luxurious halls, finally learns to negotiate his identity by entering the "lower-class" African-American bar. Everyone in the bar naturally takes notice of him because it is such a novel sight for them to witness an African-American man in a nice, immaculate tuxedo with an Italian assistant. Even though he is unsure of whether he will be welcomed there or not, he nevertheless musters the courage to enter.

The film also shows Don Shirley's fear of being unaccepted by black people disappears once he plays music at the Orange Bird bar. Although he plays the most difficult classical music at first, as a musical genius, he can unbelievably follow the tune of Little Richard's song that he heard only once and makes all the black people enjoy the next blues music he plays. Don Shirley, who was once a classical music player, finally negotiates his identity and adapts to the music culture of black people as well. When he finished playing Little Richard's song, he feels more connected with his fellow black people because they enjoy the music.

It can be seen in the film how Don Shirley has finally adapted to the black music genre and he successfully negotiates his identity to the blacks when he confesses that he has a good time playing music in the Orange Bird bar. He feels deep happiness and suddenly, all the gap that existed between him and "his people" has finally crumbled down, and he feels deep acceptance from the black people until he jokes that he will play in the black people's bar for free once a month.

The negotiation of Don Shirley's identity is also seen when he visits Tony Lip's house. He was unsure to visit Lip's house, so at first, he refuses to come in and decides to go home directly after their long trip. But, not so long after that, he finally drives to Lip's house. He overcomes his fear of rejection and he braves himself to go there.

Finally, the turning point of Don Shirley's journey that shows how he negotiates his identity in the film can be seen when Tony Lip welcomes Don Shirley warmly and happily to his house. He proudly introduces Don Shirley to his family, and all of his big family are also surprised by the change within him. Although they are stunned and frozen for a moment, Johnny, one of Lip's family, quickly greets Don Shirley and asks them to give a seat and a plate for him. On the other side, Don Shirley, the one who was afraid of rejection and always socializes with high-class people, is also now willing to negotiate his identity and humble himself by socializing with Tony Lip, who is known as an immigrant and lower-class person. This is how Don Shirley finally embraces his true identity as a black immigrant.

## **Discussion**

From all of the findings above, it can be argued that there are several aspects of cultural identity issues in the film *Green Book*, especially in the character of Don Shirley. First, it has demonstrated how being called derogatory nicknames can cause someone to lose their identity. Whenever he is called derogatory names, Don Shirley always maintains a calm and elegant demeanor, just like white people. Ironically, regardless of his response, he will continue to be ridiculed for being black.

Secondly, it can be argued that segregation give some effects on African-American. Nensia (2020) explains that segregation of the Jim Crow Laws provides blacks fewer and more restricted rights than whites. Examples of segregation are the separation of public facilities such as restaurants, bars, hotels, and toilets, and even the usage of the road in limited hours as the blacks are prohibited to pass the road when the sun sets. The analysis above has proven the relation of segregation and how it impacts Don Shirley's identity as an African-American. Don Shirley is an African-American who integrates very well with white society and has established his white identity through how he dresses, speaks, and plays music. He thought that his adaptation could help him to be accepted by society and avoid separation, yet sadly, it does not. Even if he behaves, speaks, and thinks

like a white person, he is still a black person in the eyes of society, and he must be segregated from all public facilities.

Furthermore, the findings above show that food truly has an impact on showing someone's identity. What they eat, at many times, actually can imply where they are from or what their races are. In the film *Green Book*, it can be seen that fried chicken is the "identity" of black people. However, Don Shirley never consumes it since he has adopted the culture of whites so thoroughly. The fact that Don Shirley eats with utensils demonstrates that he is not accustomed to his African-American culture.

Ironically, how music more or less affects African identity can also be seen in the film *Green Book*. Potter (2019) states that music does have an impact to define someone's identity. It can be argued from the findings above how music led Don Shirley to his identity crisis. The first picture implicitly shows how Don Shirley has adopted the music style of white people, so hopefully, he can be accepted by the whites. On contrary, he feels it is hard to connect with fellow African-Americans because he never listens to African-American songs. It makes him feel he is neither white nor black. The film shows that although he already learns and plays white people's music all his life, he is still not accepted by the whites. They accept and respect Don Shirley's exceptional musical talent, but once he leaves the stage, they continue to view him as black and treat him similarly to how they treat black people in general. Music is one of the reasons why Don Shirley finally experiences a crisis about his identity.

Moreover, the film shows how someone's identity relates to the language they speak. Juanillo & Labastida-Martinez (2020) state that language is closely associated with someone's identity since a person's identity may be established through language use. The language skill of Don Shirley as an African-American impacted his identity. His politeness, well-structured and correct grammatical usage is a form of his adaptation to the whites' culture. Don Shirley's politeness should make it simpler for him to fit in among white folks. Sadly, regardless of how courteous he is, white people continue to view him as a "black person" and do not care about his politeness or dignity. They continue to treat him poorly, as they do all black people. This contributes to his identity crisis.

Finally, it can be concluded that one of the effects of racism is the African-American might lose their identity. It happens because of their feeling of inferiority.

When they feel that they are “different” from their society, they will try very hard to adapt to the white culture, yet, it is still uneasy for them to be accepted. Moreover, this unaccepted situation can change their perspective, and in the end, they considerably return to their identity as African-American. This negotiation of the identity of African-Americans shows from the character of Don Shirley, in the film, shows how the dominant culture of white people constructs the identity of African-Americans.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

There are two main focuses in this research: first, to find out the aspects of cultural identity issues that happened to Don Shirley, and second, to identify how Don Shirley finally negotiates with his identity. Based on the findings and discussions above, this research concludes that because of the strong racism that exists in America, the main character of the film *Green Book*, Don Shirley, finally decides to adapt his identity to the whites and he acts like he is a “white-cultured” man. In this film, it can be seen how Don Shirley adapts to the cultures of white people for almost his whole life; starting from the music he plays, the food he eats and the way he eats, and the way he speaks with correct grammar. Everything about him shows the cultures of the whites instead of the blacks. He avoids solving problems with violence, and he is also a genius man, while most black people are stereotyped as lazy and unintelligent at that time. Ironically, although his actions, thoughts, and words are mostly similar to the whites, he still does not get acceptance by the whites and they still insult him, treat him badly and make separation of public places’ usage. What makes it more complicated, is that he also does not feel accepted by the blacks. There is one moment when he feels lost and he thinks that he is neither white nor black; he loses his identity.

After going through a long journey and adaptation process, Don Shirley finally successfully negotiates his identity. First, he negotiates with the food he never wants to have in his whole life, the fried chicken, and he also learns to eat without utensils, which is strange for him. Second, he negotiates with the music he never plays before, the blues. Don Shirley, a well-known classical music player, never thoughts before that he will be able to play blues music until he plays it in the Orange Bird bar, the bar for black people. Even more interesting, he feels deep happiness after he plays and he looks happy as never

before. Last, Don Shirley, someone who once was afraid of rejection because he is “black”, finally shows his negotiation when he comes to Tony Lip’s house at the end of the story. It is probably uneasy to overcome his fear, but he still does it anyway, and he is gladly welcomed by Tony Lip and his family. In conclusion, Don Shirley’s negotiation with his identity as an African-American presents in this film.

This film implies that African-Americans can’t escape white culture's dominance. Whether they behave like white people or black people will never alter the fact that they are discriminated against by racists. It appears that white people dominate the construct of African-American identity.

### **Suggestions**

The Biographical Approach is suggested for researchers interested in this film who wish to learn more about "Don Shirley," the film's primary character. This is because this movie is based on a true story. It is feasible to use this research as a fresh alternative topic in the field of literary theory and criticism.

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## THE EFFECT OF PICTURE SERIES ON TEACHING ENGLISH WRITING

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**Abstract:** Junior high school students are expected to create short essays, and concise texts, according to the junior high school curriculum. The issue is that students are unable to communicate their thoughts. It is proved that when the teacher asks the students to write about recount text or narrative text, they only write a few sentences, and they also make mistakes in using grammar patterns. This research aims to reveal the effect of picture series in teaching writing, and whether students who were taught through a picture series go a t better scores than those who were taught through the conventional method. This research used a quasi-experimental design. The finding showed that picture series could enable students to explore their ideas. The students were able to create and use their imagination to write well after watching the picture series. The result of the T-test analysis showed that the sig (2-tailed) was 0.000, which was lower than 0.05 level significance ( $0.000 < 0.05$ ). It was assumed that the mean score difference between the experimental and control groups was significant. Thus, it was enough to reject the null hypothesis, which means that picture series-based E-learning significantly affected students' writing, especially in writing narrative text.

**Keywords:** *e-learning, english teaching writing, picture series*

### INTRODUCTION

English is one of the subjects contained in the junior high school curriculum in Indonesia. The purpose of English subjects is for students to communicate effectively and efficiently through both speaking and writing. One of the skills that must be mastered by junior high school students is writing skill. As a language skill, writing is an activity of delivering messages using written language as a means of delivery. Writing skills are related to the process of explaining an object by giving written language with letter symbols, word formation, phrase formation, sentence formation, and paragraph formation to create a written language that has a certain unity of meaning.

Difficulties in writing are felt by many people, especially students. The results of observations obtained by a researcher at SMPN 3 Sugio Lamongan indicate that the difficulties faced by a number of students lie in the use of good and correct written language. This can be seen from the choice of words and the use of inappropriate punctuation marks, ineffective sentences, and difficulty in developing ideas in making paragraphs. The problem faced by students when writing was that students were unable to communicate their thoughts in written form (Wahyuni & Inayati, 2020). This is evident when the researcher asks students to write about recount text or narrative text, they only write a few sentences, and they also make mistakes in using grammatical patterns.

Seeing this phenomenon, the teacher as a student mentor needs to make variations in learning so that the teacher cannot only depend on books and whiteboards. Therefore, other media are needed to support the teaching and learning process. Students will be more enthusiastic and can develop imagination easily if the teacher uses interesting media. Media can be used as a tool to assist teachers in delivering material (Rozie, 2018).

Learning media is very influential in teaching and learning activities, especially in improving students' learning abilities and interests. Media plays an important role as a tool to create better and more effective learning situations (Halim, 2020). With the existing problems, the researcher is interested in using picture series media in teaching writing. Pictures are visual media representations of people, objects, animals, etc. (Pérez & Vargas-Daza, 2019), while picture series is a collection of pictures that are presented as a representation of the whole story based on the storyline in the form of several pictures where students write the topic of the story based on the picture series of the researcher. Picture series is a compelling instrument to improve students' composing execution (Wilson, 2019). It also demonstrated that the ESL instructor gave positive input on the significance of visual guides in the research hall and the capacity of picture arrangement as an educational apparatus in the classroom. Moreover, utilizing picture series in accordance with a process approach was an effective technique for EFL students in eighth grade to improve their narrative writing skills in English (Gutiérrez et al., 2015).

In addition, the results of the students' opinion survey revealed that using picture series can help them develop their writing, particularly in terms of substance, structure, vocabulary, and grammar (Rahayu et al., 2017). Through the use of picture series in the classroom, there is a substantial gap in competency between visual and auditory students.

A series of pictures can be said to be ideal for visual media of students in writing. Visual media can facilitate understanding and strengthen students' memories and can connect the content of the material with the real world.

Utilizing picture series in the classroom to teach writing was not recent. Some researchers involved picture series media in teaching writing either in senior high school or junior high school in some areas in Indonesia. The gap in this research was that the researcher use picture series media in e-learning-based using Moodle and Google Meet. This research was conducted on eighth grades students of SMPN 3 Sugio Lamongan. The researcher used a quasi-experimental research design by using two classes. One class is for the experimental class, while the other class is the control class. For data collection, the researcher used a technique consisting of tests and observations. Tests were given at the beginning and end of the study in order to determine the effectiveness of using serial images in teaching writing, while observation is used to determine student activities during the learning process.

## **REVIEW OF LITERATURE**

Writing is one of the skills in English that must be improved because it requires complex skills such as idea creation, vocabulary variations and also the use of good and correct grammar. Writing is not an ability that is obtained instantly and quickly, but through a process that takes a long time. Writing is a skill to communicate thoughts, ideas, and information that must be trained from an early age (Munirah, 2015). A writing is said to be good if it has the characteristics of being meaningful, clear, round, intact, economical, and fulfilling linguistic rules. A person's writing ability will be good if that person also has several abilities, including the ability to find the main things to be written, the ability to plan a writing, and the ability to use good and correct language.

Harmer, as cited in (Fhonna, 2014) explains that the ability to write is not something that is innate, but an ability that must be learned and practiced. In the process, there are many components that can support writing activities to be successful, such as the environment, friends, family, teachers and the media used. Media plays an important role as a tool to create an effective, interesting and fun learning environment (Rozie, 2018).

Media in the learning process, according to (Abi Hamid et al., 2020), is an intermediary or introduction between the original message and the intended recipient, encouraging thoughts, feelings, attention, and will so that they are encouraged to actively participate in learning. Gagne' and Briggs in Arsyad (2017) grouped the media into seven, namely; objects to be demonstrated, oral communication, print media, still images, motion pictures, sound films, and machine learning. The above groupings are media boundaries that have the same function, which is to assist teachers in delivering material, but are used in accordance with suitable material. The media planned before learning has been adjusted to the material to be delivered. Classification of learning media according to Leshin, Pollock & Reigeluth Taxonomy as stated in (Firmansah & Farihah, 2019), namely Human-Based Media, Print-Based Media, Visual-Based Media, Audio-visual-Based Media, and Computer-Based Media.

Picture series media is a classification of visual media. Picture series media can be in the form of pictures, photos, or paintings that are used in learning. It is a collection of images that tell an interesting event, which are arranged randomly and sequentially into a series of stories (Arsyad, 2017). The intended images include photographs, paintings, and sketches. The main purpose of the appearance of various types of images is to visualize the concept to be conveyed to students. In line with this, (Sugiarti et al., 2014) explained that serial image media are a number of images that describe the atmosphere that is being told and show continuity between one image and another. From the series of pictures it will form a story which will later become a source of ideas for students to compose according to the students' imagination of the series of pictures. Students can use their eye senses to hone ideas in writing. Each sentence written by students using the media of a series of pictures is the result of their observations of the series of pictures. The more careful students look at the series, the wider the students' imagination in writing.

In addition, students may use pictures to inspire them to write stories (Nursyaida, 2018). There are a variety of activities that students will be expected to complete. First, students will be asked to compose what occurred in dramatic pictures. Next, Students may be provided a set of pictures of various objects and instructed to select one of them and write a story that links them or a sequence of pictures that tell a story. Students may

be given an image and a heading and expected to describe a narrative that makes sense from the photos and phrases.

## **METHOD**

Based on the research purpose above, the researcher wanted to know whether the students taught by picture series had better competence than those taught by conventional method. Therefore, the researcher used quasi experimental. In this type, the researcher did not perform the sample randomization step as done in true experimental research. Mostly in schools, students are grouped by class, so randomization is not possible. The existing class is then randomly selected which belongs to the experimental and comparison groups (Adnan, 2015).

### **Research participants**

The participants were the eighth graders students at SMPN3 Lamongan academic year of 2021/2022. There were six classes existed from class VIII A to VIII F. The researcher selected two classes from the class existed, it's done because the researcher was impossible to random all the population. Class VIII A and VIII F were chosen, each class consisted of 30 students. The classes were categorized into two groups, one control group and the other experimental group. The experimental group was Class VIII F, and the control group was Class VIII A.

### **Research instrument**

The research instrument of the research to collect the data was a test. The test was in the form of simple writing test. Furthermore, there were two kinds of test done by the researcher, those were pretest and posttest. Pretest was done to know the students' basic competence in writing, and the students did the test individually. The researcher also allocated the limitation time in writing. The two groups had the same allocation time to do the test. Students were required to recall and mention basic writing without the use of pictures. They were given the task of selecting a subject prepared by the researcher, and then writing a narrative text based on their selection. The students who took part in the test were split into two groups: experimental and control. After that, only the experimental group was subjected to the test of writing narrative text using picture sequence.

### **Procedure of the research**

The researcher applied pretest for each class to know the competence of the students before the students were given treatment. The treatment were conducted for four days. After giving treatment, the researcher gave a posttest to know the students' writing competence after being treated by picture series. The students were instructed to write depending on the outcomes of their learning by the researcher. The control group students were instructed to write without providing picture sequence, and they were only write the material provided by the researcher or from a textbook.

The researcher asked two of the English teachers as the raters to score the students' pretest and posttest. After the researcher got the data, then the researcher analyzed the data by t-test analysis. The outcome of the student's writing can be categorized valid based on the syllabus of the eighth-graders. Furthermore, the researcher used independent t-test SPSS computer analysis to know student's writing competence in each group. The researcher then calculated and compared the final results both of groups to see if there was a substantial difference in writing abilities between the two groups.

## **FINDINGS AND DISCUSSION**

### **Findings**

In this case, the researcher showed the students' writing scores in both pretest and posttest. The researchers also classified students' writing abilities from the lowest to the highest score.

#### ***The Result of Pretest in Each Point***

**Table 1. Organization, Introduction, Body and Conclusion**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	13	44 %	9	30 %
3	Adequate to fair	12 – 14	10	33 %	15	50 %
4	Unacceptable-not	6 – 11	7	23%	6	20 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The result of the use of organization, introduction, body and conclusion was not significant different, 44 percent of students in experimental and 30 percent of students in control received excellent grades. While, 33 percent of students in experiment and 50



percent in control received average grades. The last 23 percent in experiment and 20 percent in control received grades below the average.

**Table 2. Logical Development of Ideas (Content)**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15 -17	6	20 %	8	27 %
3	Adequate to fair	12 – 14	14	47 %	13	43 %
4	Unacceptable-not	6 – 11	10	33 %	9	30 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The result of logical development of ideas or content was not so different, there were 20 percent students in experiment had good development and 27 percent in control have good logical development. While, 47 percent students experiment and 43 percent students in control got average score. The last, there were 33 percent of students in experiment scored below average and 30 percent of the control group scored below average.

**Table 3. The Use of Grammar Accuracy**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	11	37 %	6	20%
3	Adequate to fair	12 – 14	11	37 %	11	37 %
4	Unacceptable-not	6 – 11	8	26 %	13	43 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The result of grammar accuracy test showed 37 percent in the experimental and 20 percent in control received a good grade. There were 37 percent students either in experiment and control group got average score, while there were 26 percent students got good in experimental and 43 percent of the control had under average grammar.

**Table 4. Punctuation, Spelling, and Mechanics**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	7	23%	7	23%
3	Adequate to fair	12 – 14	13	44 %	9	30 %
4	Unacceptable-not	6 – 11	10	33%	14	47 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The results of the use of punctuation, grammar, and mechanics in two classes showed 23 percent of students in the experimental and 23 percent in control received strong grades. There were 44 percent of students in experimental and 30 percent in control received an average grade. While, 33 percent of students in experimental and 47 percent in control got under average.

**Table 5. Style and Quality of Expression**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	17 - 15	3	10%	5	17 %
3	Adequate to fair	12 - 14	15	50 %	8	26 %
4	Unacceptable-not	6 - 11	12	40 %	17	57 %
5	College-level work	1 - 5	-	-	-	-
Total			30	100%	30	100%

The result of the style and standard of speech showed 10 percent of students in experimental and 17 percent in control received a strong grade. While 50 percent of experimental students and 26 percent of the control got an average grade. The last 40 percent in experiment and 57 percent in control got score below average.

### **The Result of Post Test in Each Point**

**Table 6. Organization, Introduction, Body, and Conclusion**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	4	13 %	1	3 %
2	Good to Adequate	17 - 15	23	77 %	19	63 %
3	Adequate to fair	12 - 14	1	3 %	3	10 %
4	Unacceptable-not	6 - 11	2	7 %	7	23 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The data in table 6 showed that the result of the use of organization, introduction, body, and conclusion. In the group of experimental, 13 percent of students received an excellent grade, while only 3 percent of students in group of control received an excellent grade. In contrast, 77 percent of students in experimental and 63 percent of students in control were well organized. Still, there were 3 percent in experiment and 10 percent in control group got average score there were 7 percent in experiment and 23 percent in control group got under average score.

**Table 7. Logical Development of Ideas (Content)**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	7	23 %	-	-
2	Good to Adequate	17 – 15	23	77 %	10	33 %
3	Adequate to fair	12 – 14	-	-	5	17 %
4	Unacceptable-not	6 – 11	-	-	15	50 %
5	College-level work	1 – 5	-	-	-	-
Total			30	100%	30	100%

The result of logical development of idea in table 7 showed there were 23 percent students of the experiment group reached excellent development, while there were 77 percent students of experiment group 33 percent students in control group had good developing idea, and 17 percent were fair in control group, and 50 percent were under the average score.

**Table 8. The Use of Grammar**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	23	77 %	1	3%
2	Good to Adequate	17 - 15	7	23 %	23	77 %
3	Adequate to fair	12 - 14	-	-	3	10 %
4	Unacceptable-not	6 - 11	-	-	3	10 %
5	College-level work	1 - 5	-	-	-	-
Total			30	100%	30	100%

From the table 8, it was described that 77 percent students in experimental group were very good in grammar and 3 percent students in control group got very good score, while there were 23 percent students in experiment and 77 percent students in control

group had good grammatical mastery, and 10 percent of control group were in average score and 10 percent students in control group were poor.

**Table 9. Punctuation, Spelling, and Mechanics**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	3	10 %	-	-
2	Good to Adequate	15 - 17	26	87 %	28	93 %
3	Adequate to fair	12 - 14	1	3%	2	7 %
4	Unacceptable-not	6 - 11	-	-	-	-
5	College-level work	1 - 5	-	-	-	-
Total			30	100%	30	100%

Table 9 described punctuation, spelling, and mechanics. There were 10 percent students who were very good in punctuation, spelling, and mechanics 87 percent students were experimental. 93 percent students in control group got good score, while there were 3 percent students in experimental 7 percent of the control group got average score.

**Table 10. The Use of Style**

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	2	7%	-	-
2	Good to Adequate	15 - 17	28	93 %	14	47 %
3	Adequate to fair	12 - 14	-	-	11	37%
4	Unacceptable-not	6 - 11	-	-	4	14%
5	College-level work	1 - 5	-	-	-	-
Total			30	100%	30	100%

The data in table 10 showed the result of style, there were two students in experimental group had excellent style, there 93 percent in experiment group and 47 percent in group control were good in style, while there were 37 percent students in control group had average score and 14 percent in control group had under average style.

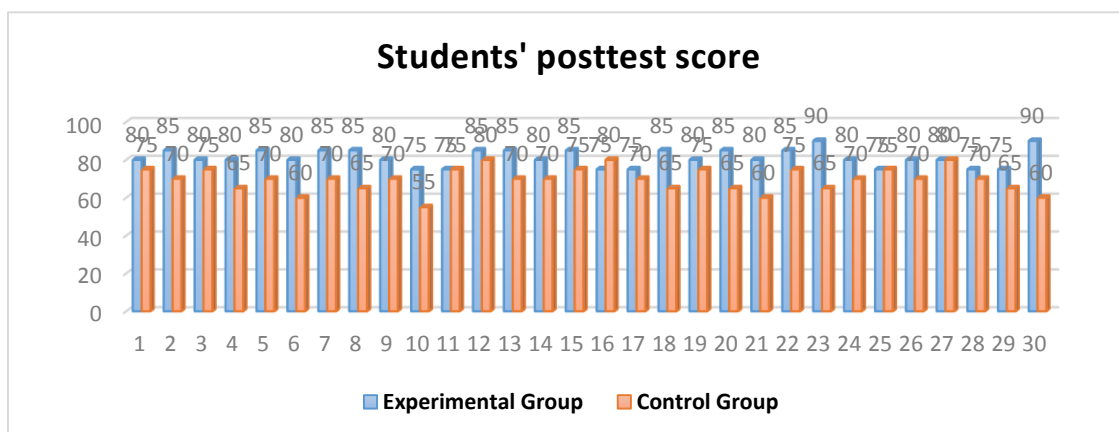
### **Independent Samples T-test**

The researcher also counted the result of posttest from two group by using independent t-test to know the different mean score of the experiment and control group, and to decide which group was better, the result could be seen in the following table.

**Table 11. Result of Independent T-test Analysis**

		Students' Score	
		Equal variance assumed	Equal variance not assumed
Levene's Test for Equality of Variances	F	1.512	
	Sig.	.224	
t-test for Equality of Means	T	8.153	8.153
	Df	58	52.459
	Sig. (2-tailed)	.000	.000
	Mean Difference	11.500	11.500
	Std. Error Difference	1.410	1.410
	95% Confidence Interval of the Difference	Lower Upper	8.677 14.323

Table 11 deals with the result of students' posttest. Based on the result of T-test analysis, the result of sig (2tailed) was lower than 0.05 as level of significant. It was reported that the mean performance of the experimental and control groups differed significantly. Thus, it was enough to reject the null hypothesis, which means that picture series-based E-learning significantly affected students' writing, especially in writing narrative text. The details of students' posttest score could be seen in diagram below.



**Picture 1. The Result of Students' Posttest Score**

### Discussion

The T-test calculation revealed the difference in average score of pretest and final test between the groups. The average score of experimental was 63,5, while the control was 61,8. Both groups were categorized the same because the different pretest score was lower than 0.05. The calculation was counted based on writing criteria, organization, logical development, grammar, punctuation, and style. While, the outcome of the posttest

proved significant different. The results showed that the students' achievement improved between the groups. The experimental group's mean posttest score was 81, up to 17 percent, while the control group's mean posttest score was 69, up to 7 percent. It was reinforced by the result of independent t-test analysis. There was a significant difference between the experimental and control groups when the sig (2tailed) was less than 0.05 as a degree of significance ( $0.000 < 0.05$ ). It indicated that the mean score between the experimental and control groups was significantly different. Thus, it could be concluded that the use of picture series in teaching narrative text writing was successful because students who were taught through picture series scored higher than traditional methods.

The result of this research would strengthen the previous research that the use of picture series media could improve students' writing skills. Picture series media could also provide additional motivation for students in writing. It's because pictures series inform students about objects, and event relationships, thus it trained students to organize stories and facilitated them to expand stories through their imagination. Students appear to be motivated, enthusiastic, and cooperative in their learning when exposed to picture series media. It has the potential to become a means for the development of students' cognitive, affective, and psychomotor abilities (Wibowo et al., 2020).

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the finding and discussion of the research, it could be summarized that picture series was effective in teaching writing and improving students' writing achievement. Students' posttest scores between experimental and control groups indicated a significant difference between students who were taught through picture series and conventional methods. The result of T-test analysis showed the sig (2tailed) was lower than 0.05 as level of significant ( $0.000 < 0.05$ ). Thus, it indicated that there was a significant difference in students writing skills between experimental and control group. Therefore, the researcher could conclude that picture series could be used as an alternative way to teach English writing.

## Suggestions

The findings of this study could be used as a comparison and reference for the next researchers, as well as a consideration for further deepening research by comparing several media in teaching writing.

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## **POLITENESS STRATEGY OF DIRECT SPEECH ACTS IN THE *POTO WUA TA'A* CEREMONY**

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**Abstract:** Politeness is very important in society as a social control during social interaction. This study aimed at analyzing the types of politeness strategy of direct speech act in the *poto wua ta'a* ceremony. The method used in this study was descriptive qualitative method, in which the researcher used politeness theory by Brown and Levinson (1987) to analyze, interpret and discuss the data in a form of utterances in *poto wua ta'a* ceremony. The result of the study showed that the politeness strategy used were negative politeness strategy, positive politeness strategy and off record strategy. However, the dominant strategy used in the ceremony of the *poto wua ta'a* was negative politeness strategy such as be conventionally indirect, be pessimistic, state the face threatening acts (FTA) as a general rule, as well as minimize the imposition. Thus, the use of negative politeness strategy made the hearer to be more respected and would do something willingly without pressure from the speaker.

**Keywords:** *direct speech act, face threatening act, politeness strategy, poto wua ta'a,*

### **INTRODUCTION**

Language is a crucial aspect of human life in society. The existence of language in society as a means of communication to express idea, intention, opinion and purpose. According to (Aitchison & Wardaugh, 1987, p. 22), language is a mean of communication as a system of linguistics which is used by particular communities both spoken and written. Furthermore (Nahdoh et al., 2019) and (Legère et al 1994: p. 22) revealed that language serves many ways of saying the same things; addressing and greeting other, describing things, and paying compliments. Thus, the role of language in society is as a means of communication to achieve the goal of communication. Nevertheless, there is a different way in expressing idea, opinion, and purpose between one society to another because of the relation of language and culture.

Language and culture cannot be separated from each other. Language as a means of communication plays important role in society, so that community can be built in a good way if both speaker and hearer use the politeness strategy. It can be seen that the role of politeness strategy in society as a social control to control social interaction between people. According to (Mill, 2003, p. 6) cited in (Siburian, 2016), politeness is the expression which is expressed by the speaker to deal with his/ her intention to migrate face threats carried by certain face threatening act toward another. Brown and Levinson (1987, p. 157) cited in (Siburian, 2016) stated that politeness strategies are developed in order to save the hearers' face. Face refers to the respect that an individual has for him or herself and maintaining the self-esteem in public or in private situation.

In relation to Socio cultural and Linguistic behavior, Nirangkliung community has a traditional ceremony as part of socio-cultural aspect. Socio-cultural aspect refers to the existence of the culture, custom and habit in every society for each ethnic group. One of the cultural heritages is language. Language is used to express idea, feeling, emotion and intention; nevertheless, language behavior is influenced by the socio-cultural aspect for each ethnic group. The function of language as a means of communication for every situation is different from one another, for example the speech acts used in the traditional ceremony held by people in *Nirangkliung* village in marital ceremony namely in the ceremony of *poto wua ta'a*. Those utterances used is unique since the utterances used are different with daily language, and the meaning of the language is not grammatical meaning but contextual meaning. The ceremony of *Poto Wua Ta'a* is the first step of marriage ceremony in *Nirangkliung* community. The term *Poto Wua ta'a* is derived from two syllables, namely *poto* which means to carry, and *wua ta'a* which means betel nut. In sum, *poto wua ta'a* literary means to carry the betel nut.

People in Nirangkliung village believe that betel nut is a symbol of relationship. In this case, the groom's family comes with betel nut to establish relationship with the bride's family as a symbol of respect and honor. In delivering their intention, each the groom's and the bride's family delegate a delegation and spokesman. The delegation of each family must deliver the groom's and the bride's family intention. The dialog in this ceremony involves utterances exchange between both spokesmen. Those utterances are delivered in *Sikka* language, that is a local language used by people in *Nirangkliung*

village. Those utterances used in this traditional ceremony are different from daily language to avoid hearer to lose face, or feel offended by the speech of another person.

To maintain a good communication, it is important to consider the rule of communication. According to (Jaya Made et al., 2014), people usually talk for a purpose to assert belief, request, help, promise, action, express, congratulation or ask for information. Similar to *poto wua ta'a* ceremony, the words uttered by speaker are known as forms of language and its actions. The communicative act or called as the utterances of the speaker commonly represents verbal communication. It means that people do not only produce an utterance which is focused on grammatical structure, but also the way they perform the utterance, in the other term is called as speech acts. The aspect of actual usage, according to (Rostiana & Novari, 2021), is the relationship between language and its context in linguistic field which is called pragmatic. Yule (1996, p. 8) stated that pragmatics studies the use of language by humans determined by the condition of a society. The concept of pragmatic to deal with how language is acted by the hearer based on the context of situation is called direct speech acts.

Direct speech act realizes the effort of the speakers, so the speakers could do anything to achieve the goal. Based on the preliminary study, the problems found regarding *poto wua ta'a* ceremony was the local culture shift caused by technological developments that caused this ceremony to be less appreciated as by Nirangkliung people, as well as lack of awareness by the people toward the traditional ceremony of *poto wua ta'a* as one of local wisdom to enrich politeness character. In speaking the language, speaker has to consider the norm namely politeness. It is done to provide an atmosphere of friendship and solidarity. It can be said that politeness strategy functions as a norm to control speaker and hearer in communication. Thus, the objective of this research was to investigate the types of politeness strategy of direct speech act in the *poto wua ta'a ceremony* at Nirangkliung village.

There are some previous studies which are related to this study. Firstly, Ihsan (2017) studied the politeness strategy in direct speech acts of *Tolea Pabitara* on the traditional marriage ceremony of the Tolaki-Mekongga ethnic group. This research identified the types of direct speech acts used in *Tolea- Pabitara* in the ceremony of Tolaki- Mekongga ethnics of South Sulawesi. The next study was done by (Syah et al., 2017) about The Politeness of Directive Speech Acts In *Satu Jam Lebih Dekat on TV One* (Pragmatic

Approach). The result showed that there are some types of direct speech acts such as: asking, inviting, prohibiting, announcing, showing, intention, warning, and advising. The focus of this research was to identify the kinds of direct speech acts. The third research from (Mulatsih et al., 2021) about politeness strategy in commissive speech acts aimed to describe and explain politeness in commissive speech acts in a variety of speech situations. The method used the descriptive analysis method. The research found four types of commissive speech acts, namely promise, swear, pledge and vow. It revealed that this research focuses on the politeness strategy of commissive speech acts. Based on the three previous studies, it can be concluded that the politeness strategy can be used in various situations including in ritual ceremonies. However, this study focuses on analyzing the type of politeness strategy in the *poto wua ta'a ceremony* at *Niranglung*.

## **REVIEW OF LITERATURE**

There are some theories about the concept of pragmatics, the definition and types of directive speech acts, and the principles of politeness in conversation about *poto wua ta'a*. According to (Yule, 1996, p. 10), pragmatics is the study of language and its context as the basis of language understanding. Furthermore, pragmatics is related to the use of language and its action in real situations. Pragmatic is more concerned with the performance principle of language use. Furthermore, pragmatics is a part of a linguistic study; furthermore, pragmatics is about how the hearer interprets utterances (Griffiths cited in Fitria, 2019). Meanwhile, speech acts are a part of pragmatic.

Speech acts are sub-disciplines of pragmatics that investigates the language from the aspect of actual usage. Speech acts are verbal actions happening in the world. Utterance production needs realization in the form of action. Austin (1979:52) originally used the term speech acts to refer to an utterance and the total situation in which the utterance is issued. (Yule, 1996, p. 32) distinguished two classifications, namely connotative speech acts and performative speech acts. Furthermore, Austin distinguished the performative aspect into (1) locutionary act, which is the act of pronouncing sounds with sense and reference such as 'Do this and you'll never see me again'; (2) illocutionary act which is the act that in uttering the sentence under the specific circumstances; and (3) perlocutionary acts. Speech acts are those of making statements or questions, giving commands or orders, refusing, completing, apologizing, and many others. Three

categories of speech acts explained that when people say something, they may involve the three dimensions which are locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts mean the utterance of a sentence to determine sense and reference. An illocutionary act means making a statement, offer, promise, or others in uttering a sentence, by the conventional force associated with it or with its explicit performative paraphrase. While perlocutionary act means to bring about the effect on the audience using uttering the sentence; such effects are special to the circumstances of utterance.

Meanwhile, Searle categorized illocutionary acts into some parts namely: (1) representatives, which means the point or purpose of the members of the representative class to commit *s* to the truth of the expressed proposition such as stating, suggesting, boasting, complaining, claiming, reporting; (2) directives, which are intended to produce some effect through action by the hearer such as ordering, commanding, requesting, advising and recommending; (3) commissive, which is commit *s* (to a greater or lesser degree) to some future action such as promising, vowing, offering; (4) expressive, which have the function of expressing or making known the speaker's psychological attitude toward a state of affairs, which the illocution presuppose; (5) declarations, which are illocutions whose successful performance bringing about the correspondence between the propositional content and reality such as resigning, dismissing, christening, naming, excommunicating, and appointing

Based on Brown and Levinson's politeness theory (1987) in (Retnowaty, 2015), there are four strategies of politeness, namely bald on record, positive politeness strategy, negative politeness strategy, and off-record strategy. Bald on record strategy is mostly used strategy by speakers who closely know their hearers, such as close friends or family. There are different kinds of bald-on-record strategies, such as direct impressive for great urgency or desperation, sympathetic advice or warnings, welcoming, farewells, and offers. Positive politeness strategy, on the other hand, try to minimize the threat to the hearer's face. It is commonly used in a situation where the audience knows each other fairly well to avoid conflict. There are different kinds of positive politeness strategies, such as noticing the hearer's interest (wants and needs), exaggerating (interest, approval, sympathy with the hearer), intensifying the interest of the hearer, use in group identity markers, seeking agreement, avoid disagreement, assert or presuppose people's knowledge and concern for hearer's wants, offer, promise, be optimistic, include both

speaker and hearer in the activity, give (or ask for) reasons, assume or assert reciprocity. In contrast, negative politeness strategies have greater respect for the hearer than positive politeness strategies. There are different kinds of negative politeness strategies, such as: being conventionally indirect, questioning, hedging, being pessimistic, minimizing the imposition, giving deference, apologizing, impersonal speaker and hearer, state face-threatening acts (FTA) as a general rule, nominative, go on record as incurring a debt of record as in doing debt.

*Poto Wua Ta'a* itself is a ceremony in Nirangkliung village, one of the villages which are located in Sikka regency, East Nusa Tenggara Province. Nirangkliung village is included in Sikka tribe which communicates by Sikka language. Such as other tribes in East Nusa Tenggara Province, this tribe has its characteristics, especially in terms of holding ceremonies. One of the unique things that are found in Nirangkliung is the marital ceremony.

In Nirangkling village, when a couple (a man and a woman) love each other and want to get married, they have to hold the process of *poto wua ta'a* ceremony. *Poto wua ta'a* is derived from two syllables. *Poto* means to deliver while *wua ta'a* means betel nut, so literary *poto wua ta'a* means delivering betel nut. Nirangkliung community believe that betel nut is a kind of fruit used as a symbol of friendship and welcoming guest. *Poto wua ta'a* ceremony is the ceremony when the groom's family and his delegation come to the bride's house to propose to the woman whose the man loved. Basically, in holding this ceremony, both delegations will produce some utterances in the Sikka language and those utterances will be understood based on the context of proposing.

## **METHOD**

This research was the descriptive qualitative approach, regarding politeness theory by Brown and Levinson (1987) which aims to investigate the politeness strategy of direct speech acts uttered by spokesmen. The data used in this study was in a form of audio recording during the ceremony of *poto wua ta'a*. The observation was done during the interaction between delegations who acted as the representatives of both families, while semi-structured interviewed was carried out to *tua adat* to find the information about the ritual, the meaning of ritual and direct speech act of *poto wua ta'a* ceremony. The data were collected through observation and interviews by Sikka language then translated into

Bahasa Indonesia. The collected data were analyzed based on the politeness strategies developed by Brown & Levinson, then interpreted in the form of words.

## FINDINGS AND DISCUSSION

### Findings

The findings and discussion refer to the context of utterances by a spokesman in the ceremony of *poto wua ta'a* at Nirangkliung village. Furthermore, the data were analyzed based on pragmatic approach is politeness strategy, as the following:

**Table 1. Politeness strategy used by the bride and groom's delegation**

No	Politeness Strategy	Total
1	Negative politeness	9
2	Positive Politeness	5
3	Off Record Politeness	3

Table 1 showed the use of politeness strategies by both delegations. Both delegations used three types of politeness strategies. The strategy used in the direct speech act of *poto wua ta,a* ceremony was negative politeness with 9 occurrences, while second place was positive politeness strategy with 5 occurrences and off record strategy with 3 occurrences.

**Table 2. The Use of Politeness Strategy by the Bride and Groom's Spokesman**

No	Politeness strategies	Groom's Spokesmen	Bride's Spokesmen
1	<b>Negative politeness</b>		
	-Be conventionally indirect	2	3
	- Be pessimistic	-	1
	- State FTA as a general rule	1	1
	- Minimize the imposition	1	
2	<b>Positive Politeness:</b>		
	- Give or (ask for the) a reason	2	
	- Offers	1	
	- Intensify interest to hearer Use in group identity markers	1	
	- Include both S and H in the activity	1	
3	<b>Off record strategy</b>		
	-Use metaphors	-	3

Table 2 showed the use of politeness strategy used by the bride and groom's delegation. The groom's and bride's delegations mostly used negative politeness strategy categories that were conventionally indirect, pessimistic, state FTA as a general rule, and minimize the imposition. In the second position, there was a positive politeness strategy sub category that were give or (ask for) reason, offers, and intensify interest to hearer use in the group.

### **The Use of Negative Politeness Strategy**

A negative politeness strategy is used by the speakers to maintain the hearer's negative face by maintaining distance and establishing caution in communicating (Pasaribu, et al., 2021). In this paper, most of the strategies used were conventionally indirect, pessimistic, stated FTA as a general rule and minimize imposition. These strategies were used by both delegations to be respectful and avoid miscommunication between groom's and bride's families. The following are the excerpts that were classified into negative politeness.

- Man's spokesmen (1) : Ladies and gentlemen today we visit your house because we hear you have **paddy**
- Man's spokesmen (2) : So, we are here **to ask for paddy** since we are **hungry**
- Woman's spokesmen (1) : We have eaten **betelnut and we have a smoke cigarette**
- Woman's spokesmen (2) : Dowry is **like grindstone and palm tree**
- Woman's spokesmen (3) : Having dowry is like **grindstone and palm tree**

In the excerpt 1, it was found five sub categories of be conventionally indirect expressed by both delegations. The word 'paddy' symbolized the bride. They used indirect utterance to avoid the bride's family to feel offended. The utterance 'to ask for paddy' means to propose the girl. The word 'hungry' means love, while the phrase 'betelnut and smoke cigarette' to express the bride's family who accepted the groom's proposal. The last phrase 'like grindstone and palm tree' was used to express dowry based on Nirangkliung belief as a symbol of dignity, not the price to be paid in full.

The next subcategory used by the man's delegation was pessimistic, as shown in the following:

- Man's spokesmen : If you have any paddy, please receive our betelnut but if you haven't any paddy just let us go



Excerpt 2 indicated how the groom's family was humble to the bride's family even though the groom's family had already known the existence of the bride. In addition, based on the Nirangkliung tradition, this expression was used to show respect.

The third subcategory was state FTA as a general rule. It can be seen in the following excerpt:

Woman's spokesmen (1) : Neither we have paddy nor not, please don't leave. Let's enjoy the food.

Woman's spokesmen (2) : Mother and daughter have to have a price

Excerpt 3 showed the bride's delegation who used state FTA as a general rule subcategory. Those sentences are used to indicate how the bride's delegation politely treats the groom's family. The first sentence (1) implied that the bride's family asked the groom's family to stay and enjoy the food even though the woman's family refused the proposal. This strategy was used to avoid the groom's family to lose face. In the second sentence (2), the bride's delegation talked about the dowry.

The last subcategory was minimizing imposition. It can be seen as the following:  
Woman's spokesman: Our daughter has already received your betelnut and they will become husband and wife.

In this excerpt 4, the phrase 'received betelnut' means the woman received the proposal and is ready to marry the man.

### **The use of the Positive Politeness Strategy**

According to Widyastuti (2019), positive politeness confirms that the relationship of both speakers and hearers express group reciprocity to minimize the distance between them. Levinson in Widyastuti (2019) stated that this strategy attempts to serve the hearer's interests, needs, wants, and goods. Based on the recapitulation, 5 positive politeness strategies were used by the delegations, as follows:

Man's spokesmen (1): Ladies and gentlemen today we are in your house **because we hear you have paddy.**

Man's spokesmen (2): So, we are here **to ask for paddy** because we are hungry and thirsty

Excerpt 5 found types of positive politeness strategy namely give (or ask for) reason. The sentence 'because we hear you have paddy' was used to indicate the reason why the groom's family visits the bride's delegation. While the phrase 'to ask for paddy' indicated

the groom's family visits the bride's house to propose to the girl since their son falls in love with the girl and wants to marry her.

Man's spokesmen : If you have any paddy, please receive our betelnut, but if you haven't had any paddy just let us go.

Excerpt 6 means this sentence uttered by the groom's delegation as an offering to the bride's family. The act of offering in this sentence was used to indicate that the man wanted to marry the girl. On the other side, this was just a tactic from the groom's family to get sympathy.

Woman's spokesmen: Neither we have paddy nor not, please don't go, let's eat first.

This excerpt 7 showed that the bride's delegation used sub-categories to intensify interest in the hearer and use in group identity markers. In this utterance, the bride's family invited the groom's family to join in eating the food together. As a good host, the bride's family has to serve the groom's family. This strategy is a kind of friendship and kindness to the guest.

Woman's spokesmen: Neither we have paddy nor not, **please don't go, let's eat first.**

This utterance expressed d sub-category to include both speaker and hearer in the activity. It means that the bride's family wanted to invite the hearer (groom's family) as the guest to involve in the same activity that was enjoying the food together.

### **The Use of Off-record Strategy**

Off-record strategy, according to Brown and Levinson in Wydiastuti (2019), means that the speakers want to avoid their responsibility of doing face-threatening acts. Off record simply means that statement when one's saying is not directly addressed to the other, or 'hints', as the following:

Woman's spokesmen (1): **Betel and nut** to raise woman's dignity

Woman's spokesmen (2): **Betel and nut are raised in a high place**

Woman's spokesmen (3): Quality seeds **like *rebo* and *rama*** seeds.

In the strategy of off record, the bride's delegation used metaphor subcategory for three times, such as in 'betel and nut' the speaker just gave unclear information or gave hint to the hearer. Nevertheless, in this context, the hearer directly understood what the

speaker's intention was. Betel and nut in this context mean dowry. While in the sentence 'betel and nut are raised in a high place' means dowry as a symbol to raise the bride's dignity. Meanwhile, the last phrase 'like *rebo* and Rama' referred to the people in Nirangkliung village who knew the name Rebo and Rama as the name of paddy. Rebo and Rama are known as good quality seeds. The speaker expected the groom and bride were like Rebo and Rama which had high-quality seeds.

## **Discussion**

The findings on the politeness strategy of direct speech acts in the ceremony of *poto wua taa* at Nirangkliung village showed these three politeness strategies. Based on the findings of the research, negative politeness was the most used strategy in the direct speech act of the photo *wua ta'a* ceremony. In the negative politeness strategy, utterances used contain be conventionally indirect, pessimistic, state FTA as a general rule, and minimize the imposition.

This is based on the definition of negative politeness according to Brown and Levison (1987:p131) (Nurjanah, 2017) that state that negative politeness is the heart of respectful behavior, and it is more specific and focused. It aims at the realization of solidarity. The findings of this study are similar to those studies of previous dealing with four types of politeness strategies (Yaqin & Shanmuganathan, 2020, Manurung et al., 2019). However, the finding of this study revealed three types of politeness strategy, and mostly used representative subcategories. The findings of this study are similar to Yaqin and Shanmuganathan (2020) and Manurung et al., (2019) in the context of using politeness strategies in the wedding ceremony. While the finding of direct speech acts in a wedding ceremony in (Lumbanbatu, 2018) showed the similarities between politeness strategies and speech acts used by the delegations of both families.

In this study, it was discovered that both spokesmen use more negative politeness strategy than politeness strategy and off-record strategy. Yaqin and Shanmuganathan (2020) discovered the finding in their research. In their study, the *Pembayun* (spokesman) of both families mostly used a negative politeness strategy. It is done to negotiate and come to a settlement through polite discourse. This study is devoted to pragmatics research in terms of politeness strategy and types of direct speech act in the wedding ceremony by the groom's and bride's spokesmen as representative of both families in

expressing their intention. This study is similar to Yaqin, et al. (2020) who found a negative politeness strategy since in the *poto wua ta'a* ceremony (proposing the girl) both families feel awkward as the effect of social power and social distance. The results of this study have described a phenomenon of politeness strategies in the context of the *poto wua ta'a* ceremony (the ceremony of proposing to the girl) as a series of wedding rituals at Nirangkliung village.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The findings of the study deal with the implementation of a politeness strategy in the interaction between spokesmen from both groom's and bride's families in the ceremony of *poto wua ta'a* the series of the marriage ritual. This research revealed that the dominant strategy used by both delegations is the negative politeness strategy. It is determined by the factor of social power and social distance of both families. Those factors sometimes make both delegations have to use formal sentences and indirect sentences as a form of honor (speaker to hearer) in negotiating process of proposing the girl. As a result, they try to respect each other during the interaction of the *poto wua ta'a* ceremony. It can be concluded that the implementation of the politeness strategy in *poto wua ta'a ceremony* is different from other circumstances such as talk-show, online interaction, and novel since in this ceremony the delegation of both families tries to negotiate with each other to get sympathy.

### **Suggestions**

The ceremony of *poto wua ta'a* is a series of the marital ceremony. In conducting this ceremony, people use the politeness strategy of direct speech acts. Furthermore, the delegations of men and the woman use indirect language to show politeness between the speaker and the hearer to avoid the hearer's losing face. The result of this research can be applied in daily in terms of social interaction. Future researchers are encouraged to analyze types of politeness strategies of direct speech acts in daily conversation.

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## TEACHERS' STRATEGIES FOR TEACHING ENGLISH TO STUDENTS WITH SPECIAL NEEDS

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**Abstract:** This research aims to know the teachers' strategy in teaching English to students with special needs according to their type. The research was designed as a systematic literature review study. The researcher used PRISMA Model for collecting the data. 16 research articles matched the criteria. The data were analyzed through a narrative method. The results of the analysis uncovered various strategies used by teachers. Those are paper braille for reading paper strategies, JAWS App for reading e-text, preview strategy and small group for strategy to obtain the content of instruction, TPR, realia and modeled talk for strategy to obtain the language development, communication games and dictogloss for strategy to encourage active involvement, teacher-mediated, routine-based and specific naturalistic strategies, explained the subject matter, flashcards, pictures, visuals, modifying classroom environment, requested students to always carry the dictionaries, alphabetic signs, patted the students' back to get their attention, repetition strategy, gave examples, song, gave reward, two languages, co-teaching strategy, IEP, differentiated instruction, created oral language comprehension, echolalia, the PECS method to improve communication abilities, direct method, lexical method, SIOP Model, instructional scaffolding, comprehensive support input, posters, real objects, modeling strategies, innovative teaching methods.

**Keywords:** *teachers' strategies, teaching english, students with special needs*

## **INTRODUCTION**

As educators, we are familiar with students and their various characteristics. Some students were born with special needs. Children with special needs are children who are different in their kind and characteristics from other children, and they have challenges in their growth and development. However, every child born in this world has the right to education regardless of their various deficiencies. According to Article 5 paragraphs (1) and (2) of Law Number 20 of 2003 Concerning the National Education System, "Every person has the equal right to get quality education", citizens with physical, emotional, mental, intellectual, and social impairments have the right to special education. Most schools in formal education have not been able to support their educational needs. Only some schools or institutions and non-formal institutions can support their educational needs. In this case, the government must be able to provide schools for students with special needs. Hopefully, common schools can be accessible for them, because currently, only normal children can get an education with government guarantees easily.

As we knew, the Indonesian government has decided that English becomes a subject lesson that must be learned by all students. It means that there is no exception for learning English as a second language even for students with special needs. The English language has four basic skills, they are listening, speaking, writing, and reading skill (Sadiku, 2015). Teachers need strategies that are suitable for delivering learning materials, especially for children with special needs. Therefore, the teachers' competence in applying the teaching strategies is important not only in teaching lessons but also in guiding students through the strategies applied (Aristiawan & Herman, 2021). Hence, the teacher should choose the most suitable strategy that can be applied in a class with different characteristics of the students.

Having reviewed previous research, the researcher found out that there are only a few studies about students with special needs in English Language Teaching, specifically in English teaching strategies. In her research, Dewi (2021) reports that teachers at SLB Purba Adhi Suta used direct method and drilling method to teach speaking to disabled students there. Suprihatiningsih (2012) also analyzed the teaching of English using cognitive strategies to students at SMALB Bina Mandiri Ciledug. Upa and Mbato (2020) conducted a study which revealed that the use of audio visual strategy was effective to



teach English to students of two special need schools in Yogyakarta. As these studies put a concern on teaching English to students with special needs, the researchers were interested to see which strategies work best to teach English to students with special needs.

As the researchers concluded, most of the results stated that there were still many teachers of special schools using general strategies in teaching English to students with special needs. To find out specific strategies that can be used for language learners with special needs, this study aims to find out the specific strategies that have been used in Indonesia in teaching English to students with special needs by collecting 16 articles from one of the official journals sites, Garuda Portal. Hopefully, the results of this study can help teachers who teach students with special needs to use specific strategies for teaching English, to achieve success in delivering English subject matter to students with special needs.

## **REVIEW OF LITERATURE**

Children with special needs are different from the average, generally caused by problems in thinking, hearing, eyesight, socialization, and movement abilities (Hallahan et al., 2014). Based on the words above, the categories of children who have a disorder vary based on their physical and mental aspects. Abnormalities in physical aspects consist of visual, hearing, speech, and physical impairments. In the mental aspect, there are 2 kinds of children with mental disorders, they are supernatural who have more mental abilities, and subnormal who have very low abilities, and usually we call mental retardation. Children who have difficulty adjusting behavior to their surroundings are unsociable or they need more time and help from others to adapt the society.

Teaching English subjects to students with special needs is a challenge for teachers who have taught these subjects. To deliver the knowledge to the students, a teacher needs specific techniques and strategies that may vary based on the students' uniqueness. The teaching strategy is the proper and optimal utilization of all components involved in the learning process which includes objectives, subject matter, media, methods, students, teachers, learning environment, and evaluation so that the learning process runs effectively and efficiently.

The kinds of English language teaching methods that can be used in delivering English learning materials for students are the grammar-translation method, direct method, and total physical response (Diane Larsen-Freeman and Marti Anderson, 2015). Bilingual method, reading method, situation method (M.F. Patel Praveen M. Jain, 2,008), and lexical approach (Klee et al., 2012).

In addition, a teacher also needs media as a means of connecting a message or speech so the students become easier understand the material being taught. Media refers to a variety of elements in a learner's surroundings that help them learn (Regina Rahmi, 2014). Learning media is a tool that may aid in the teaching and learning process by clarifying the meaning of the message conveyed, allowing it to achieve learning objectives more effectively and efficiently (Kustandi, C & Sutjipto, 2011). The kinds of teaching media were audio, visual, and audio-visual.

## **METHOD**

This research was conducted by using Systematic Literature Review Study (SLR). Systematic Literature Review research is carried out for various purposes, including identifying, reviewing, evaluating, and interpreting all available research with topic areas of interest to phenomena, with certain relevant research questions (Piper, 2013). The articles used as research data in this research were available on the Garuda Portal at <http://garuda.ristekbrin.go.id/>. The name “Garuda” stands for The *Garba Rujukan Digital* (or “Digital Resource Portal”). This is a scholarly resource platform available for Indonesian scholars and managed by the Ministry of Education, Culture, Research, and Technology of Indonesia. The researcher used the PRISMA Model protocol. It was used to simplify the process of gathering the data and getting the desired articles to be researched. The data analysis technique used by the researcher is the narrative method. This method is used to group the results found and similar. Research articles that meet the inclusion criteria were collected. Then, a summary of each of the selected articles was written. The summaries of research articles were entered into a table sorted by the articles' titles, the kinds of strategies that have been used by teachers, leaf vel education, and names of authors. In this research, the articles selected used as data were articles that matched the criteria for the research purposes. These include: (a) the research was conducted in Indonesia, (b) the article was published in the year 2012 to 2021, and (c) the

article's title or abstract contained keywords or themes related to the topic of this research. Content analysis was used to analyze selected articles that were taken as data. The results of the analyses were further discussed by using a theoretical framework. Lastly, a conclusion was drawn as the final step of the analysis.

## FINDINGS AND DISCUSSION

### Findings

#### *The Kinds of Teaching Strategies Used by Teachers in Teaching English for Students with Special Needs*

**Table 1. Visual Impairments**

Articles Title	Teaching Strategies	Level of Education	Authors
Strategies in Teaching Reading to Visually Impaired Students	Reading paper strategies (paper braille with pen reglet), Using JAWS App for reading e-text	Special Junior High School	(Setiawan et al., 2020)
The Strategy of Teaching Speaking to The Low Vision Students	Strategy to obtain the content of instruction (preview strategy, small group), strategy to obtain the language development (total physical response, realia strategy, modeled talk), strategy to encourage active involvement (communication games, dictogloss).	Special Senior high school	(Yessie Aldriani, 2013)
Teaching English to Students with Learning Disabilities	Teacher – mediated, Routine- based and Specific Naturalistic Strategies	Special School	(Dwi Settya Mahaputri, 2015)

**Table 2. Hearing Impairments**

Articles Title	Teaching Strategies	Level of Education	Authors
Teaching English towards the Hearing-Impaired Students ( A Teacher's Lived Experience )	Visualization	Special School	(Setyawan, 2020)
Teachers' Strategies In ELT For Students With Disabilities	Explaining the subject matter, using flashcards, and asking the students to color the pictures	Special School	(Dhermawati et al., 2019)
Teaching English to Children with Hearing Impairment: A Case Study in Special School	Using pictures, using visual media, and modifying the classroom environment	Special Junior High School	(A. A. Dewi et al., 2019)
Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools	Requesting students to always carry the dictionaries, and alphabetic signs, patting the students' backs to get their attention, using computer dictionary software	Special Junior High School	(Susilo Adi et al., 2017)

**Table 3. Mentally Retarded**

Articles Title	Teaching Strategies	Level of Education	Authors
Teachers' Strategies In ELT For Students With Disabilities	Repeating the material, giving examples, using songs, giving reward	Special School	(Dhermawati et al., 2019)
The Special Education Needs Students and Teaching of English Vocabulary	Using flashcards, repetition	Special Junior High School	(Susanto et al., 2020)
Teaching Reading for Mentally Disabled Using Repetition Method	Repetition	Orphanage	(Rohmah et al., 2018)

**Table 4. Autism Spectrum Disorders**

Articles Title	Teaching Strategies	Level of Education	Authors
Teaching English to a Student with Autism Spectrum Disorder in Regular Classroom in Indonesia	Two languages (Indonesian and English), Co-teaching strategy, IEP, Differentiated instruction	Elementary School	(Padmadewi & Artini, 2017)
English Language Teaching Strategy for ASD (Autism Spectrum Disorder) Students	Creating oral language comprehension, echolalia, and the PECS method to improve communication abilities	Special Junior High School	(Lasintia et al., 2021)
English language teaching for Autism Spectrum Disorders (ASD) learners during the pandemic era	The direct method, TPR, and lexical method	Informal School	(Sophya, 2021)
Teaching Vocabulary by Using Picture for Autism Students	Using pictures	Elementary School	(Neviyanti et al., 2013)

**Table 5. Learning Disabilities**

Articles Title	Teaching Strategies	Level of Education	Authors
A Library Research: Teaching English to English Language Learners with Learning Disabilities	SIOP model, instructional scaffolding, comprehensible support input, and differentiated instruction	English Language Learners	(Karmila & Harrison, 2019)
The Media and Ways to Teach Vocabulary for Students with Special Needs	Pictures, posters, real objects, TPR method with imitating and modeling strategies	Senior High School	(Najakh, 2020)
Dyslexia and EFL Teaching and Learning: A case study in Bali Children Foundation, Singaraja- Bali	Innovative teaching methods, pictures in the bilingual story	Elementary School and Junior High School	(Mirani & Dewi, 2012)

According to the previous table, we can see that there are many strategies used by the teacher for teaching English to students with special needs. First, the strategies are paper braille with pen reglet for reading paper strategy, JAWS App for reading e-text, strategies to obtain the content of instruction (preview strategy, small group), strategies to obtain the language development (total physical response, realia strategy, modeled talk), strategies to encourage active involvement (communication games, dictogloss), teacher-mediated strategy, routine-based and specific naturalistic strategies for teaching English to students with visual impairment. Second, the teachers used visualization, explained the subject matter, used strategy to explain the meaning of words (flashcards, pictures, visual), asked the students to color the pictures, modified the classroom environment, used strategy to define words (by asking students to always bring dictionaries and using computer dictionary software), used strategy to spell out some words (alphabetic signs) and patted the students' back to get their attention for teaching English to students with hearing impairment. Third, the teachers used a repetition strategy, gave examples, taught vocabulary (by using songs), and gave rewards and flashcards for teaching English to students with mentally retarded. Fourth, the teacher used two languages (Indonesian and English), a co-teaching strategy, IEP, differentiated instruction, oral language comprehension, echolalia, the PECS method to improve communication abilities, strategy in imitating the right pronunciation in English (direct method, TPR, lexical method) and pictures for teaching English to students with autism spectrum disorders. And the last, the teachers used the SIOP Model, instructional scaffolding, comprehensive support input, differentiated Instruction, pictures, posters, real objects, TPR method with imitating, modeling strategies, innovative teaching methods, and pictures in a bilingual story in teaching English to students with learning disabilities.

## **Discussion**

Based on the result of the data analysis, the total articles that have been found by the researcher are sixteen articles. These articles discussed students with special needs. The three articles discussed the strategies that have been used by teachers in teaching English to children with special needs or visual impairments type. In this case, the theory that the researcher used explains that visual impairment is someone whose visual sense

does not play a good role as a recipient of the information in carrying out daily activities like normal people in general (Atmaja, 2018). The strategies used by teachers in teaching English to students with visual impairment are paper braille, small group, preview strategy, total physical response, realia strategy, modeled talk, communication games, dictogloss, JAWS application, teacher mediated, routine-based, and specific naturalistic strategies. Ishartiwi et al., (2022), state that learning strategies for students with visual impairment are using braille letters, and auditory, kinesthetic, and tactile forms.

The four articles discussed hearing impairment. According to Dewi et al., (2019), hearing impairment is a broad phrase that refers to any type of hearing disability, ranging from minor to severe. It includes both deaf and hard-of-hearing people. A deaf person is someone whose hearing senses are impaired to the point where they are unable to process linguistic information through their hearing, whether with or without hearing aids, and this affects their daily life (Hallahan et al., 2014). The strategies that have been applied by the teacher in teaching English to hearing impairment students were visualization, explaining the subject matter, flashcards, coloring the pictures, pictures, visuals and modifying the classroom environment, requesting students to always carry the dictionaries, alphabetic signs, patting the students' back to get their attention and using computer dictionary software.

Three articles discussed teaching English to mentally retarded students. Apart from that, the researcher also found a variety of strategies that have been used by teachers to improve the quality of the English language of mentally retarded students, to foster a pleasant classroom atmosphere so that students are more enthusiastic to learn the lesson and to be more active in learning activities. As has been done by the teachers in Dhermawati et al., (2019) and Susanto et al., (2020) articles, the strategies are using songs, flashcards, and giving rewards. But other than that, Dhermawati et al., (2019), Rohmah et al., (2018), and Susanto et al., (2020) have used the same strategy in teaching English, which is repetition. The repetition strategy is very useful for students with mentally retarded disabilities.

Mentally retarded students refer to someone that has a low intellectual function. This is accompanied by problems with behavior adjustment and symptoms that appear during growth. They can read the phrase well before it, but they have trouble identifying consonants and forget how to write letters like A, B, C, and so on article (Rohmah et al.,

2018). Thus, it can be concluded that repetition is the best strategy for mentally retarded students. As stated by (Dhermawati et al., 2019) in their article, mentally disabled students may have different abilities to recall and comprehend the content presented by the teacher. As a result, repeating the lesson is one of the most effective strategies to recall and evaluate previously taught material.

Since the network and brain functions are not synchronized, children with autism disorder have difficulty fostering social relationships, cannot communicate normally, and do not understand the emotions and feelings of others. The teachers should use strategies in teaching students with autism and be accompanied by appropriate methods to provide learning for students with autism. Teaching strategies for students with autism are still conceptual in nature, to apply the right strategies, it is necessary to execute them through specific learning approaches to apply the proper strategies. In other terms, a strategy is “a plan of action for doing something,” but a method is “a way for accomplishing something (Wina Sanjaya, 2020).

In this case, of course, the strategy for teaching autistic students requires the right method in implementing it through a measurable and directed method. From the findings of Sophia , there are strategies for teaching autistic students to implement using direct methods, TPR, and lexical methods. This is in line with the theory of Diane Larsen-Freeman and Marti Anderson, (2015), which states that the methods used in teaching English are using the grammar-translation method, direct method, bilingual method, silent way, TPR, and others.

There are differences and similarities in the use of teaching strategies for students with autism. The similarities with the theory that the researcher used are in the form of the direct method, TPR, lexical method, and bilingual method. The differences between the theory that the researcher used with the findings of Padmadewi & Artini, (2017) and Lasintia et al., (2021), are co-teaching strategy, IEP, differentiated instruction, creating oral language comprehension, echolalia, and the PECS method to improve communication abilities. The theory that the researcher used so that there is a difference is according to Ishartiwi (2011) which stated the strategies that have been used are video, film, picture, simulation, and demonstration in teaching students autism.

Learning disability is a neurological illness that impairs the capacity to receive, process, analyze, or retain information. These neurological variations can severely

impede learning to read, write, remember, reason and motor abilities, as well as mathematical issues (Cook et al., 2018). And learning disabilities are divided into 3 types, namely dyslexia, dysgraphia, and dyscalculia. The researcher found that there were some differences and similarities in the methods used by teachers. There are differences between the method used by the researcher and used by the teacher. Karmila & Harrison (2019) and Mirani & Dewi (2012) state that the teacher used the SIOP model, instructional scaffolding, comprehensible support input, differentiated instruction, and innovative teaching methods in teaching students with learning disabilities. And as for the similarity of the method that the researcher used by Najakh (2020), the teacher has applied various methods and media in teaching English to students with learning disabilities. The following media and methods have been used including pictures, posters, real objects, TPR method with imitating and modeling strategies. In general, the level of education or research places of researchers are at the special junior high school and special senior high schools. And there was only one article on the place of research in an orphanage.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The conclusion is the teaching strategies for normal students with disabilities are different. Teaching strategies can be suitable for students after the teachers know their students' needs and abilities. But so far, Indonesian teachers have done well in teaching English to children with special needs. For, they have used a lot of strategies, media, and methods to make the teaching and learning process successful in the classroom. And the use of strategies in teaching English to students with special needs has been by the type of disability.

### **Suggestions**

Based on the results of the research, the researcher proposed several suggestions, namely: first, the English Teacher Organization, or MGMP, hosts conferences and seminars that can include discussions or presentations on creating teaching strategies for students with special needs. Second, as school principals, it is advisable to be able to seek facilities and infrastructure that can support a better learning process by holding intensive



meetings with the central government. Third, for future researchers, the researcher hopes that future researchers can develop this research with a broader discussion.

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## **SENATOR SARAH HANSON-YOUNG CALLING OUT THE SLUT SHAMERS: AN ANALYSIS OF ILLOCUTIONARY ACTS**

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**Abstract:** This study analyzes the use of illocutionary types of BBC Youtube channel 'You're not fit to call yourself men,' Sarah Hanson-Young tells senators, where Senator Sarah Hanson-Young was being slut shamed by other members of the parliament. This study uses the descriptive qualitative method. The objectives of this study are to find the illocutionary acts used in the speech and also to figure out how the speaker uses self-disclosure to engage the audience. Documentation technique was used to collect the data, and the data were then analyzed by using Searle's theory to analyze the use of illocutionary acts, and Jourard's and M Leary's to analyze the use of self disclosure to engage the audience. The results of this study showed that 2 illocutionary acts were equally dominant in the speech which was assertive and expressive. In addition, Declaratives were less dominant, and the two other types, directives and commissives, were not found in the speech. This study also found that The speaker's use of expressives illocutionary acts to perform her self-disclosure was a successful technique to engage other members of parliament.

**Keywords:** *illocutionary acts, self-disclosure, slut shaming*

### **INTRODUCTION**

Speech act is crucial in politics because politicians employ language in many of their tasks. Political campaigns, speeches, written materials, and parliament debates, for example, are used to enlighten and instruct society on problems that should be deemed vital. One technique to accomplish this is to deliver a speech to transmit thoughts and messages to people. The illocutionary act expresses the speaker's intent to the listener. Illocutionary activities are concerned with the speaker's aim while communicating with the listener. An illocutionary act is a speech made for a specified aim. Somebody might say to make a declaration, an offer, an explanation,

or for any other type of communication. The illocutionary act is categorized as doing something from the hidden meaning of utterances (Searle 1969).

Five main forms of actions that may be done on the utterance are representatives, directives, commissives, expressives, and declaratives. In this study, the illocutionary act was used to examine the speech since it can indicate what the exact goal of each utterance is.

Communication is essential in the formation and maintenance of personal relationships. For decades, scholars have been interested in self-disclosure, a critical mode of communication in relationships. A healthy personality and the development of intimate connections are linked to the ability to share personal information to others (Jourard 1959). A study of Self-disclosure (Altman, I., & Taylor 1973) Stated that Self-disclosure is essential for good psychological health and effective counseling. A person's self-disclosure behavior can be influenced by a variety of factors, including communication media. A study of applying the self-disclosure theory (Carmeli (2021) to study of social support among college students as they suffer high levels of stress and need motivation to have the ability to absorb knowledge, the result are the practical implications of the development socially supportive environment to help students.

At the age of 25, Sarah Hanson-Young became the Senate's youngest member in 2007. Sarah Coral Hanson-Young (born December 23, 1981) is an Australian politician who has been a Senator for South Australia for the Australian Greens since July 2008. She is the youngest woman in federal parliament history, having been elected at the age of 25 and assumed office at the age of 26. In recent years, there have been several charges of sexist bullying and sexism, and the country has slowly slipped down the worldwide rankings for female political representation.

According to Ms. Hanson-Young, if males did not rape women, they would not need further protection. "You should quit shagging males, Sarah," said an older male senator. Senator David Leyonhjelm is well-known for making contentious statements public. Sarah Hanson-Young accused him of "slut-shaming," or using sexual insults to demean or silence a woman.

Senator Sarah Hanson-Young of the Australian Greens speaks during the Trans-Pacific Partnership debate in the Australian Senate on September 18, 2018. "I will identify you because you are not suited to be in this house, to represent your constituents, and to call yourselves men," she continued, referring to Fraser Anning,

Barry O'Sullivan, Cory Bernardi, and David Leyonhjelm. Mr. O'Sullivan of the LNP made a vulgar remark about Green Senator Sarah Hanson-Young on Wednesday. "She did not appear. There's a bit Nick Xenophon in her, and I don't mean that in two ways." He said he was referring to the former Senator. Mr. O'Sullivan was described to as a "pig" by Green Party leader Richard Di Natale, who remarked that the chamber had "survived on this side, days of misogynistic trash from that man." Ms. Hanson-Young accused the four men of "slurs and attacks" for "months," declaring that she was "tired of it" and that Mr. O'Sullivan had "slut-shamed" her. Words have an impact on political entities. Senator Hanson-Young raised the issue of accused slut-shamers in the Senate. Lexical items may be selected for a variety of reasons, including their potential to successfully stress political attitudes and ideas, influence public opinion, fabricate political consent, or legitimate political authority.

Several studies have been undertaken to evaluate speech acts. Studies concentrating on the Illocutionary act speech act are highly prevalent, demonstrating that the Illocutionary act is particularly fascinating to be examined. According to (Dylgjeri 2017)'s study titled "Analysis of Speech Act in Political Speeches," a politician's speech is primarily concerned with persuading or convincing others to believe what they are saying. Commissive actions account for the greatest proportion of illocutionary acts committed, followed by assertive and expressive acts. The focus of this research is Edi Rama's victory speech after winning the Albanian election in 2013, where the speech act produces the most important meaning in the speech, revealing the speaker's personality.

The following study is by Larasati et al. (2020) and is titled "An Analysis of the Illocutionary Acts On Donald Trump's Presidential Candidacy Speech." Assertive, commissive, expressive, and directive illocutionary behaviors were detected in Donald Trump's talks. Although the sorts of illocutionary actions detected in Donald Trump's remarks were the same, their frequency of presence varied. In both addresses, Donald Trump performed largely assertive illocutionary actions and also assertive illocutionary acts. Furthermore, some utterances are included in the assertive type of illocutionary actions because they fit the explanation of the assertive type of illocutionary acts offered by Searle.

The final study is titled "The Communicative Types of Self-Disclosure in Public Speaking Setting" by Kyrychuk (2017). The study's goal is to discover the precise characteristics of self-disclosure in a public speaking situation. Oprah

Winfrey, Daniel Pink, Thich Nhat Hanh, JK Rolling, Tina Fey, Ellen De Generes, Jay-Z, and Barak Obama are the study's subjects. Certain language patterns are used often by the speakers, and they are classified as declarations of self-assurance, personal preferences and personal goals, self-narrative, and stance utterances. The study also reveals which sorts of comments are utilized more frequently than others, with self-confirmation, personal objectives, and self-narratives being chosen by speakers as public self-disclosure methods. The research emphasizes that public speakers use self-disclosure strategies selectively, and that their decision is motivated by the speakers' strategic objective of impression control.

What makes this study different from the previous studies is the subject of this study is a politician senator Sarah Hanson-Young but it does not focus on political agenda, but rather focuses on a parliamentary debate where Senator Sarah Hanson-Young calling out the slut shamers. Here the Illocutionary acts performed by the subject are linked to the self-disclosure theory. This study has several similarities with the previous studies that mainly talked about illocutionary acts performed by political leaders just like Donald Trump and Ade Rama that focused only on their political agenda.

In this study, the researcher analyzes illocutionary acts spoken by Senator Sarah Hanson-Young in her Trans-Pacific Partnership debate in the Australian Senate on the 18 September 2018 specifically in the part when she called out the slut shamers during the debate by applying illocutionary acts theory, the speech contains many factors of the illocutionary act because the content of the speech is calling out the slut-shamers within the male senators. Therefore, this study aims to find out the use of Illocutionary acts in Senator Sarah Hanson-young's speech and show how the use of self-disclosure to engage the sympathy of other politicians in the chamber.

## **REVIEW OF LITERATURE**

According to theories of speech acts, humans employ words to execute a variety of activities, and when utterances are uttered, a certain action is done. The "How to Do Things with Words Hypothesis" is another name for the Speech Acts theory (Dylgjeri 2017). They can change the empirical verifiability of signs from a constative to a performative concept; that is, the truthfulness of signs to what an expression does when it is said. Austin (1962) divides speech actions into three types: locutionary, illocutionary, and perlocutionary acts. Illocutionary activities are central

to any account of speech acts. By differentiating between direct and indirect speech actions, Searle (1969) builds on Austin (1962) Speech Act Theory. According to Searle (1969), there are five categories of illocutionary acts. The first is assertives, which express a state of events in the world and can be true or untrue. They link a speaker to the reality of the stated claim, such as "This is the narrative of a girl named Rapunzel, and it all begins with the sun." Second, directives compel or compel another person's conduct to conform to the propositional part. It is typically used to issue an order, directing the listener to carry out a certain action, request, instruction, or counsel, such as "Rider! C'mon!" The third type of commitment is to a specific future action, such as promising, threatening, giving, or refusing. "No, no, no, that can't be." "Your birthday was last year, as I recall." Then there are expressives to indicate the veracity of the speech act, such as justifications and sympathy, such as "The outside world is a terrible place, filled with cruel, greedy individuals." Finally, Declaratives are statements that make things happen, such as convicting someone or declaring war: "Sending a proclamation of war to industry, labor, and national authorities is neither appropriate nor constructive." The application of the Illocutionary Act theory to the analysis will allow for in-depth investigation of the linguistic aspects explored by the speaker in order to implant meaning into the formal linguistic attributes of the chosen speech.

Self-disclosure by Jourard (1959) is regarded as a relatively stable personality trait associated with one's gender. Self-disclosure theory by Jourard (1959) is an important approach on how Self-disclosure occurs exactly in and via this kind of social communication process involvement (Eşi and Loredana 2019). The use of self-acceptance to convey self-disclosure indicates a deliberate condition of self-evaluation. At the same time, the evaluation implicitly entails a process of personal, emotive description. The process of making oneself known to others is defined as self-disclosure (Jourard & Lasakow, 1958, p.91). This is referred to as communication by self-disclosing messages to specific persons, who might be parents, friends, acquaintances, strangers, and so on. Many elements, including communication formats and the individual's relationship with the target person, can impact an individual's judgment on the breadth and depth of disclosure behavior, self-disclosure, and self-presentation. The act of self-disclosure is a critical stage in the development of a relationship. Given that self-disclosure is a multifaceted notion described by a range of individual attributes and characteristics (Kim and Song 2016).



According to Leary (1996), as people's life choices are heavily impacted by how others see and appraise them, people feel compelled to communicate certain opinions of themselves to others while avoiding offering other, even negative, impressions. People, regardless of what else they are doing, normally monitor and govern their public identities, which include the process known as self-presentation. The degree of emphasis or awareness on activities when engaging with people to achieve or maintain a given image is referred to as self-presentation consciousness (Dominguez et al. 2020). A lot of public behavior is influenced or constrained by people's concern about other people's impressions and views of them. In this view, self-presentation (impression management) appears to be a selective action in which individuals choose to display aspects of themselves that appear to be most acceptable in social settings. They define the scenario's limits and plan the anticipated activities that will occur throughout the meeting, all while controlling the process of self-presentation. Both the terms "impression management" and "self-presentation" are used interchangeably to describe a goal-oriented process in which an individual strives to influence the perceptions of others (Leary and Kowalski 1990), a study of (Bourdage, Roulin, and Levashina 2017) states that impression management is a successful idea to specifies actions that a person does to impact the perception that others have about them . Scholars think that speakers develop a mental image of themselves in order to express personal identity and then vocally represent this image. They also believe that social contact influences people's self-perceptions. Self-disclosure occurs when a speaker discloses private information about himself/herself or shares his/her thoughts, objectives, ideas, experiences, and so on.

## **METHOD**

This study examines Sarah Hanson's illocutionary acts against male senators during the TPP discussion in the Australian parliament. Therefore the study provided a rich description and extensive explanation of the topic discussed. Based on those characteristics, this study used the descriptive qualitative method (Silverman 2016). The subject of this research was Sarah Hanson-Young. The data for this study was collected from Sarah Hanson-Young's speech, titled 'You're not fit to call yourselves men,' which was posted on the YouTube channel "Guardian News" in 2018. The researcher collects data from Sarah Hanson-Young's speech in the part of the video when she responded to senator O'Sullivan the "Calling Out The Slut-Shamers."

The data was obtained using the internet, primarily an online video streaming platform. The data source is a YouTube video. The only form of data gathered in this study is from taking notes while viewing the YouTube movie to verify the findings by tying the data to the analysis. In conducting data analysis in his research study the researcher uses some procedures and techniques. There are three steps of analyzing data: data reduction, data display, conclusion, and verification (Miles and Huberman 1984)

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***Types of Illocutionary Acts***

The identification of illocutionary acts classifications of Senator Hanson-Young aids in attributing meaning to the content presented. In other words, illocutionary acts stress meaning in speeches. As seen, further illocutionary acts are committed during the process or act of speaking things. The classifications of illocutionary acts are found as follows :

<b>DATA OF ASSERTIVES ILLOCUTIONARY ACT</b>	
1.	<i>"That is what real men do."</i>
2.	<i>"Real men don't insult and threaten women,"</i>
3.	<i>"they don't slut shame them and they don't attack them and make them feel bullied in their workplace."</i>
4.	<i>"You are cowards."</i>
5.	<i>"Every time you get called out, you refuse to stand by it."</i>

Assertive illocutionary acts in her speech are found to happen in data table 1 which show that Senator Hanson-Young was trying to describe the behavior of other men senators been very far from being men by mentioning the morality of every man that slut shamed her. The illocutionary acts in this case are Assertives because the speech represents a condition of events that commits the speaker to the truth of the conveyed proposition (Searle 1969).

**Table 2. List of Expressive Illocutionary Act**  
**DATA OF EXPRESSIVE ILLOCUTIONARY ACT**

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1.	<i>"I want to make it very clear that I am thankful for Senator Di Natale for standing up and calling them out"</i>
2.	<i>"I have sat in this chamber for weeks and weeks, months and heard the disgusting slurs and attacks coming from a particular group in this place."</i>
3.	<i>"And I, for one, am sick of it."</i>
4.	<i>"And I know many of my female colleagues, on all sides of politics, are sick of it too."</i>
5.	<i>"You day after day come into this place and hurl insults across this chamber, play the gender card and the moment anyone stands up to you, you have the most fragile glass jaws of all."</i>

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Expressive illocutionary acts are also found in the table 2. Here the expressives come to the classification because in datum 1 Senator Hanson-Young thanking senator Di Natale for defending her against other senators who slut shamed her before, here it can be seen as she was thankful that another senator helped her with the problem during the debate, here thankful is part of expressives illocutionary acts (Searle 1969). In data 2, 3, 4, and 5 tries to communicate and express her feeling of anger and the grievances of her days in the chamber. She could not take any sexual insult anymore and was trying to communicate other women's feelings too. Here we see the mental state of the speaker was full of anger and disappointment during the debate that is included in Expressive illocutionary acts.

**Table 3. List of Declaratives Illocutionary Act**  
**DATA OF DECLARATIVES ILLOCUTIONARY ACT**

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1.	<i>"And I will name you because you are not fit to be in this chamber, you're not fit to represent your constituents and you're not fit to call"</i>
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The Declarative illocutionary act is presented in table 3 when she started to call out the names of the slut shamers. Here it is seen that she was passing sentence as the identity of the slut shamers revealed, they will get social punishment or even a lawsuit from senator Hanson-Young. Even when it was not a court. This statement is used to convict someone (Dylgjeri 2017). There are no directives and commissives illocutionary acts used in the speech.

As we can see in the data that the less dominant type of illocutionary acts is declaratives, while directives and commissives type of illocutionary acts are not found in the speech. Directives Type of illocutionary act is not found since the speech does not contain any words to make the addressee do something such as ordering,

commanding, daring, defying, or even challenging (Searle 1969). Commissive are not present in the discourse since there is no promising, threatening, aiming, or swearing to do or refrain from doing something (Searle 1969). Declarative type is only found in datum 8 act of passing sentence to the slut shamers. The reason why those 3 types are not dominant in the speech as many as the two others are according to the purpose of the speech itself which is calling out the slut-shamers which only to highlight the names of the slut-shamers. The study of the winning Edi Rama speech in Dylgjeri (2017) reveals that his utterance is classified via the employment of commissive speech actions, particularly after a protracted political campaign that filled people's hearts and minds with high expectations, dreams, and promises for a brighter tomorrow. Here we see that Senator Hanson-Young's speech is not a political speech for the people who have chosen her, but it is about self-disclosing herself and revealing the true identity of the aggressor in the chamber. Her main audience was other parliament members. There those three types do not appear.

#### ***Senator Hanson-Young's Self Disclosure***

Women's social roles and social identities continue to influence their legislative activity; In systems where women are underrepresented, women are considerably less adequately represented on the floor. Women are unlikely to have an effect on political results until they form a sizable minority, or "critical mass," according to "critical mass theory" (Yang, Yang, and Gao 2019). It can be seen in datum 4 of table 2 that the expressive illocutionary acts of the speech are mentioning other female colleagues that also feel the same way and have the same grievances from other sexist senators in the parliament, this is the attempt of Senator Hanson-Young to gain critical mass. Expressives is one of the dominant illocutionary acts other than Assertives. Here Senator Hanson-Young trying to gain a collective power to end the days of insult she had received as seen in data 2, 3, 4, and 5 of table 2.

Similar self-disclosure in political debate speech is also done by Julia Gillard as the Australian Prime Minister when there was a debate against Tony Abbot as the leader of the opposition back in 2012. Gillard called out Abbot for misogyny remarks on her that had repeatedly happened. Anger was seen on her speech, "if he wants to know what misogyny looks like in modern Australia he doesn't need a motion in the House of Representatives; he needs a mirror. That is what he needs." She stated. It

seems like Gillard expressed her grievances as a form to gain sympathy and created a mass in order to convicting the jury just like Senator Hanson-Young.

Self-disclosure to gain self-presentation is used in the chamber of debate. She showed anger that has been kept for a long time, that she has experienced such insult not once but many times and she knows that she is not the only one. The speaker is attentive of the audience's sentiments, hopes, and interests. As a result, she attempts to mimic the speaker prototype that is intended in the specific communication environment. Therefore, to engage the other member of parliament as the audience she used self-disclosure. In a public speaking environment, the concept of self-disclosure takes on a specific personality that separates it from involvement in other types of communication situations. Competent public speakers strategically use self-disclosure to provide the impression of being open and honest, and so authentic, while achieving their aims. There are also female tendencies toward self-disclosure, that is, discussing their issues and stories with others, typically in order to get sympathies. (Jourard and Lasakow 1958, p. 91). The psychological state of Senator Hanson-Young is shown in the speech acts. Searle (1969) addressed this issue with sincerity requirements, which describe which psychological state of the speaker will be represented in the speech act.. Those who have already performed in public are typically able to discern the social expectations of the audience and then proceed by using an appropriate type and/or level (superficial or deep) of self-disclosure. This involves the self-monitoring mechanism, which is considered a component of self-presentation (Schlenker 1980), self disclosure is also used in a study by Bourdage et al(2017), it is used to specifies actions that a person does to impact the perception that others have about them in faking interviews. The effectiveness of self-disclosure done by Senator Hanson-Young is high because after this speech she won a lawsuit against David Layonhjelm.

## **Discussion**

Compared with the study from Kyrychuk (2017) that analyze the strategy of self-disclosure with various background identities, it is different if the speaker is such celebrity or a former politician, celebrity self-disclosure is usually only the content of entertainment and for politicians is for the success of political agenda (Kyrychuk 2017). The purpose of the speaker using self-disclosure in this study gives more elaborate on a certain strategy of self-disclosure that might be different according to

the social status of the speaker, that senator Sarah Hanson-Young is not only a politician but also a woman who suffers from women issues just like slut-shaming. Therefore, she self-disclosed herself to regain her place in the parliament.

In this study, the researcher tried to analyse the Self-Disclosure theory using Illocutionary acts. As Illocutionary acts will show the psychological state of the speaker (Searle 1969), it goes the same way on Self-Disclosure (Jourard 1959). The psychological state is always shown in illocutionary acts and self-disclosure approach. In the expressives illocutionary acts of Senator Hanson-Young speech, they show, anger, disbelieve, and disappointment. That was when Senator Hanson-Young self-disclosed herself to engage the audience. The meaning and the importance of this study is to show that psychological state in illocutionary acts is an important tool to Self-disclosure our feeling and conditions towards circumstances that threaten us women when we choose to be vocal about our own grievances.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Based on the data presented above, we may infer that the assertives and expressive forms of illocutionary actions were the most prominent in Senator Hanson-Young's speech. According to Searle's speech act theory, assertives are illocutionary acts that express a state of circumstances. Assertive categories such as asserting, describing, claiming, complaining, and informing were included in the forceful type. A speaker or writer performed forceful behaviors to communicate what they knew or thought, whether true or false. As a result, the comment may be a reality or something that the writer or speaker felt to be true, or what he knew or believed. As an outcome, the theory and the empirical data were in line. At the same time, she is attempting to be vocal to express her concerns over specific slurs directed at her. The speaker's expressives performance explains how she felt, and it is also a successful technique for engaging other members of parliament. In this study, Sarah Hanson-Young is not only a politician but also a woman who suffers from women's issues just like slut-shaming. Therefore, she self-disclosed herself to regain her place in the parliament. The purpose of the study is to elaborate on a certain strategy that might be different according to the social status of the speaker.

The commission and directives types of illocutionary actions did not emerge at all. Because the speech was not meant to set a new rule or to promise future

progress, rather than just pointing out the problem and the aggressor. The declarative type, on the other hand, comes just once in the speech because it refers to an illocutionary act that establishes a new condition of things, such as status, position, or circumstance. Because this act may result in a change in status, position, or condition in regard to anything, the speaker must have a specific institutional role or position, as well as a specific context. Senator Hanson-Young is not campaigning, thus she cannot make multiple affirmations or declare declarative illocutionary acts in his utterances when making a speech.

### **Suggestion**

Suggestion for future researchers: look at the “You're not fit to call yourself men,” Sarah Hanson-Young tells senators BBC footage from a different angle. Jourard's self-disclosure reveals that numerous subjects may be thoroughly researched and explored. Jourard's self-disclosure notion is a useful tool in investigating self-disclosure in Linguistic work. This study does have several flaws. As a result, the researcher welcomes criticism and ideas.

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**AN ANALYSIS OF TYPES AND FUNCTIONS OF SPEAKING  
USED BY THE INTERNSHIPS STUDENTS:  
A CASE STUDY OF THE HOTEL RECEPTIONISTS**

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**Abstract:** This study aimed to describe the types and functions of speaking conducted by the three internship students as the hotel receptionists. To cope with the previous goal, case study was used as the research design. Additionally, observation through audio recording and interviews were implemented to collect the data. The finding of this study are: 1) one type of speaking was found which is dialogue and; 2) six functions of speaking discovered which are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, describing, and interacting in social situations. By practicing the type and functions above, the students were able to demonstrate the functional competence of speaking to meet their duty as hotel receptionists which is bridging good communication between the hotel and the guest. In addition, by highlighting these findings, it is expected that the data can be used by the English Study Program to prepare the material for the speaking course before succeeding students complete the internship program as hotel receptionists.

**Keywords:** *functions of speaking, internship program, receptionist, speaking, types of speaking*

## INTRODUCTION

It is broadly recognized that there is a prevailing challenge between the skills mastered by university graduates and the skills required by the workplace. To overcome the previous gap, the concepts of Link and Match and *Merdeka Belajar Kampus Merdeka* (MBKM) have been echoed by the Government of Indonesia through The Ministry of Education, Culture, Research, and Technology. In general, the two concepts mentioned previously sought to strengthen the cooperation between academic institutions and places of employment (Disas, 2018) cited in (Rinda et al., 2022). To implement them, a program called *magang industri* or internships program is embedded into the university's curriculum. Through the program, students can get involved in the real working place as a trainee. They may put what they learn conceptually in the universities into practice (Mgaya & Mbekomize, 2014). By having that experience, it is expected that the challenge stated before can be minimized.

Based on the urgency of the internship program, the English Study Program of Language, Communication, and Tourism Department, Politeknik Negeri Jember obligates all of the students to participate in it. In this study program, the students are offered to have real work experience lasting for four to six months. Various places can be chosen by the students, such as hotels, government offices related to tourism, and travel agents. Among the places offered, according to the data documented by the English Study Program, the students in the last five academic years tended to choose to be a receptionist at the hotel.

During the implementation of the internship program as hotel receptionists, an interesting phenomenon among the three trainee students was spotted. The students were found to apply their speaking skill more the other three skills (i.e., listening, reading, and writing). An interview was also conducted to get a deeper understanding related to the phenomenon. Based on the information given by the trainee students, their skill to speak in English was frequently used while performing as hotel receptionists. Starting from early in the morning up to the changing shift, the practice of speaking skill never ended. It was used in various ways such as when the trainee students greeted the guest, described the hotel's room, and explained the information related to the other hotel's services. From that fact, it can be understood that the implementation of speaking skill is exceedingly dominated.

Related to the above phenomenon on the use of speaking as the dominant skill used by the receptionist in the hotel, numerous prior studies were conducted. Bouzidi (2009) reveals that speaking skill is very tangible for the employee in the hospitality industry, including a hotel. Standing on the same side, through a questionnaire distributed to 50 hotel receptionists, a study completed by Chamnankit (2015) claims that the skill of writing is the least valuable talent in the profession, whereas speaking is crucial. Another decisive finding also revealed by Julianti and Lestari (2017), the decent speaking skill mastered by the receptionist leads to the hotel customers' satisfaction. Then, related to the functions of speaking skill used, Manon (2021) mentions in his study that the hotel employees utilize speaking skill for supplying and elaborating on information on accommodations, amenities, and services. Without question, speaking skill plays a substantial role for the hotel receptionists to accomplish their responsibility.

From the previous information about research conducted on speaking skill used by the hotel receptionists, all of the studies involved permanent hotel receptionists only. No study focuses on trainee students. With that in mind, this study initiated to fulfill the gap by encompassing the trainee students as the research participants. The study focuses on the description of the specific phenomenon of types of speaking and the function of using each type utilized by the students as hotel receptionist trainees. By revealing the two research questions, it is expected that in the short-term period, the types and functions of speaking skill used by the trainee students can be explained well. In the long-term period, by understanding the two descriptions of the case, it is hoped that the result would help the English Study Program to arrange its curriculum especially related to the course of speaking. By so doing, the English Study Program can have better course preparation before succeeding students complete the internship program as hotel receptionists.

## **REVIEW OF LITERATURE**

### **Speaking**

Language is a bringing tool to communicate among people from diverse cultures and nations. Related to it, four language skills are existing which cover speaking, reading, listening, and writing (Torkey, 2006). Both speaking and writing are classified into productive skills while the two others are grouped into receptive skills. Furthermore, speaking is also considered the most skill used in daily communication. However, at the

same time, it is also commonly agreed that having good practice of speaking is accepted as the most difficult one. It happens because the practice of speaking requires unplanned and spontaneous responses that do not offer too much time for the speakers to edit or prepare (Foster et al., 2000).

Strengthening the previous paragraph, Florez (1999) states that to have good practice of speaking skills, numerous underlying tasks should be completed. These are first, using proper grammatical structures; second, evaluating the traits of the intended audience, such as common knowledge, position, and power relationships, or variances in viewpoints; third, choosing language that is clear and acceptable for the listeners, the subject at hand, and the context in which the speech act is being delivered; fourth, using comprehensibility-enhancing techniques, such as highlighting important phrases, rephrasing, or gauging the listener's understanding; and last, considering how well the encounter went and modifying speech elements like vocabulary, the tempo of speech, and complexity of grammatical structures to enhance listener participation and understanding. According to the previous explanation, it can be summed up that speaking is a productive language skill that is dominantly used. However, at the same time, it requires numerous tasks to be practiced.

### **Types of Speaking**

Several experts already classified the types of speaking. According to Nunan (1989) cited in Torkey (2006), speaking is grouped into two which are monologue and dialogue. The former emphasizes making an interrupted oral presentation, whereas the later emphasizes communicating with other speakers. In addition, when a speaker utilizes spoken languages for any amount of time, such as in speeches, lectures, readings, and other situations, it is called a monologue. A dialogue, on the other hand, occurs when there are two or more speakers involved in the speaking process (Wahyuni, 2016) cited in (Farizi & Herwiana, 2022). Another expert, Brown and Yule (2003) mentions the two types of speaking which are transactional and interactional. Related to the two terms, transactional speaking is mainly used for transferring information from one to another while interactional speaking is utilized for managing and building social relationships. From the preceding paragraphs, it is concluded that based on the number of speakers involved, speaking can be divided into monologue and dialogue while based on its use, speaking can be grouped as transactional and interactional.

## **Functions of Speaking**

As stated by Rahmat, Shahabani, and Ibrahim (2020), talking or communicating, commonly referred to as speaking in a more professional context, performs vitally crucial and pertinent functions in daily activities, particularly when English is used as a second or foreign language. Furthermore, Torky (2006) classifies the eight main functions of speaking which are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, narrating a story, discussing opinions, describing, and interacting in social situations. From the previous experts, it can be understood that speaking has very essential functions in people's aspect of life.

## **Hotel Receptionist**

The position of hotel receptionists is very significant. They may be the first face that guests encounter in the hotel that can create either positive or negative first impressions from the guests. To be able to create a positive impression, hotel receptionists are required to greet visitors with a smile, conduct themselves professionally, and assist them with various daily activities (Astuti et al., 2018). Standing on the same point of view, Rahardiani (2011) states that the hotel receptionist is crucial in meeting the demands of the visitors. A receptionist needs to be well-versed in every area of the hotel as well as outside knowledge of the demands of the customers to provide the finest service. Furthermore, among the hotel personnel, receptionists interact with international guests more frequently to provide services such as welcoming them to the hotel, making reservations for them, providing information about hotel amenities, and addressing complaints from foreign guests. Also, hotel receptionists must quickly master English so they can assist foreign visitors (Karuniawan & Robiasih, 2018 ). From that elucidation, it can be concluded that the receptionist plays a very noteworthy role in the hotel receptionists that should be comprehended by exceptional skills of speaking to support their duties.

## **METHOD**

### **Research Design**

Referring to the goal of this study which is to describe the specific phenomenon of types of speaking and the functions of using each type utilized by the students as hotel receptionist trainees, a case study was implemented as the research design. It focuses on

a current phenomenon (the case) within its context, especially when the distinctions between phenomenon and context may not be obvious (Yin, 1994).

### **Research Subject**

The subjects of this research were three internship students as hotel receptionists in one of the four-star hotels in Banyuwangi, East Java, Indonesia. They were chosen because the interesting phenomenon of the use of speaking skill was spotted during their duty in the internship program at the hotel.

### **Instruments**

To cope with the goal of this study, two instruments were used which are observation through audio recording and interview. The first instrument was used to record all the speaking produced by the research subjects during their service as hotel receptionists. The second instrument was used to triangulate the information gathered from the first instrument.

### **Data Collection**

To collect the data related to the phenomenon of types of speaking and the functions of using each type utilized by the students as hotel receptionist trainees, observation through audio-recording was used. Trainees hotel receptionists were briefed before prior to the data collection. Also they were informed on their rights to remain anonymous. After that, all the conversation between the three hotel receptionist trainees and the guest were recorded. Besides, interview was also directed to the three hotel receptionist trainees through online platform.

### **Data Analysis**

To start analyzing the data collected, the audio recording was first transcribed. After that, the data were sorted. The audio recording in the form of English only was processed while the audio recording stated in other languages such as Indonesian and Madurese were no longer used. Next, the English audio recording then grouped into two which are data related to 1) types of speaking which are monologue and dialogue (Nunan, 1989) cited in (Torky, 2006) and 2) functions of speaking which are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, narrating a story, discussing opinions, describing, and interacting in social situations (Torky, 2006). Then, the two groups were triangulated with the result of the

interviews. Last, it was then compared and contrasted with the existing theories and related studies to get a conclusion.

## **FINDINGS AND DISCUSSION**

### **Findings**

In this part, findings are presented in two main sections which are: 1) types of speaking and 2) functions of speaking.

#### ***Types of Speaking***

##### **Dialogue**

After analyzing the data gathered from the audio recording and field note observation, the findings related to the types of speaking used by the three trainee students placed as the hotel receptionist were finally found. The first example quoted below is the audio recording taken from the conversation between Student 1 and the guest:

- [1] Guest : Your explanation is clear enough. I also want to see the room's description. For family gathering, what's the type of room?  
Student 1 : For how many people, ma'am?  
Guest : Twelve adults and 6 children.

Based on the conversation [1], the speaking skill was used by Student 1 to communicate with the guest. Looking at the types of speaking utilized, Student 1 implemented the type of dialogue. When it was confirmed to Student 1 through the online interview, at that time, she was in the middle of a phone conversation with the guest. The guest asked for information related to the provided room. To answer the directed question, Student 1 gave the information about it. Because of the conversation built by the two speakers that are Student 1 and the customer, the existence of dialogue was seen.

Another example of the use of dialogue was marked in the conversation [2]. It is cited as below:

- [2] Guest : Good, the facilities are quite complete. Free of charge?  
Student 2 : For some of the facilities provided are free and available some facilities that require additional fees ma'am such as meeting rooms, sauna, spa, bar and sky dining. For other facilities can be used for free ma'am.  
Guest : If I want to rent a meeting room, do you have?

According to the conversation [2], the existence of types of speaking, dialogue, also emerged rather than a monologue. The above conversation happened when a guest was



asking for the information at the receptionist's desk. The guest wanted to know about the fee related to the hotel's facilities. To answer the question, Student 2 mentioned the two types of facilities for the guest which are free-of-charge facilities and facilities with additional payment by conducting dialogue.

Then, the same type of speaking that is dialogue, was also found on Student 3's audio recording. It was transcribed as follows:

[3] Guest : How to make a reservation for horse riding?  
Student 3 : You can directly dial number 0 if you want directly picked up in front of the room, or Mam, you can directly make a reservation in the lobby.

As it is cited in conversation [3], the guest asked for information about horse riding. To cope with the question, Student 3 explained the way to make a reservation through the use of dialogue. First, the reservation can be done through a phone call by dialing 0 while second, it also can be done by direct reservation by visiting the lobby.

### ***Functions of Speaking***

The findings of this study related to the functions of speaking are presented in this part. Torky (2006) classifies the eight main functions of speaking, such as exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, narrating a story, discussing opinions, describing, and interacting in social situations. Among the eight functions of speaking mentioned previously, six of them were found during the students' service as trainee hotel receptionists which are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, describing, and interacting in social situations. On the other side, only two functions of speaking which are narrating a story and discussing opinions were not documented in this study. To have a deeper understanding of the functions of speaking found, each of them is described in the following explanation:

#### **a. Exchanging Personal Information**

The first function of speaking which is exchanging personal information was spotted in several dialogues performed by the students. Here is the sample of the existence of that function cited as follows:

[4] Student 3 : Good afternoon. I am Elsa, can I help you?  
Guest : Check in, please.  
Student 3 : Okay. Excuse me, what is your name, Sir?

Guest : Buchanan, Melvin Buchanan  
Student : Melvin, *ya*. Melvin Buchanan. And Mr. Melvin, where do you come from?  
Guest : Singapore.

The above dialogue happened between Student 3 and the guest. Based on the observation conducted, it emerged when Student 3 assisted the guest to do the check-in process. To start the process, Student 3 first mentioned her name to offer help. Then, she asked about personal information related to the name of the guest and where he come from. Answering Student 3's question, the guest gave the two information needed about his name and his country. From the dialogue conducted, the function of speaking which is exchanging personal information was seen. It was spotted when the Student 3 mentioned her name at first and the guest also gave his name and address to the Student 3.

#### **b. Expressing Future Intentions**

The second function of speaking which is expressing future intentions was also found in the dialogue between Student 3 and the guest. The dialogue is cited as follows:

[5] Student 3 : Yes, Sir. Can I help you, please?  
Guest : Ehhmm. . . I just wanna know about events around this city. Probably conducted this week.  
Student 3 : This week *ya*. Ehmm, I think there will be a ceremony, *Kebo-Keboan. Kebo-Keboan* Festival.  
Guest : What's that?

From the fifth citation above, it can be highlighted that the guest tried to ask for information about the event that would be held nearly in the future. To answer the question, Student 3 shared the information about *Kebo-Keboan* Festival, one of the traditional events conducted annually in Banyuwangi, that was planned to be celebrated next week. The previous citation shows that one of the functions of speaking is to express future intentions.

#### **c. Giving Directions**

The next function of speaking is giving direction. To prove the existence of the third function, a dialogue involving Student 2 and the guest is copied below:

[6] Student 2 : Good morning. This is Becky speaking. May I assist you?  
Guest : Morning. Can I have info for Ijen Crater?  
Student 2 : Yes, of course Sir, of course. What kind of information you need?  
Guest : How far from here?

Student 2 : Very close, Sir. Kawah Ijen close from here. Around one hour from here to there.

The above dialogue happened while Student 2 picked up the phone calling from the room. Based on the dialogue between Student 2 and the guest coded by [6], it can be seen that Student 2 tried to explain how to get to one of the tourism destinations called *Kawah Ijen* as known as Ijen Crater by mentioning the distance and the time to get the place. In this case, the function of speaking which is giving direction was used.

#### **d. Giving advice and making suggestions**

The next function of speaking found in the recording is giving advice and making suggestions. It was cited in the dialogue [7] below:

[7] Student 1 : We have three swimming pools here. One for kids, one for adult and one for kids and adult.  
Guest : Okay. I want quiet environment.  
Student 1 : The one on the east, Mam. That surround by coconout.  
Guest : Okay. On the east part.  
Student 1 : Yes, Mam. The swimming pool is nice too.

From the above dialogue, the guest tried to find information about the pool facilities provided by the hotel. As was mentioned by Student 1, there are three pools available. To suit the need of the guest, Student 1 gave a suggestion on which pool suggested be visited. By performing the dialogue, the function of speaking which is giving advice and making the suggestion was spotted.

#### **e. Describing**

One of the functions of speaking is describing. During the dialogue recorded, it was found that Student 1 used that function as cited as follows:

[8] Student 1 : Good morning, Becky is speaking. Anything I can help?  
Guest : Yes. What do you have for breakfast?  
Student 1 : For breakfast, we have two menus. One is traditional and two is western. For traditional, we have Indonesian food like *pecel*. For western, we have toast, cereals, milk and etc.  
Guest : What did you mention before? Pecel?  
Student 1 : Pecel. Traditional food. Spicy, Sir.

Having confirmed through the interview, at that time, Student 1 explained about the hotel service, breakfast. By phone call, the guest wanted to know about the deeper information about what is *pecel*. To deal with the guest's question, Student 1 tried to describe that *pecel* is considered an Indonesian traditional food that has a spicy flavor.

**f. Interacting in social situations**

The last function of speaking practiced by the students who served as trainees hotel receptionists is interacting in social situations. Having compared with the previous function, this function was the most function used by the students. One of the examples of it is provided below:

[8] Student 2 : Thank you. Thank you for visit us. I hope your stay is memorable.  
Guest : Nice. Glad to be here.

Cited in [8], Student 2 delivered her thank to the guest for her staying at the hotel. By expressing her gratitude to the guest, it became one way to maintain social interaction in social situations between the hotel and the guest.

**Discussion**

To have a comprehended discussion, this part is divided into two main sections based on the findings found which are: 1) types of speaking and 2) functions of speaking.

***Types of Speaking***

From the three examples taken from the three students placed as trainee hotel receptionists above coded in [1], [2], and [3], it can be seen that only one type of speaking was found which is dialogue. As it is stated by Astuti, Ginaya, & Sadguna (2018), one of the duties of the hotel receptionist is to assist the customer. While the guest asked for information about the kinds of hotel facilities, the way to make a room reservation, and the way to make a horse riding reservation, the students assisted the guest by giving specific explanations related to the needed information only in a short time. Other unrelated information should not be given. In line with it, Wahyuni (2016) cited in Farizi & Herwiana (2022) mentioned that, unlike a monologue that offers lots of time for the students to explain the whole thing, the dialogue used by the students was shorter. By choosing to use dialogue, the three students were able to answer the guests' questions in an effective time.

Then, related to the second type of speaking which is a monologue, its existence was not seen in the transcription of the audio recording. While this phenomenon was confirmed by the three students, the same information was mentioned. They never use monologue during their serving as a trainee hotel receptionist. This fact may happen

because the use of monologue would not help them to cope with the situation. If the students perform a monologue, they would need a longer time to perform it. The use of monologue is also unnecessary since it would not be able to give direct and specific information needed by the guest. Supporting the previous facts, Wahyuni (2016) cited in Farizi & Herwiana (2022) believes that the use of monologue is more suitable for other occasions just like when the students as speakers giving speeches or presentations.

From the previous findings, it can be concluded that there was only one type of speaking which is dialogue used by the three students while completing their duty as trainee hotel receptionists. In contrast, the use of another type of speaking which is monologue was never spotted.

### ***Functions of Speaking***

Based on the findings revealed in the second part related to functions of speaking used by the trainee hotel receptionist, it can be highlighted that that there were six of them were recorded. Those functions are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, describing, and interacting in social situations.

As it is mentioned in the previous part, exchanging information was found in dialogue [4] while the trainee hotel receptionist asked for information about the guest's name and country. In line with Torkey (2006), this function of speaking is usually found when there is a dialogue happens between speakers while they are looking for information related to expressing personal details, habits, and routines. Then, the second function, expressing future intentions cited in [5] is commonly found when the speaker is expressing a plan, predicting the future, and expressing a fixed arrangement. While the student was involved in the dialogue [5], she was able to give information about events covered what and when it would be conducted in the town. In this case, she tried to predict the future. Then, the third function is giving direction. According to the same expert, this function can be spotted while the speaker telling the way to get to a certain place. Represented in the dialogue [6], the trainee hotel receptionist directed the guest to get to Ijen Crater. Then, Torkey (2006) also mentioned the function of speaking which is describing can be used to describe people and things. Based on the dialogue cited in [7], the trainee hotel receptionist tried to describe *pecel* which is considered as describing

thing by mentioning the type of food and the taste of it. Last, the function of interacting in social situations covers thanking and apologizing. In [8], it is seen that the trainee hotel receptionist used it to express her thanks to the guest for using the hotel service.

Furthermore, according to Dornyei and Thurrell (1994) and Rose (1994) all the above functions of speaking mentioned in the findings can be included in the functional competence of speaking. This competence deals with the communication purposes of a language. It relates to the duty of the trainee hotel receptionist that has the main role to be able to bridge the communication by assisting the guest through performing good communication (Astuti, et al., 2018).

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

From the previous explanation, it can be concluded that there are two important findings in relation to the use of the trainees' speaking skill. Firstly, dialogue is found to be the most frequently used types of speaking used by the three trainees hotel receptionists. Secondly, it can be identified that there are six functions of speaking found which are exchanging personal information, expressing future intentions, giving directions, giving advice & making suggestions, describing, and interacting in social situations. By performing the types and functions of speaking mentioned, the students were able to demonstrate the functional competence of speaking to meet their duty as hotel receptionists which is bridging good communication between the hotel and the guest.

### **Suggestions**

Among the two types of speaking, only one of them was spotted in this study. Also, among the eight functions of speaking, two of them were not used by the trainee as the hotel receptionist. To have more comprehension results, it is suggested for the future study to have more recordings so that the existence of the missing type and function may appear.

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**JAPANGLISH PRONUNCIATION IN MUSIC VIDEO "TOKYO BON" BY  
NAMEWEE FEATURING MEU NINOMIYA**

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**Abstract:** English is used as an international language, but some nations such as Japan used different alphabets to construct the words in their language. Japanese have three types of characters, but they used Katakana to write English words. Due to the inflexibility of Katakana characters, the Japanese pronunciation of English words has become a phenomenon called “Japanglish.” The theory used in this study is BIA+ proposed by Dijkstra and Van Heuven (1998). This study focuses on finding the mispronounced part in Japanglish and the pattern that emerges when Japanglish is used in the lyrics of the song. The data of this study were the lyrics in Japanglish from a video with the title “Tokyo Bon” by Namewee ft. Meu Ninomiya. This study used a qualitative method and documentation as a data collection technique. The results of this study were the findings of the mispronounced positions in Japanglish and the patterns in pronouncing Japanglish such as the substitutions of the consonants and vowels, most words ending with vowels, and shortening the words for more straightforward pronunciation.

Keywords: *japanglish, katakana, pronunciation*

## INTRODUCTION

Japanese is one of unique languages because they use characters to write their language. There are three types of characters in Japanese: Katakana, Hiragana and Kanji. Both Katakana and Hiragana have 46 characters while there are hundreds even thousands of Kanji characters. From those three characters, Katakana is used to write non-Japanese words. Katakana is not as flexible as the alphabet in English which it is affecting their pronunciation of English words and it turns into "Japanglish". Japanglish refers to English words that written or pronounced in Japanese.

Commonly, Japanese people use English words to mention non-Japanese places and dishes. For example, they said "ドーナツを食べたい" /Dō.Na.Tsu.Wo.Ta.Be.Ta.I/

to express that they want to eat donuts. For example, the pronunciation of "donuts" in Japan uses Katakana and ends with character ツ /Tsu/ while in English, the pronunciation of "donuts" ends with consonant /s/. The inflexibility of Katakana characters makes some differences in the phonetic structure of the words.

Communication between two people may cause various trouble if the speaker and the listener didn't share the same context in the conversation. The risk of having trouble in a conversation will rise if they are using different languages. "Tokyo Bon" was released in 2018 and created to ease the tourist who come to visit Japan, especially in an event Tokyo Olympic 2020, to communicate with the native Japanese speaker. The English utterances in the music video that pronounced in Japanese are the common words that used to mentions the name of famous place, such as McDonald, Disneyland, KitKat, etc. and the name of foods and beverages such as coffee, sausage, burger, etc. By learning how to pronounce the utterances in Japanese, the tourist will know how to ask the native speaker about where they want to go or where to get the foods or beverages they want at the moment and the native Japanese speaker will not get confused about what the tourist said to them.

There are two previous studies which are related to this topic. The first previous study is a research conducted by (Verdonschot & Masuda, 2020) that discusses the English pronunciation accuracy by Japanese people. There are three positions of English that are mispronounced by Japanese people. The first is in the initial position (for example in pronouncing "breeze" become /burīzu/), then in the medial position (for example in pronouncing "poster" become /posutā/) and the last is in the final position (for example in pronouncing "hug" become /hagu/).

The second previous study is from (Yusriati & Hasibuan, 2019) and is titled "The analysis of English Pronunciation Errors by English Education Students of FKIP UMSU." It discusses English pronunciation errors made by English education students in Indonesia. The result of the previous study is the mispronunciations of silent letters, several consonants, and the words in the past form.

The similarity of this research and (Verdonschot & Masuda, 2020) is the point of analysis and how to analyze the data. Both researchers are testing Japanese people's accuracy in pronouncing English through comparing the pronunciation of English utterances with Japanglish and find the different phonemes between them. The difference

is the data from Verdonschot is careful speech in the form of a single word which the subject may produce a focused pronunciation while the data in this study is normal speech in the form of complete sentences of lyrics in music Tokyo Bon, which is more complex than careful speech. The difference between the (Yusriati & Hasibuan, 2019) and the current study is that, while the objectives and method are almost identical, namely to test the participants' English pronunciation fluency, the previous study tested the pronunciation of English sentences as their second language fluency, whereas the current study tested the pronunciation of English nouns in Japanese language. Japanese people find some problems in pronouncing English correctly because Katakana is more rigid than English alphabet. This research aims to identify the mispronounced part of Japanglish as well as the pattern that arises when English is employed in song lyrics.

## REVIEW OF LITERATURE

### English Phonemes Overview

According to (Fromkin et al., 2014) the study of a speech sound is called phonetics which to describe speech sounds, it is necessary to know what an individual sound is, and how each sound differs from all others. There are two types of sound that are used in all languages. They are consonants and vowels. Consonants and vowels have different places of articulation. The IPA chart is the list of consonants and vowels. In English, not only consonants and vowels but also diphthongs, which is a combination of a vocal that stands next to another vocal. Table 1 displays the IPA chart of English phonetics.

**Table 1. A Phonetic Alphabet for English Pronunciation**

Consonants				Vowels					
<b>p</b>	<b>pill</b>	t	till	k	kill	i	beet	ɪ	bit
<b>b</b>	<b>bill</b>	d	dill	g	gill	e	bait	ɛ	bet
<b>m</b>	<b>mill</b>	n	nil	ŋ	ring	u	boot	ʊ	foot
<b>f</b>	<b>feel</b>	s	seal	h	heal	o	boat	ɔ	bore
<b>v</b>	<b>veal</b>	z	zeal	l	leaf	æ	bat	a	pot/bar
<b>θ</b>	<b>thigh</b>	ʃ	chill	r	reef	ʌ	butt	ə	sofa
<b>ð</b>	<b>thy</b>	dʒ	gin	j	you	aɪ	bite	aʊ	bout
<b>ʃ</b>	<b>shill</b>	ɹ	which	w	witch	ɔɪ	boy		
<b>ʒ</b>	<b>measure</b>								

Source: (Fromkin et al., 2014)

## Japanese Phonemes Overview

**Table 2. List of Phonemes in Katakana Characters**

Phonemes	Equivalent alphabet symbols to phoneme	Katakana	Romaji
/a/, /i/, /u/, /e/, /o/	Vowels	ア イ ウ エ オ	a, i, u, e, o
/p/ + V	p + V	パ ピ プ ペ ポ	pa, pi, pu, pe, po
/b/ + V	b + V	バ ビ ブ ベ ボ	ba, bi, bu, be, bo
/t/ + V	t + V	タ ティ (ツ) テ ト	ta, ti, (tu), te, to
/d/ + V	d + V	ダ デ ド ディ	da, di, du, de, do
/k/ + V	k + V	カ キ ク ケ コ	ka, ki, ku, ke, ko
/g/ + V	g + V	ガ ギ グ ゲ ゴ	ga, gi, gu, ge, go
/φ/ + V	f + V	フ ファ フィ フェ フォ	fu, fa, fi, fe, fo
/v/ (/b/) + V	v + V	ヴァ ヴィ ヴェ ヴォ	va, vi, vu, ve, vo
/s/ + V	s + V	サ (シ) ス セ ソ	sa, (si), su, se, so
/z/ + V	z + V	ザ ジズ ゼ ゾ	za, zi, zu, ze, zo
/ʃ/ + V	sh + V (sy + V)	シャ シュ ショ シェ シ	sha (sya), shu (syu), sho (syo), she (sye), shi
/tʃ/ + V	ch + V (ty + V)	チャ チュ チョ チ	cha (tya), chu (tyu), cho (tyo), chi
/dʒ/ + V		ジャ ジュ ジョ ジェ	zja (ja), zju (ju), zyo (jo), zye (je)
/ts/ + V	ts + V	ツ ツァ ツィ ツェ ツォ	tsu, tsa, tsi, tse, tso
/h/ + V	h + V	ハ ヒ (フ) ヘ ホ	ha, hi, (hu), he, ho
/m/ + V	m + V	マ ミ ム メ モ	ma, mi, mu, me, mo
/r/ + V	r + V	ラ リ ル レ ロ	ra, ri, ru, re, ro
/w/ + V	w + V	ワ ウィ ウェ ウォ	wa, we, wu, wo
/j/ + V	y + V	ヤ ユ イェ ヨ	ya, yu, ye, yo
/pj/ + V	py + V	ピャ ピュ ピョ	pya, pyu, pyo
/bj/ + V	by + V	ビャ ビュ ビョ	bya, byu, byo
/tj/ + V	ty + V	テュ	tyu
/dj/ + V	dy + V	デュ	dju
/kj/ + V	ky + V	キャ キュ キョ	kya, kyu, kyo
/gj/ + V	gy + V	ギャ ギュ ギョ	gya, gyu, gyo
/φj/ + V	fy + V	フュ	fyu
/vj/ + V	vy + V	ヴュ	vju
/hj/ + V	hy + V	ヒャ ヒュ ヒョ	hya, yu, hyo
/mj/ + V	my + V	ミャ ミュ ミョ	mya, myu, myo
/nj/ + V	ny + V	ニャ ニュ ニョ	nya, nyu, nyo
/rj/ + V	ry + V	リャ リュ リョ	rya, ryu, ryo
/kw/ + V	kw + V	クァ クィ クェ クォ	kwa, kwi, kwe, kwo
/gw/ + V	gw + V	グァ	gwa
/tw/ + V	tw + V	トゥ	twu
/dw/ + V	dw + V	ドゥ	dwu
	Special segments	ー/long vowel = /V:/, ッ /C1 in C1C2, ン/n = /n/	

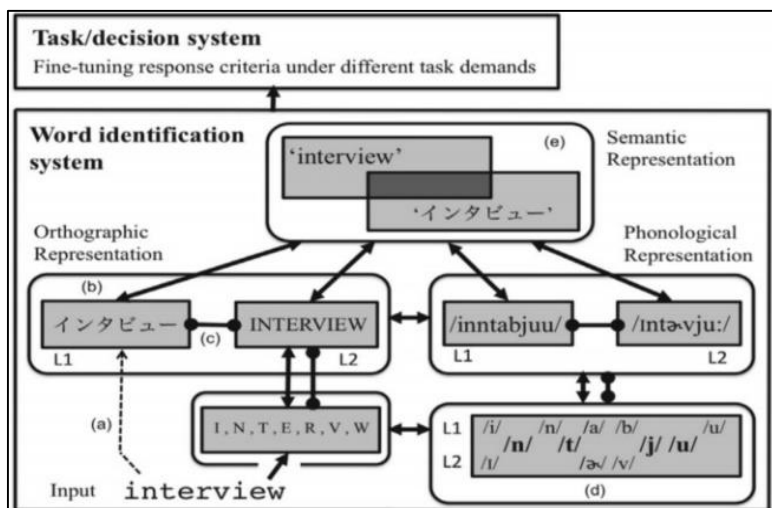
Source: (Igarashi, 2007)

The Japanese language uses three types of characters: Hiragana, Katakana, and Kanji (Labrone, 2012). Katakana is a Japanese character used to write non-Japanese words. Different from Hiragana, Katakana has added some characters to match the variety of consonants in English. For example, character with consonant ヴ /Vu/ such as is actually a character ウ /u/ with addition of "Tenten" mark and the other variations of character with consonant /v/ such as ヴァ /Va/, ヴィ /Vi/, ヴェ /Ve/ and ヴォ /Vo/ is constructed by two character; the character contains the consonant (in the case of consonant /v/, character ヴ /Vu/ become the base character) and the little vowel character that change the vocal of the consonant.

Most characters are made up of one vowel and one or more consonants. The only character with a single consonant and no vowels is ン. The character ン is not only pronounced as /n/, but it can also be pronounced as /m/ or /ŋ/ depending on the character that comes after it. If it comes after a character with the consonants /b/, /p/ and /m/, it is read as /m/, but if it comes after a character with the consonant /g/ and /k/, it is read as /ŋ/. For example, the word ランプ is pronounced /Ra.M.Pu/, not /Ra.N.Pu/, and the word パンク is pronounced /Pa.ŋ.Ku/, not /Pa.N.Ku/. There are two special segments in Japanese called Chouonpu and Sokuon. Sokuon is used to double consonants, while Chouonpu is used to double vowels. For example, in writing "Car" in Katakana カー /Kā/ is using Chouonpu to extend the vowel of カ /Ka/ and in writing "Apple" in Katakana アップル /A.P.Pu.Ru/ is using Sokuon to double the consonant of プ /Pu/.

## **BIA+**

The Bilingual Interactive Activation (BIA) model (Dijkstra & van Heuven, 2002; VAN HELL & DE GROOT, 1998) is a localist connectionist model that extends the monolingual Interactive Activation (IA) model and allows us to conceptualize monolingual and bilingual lexical processes within one theoretical framework (Miwa et al., 2014). Figure 1 is a bilingual interactive activation (BIA+) architecture applied for Japanese–English bilinguals' processing of an L2 English word. Arrows represent facilitatory links and circular connectors represent inhibitory links. With the help of BIA+, the researcher could identify and compare the Phonological and Orthographic Representation of two languages.



**Figure 1. BIA+ Diagram**

Source: (Miwa et al., 2014)

### Phonological Differences between Japanese and English

During the process of second language (L2) phonological acquisition, the first language (L1) influences the development of the interlanguage in various ways, and L1 transfer occurs at both segmental and prosodic levels (Kondo et al., 2020). Based on table 2, Katakana characters could not produce every consonants and vowels in IPA charts. Therefore, the substitutions for the consonants and vowels in IPA chart is required for replacing the missing phonemes in English words (Matsuki et al., 2021; Nishi, 2001; Tsukada, 1998; Watanabe, 2017). For example, Japanese uses /b/ as the substitutions of /v/ in English because both are voiceless consonants utilizing a labial feature and Japanese uses /i/ to replace /ɪ/ in English because they are high front vowels.

**Table 3. The Substitutions of Consonants**

JAPA	φ	b/(v)	s	z	dʒ	r
ENG	f	v	θ	ð	ʒ	l

Source: (Igarashi, 2007)

**Table 4. The Substitutions of Vowels**

<b>JAPA</b>	<b>a</b>	<b>i/i:</b>	<b>u</b>	<b>o/a</b>	<b>a</b>	<b>ai</b>	<b>ai</b>	<b>au</b>	<b>oi</b>	<b>ei</b>	<b>o/ou</b>	<b>a/ε/o/i</b>	<b>a:</b>
<b>ENG</b>	æ	ɪ	ʊ	ɔ	ʌ	aɪ	aɪ	aʊ	ɔɪ	eɪ	ou	ə	æ:

<b>JAPA</b>	<b>u:</b>	<b>ε:</b>	<b>o:</b>
<b>ENG</b>	u:	e:	ɔ:/ou

Source: (Igarashi, 2007)

## **METHOD**

The data of this study was not numerical, but the description of the utterances related to research questions (Flick, 2018). Therefore, this study used qualitative methods. The main subject of this study is the English utterances that pronounced by Meu Ninomiya, the Japanese singer who perform with Namewee in his video clip "Tokyo Bon". It provided the data of how Japanese people pronounced some English nouns such as McDonald, Seven Eleven, Kit Kat, etc. The data of this study was the 27 English words which were taken from subtitle of Tokyo Bon's video. The source of data was the videos from YouTube in the form of utterances which are written and pronounced in the video with title Tokyo Bon. The data collection method in this study had used Documentation because the 27 English words pronounced by the singer are recorded in a music video clip. The researcher required to take the utterances that qualify the terms and conditions of English words and pronounced in Japanese, then analyze those words through BIA+ (Dijkstra & van Heuven, 2002).

## FINDING AND DISCUSSION

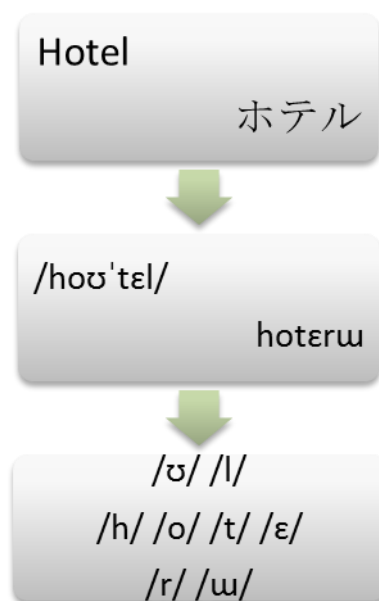
Table 5. List of Mispronounced English Produced by Meu Ninomiya

Datum Number	Katakana	Romaji	English	Phonetic Transcription	Category	Pattern Number
1	ミルク	Mi.Ru.Ku	Milk	[mɪk]	Beverages	1
2	グーグル	Gū.Gu.Ru	Google	[ˈgʊgəl]	Places	1
3	ホテル	Ho.Te.Ru	Hotel	[houˈtɛl]	Places	1
4	スターバックス	Su.Tā.Ba.K.Ku.Su	Starbucks	[ˈstɑːˈbʌks]	Places	1
5	タクシー	Ta.Ku.Shī	Taxi	[ˈtæksɪ]	Transportation	1
6	アルコール	A.Ru.Kō.Ru	Alcohol	[ˈælkəˈhoʊ]	Beverages	1 & 2
7	コーヒー	Kō.Hī	Coffee	[ˈkɒfi]	Beverages	1 & 2
8	サラダ	Sa.Ra.Da	Salad	[ˈsæləd]	Foods	1 & 2
9	コンビニ	Ko.MBi.Ni	Convenient store	[kənˈviːjənt] [stɔːr]	Places	1 & 2
10	ディズニーランド	Di.Zu.Ni.Ra.N.Do	Disneyland	[ˈdɪzniˈlænd]	Places	1 & 2
11	マクドナルド	Mā.Ku.Do.Na.Ru.Do	McDonald	[mækˈdɒnəld]	Places	1 & 2
12	セブンイレブン	Se.Bu.Ni.Re.Bu.N	Seven Eleven	[ˈsevn] [ɪˈlevn]	Places	1 & 2
13	エスカレーター	E.Su.Ka.Rē.Tā	Escalator	[ˈæskəˈleɪtər]	Public Facilities	1 & 2
14	トイレット	To.I.Re.T.To	Toilet	[ˈtɔɪlət]	Public Facilities	1 & 2
15	ゴルフ	Go.Ru.Fu	Golf	[gɒlf]	Sports	1 & 2
16	ベースボール	Bē.Su.Bō.Ru	Baseball	[ˈbeɪsˈboʊ]	Sports	1 & 2
17	バスケットボール	Ba.Su.Ke.T.To.Bō.Ru	Basketball	[ˈbæskɛtˌboʊ]	Sports	1 & 2
18	バレーボール	Ba.Rē.Bō.Ru	Volleyball	[ˈvɒliˌboʊ]	Sports	1 & 2
19	ビール	Bī.Ru	Beer	[bɪr]	Beverages	2
20	ハンバーガー	Ha.MBā.Gā	Hamburger	[ˈhæmbɜːɡər]	Foods	2
21	フライドポテト	Fu.Ra.I.Do.Po.Te.To	Fried potato	[fraɪd] [peˈteɪˌtoʊ]	Foods	2
22	キットカット	Ki.T.To.Ka.T.To	KitKat	[kɪt] [kæt]	Foods	2
23	サンドイッチ	Sa.N.Do.I.T.Chi	Sandwich	[ˈsændwɪtʃ]	Foods	2
24	ソーセージ	Sō.Sē.Ji	Sausage	[ˈsoʊsɛdʒ]	Foods	2
25	アイスクリーム	A.I.Su.Ku.Ri.I.Mū	Ice cream	[aɪs] [kriːm]	Foods	2
26	ケーキ	Kē.Ki	Cake	[kæɪk]	Foods	2
27	バス	Ba.Su	Bus	[bʌs]	Transportation	2



## Findings

### *The Mispronounced Positions in Japanglish*



**Figure 2. BIA+ Diagrams Phonological Routes**

Due to this study focused on phonology of two different languages, the researcher only uses the BIA+ Diagrams phonological route only. Therefore, the researcher remodels the diagrams into figure 2 based on the provided data in table 5. There are three segments in figure 2. The first segment consists of the words in two languages in orthographic presentation. Then, the second segment consists of the phonological presentation. Last, the third segment consist of the phonemes that similar in two language and the phonemes that only exist in each language. As the example in figure 2 the pronunciation of “Hotel” in English and ホテル /Ho.Te.Ru/ in Japanese is refers to the same object. In the second segment, it consist of how to pronounce “Hotel” in each language and in the third segment it show the phonemes that exist in both language which they are /h/, /o/, /t/ and /ɛ/ and the phonemes that only exist in each language such as vowel /ʊ/ and consonant /l/ are exist in pronouncing “Hotel” in English and consonant /r/ and vowel /u/ in pronouncing “Hotel” in Japanese.

Table 5 is the list of Japanglish pronounced by Meu Ninomiya in the video Tokyo Bon with Namewee. Those Japanglish are refers to several categories of English proper nouns such as foods, beverages, places, sports, public facilities, and transportation. There

are three positions that mispronounced by Japanese people (Verdonschot & Masuda, 2020) which they are Initial, Medial and Final positions.

The first positions that mispronounced in Japanglish is in the Initial positions. This pattern occurred in datum number 18, which the pronunciation of “Volleyball” started with consonant /v/ in English, but in Japanglish, it uses character with consonant /b/ due to their habit to pronounce character with consonant /b/ more frequently than pronouncing character with consonant /v/. The mispronounced in Initial positions also occurs in datum number 4 when in pronouncing “Starbucks” in Japanglish started by character /Su/ where in pronouncing “Starbucks” in English consonant /s/ is directly followed by consonant /t/ and there are no vowel phonemes between those consonants.

The next mispronounced position in Japanglish is in the Medial positions. From table 5, several substitutions of consonants occur in different cases. The first case is the substitutions of consonant /v/ in English into Katakana with consonant /b/ occurs in datum number 12 and 20. Second, substitutions of consonant /l/ in English into Katakana with consonant /r/ occurs in datum number 1. 6. 8. 11. 12. 13. 14, 15 and 18. Third, the substitution of consonant /h/ into Katakana with consonant /f/ occurs in datum number 7. The last is the substitutions of consonant /r/ in English into special segment “Chouonpu” occurs in datum number 4 and 20.

The last mispronounced part in Japanglish is in the Final positions. This pattern occurred due to two different cases. The first case caused by substitutions of consonants /l/ in English with Katakana with consonant /r/ which occurs in datum number 2, 3, 6, 16, 17 and 18. Then, the substitutions of consonant /r/ in English into special segment “Chouonpu” occurs in datum 13 and 20. The last case caused by almost every Katakana character consist of one or more consonants and one vowel, English words that ended with consonants are ended with vowel in Japanglish. This case occurs in Datum number 1, 4, 8, 10, 11, 14, 15, 19, 22, 23, 24, 25, 26 and 27.

### ***The Patterns Emerged in Pronouncing Japanglish***

From the mispronounced positions in pronunciation of Japanglish, it can be concluded that those mispronounced parts may have similar patterns. Those patterns mostly occurs due to the substitutions of either vowels or consonants (Igarashi, 2007). Not only because of their character is different than English alphabet, but the structure of

each character is very rigid compared than English IPA chart. When Japanese people attempt to pronounce the names of objects in English, several patterns emerge.

### **1. The Use of Different Consonants**

Because of the scarcity of consonants in Japanese, different consonants are used to pronounce English words. There are several cases from the data from table 5:

A. Consonant /v/ in English replaced by the character with consonant /b/ such as バ/ba ビ/bi ブ/bu ベ/be and ボ/bo. For example in pronouncing “Seven Eleven” into セブンイレブン /Se.Bu.N.I.Re.Bu.N/ and “Convenient Store” into コンビニ /Ko.M.Bi.Ni/. Eventhough there are characters with consonant /v/ in Katakana (ヴァ/Va/, ヴィ/Vi/, ヴェ/Vu/, ヴェ/Ve/ and ヴォ/vo/), those consonants were recently added to avoid ambiguity when writing non-Japanese words. Japanese are not used to pronounce the words with consonant /v/ in their daily conversations. As the result, the pronunciation of consonant /v/ becomes /b/ due to their lack of consonant variations.

B. Consonant /l/ replaced by character with consonant /r/ such as ラ/Ra/, リ/Ri/, ル/Ru/, レ/Re/ and ロ/Ro/. For example in datum number 2, pronouncing “Google” into グーグル /Gū.Gu.Ru/, datum number 14 “Toilet” into トイレット /To.I.Re.T.To/, datum number 10 “Disneyland” into ディズニーランド /Di.Zu.Nī.Ra.N.Do/, etc. This pattern emerges because Japanese character, both Katakana and Hiragana does not have any character with /l/ consonant.

C. Consonant /f/ replaced by character with consonant /h/ such as ハ/ha/, ヒ/hi/, (フ/fu) ヘ/he/ and ホ/ho/. This pattern rarely emerged since consonant /f/ is exist in Katakana characters, but as in the datum number 7, pronouncing "Coffee" become コーヒー / Kō.Hī / due to the character フ /Fu/ is included as the variation of the characters with /h/ consonant. The same case also occured in the variation of character with /t/ consonant (タ/Ta/, チ (Chi), ツ (Tsu), テ /Te/ and ト/To/)

### **2. The Use of Different Vowels.**

Japanese has five types of vowels which they are ア /A/, イ /I/, エ /E/, ウ /U/ and オ /O/. From table 5, character with vowels ア /A/ and オ /O/ become the substitutions mostly used to replace the vowels in English words. Character with vowel ア /A/ mostly used as substitutions of vowels /æ/ and /ə/ in English words. This type of substitution

occurs in datum number 5, 6, 8, 10, 11, 13, 17, 20, 22 and 23. On the other hand, character with vowel ㍑ /O/ with/without adding Chouonpu mostly used to replace vowel /ɔ/ and if the words with consonants /ə/ in English has orthographically geminate alphabet in its word. This type of substitution occurs in datum number 6, 7, 9, 14 and 21 while the orthographically geminate alphabet refers to datum number 15, 16, 17 and 18. There are two datum, which they are datum number 4 and 20, that use Chouonpu to substitute consonant /r/ in English words.

## **Discussion**

The results of the mispronounced positions are aligned with the study conducted by (Verdonschot & Masuda, 2020). The mispronounced positions of Japanglish utterances in Tokyo Bon's video clip mostly placed in the Medial and Final positions. The reason why Medial and Final positions is the position with the most mistakes is due to the most English noun in the video clip consist of the phonemes that could not produce by Katakana, such as consonants /r/ and /v/ and vowels /æ/, /ɔ/, /eɪ/, etc.

This study also aligned with (Yusriati & Hasibuan, 2019) in the point of a language may not imitate the phonemes of another language. To speak fluently, speakers not only need to have a sufficient vocabulary but also good pronunciation (Tanjung & Fitri, 2020). But due to the characteristics of Japanese, some English phonemes could not pronounce properly. There are several substitutions of English phonemes in Japanese due to each Katakana character, except special segments, consist of one or more consonants and one vowel. There are only five vowel variations in Japanese while there are more than ten vowel variations in English language. Therefore, the substitutions of vowels in required to pronounce English words as good as possible. It also occurs in Japanese consonants, which Japanese doesn't have character with consonant /l/, /ð/, /θ/, etc.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The findings shows that there are three mispronounced positions in Japanglish pronunciation which those positions are in the Initial, Medial and Final positions (Verdonschot & Masuda, 2020). These mistakes emerge due to Katakana, the Japanese character to write non-English words, is inflexible compared with English alphabet.

Therefore, Katakana characters has increased its variations of characters to adapt with English words and to avoid the ambiguity in writing English and other non-Japanese words. Those mispronounced positions caused the substitutions of consonants and vowels. The lack of consonants and vowels variations in Katakana is affecting their pronunciation of English words.

### **Suggestions**

Suggestion for future researchers: Try to use more reliable source, such as interviewing the participants directly or taking a documentation on how the participants do their daily speaking with their acquaintances. This research use a video for the subject of this study, which it is not very reliable because the situations in the video may not live the situation of the current date.

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## **THE EFFECTIVENESS OF USING PICTURE SERIES TO TEACH READING COMPREHENSION**

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**Abstract:** Reading is an activity carried out by someone to get information previously unknown to the reader, and picture series is an interesting media for students to understand reading texts by illustrating. This study aimed to know students' reading comprehension before and after using picture series and whether or not using picture series to teach reading comprehension was effective. This research was a pre-experimental study using one group pre-test and post-test design. This research used class X students of MA Terpadu Al-Munawaroh as the population. The sample was class X-A students, totaling 18 people who were selected through the purposive sampling method. The instrument used was a reading comprehension test, and the validity and reliability were tested first using SPSS 25. The results of this research indicated that post-test mean score was higher than the pre-test. Students find it easier to catch and summarize reading content with pictures and they can retell using their own language easily. So, it could be revealed that teaching reading using the picture series of students' class X-A was effective. Then, it was highly recommended to use picture series for teachers or other researchers in listening or writing.

**Keywords:** *effectiveness, picture series, reading comprehension, ma terpadu al-munawaroh*

### **INTRODUCTION**

Elka (2015) argues that English is a foreign language for Indonesian residents. However, English occupies an important position in this country. English is studied starting at the elementary school level and is still being studied up to the university level. Various learning methods can certainly attract students' interest in learning English. This is certainly a challenge for English teachers to continue to innovate in creating interesting, conducive, and actively involving students.

Reading is an activity that has a specific purpose, namely determining the right approach to reading comprehension. Because the right approach or strategy is needed in

the success of reading discourse or media in newspapers, magazines, fiction and non-fiction books. In English, a person's ability to understand reading is influenced by character and several abilities, one of which is to make a conclusion (Maznum, 2018).

In the Curriculum 2013, more than 60% of the material presented is in the form of "reading text" so this is a very serious problem for students in the learning and mastering process. Especially because the test form in the National Examination is also presented like this. Based on the Curriculum 2013 for Senior High School students are anticipated in order to understand several written texts in formal or informal forms, such as the following types, namely: recount text, narrative text, procedure text, factual report text, advertisements, and other short functional texts in daily life. With this it can be seen that reading skills are needed in all aspects. Munfadlila (2021) says that reading seems to be an essential component of the whole process of learning that students have been through while being in school.

Furthermore, Maznum (2018) found that in studying reading, students often have problems understanding text. First, reading is stated as an activity that makes most students bored, one of which is because of the students' interest in the text they are going to read. Second, students do not understand the sentence structure contained in the text because they do not understand much about grammar. Third, most students found it difficult to get messages from the text because they found unfamiliar vocabulary that needed to be translated first. Fourth, students will immediately lose interest when viewing a long text because they think it is too long and lazy to read and understand. Based on these problems, the students find it difficult to understand the text.

Based on a conversation with an English teacher in MA Terpadu Al-Munawaroh, the researcher discovered that students in class X have trouble grasping the text. Because based on their results of daily tests, it was found that the average was below the school's KKM standard, namely 65. The KKM standard for English lesson at this school was indeed low because the focus of cottage or religious lessons was prioritized over general lessons. This low average score could be influenced by a range of variables, including a dearth of motivation to learn because they were frustrated and sleepy when requested to read the text. So many students owned a limited vocabulary, then they found it hard to comprehend the text, particularly in the text of report and narrative, causing them to face many challenges with comprehension. An absence of consciousness when attempting to



illustrate what is actually occurring also has an impact on their reading comprehension. Therefore, the researcher tries to apply learning media in the classroom to improve students' comprehension of reading in narrative texts. One method that can be used is a picture series, which will be discussed in class X at MA Terpadu Al-Munawaroh. With the application of this method, it is expected that class X-A students can more easily understand the reading narrative text by illustrating what happens in the sequence of pictures.

Picture series in teaching reading is visual media that can be used because it can be helpful to draw a storyboard or to illustrate a related illustration of the text (Rusrianti, 2017). The teacher can introduce various kinds of generic structures, language features and various kinds of the text. When doing so, the teacher can start by showing pictures and trying to explain the story's course or the storyline. Telling the picture series before reading the text also can assist students in guessing or predicting the sequence of events that occurred. While students are on the reading stage, picture series can inspire them to plan events depending on the setup of the pictures. Thus, students are expected to more easily and quickly understand the meaning of text presented in each lesson.

The researcher takes reviews of related studies from the previous researchers that are relevant to this research. The first research is taken from Kamalia (2016) focused on improving students' ability to write narrative texts using a picture series. The second researcher is Elka (2015), she focused on students' reading comprehension through picture series, especially in text of narrative and the result was effective. The third research is by Rusrianti (2017), she focused on fable text using picture series and she wanted the students to be familiar (could get a message, information, and knowledge) with studying narrative text. The fourth research is by Awaliah (2014). She focused on students' writing skill in narrative text. Between their research and this research are different. This research focused on determining the effectiveness of picture series on students' reading skills despite still having difficulty with foreign vocabulary. Because they can still illustrate what is happening or meant in the text by looking at the arrangement of the pictures.

Based on the problems that occur, the researcher is interested in conducting the study entitled “The Effectiveness of Using Picture Series to Teach Reading Comprehension”.

## **REVIEW OF LITERATURE**

### **Picture Series**

According to Kamalia (2016), picture series can also be used as visuals in the classroom to teach reading because they contain a series of images in which one image relates to another that describes a text. Pictures are classified into two types, those are moving pictures and unmoving pictures. Both have their own advantages. One of the great advantages of unmoving pictures is that the action is still or frozen, so students can look at the image and talk about any detail in the image for as long as they like. On the other hand, in moving pictures, students are always in a hurry because the picture moves from the initial situation to the next situation. Listianti (2016) states that picture series is a type of picture that describe an object or a situation. Which tells a story or a process how to do things. The picture must be arranged chronologically.

Picture series is a sequence of pictures that follow a conversation in terms of introducing or presenting the meaning contained in the image. It is said to be a picture series because one image with another has a relationship between events. The beginning of the use of this picture series is so that the order of the image media can make it easier for students to grasp the meaning of storytelling activities. By presenting a chronological event by presenting people, objects, and settings (Hikmah et al., 2014).

Adapted from Listianti (2016), the application of picture series media for teaching reading narrative texts carried out by the researcher is as follows:

- a. The teacher asks students' knowledge about kinds of narrative texts such as fables, myths, legends, fairy tales, etc.
- b. The teacher shows several pictures related to the material to be discussed in a non-sequential way
- c. Students are asked to pay attention and guess the order of the pictures in sequence
- d. Students are asked to describe what is happening in the arrangement of the pictures
- e. Students are given a narrative text and asked to make sure that the arrangement of the pictures matches the text

- f. The teacher appoints several students to read the text in turn
- g. Students are asked to mention the unfamiliar vocabulary and look up the meaning in the dictionary
- h. The teacher gives a quiz related to the text being discussed

### **Reading Comprehension**

Herwiana (2021) states that reading and discussing certain passages in detail are the most common activities practiced in reading classes. Students identify the main idea of the text, comprehend the structure of the text, locate details about the text, and analyze the meaning of the term in context, and also suppose unfamiliar vocabulary, locate references, and so on.

According to Maharani (2021), the process of connecting information from a text to the reader is known as reading. It means learning to read comprehension is influenced by the reader's experience in reading. Thus, the ability to recognize the content of a text, process it, and merge it with what the reader already knows is referred to as reading comprehension.

Reading comprehension is known as the ability to read text, process it, and understand its meaning. The ability to make inferences is one of the attributes and talents that determine an individual's ability to interpret text. Whenever English vocabulary is difficult, students spend too much mental effort reading the meaning of words, affecting their ability to grasp what is read. There are several techniques to increase reading comprehension, including increasing one's vocabulary and employing reading strategies (Mustafa & Bakri, 2020).

Measuring students' reading comprehension can be categorized into several indicators, including knowing topics and main ideas, finding reference words, synonyms, and antonyms, knowing factual information that is implicit in the text, and conclusions from the text. Reading comprehension here means mastering the reading material. Looking at some of the previous descriptions, the researcher thinks that it has a very important role that will affect the information storage process which students of all ages must have.

### **Narrative Text**

Rahmaniah (2021) defines that narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story. The purpose of this text is to entertain the reader about the story the author has written and at the same time imply a moral message to be conveyed to the reader.

Nandy (2021) explained that in a narrative text there are three main structures that must be present. They are orientation, complication, and resolution.

- a) Orientation : This is the first paragraph that introduces the characters involved in an event in the story. In addition, the orientation contains the scene as well as the time of the story.
- b) Complication : Consists of paragraphs that explain the beginning of events. The beginning of the incident became a series of storylines which continued to conflict, climax and anti-climax.
- c) Resolution : It is the final part of the story. As the name implies, in the third structure of the narrative text contains completion.

In addition, to the three main structures of the narrative text above, the author can add evaluation and reorientation. Evaluation is an evaluation of the storyline, while reorientation is a conclusion at the end of the story.

### **METHOD**

This was a quantitative research method, especially pre-experimental design. A design used by the researcher was one-group pre-test and post-test. Sugiono (2014) said that a pre-experimental design is one in which one group or class is received pre-test and post-test. This one group pretest and posttest strategy is conducted on a single group without the use of a control or comparison group. Through this design, it was known the effectiveness of the picture series before and after treatment on students' reading comprehension in narrative text.

This research was conducted by the researcher starting on 7<sup>th</sup> until 9<sup>th</sup> June 2022. The place for this research was MA Terpadu Al-Munawaroh on

Jl.Ngemplak, RT.03/05, Gedangan, Ngudirejo, Kec.Diwek, Jombang-East Java. The population of this research was class X at MA Terpadu Al-Munawaroh. In class X, there are two classes, namely X-A and X-B which have the same level of ability. And the Sample was the students of the class X-A.

The instruments must be validated by two English lecturers before being given to students. The first English lecturer was Maskhurin Fajarina, M.Pd who approved the instruments by suggesting revisions to item numbers 1, 3, and 4. Meanwhile, the second English lecturer was Mukminatus Zuhriyah, M.Pd who approved the instruments without any revisions. After being revised, the instruments were tested for validity and reliability and then used as pre-test and post-test. The pre-test was given first and the other one was the post-test, which was done after the students were given two treatments by the researcher.

The students' pre-test and post-test results calculated to determine the number and average using descriptive statistic. Next, the researcher conducted a normality test using the pre-test and post-test results. The researcher then employed the paired sample t-test to determine even if there is not a significant increase. The effectiveness is achieved if the sig.2 tailed result is less than 0.05. All the calculations counted with the SPSS application.

## **FINDINGS AND DISCUSSION**

### **Findings**

Before presenting the results of the analysis of data, the researcher would display the outcomes of the validity and reliability of reading comprehension questions which consist of 35 multiple choice questions. This test was carried out on 30 respondents who were at the same level as the 18 samples used. The following was the result of the reliability calculation using SPSS version 25.

**Table 1 Reliability Statistics Result**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>.720</b>	<b>20</b>

According to the findings of the reliability calculation above, it shows that the result was 0.720 which was greater than 0.60. In conclusion, it was proven that the instrument used was valid.

***Before and After Being Taught Using Picture Series***

The pre-test was conducted before two treatments using the picture series which was held on June 8, 2022. While the post-test was carried out after two treatments using the picture series which was held on June 9, 2022. The scores of the students' pre-test and post-test were checked and produced information as shown in Table 2.

**Table 2 The Students' Scores**

Sample	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Pretest	30	50	45	40	50	60	50	20	45	65	55	45	45	35	35	50	45	65	830
Posttest	55	55	70	65	70	70	75	50	60	80	60	60	60	60	70	70	75	70	1.175

The pre-test results of the 18 students showed a total of 830 and the post-test showed a total of 1.175. The calculation above would be strengthened by analyzing descriptive statistics that calculate the total score, mean, minimum, maximum, and std.deviation as in the table below.

**Table 3 Descriptive Statistic Result**

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Posttest	18	30	50	80	1175	65.28	8.130
Pretest	18	45	20	65	830	46.11	11.575
Valid N (listwise)	18						

The table above is the score before and after being given treatment on student's reading comprehension. The student's pre-test scores got a mean of 46,11. The maximum pre-test score was 65, and the minimum score was 20. While the student's post-test scores got a mean of 65.28. The maximum post-test score was 80, and the minimum was 50.

The researcher collects data about the test results by administering the test. The score was calculated using scoring criteria based on the test results to compute the students' achievement. According to Listianti (2016), the following table classifies the categories of student achievement scores.

**Table 4 Classification of Students' Learning Achievement**

Point	Mark	Position of Accomplishment
80 - 100	A	Very Good
66 - 79	B	Good
55 - 65	C	Enough
40 - 54	D	Less
< 39	E	Bad

To represent the achievement of the students' scores, the classification of the scores is presented in frequency and percentage for both tests. The table below shows grade-level achievement.

**Table 5 The Frequency and Rate Percentage of Both Tests**

Interval	Interpretation	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80 - 100	Very Good	0	0%	1	6%
66 - 79	Good	0	0%	8	44%
55 - 65	Enough	4	22%	8	44%
40 - 54	Less	10	56%	1	6%
< 39	Bad	4	22%	0	0%
<b>Total</b>		18	100%	18	100%

According to the table above, it can be seen that the frequency and percentage of student scores in the pre-test from the previous ones were not at the good and very good levels, but in the post-test there are scores of students who occupy these two levels. While the pre-test scores of students who previously occupied the bad level, in the posttest none of them occupied it.

***The Effectiveness of Teaching the Reading Comprehension Using Picture Series***

By looking at the students' scores, it is possible to conclude that students' reading comprehension improved after being given two treatments using picture series because the mean score of post-test increased from the pre-test. The researcher then used the Kolmogorov-Smirnov to calculate the normality test. The purpose of this is to assess whether the analysis of the data collected is normally distributed or not. The table below shows the output.

**Table 6 The Output of Kolmogorov-Smirnov Normality Test**

<b>N</b>		<b>18</b>
<b>Normal Parameters<sup>a,b</sup></b>	Mean	.0000000
	Std. Deviation	9.06723715
<b>Most Extreme Differences</b>	Absolute	.143
	Positive	.143
	Negative	-.097
<b>Test Statistic</b>		.143
<b>Asymp. Sig. (2-tailed)</b>		.200 <sup>c,d</sup>

The standard of educational significance was 0.05 ( $\alpha = 5\%$ ). In the table, it could be seen that the significance is 0.200. The result was normal because the test score was higher than 0.05. Thus, the data can be interpreted as normally distributed.

The researcher decided to use a paired sample t-test for testing the research hypothesis because the data distribution was declared normal. The decision would be based on the sig.(2-tailed) value compared to the  $\alpha$  value. The output of calculating the data in SPSS 25 is shown in table 7.

**Table 7 The Output of T-Test**

		Paired Differences				t	df	Sig.(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
<b>Pair 1</b>	Pre-Post-test	-19.167	9.115	2.148	-23.700	-14.634	-8.921	17	.000

After being calculated, the results of paired sample t-test gained t-value was -8.921 with t-table value with 95% confidence level and df was 17 (1.739). It was mentioned that the value of the sig. (2-tailed) of 0.000, which was less than 0.05, it could be stated that  $H_\alpha$  was accepted and  $H_o$  was rejected. By this finding, it was stated that there was a significant difference in students' reading comprehension before being given two treatments using the picture series method and after being given. It proved the effectiveness of picture series to teach reading comprehension for class X-A of MA Terpadu Al-Munawaroh, especially in narrative text.



## **Discussion**

Previously, it was known that the weakness of students' reading comprehension was the lack of motivation and concern for students' learning when asked to read and understand what was happening in the text. Instead, they felt bored and sleepy and had difficulty understanding the text because they had limited vocabulary. So the researcher conducted the research on students in class X-A of MA Terpadu Al-Munawaroh using the picture series method to see if students have an increase in reading comprehension, especially in the text of narrative.

In the research procedure, there were three steps carried out by involving students in schools. The first step was giving a pre-test to determine students' reading comprehension before receiving treatment. When doing the pre-test, they complained of being bored and sleepy to read long texts, with limited vocabulary, and could not describe what was happening in the text. The second stage was to carry out treatment which was implemented twice by applying the picture series. The researcher brought the necessary media such as pictures, PowerPoint presentations, and narrative text sheets. Students were asked to arrange pictures that were not sequential and describe how the story flows. After that, students were given a piece of narrative text to read and discuss how the story was told. Where they would more easily illustrate what was happening because of the visual images from the picture series. The last step was giving a post-test to determine students' reading comprehension after receiving two treatments using the picture series. In the post-test, students' reading comprehension increased because they were able to illustrate what was happening in the text and could estimate the vocabulary associated with the incident. These three steps were carried out to collect data on students' reading comprehension scores before and after being given treatment.

After the data were collected, during the pre-test and post-test it was found that there was a significant difference in students' scores of reading comprehension. Even though in the post-test there were still some students who did not reach the KKM standard because basically this school was a boarding school where the focus of religious studies was prioritized over general studies. However, it can be stated that picture series is effective in learning reading comprehension of narrative texts in class X-A MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

The application of picture series in learning activities motivated students and had a positive influence on student accomplishment in the comprehension to read narrative texts. Furthermore, the picture series method created a fun and exciting activities in the classroom, so students were happy and enthusiastic to be more active. They liked to arrange pictures and guessed by describing what happened in the pictures. In addition, students felt confident in asking and answering questions given by the teacher.

The picture series created a fun activity where students did not just see the standard text but saw some colorful pictures displayed. It made students relax and free from pressure because pictures were tools, which made them more accessible as a means of conveying messages, and it made this activity enjoyable. The students were excited in their involvement because their understanding of previously abstract text concepts became more concrete with pictures, and the material became easier to understand. Therefore, the use of visual media with the picture series method help make students interested in the lesson.

The pleasant and relaxed class circumstances certainly made students feel happy. They were glad that the researcher, as the teacher, did not teach with tension but were cheerful and alternated with humor. If a student was passive, the teacher invited the other students to invite the passive student to respond to the material being discussed so that the student who previously had not understood the fun of a picture series came to pay attention and was enthusiastic to follow teaching-learning activity. It is supported by Kurniawan et al. (2017), they said that enthusiasm for learning is passion and a great interest in learning activities. Meanwhile, Sardiman (2011) stated that enthusiasm will encourage humans to act and provide direction for activities that must be carried out according to the formulation, and in learning activities, students will aim to get maximum learning outcomes/achievements, thus requiring them to have a sense of enthusiasm for learning. With the student's interest in learning, it will grow the motivation to achieve goals, including understanding the material, being optimistic, and never giving up. In addition, Özen (2017) said that motivation is a condition in which individuals display various attitudes voluntarily to achieve certain goals. So, the picture series made students more enthusiastic about being active in expressing opinions or giving responses during learning activities, and students reading comprehension increased because they

participated voluntarily in understanding each material discussed using the picture series method.

During the treatment, picture series was given in a non-sequential first because students would be asked to guess the order of the pictures. Students seemed happy to arrange pictures because it was interesting to imagine the sequence of events that were displayed. In line with this, Rusrianti (2017) agreed that picture series make students happy because they can see a sequence of pictures from shapes, colors, paintings, etc., which can build students' imagination to draw information from pictures. After the pictures were sorted, students were asked to guess by describing what was happening in the arrangement of the pictures. This was done to stimulate students to be more active and creative in learning activities. Here, they enriched their vocabulary, increasing their reading comprehension of the text. Beside that, Inayah (2019) stated that vocabulary is essential in teaching English. The students would find it easier to understand and use language with a more extensive vocabulary. They would better understand how the story unfolds, so they could learn to read narrative texts easily.

All the explanations above reveal that the picture series created fun activities and made students happy, enthusiastic, and more active. So, it was easy for students to participate in learning activities confidently. They were confident in asking questions they did not understand, confirming what they still had doubts about, and trying to answer questions without worrying that their answers would be wrong. They did that without feeling embarrassed or pressured. Self-confidence is essentially a feeling that enables us to get a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as pride, independence, assertiveness, enthusiasm, optimism, compassion, trustworthiness, ability to handle criticism and emotional maturity. In this case, Winarni (2010) agreed that in learning a language, self-confidence is the most important thing for students. For their learning, self-confidence will give them the motivation and energy they need to be optimistic. Because most students have ideas in their minds, they choose not to express them. This is because students do not have self-confidence. Therefore, self-confidence was very useful for students' self-development in learning activities.

The results of this present study are strengthened by the description of the picture series by Nurhayati (2014), who stated that the picture series is a medium that has several

advantages, such as attractive pictures and the fact that students do not need to read too many words because picture series will help them guess the story. This can be seen from the series of pictures that represents a series of events. It arouses students' interest in learning more about the text using picture series. This media is one method for students to develop their creative media skills and improve their reading comprehension.

Moreover, Hardiyanti (2020) believes that picture series can improve students' reading comprehension. It can be seen from the application of this media in the classroom that students who have experience reading texts with pictures have better text comprehension, are more accessible to remember the text, and are more motivated to read. In addition, picture series helps students to read, understand the text, and understand to make the meaning of the text. Picture series also help provide illustrations for students who cannot read. However, picture series is a creative and appropriate way to describe meaning.

To sum up, it can be said that picture series affect students in increasing their reading comprehension. A research conducted by Kamalia (2016) supported a significant difference in improving the comprehension of reading in the text of narrative in class eight who were taught by using picture series. The effectiveness of using the picture series is also proven by the results of a previous study conducted by Listianti (2016) on seventh grade students, with the results that there was significant effectiveness in their comprehension of reading in procedure text. Furthermore, Rusrianti (2017) found that there was a significant effect on students' comprehension in reading narrative text in class eight.

Finally, the research results and related comparisons showed that using picture series had a significant positive impact on reading comprehension. Therefore, it could be concluded that teaching reading comprehension by using the picture series was effective in class X-A of MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on the previous chapter, the conclusion is that the use of picture series is effective in teaching comprehension of reading in students' class X-A of MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

It proved by the result of students' reading comprehension scores in the pre-test before being taught using picture series were still weak, with a mean score of 46.11, which is at the less level. While the students' reading comprehension scores in the post-test after being taught using picture series had increased, with a mean score of 65.28, which is at the good level. It is also proven that there is significant effectiveness of using picture series in teaching comprehension of reading in students' class X-A of MA Terpadu Al-Munawaroh. It can be seen from the t-test analysis that the result of sig.(2-tailed) is 0.000, which is lower than 0.05. Then, it is stated that  $H_a$  is accepted, and  $H_o$  is rejected.

### **Suggestions**

Based on this research, the following are the suggestions given by the researcher for the teachers, students, and other researchers.

For the teachers, picture series for teaching texts have been proven effective in this study and previous studies. Therefore, teachers are advised to use this method to teach narrative or recount texts in reading or writing comprehension for junior and senior high school students. Also, picture series are something that can be easily used and inexpensive. Pictures can be obtained from Pinterest, Google, screenshots from animations on YouTube, etc. However, in getting pictures, the teacher must adjust the age of the students so that it can be adapted to the mindset of students who are not the same as adults.

Meanwhile, for the students, engaging media can help students understand texts, which are sometimes difficult for students. Therefore, picture series are recommended to help students understand the reading text because this method has proven its effectiveness.

Lastly, for the other researchers, because the researcher only focused on the narrative text, the researcher suggests that further research be conducted on another type of text using picture series. The treatment situation and the students' perceptions of the procedure that implemented are also worth investigating. As a result, the study of qualitative is strongly suggested in order to do more research.

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**GENDER-BASED ANALYSIS OF DIFFERENCES IN IDLE ACTIVITIES  
(UNDERTAKEN BY EFL STUDENTS)**

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**Abstract:** In recent years, there has been an increase in the availability of research on informal digital learning of English (IDLE); however, the significant difference between IDLE activities undertaken by male and female students was currently unexplained. The purpose of this study was to see if there was a significant difference between EFL male and female students' use of Informal Digital Learning of English (IDLE). This study used a quantitative approach with an ex-post-facto design to address the research goal. The questionnaire was distributed to 656 students (181 males and 475 females) from the English Language Education Department at an Indonesian public university. The questionnaire data was then analyzed using descriptive statistics and parametric statistics, specifically the independent sample t-test. As a result, the findings indicated that there was a statistically significant difference between male and female students' participation in IDLE activities. There were 6 significant items with p-values less than 0.05 ( $p < 0.05$ ) among the 24 items. As a result of the current study's findings, EFL male and female students perform differently in IDLE activities, in which, male students outnumbered females in 5 IDLE activities.

**Keywords:** *efl students, gender, idle, questionnaire*

## **INTRODUCTION**

The massive practice of mobile teaching using web 2.0 technology has existed in this digital technology (Jie & Sunze, 2021). For example, in asynchronous learning, technological tools such as email, pre-recorded video or animated short video, blog, e-book, and virtual forums and discussion boards may be employed (Saputri et al., 2020). Additionally, (Jie and Sunze (2021) proposed that the notion explore the use of Mobile Assisted Language Learning (henceforth, MALL) in the extramural digital context which supports learning English outside the classroom. Moreover, the affordance of technology



as digital devices and resources also supports that notion which constitutes the term informal digital learning of English (henceforth, IDLE) (Lee, 2019a). Thus, the massive practice of learning using technology does not only exist in the formal setting but also outside the classroom in an informal setting, specifically known as IDLE.

Rahmawati et al., (2019) proposed IDLE as informal digital learning of English that is available for learning in an informal setting. Moreover, a growing number of researchers (see Lamb & Arisandy, 2020; Lee, 2019a, 2019b) have given overviews related to the implementation of IDLE. One example is the research from Lee (2019a) found that a participant without overseas experience communicated in English in an informal context by using KaKao Talk. This activity reported increasing students' willingness to communicate in an informal setting. On Another research, Lee (2019b) depicted another complete implementation of IDLE done by a female Korean student. The participant tended to spend 70% of her time reading English text on her smartphone. Following that, she worked as a voluntary translator in TED talks, interacted with foreign friends on Facebook, watched American dramas on YouTube, and participated in Korean TESOL on Facebook. Hence, implementations and benefits of IDLE that reported by the aforementioned researchers give a good sign as the affordance of previous literatures related to the study of IDLE. However, those studies are limited on IDLE activities done by students in general means that the study related to IDLE activities done by male and female students still remains unclear.

In recent years, Dolch's study (2020) on gender theory has shed light on studies pertaining to the application of tech in recent years. The study proposed that male students have higher curiosity in learning technology while female students were more anxious to make mistakes when using technology. Another theory also exists in this study that reported 57% of male students owned desktop PC overrating their female counterparts which only 32%. Moreover, male students also overrated their female counterparts in the time available for learning. Accordingly, there is a possible result related to different types of IDLE used by male and female students. Thus, however, the study related to different types of informal learning done by male and female students needs to investigate in much detail.

However, years ago, Jensen (2017) already filled the gap related to gender differences in informal learning. She depicted female students loved music while males

love gaming the most. However, Jensen's study recruited young learners as participants mean that another inconsistent finding might be found in adult learners. Therefore, Xodabande (2018) complemented the previous study and he found that male students have a higher percentage of using computer games and YouTube compared to females. As shown, many researchers have examined gender theory in informal learning settings, nevertheless, types of IDLE done by male and female students are still limited. Thus, further research needs to conduct to enrich the literature on informal learning done in a gender context.

Examining gender differences in types of IDLE used is a fundamental property of teachers in assisting students to learn from various learning media based on their gender diversity. Mahmud and Nur (2018) support the previous statement. They stated, knowing gender differences in learning is an important aspect of teaching English in Indonesia. Moreover, there was an issue about women who are afraid of being left in the virtual world (Dolch, 2020). Despite research suggesting that both genders face the same challenges in developing critical thinking skills (Rahmawan & Perianto, 2021), gender differences in IDLE remain a possibility to investigate further. That issue becomes a key instrument in seeking the significant differences in types of IDLE done by male and female students.

Based on the lack of exploration of IDLE activities implemented by male and female students, the information on types of IDLE done in a gender context is crucial to investigate to enhance the literature on learning in an informal setting. This study might be beneficial for English students who are prospective teachers in suggesting IDLE activities to be done by their students. Moreover, the finding of this study should make an important contribution to the field of teachers in which they can suggest various IDLE activities by considering gender diversity in their classroom. The primary goal of this study is to look into the differences in IDLE activities that EFL male and female undergraduate students typically engage in. As a result, this study was carried out to answer the following research question:

Are there any significant differences in IDLE activities undertaken by EFL male and female students of English language education?

## **REVIEW OF LITERATURE**

### **An Overview of Informal Digital Learning of English**

In latest years, there have been many numbers of literature trying to investigate the term IDLE. (see Lee, 2019c; Lee et al., 2021; Lee & Dressman, 2018; Rahmawati et al., 2019). IDLE refers to independent learning to supplement formal learning, which can limit teachers' ability to teach (Lee & Dressman, 2018). The following year, Lee (2019c) defined IDLE as self-directed, self-instructed, and semi-structured digital English learning. Furthermore, IDLE involves internal motivation to engage in independent English learning activities without the need for teacher assessment. As a result, IDLE provides a far more flexible learning environment for students who want to learn English.

Several attempts have been made in the literature to seek the implementation of IDLE by a growing number of researchers from various countries (e.g. Lamb & Arisandy, 2020; Lee, 2019a, 2019b; Sockett & Toffoli, 2012; Sundqvist, 2019). The IDLE implementation study was not started in Indonesia; however, Sockett and Toffoli (2012) empirically demonstrated this study in French. They recruited 5 French university students through a groundbreaking study in which they explored students used Facebook to chat with English speakers two to three times per week. In another case, they reported that five students viewed video content such as television shows and movies. The same result was discovered by Trinder (2017) who investigated the frequency of use of technology. Trinder discovered that film and television were the most popular technologies used in informal learning by recruiting 175 Austrian university students and administering a questionnaire. As a result, those two types of implementations are still very limited.

Years later, a study conducted in Indonesia delved much deeper into the most popular and least popular IDLE activities undertaken by 308 university students in Indonesia. They discovered that the most popular IDLE activities are listening to English language music, reading English song lyrics online, playing digital games in English, viewing videos on YouTube in English, watching foreign movies with English subtitles, using the internet to learn English, using the English language for their social media's language setting, and reading internet sites in English. They also listed the least popular IDLE activities that are beneficial enough to enrich the literature on IDLE in their findings. Communication with foreign friends online in English; booking travel tickets in

English; writing Twitter or Facebook posts in English; contributing to English language forums based on their interests; talking with foreigners in English via Skype; reading Manga or comics in English; writing blog or fanfiction in English; creating videos in English on Facebook and Snapchat are among the least popular activities. Nonetheless, the study is still limited to participants in general, and the implementation of IDLE by EFL male and female students requires further investigation.

### **Gender, Digital Technology, Informal Learning**

In recent years, students have had access to a lot more information about how male and female students use digital technology. (see Bao et al., 2013; Casillas et al., 2017; Ramírez-Correa et al., 2015; Reychav & McHaney, 2017; Suana, 2018). Suana (2018), for example, reported that females are more interested in using the internet as an academic tool, whereas males are more interested in using the internet for entertainment purposes. Dewaele et al.'s study (2018) supported Suana's study, which discovered female students are more emotional than males when engaging in informal digital learning activities. Furthermore, female students got a higher willingness in learning and use technology than males (Ramírez-Correa et al., 2015). As a result, as demonstrated by the findings, females are more serious than males.

The previous study, however, does not provide complete information about digital resources used by male and female students. As a result, Reychav and McHaney (2017) investigated the various digital technologies that were used by male and female students to bridge that gap. They found that male students are much more satisfied with the message apps than females in an individual learning setting. Male students, for example, used their cell phones to text their teachers just to socialize with their teachers (Dolch, 2020). While, when in a group learning setting, female students tended to watch video materials on their phones more than male students. It emphasizes Dewaele et al(2018) .'s theory, which discovered that females are more emotional and serious about informal learning than males.

Numerous studies have been conducted in recent years to explain more research findings on the implementation of informal learning by male and female students For example, Muñoz's (2020) study discussed how genders engage in English activities outside of the classroom. Munoz conducted a mixed-method study with 3.048 English learners in Catalonia and Barcelona (1.261 males, 1787 females) and discovered that

females do more reading outside of the classroom than males. In another finding, he discovered that female adolescents scored higher than males when listening to music and conversing with tourists. Finally, in another item, males consistently outperformed females in gaming activity. These study results indicated that females overrated males in many more various informal learning English activities.

Remarkably, the quantitative study from Jensen (2017) about the implementation of informal English learning already existed in previous years; however, it recruited 144 young learners from seven classes at five schools. She discovered that females preferred music while males preferred gaming. Nonetheless, Jensen's study yields inconsistent results when compared to Munoz's study. According to the findings, males were assumed to be more involved in doing outside classroom activities than females based on their pre-test results on the Productive Vocabulary Levels Test (PPVT). However, the assumption of inconsistency between those two studies remains debatable because the participants in those studies are of different ages. As a result of that inconsistency, many detailed investigations are required to look for differences in IDLE activities performed by male and female students.

## **METHOD**

This study used an ex-post-facto design and a quantitative approach. The research was carried out in the English Language Education Department of a public university in Indonesia. Based on a preliminary survey of some students in this department, it was discovered that the majority of students are already familiar with IDLE activities and have been exposed to IDLE. Furthermore, the researchers are affiliated with this university. In terms of participants, the researchers used a convenient sampling technique (Mackey & Gass, 2016) to recruit 656 (181 males and 475 females) participants ranging in age from 18 to 22 years old, from the second to the sixth semester of the academic year 2021/2022. The questionnaire was given to 656 participants and it was open for an answer for a month. Only 309 participants (80 males and 229 females) returned the questionnaire after a month.

Concerning the questionnaire, the researchers used Google Forms to collect data and address significant differences in IDLE activities undertaken by male and female students. The online questionnaire employed a 5-point Likert-Scale (5 = very often, 4 =

frequently, 3 = occasionally, 2 = rarely, and 1 = never). In the first phase, the questionnaire contained 25 items. Following that, the questionnaire was tested for face validity and content validity, with the expert providing only a small amount of feedback on some ineffective sentences. Following that, the questionnaire was empirically validated using Pearson Product Moment. The statistical output from SPSS 26 revealed that item number 24 was invalid. As a result, the researchers decided to remove item number 24. As a result, only 24 of the 25 items that were created were valid. As a result, the valid questionnaire that has been developed will be used to collect data from participants to determine whether there is a significant difference in IDLE activities used by male and female students.

The researchers used descriptive statistics and parametric statistics to analyze the quantitative data. To begin answering the first research question, the researchers performed a prerequisite test by performing a normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Otherwise, the homogeneity test was carried out using Levene's test for variance equality. When the Sig. value is greater than 0.05, the test output is considered qualified. The Kolmogorov test had a Sig. value of 0.200 for males and 0.200 for females. Furthermore, the Sig. value of Levene's test for variance equality was 0.992. It meant that the data was homogenous and reliable. Following that, the questionnaire was distributed to all class leaders in April 2022 and was completed by the end of May 2022. The test was then extended to hypothesis testing using an independent T-test. The parametric statistic's independent T-test was used to determine the statistically significant difference between the mean on types of IDLE used by males and females students (Mishra et al., 2019).

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***Lists of the Most to the Least Frequent IDLE ActivitiesD by Male and Female Students***

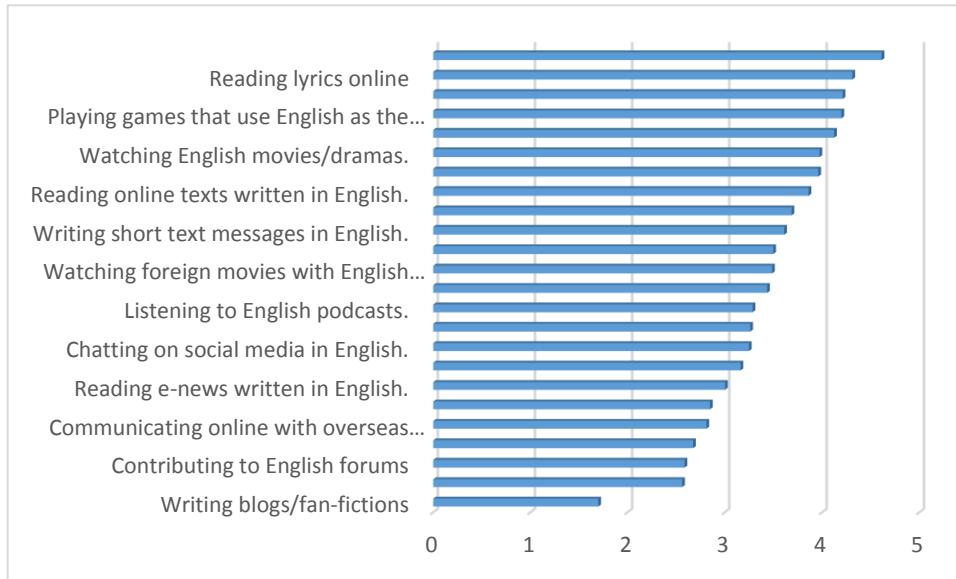
According to the findings, males and females were engaged in a variety of IDLE activities (see Tables 1 and 2 for complete data). Tables 1 and 2 also show lists of the most common IDLE activities performed by males and females. Listening to English songs (M=4.613), reading lyrics online (M=4.313), reading social media posts in English (M=4.213), and playing games that use English as the language of instruction (M=4.200)

were the four most IDLE activities performed by male students, according to table 1. Meanwhile, listening to English songs (M=4.642), reading lyrics online (M=4.432), reading social media posts in English (M=4.332), and reading social media comments in English (M=4.153) were the four most IDLE activities performed by females, as shown in Table 2.

Furthermore, writing blogs/fan-fiction (M=1.700), reading e-magazines written in English (M=2.563), contributing to English forums (M=2.588), and video chatting in English (M=2.675) are the four least IDLE activities performed by male students, as shown in table 1. Meanwhile, table 2 displays the four least IDLE activities performed by female students, which include writing blogs/fan-fiction (M=1.638), contributing to English forums (2.188), video chatting in English (M=2.297), and playing games that require spoken English communication (M=2.340).

**Table 1. Lists of Most to the Least Frequent IDLE Activities Done by Male Students**

IDLE Activities	Males	
	M	SD
Listening to English songs	4.613	0,684
Reading lyrics online	4.313	0,821
Reading social media posts in English.	4.213	0,758
Playing games that use English as the language of instruction.	4.200	1,011
Reading social media comments in English.	4.125	0,891
Watching English movies/dramas.	3.975	0,914
Watching tutorial videos on YouTube	3.963	0,878
Reading online texts written in English.	3.863	0,868
Playing games that require written English communication.	3.688	1,109
Writing short text messages in English.	3.613	0,849
Posting on social media in English.	3.500	0,968
Watching foreign movies with English subtitles.	3.488	1,043
Playing games that require spoken English communication.	3.438	1,189
Listening to English podcasts.	3.288	1,081
Posting comments on social media in English.	3.263	0,896
Chatting on social media in English.	3.250	0,803
Reading e-books written in English.	3.163	0,974
Reading e-news written in English.	3.004	1,123
Reading online comics written in English.	2.850	1,213
Communicating online with overseas friends in English	2.813	1,303
Video chatting in English.	2.675	1,041
Contributing to English forums	2.588	1,064
Reading e-magazines written in English.	2.563	1,077
Writing blogs/fan-fictions	1.700	1,060

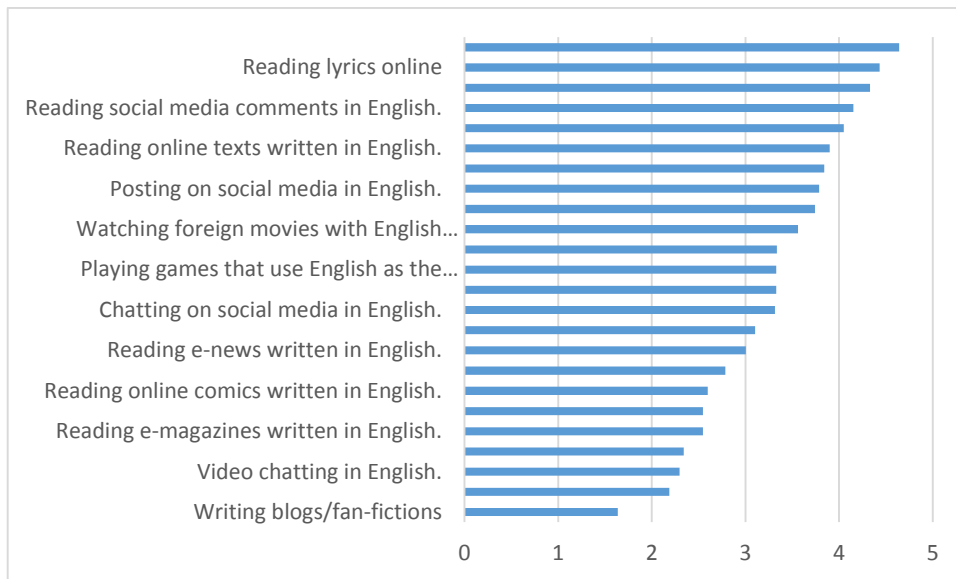


**Figure 1. The Frequency of Males Students' IDLE Activities**

**Table 2. List of Least to Most IDLE Activities Done by Female Students**

IDLE Activities	Female	
	M	SD
Listening to English songs.	4.642	0,609
Reading lyrics online	4.432	0,656
Reading social media posts in English.	4.332	0,665
Reading social media comments in English.	4.153	0,799
Watching tutorial videos on YouTube	4.052	0,765
Reading online texts written in English.	3.900	0,802
Watching English movies/dramas.	3.843	0,909
Posting on social media in English.	3.786	0,885
Writing short text messages in English.	3.742	0,811
Watching foreign movies with English subtitles.	3.563	0,983
Posting comments on social media in English.	3.336	0,962
Reading e-books written in English.	3.328	1,065
Playing games that use English as the language of instruction.	3.328	1,271
Chatting on social media in English.	3.314	0,765
Listening to English podcasts.	3.105	1,029
Reading e-news written in English.	3.004	1,002
Playing games that require written English communication.	2.786	1,226
Reading online comics written in English.	2.598	1,234
Reading e-magazines written in English.	2.546	1,061
Communicating online with overseas friends in English	2.546	1,160
Playing games that require spoken English communication.	2.340	1,212
Video chatting in English.	2.297	1,059
Contributing to English forums	2.188	1,045
Writing blogs/fan-fictions	1.638	0,939





**Figure 2. The Frequency of Female Students' IDLE Activities**

***The Differences in IDLE Activities Done by EFL Males and Females***

The analysis was performed on data collected from 309 participants' completed questionnaires. Table 1 shows that the M for EFL males (N = 80) is 83.936 and the SD is 13.464 while the M for EFL females (N = 229) is 80.376 and the SD is 13.660. The independent t-test results revealed  $p < 0.045$ , indicating that there is a significant difference between males and females when performing IDLE. Table 2 demonstrates the existence of significant differences in six of the 24 IDLE activities, such as video chatting in English (Males' M = 2.675; Females' M = 2.297), posting on social media (Males' M = 3.500; Females' M = 3.786), playing games that use English as the language of instructions (Males' M = 4.200; Females' M = 3.328), playing games that require written English communication (Males' M = 3.688; Females' M = 2.786), playing games that require spoken English communication (Males' M = 3.438; Females' M = 2.340), and contributing on English forums (Males' M = 2.588; Females' M = 2.188).

**Table 3. Males and Female Students' Descriptive Statistics**

	Males (N = 80)		Females (N = 229)		Sig. (2-tailed)
	M	SD	M	SD	
IDLE Activities	83.938	13.464	80.376	13.660	0.045

(\*significant =  $p < 0.05$ )

**Table 4. The Differences in Males and Female Students' IDLE Activities**

IDLE Activities	Males		Females		Sig. (2-tailed)
	M	SD	M	SD	
Writing short text messages in English.	3.613	0,849	3.742	0,811	0.758
Chatting on social media in English.	3.250	0,803	3.314	0,765	0.892
Video chatting in English.	2.675	1,041	2.297	1,059	0.006*
Listening to English songs.	4.613	0,684	4.642	0,609	0.573
Listening to English podcasts.	3.288	1,081	3.105	1,029	0.060
Reading social media posts in English.	4.213	0,758	4.332	0,665	0.815
Reading social media comments in English.	4.125	0,891	4.153	0,799	0.965
Watching English movies/dramas.	3.975	0,914	3.843	0,909	0.096
Watching foreign movies with English subtitles.	3.488	1,043	3.563	0,983	0.450
Reading online texts written in English.	3.863	0,868	3.900	0,802	0.658
Reading online comics written in English.	2.850	1,213	2.598	1,234	0.096
Reading e-books written in English.	3.163	0,974	3.328	1,065	0.091
Reading e-magazines written in English.	2.563	1,077	2.546	1,061	0.778
Reading e-news written in English.	3.004	1,123	3.004	1,002	0.437
Posting on social media in English.	3.500	0,968	3.786	0,885	0.025*
Posting comments on social media in English.	3.263	0,896	3.336	0,962	0.646
Playing games that use English as the language of instruction.	4.200	1,011	3.328	1,271	0.001*
Playing games that require written English communication.	3.688	1,109	2.786	1,226	0.001*
Playing games that require spoken English communication.	3.438	1,189	2.340	1,212	0.001*
Reading lyrics online	4.313	0,821	4.432	0,656	0.706
Watching tutorial videos on YouTube	3.963	0,878	4.052	0,765	0.249
Communicating online with overseas friends in English	2.813	1,303	2.546	1,160	0.244
Contributing to English forums	2.588	1,064	2.188	1,045	0.004*
Writing blogs/fan-fictions	1.700	1,060	1.638	0,939	0.203

(\*significant =  $p < 0.05$ )

## Discussion

The current study sought to investigate the differences in IDLE activities usually undertaken by EFL male and female students, as well as how they use IDLE to facilitate language learning. In response to the research question, the findings indicated that there is a significant difference between males and females when performing IDLE, which supported the findings of previous studies (see Dolch, 2020; Jensen, 2017; Muñoz, 2020; Xodabande, 2018). However, the findings of this study suggested that males were more engaged in using technology for learning purposes, contradicting previous studies

that claimed females had more positive attitudes and willingness to use technology for learning (see Casillas et al., 2017; Ramírez-Correa et al., 2015; Suana, 2018). Perhaps, the interesting activities and informal atmospheres of IDLE motivated males to indulge more than females as these characteristics suit male students who like using technology for entertainment purposes (Suana 2018). Regarding the specific differences, the results suggested that males indulged more in gaming activities, corroborating previous studies' findings that found males played games more than females for learning purposes (see Jensen, 2017; Muñoz, 2020; Xodabande, 2018). The findings also indicated that females indulged more frequently on social media than males did, echoing Dolch's (2020) study findings that females were more engaged on social networks for learning purposes than males.

Out of six significant differences in IDLE activities done by male and female students, male students overrated their female counterparts in five IDLE activities those are video chatting in English; playing games that use English as the language of instructions; playing games that require written English communication; playing games that require spoken English communication; contributing on English forum. Meanwhile, female students only got higher mean scores on one IDLE activity which is posting on social media in English. This present finding is contradicted by Muñoz's (2020) study finding which discovered female students were more engaged in various IDLE activities than their male counterparts.

This study's findings have some implications for teaching English inside the classroom as well as outside the classroom. First, EFL teachers can consider various IDLE activities based on gender preferences to boost students' engagement when acquiring English. By this, EFL teachers may provide the option of IDLE activities for students to foster learning autonomy as proposed by Xodabande (2018) in his study. Second, teachers may use this finding as a basis for the instruction of out-of-class activities that can support students' English skills proficiency. For instance, for males who tend to use gaming more to learn English, the teacher can ask them to write the vocabulary that they got from the game and present it in the classroom. Otherwise, teachers can treat female students by asking them to write the vocabulary that they got from posting on social media in English. As a result, teachers can teach the student more contextually because further, from their

favorite IDLE activities, teachers can ask students to write simple writing related to their favorite IDLE activities and then perform it by speaking in front of the class.

Third, from the current findings of lists of the most and the least IDLE activities done by gender, teachers have a lot of references for IDLE activities that can be done to support classroom learning or can be done as supplement activities to outside classroom activities to support students' English proficiency. Lastly, the teacher can try to do a simple experiment in teaching by giving the freedom for students to choose IDLE activities that are presented in this study. Otherwise, teachers can group males and females who have different favorite IDLE activities to work together so that both of them can experience IDLE activities that they have rarely done before. Thus, teachers can consider many engaging and meaningful English learning activities by considering the result of this present study in a gender context.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

This present study found there are statistically significant differences in IDLE activities undertaken by male and female students. The sample independent t-test data discovered there are six significant items out of 24 items. Those sixth items are video chatting in English (Males'  $M = 2.675$ ; Females'  $M = 2.297$ ), posting on social media (Males'  $M = 3.500$ ; Females'  $M = 3.786$ ), playing games that use English as the language of instructions (Males'  $M = 4.200$ ; Females'  $M = 3.328$ ), playing games that require written English communication (Males'  $M = 3.688$ ; Females'  $M = 2.786$ ), playing games that require spoken English communication (Males'  $M = 3.438$ ; Females'  $M = 2.340$ ), and contributing on English forums (Males'  $M = 2.588$ ; Females'  $M = 2.188$ ). As shown in the data, male students are more highly engaged in IDLE activities compared to females where females only got a higher mean score on one IDLE activity which is posting on social media in English. Thus, the significant differences in IDLE activities show that male and female students are different when using digital media to learn English informally, furthermore, can be a sign that suitable learning activities for genders might support the process of language acquisition effectively.

### **Suggestions**

There are a few suggestions related to the finding in this present study. EFL teachers should be able to integrate IDLE activities into their classrooms by considering gender preference to maximize students' learning engagement. IDLE activities is a flexible learning activity that can be maximized by EFL teachers to expose in the classroom and outside the classroom. Therefore, EFL teachers should be able to guide students to various IDLE activities by still realizing gender disparity. Gender became matters because although it looks like a simple case, it affects students' motivations. For instance, as reported in this present study, female students who are mostly not familiar with gaming activities, it might make some females uncomfortable with the activities. In another instance, as reported by the current study, some male students who are mostly not really into social media also might feel stressed when teachers ask them to post something on social media. Nevertheless, IDLE activities and gender as the main topic of this present study still can be explored further by using other various methods of approaches and data collection such as conducting a semi-structured interview to find in detail how male and female students do IDLE to facilitate their English learning.

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## LANGUAGE LEARNING STRATEGY AND ITS IMPACT ON STUDENTS' THINKING STYLE AT SENIOR HIGH SCHOOL

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**Abstract:** The objective of this study was to investigate the impact of strategy in studying language toward thinking style in EFL students senior high school students in the South Buton regency. A correlational design was used as the method of this research. There were 50 students from grade eleven involved in this research. The data collection used questionnaires as the instrument for both variables and analyzed using the regression test. This research found that the mean score for language learning strategies was 72.78, which was in the good category and the mean score for thinking style was 74.57, which was also in the good category. The hypothesis testing result indicated language learning strategies are significantly and strongly correlated to thinking style since the score of correlation was 0.775.

**Keywords:** *language learning strategies, thinking style*

### INTRODUCTION

Language teaching works well if there is sufficient knowledge of the characteristics and behavior of learners. There are always successful and less successful learners in the course of instructing and being instructed due to various factors such as students' learning strategies. In this case, the development and improvement of all forms of language education are possible, provided we have sufficient knowledge about the learners and the instructional procedure itself. Thus, knowledge of the characteristics of learners will help to facilitate teaching and learning activities so that learners achieve maximum results as supported by Dewi (2021) who concluded in her research that attitude and personality have a positive influence on students' English achievement.



Language learning strategies are a way in which learners gain, store, experiment, and utilize the information they get. It is also added that language learning strategy is a skill-building exercise that enhances the learning process so that it is more streamlined, efficient, pleasurable, concentrated, successful, and easier to apply in new situations. According to Hamruni (2012), each selected activity, those that provide facilities or aid to students to achieve specific learning goals, can be viewed as a learning strategy. The strategy contains planning, management, and achievement of a goal. In the teaching-learning process, the strategy should be interpreted as a specific behavior used by learners to achieve learning objectives. In addition, Hardan (2013) states that a language learning strategy can be defined as any action, activity, or approach that a learner does to improve or facilitate their language acquisition.

As far as the researchers observed in the English learning process at SMA Negeri 2 Lapandewa, the teacher could not identify the students' thinking styles in the learning process. Students often think about school subject matter without guidance on how to learn effectively and efficiently from teachers, or the teachers can give students time to think about the essence of the lesson the students are studying. The teachers expect students to solve problems but rarely teach them about solving them. And similarly, the teacher asks students to remember a large amount of teaching material but seldom teaches them the art of memorization. The teacher needs to develop the general principles of how to learn, remember, and solve problems, package them in the form of ready-to-apply lessons, and then incorporate these methods into the curriculum.

Thinking styles and language learning strategies are two essential elements of learning. Research conducted by Firdayana *et al.* (2022) at MAN 1 Kolaka observed the relationship between learning strategies in the English language and style of thinking. They focused on the dimension of each variable, in which the thinking styles were limited to internal and external. The strategies of learning observed were limited to metacognitive, cognitive, and socio-affective. The result indicated that the thinking styles did not significantly correlate to the learning strategies.

On the contrary, the researchers still believe that the positive impact of learning strategy on thinking styles affects the good learning outcome referring to some previous related researchers. Maulani *et al.* (2022) found from their research on the eleventh-grade students at SMA Negeri 2 Majene that there is a significant connection between methods

of teaching a language and how the students think and that the existence of this connection has a positive impact on learning strategy makes this research urge to conduct. In addition, Balestane *et al.* (2013) who researched Iranian EFL students found that the thinking styles correlated significantly and strongly to the language learning strategies.

Therefore, this research proposes a problem statement: whether there is a positive relationship between students' language learning strategies and thinking style in learning English. Different from the previous research that has been described above, the thinking style in this research involved nine kinds, while the learning strategies consist of three types each direct and indirect strategy.

## **REVIEW OF LITERATURE**

Learning means a process of behavior change in an individual because of the interaction between an individual and the environment through experience and practice. This change happens overall, including the act of cognitive, affective, and psychomotor (Iskandarwassid & Sunendar, 2008). The change happens due to the accumulation of someone's experience when interacting with the surrounding neighborhood. The neighborhood also determines if someone acquires a language from baby to adult. An individual's ability to acquire a second language is a lifelong skill that begins at birth and continues with deliberate practice. Language is acquired by someone as they use it to share their inner lives, build connections with others, and attempt to make sense of and bring order to the chaotic world around them. They might already be fluent in more than one language, or they might pick up a new one at school. Each person has a unique first language that should be valued and developed. Mastery of one language will aid in mastery of others.

Students can leave school with the desire to continue to expand their knowledge, skills, and strategies, as well as their interests when they have had positive learning experiences in environments that are rich in language. Because they assist students in learning the language, language learning strategies are of the utmost importance. The students discover that some of the tactics for learning a language apply to their studies, while others might not (Apriani *et al.*, 2017). Language learning strategies assist language teachers in understanding how the students evaluate their current state in the process of studying, planning, and choosing the appropriate skills to comprehend, study, and recall

knowledge while they are in the language classroom. Language-learning practices are generally acknowledged to be an essential component of mastering a foreign language. Learners of a language need to be familiar with their learning processes to improve and advance their skills in a new language (Hismanoglu, 2000). Language acquisition strategies are divided into two primary categories: direct and indirect as follow.

**a. Direct Language Learning Strategy**

Research conducted by Arisman (2020) who observed the relationship between direct strategy toward English learning proficiency reveals that the direct strategy has a positive relationship toward English learning proficiency. Among three kinds of direct strategies (memory, cognitive, and compensation) he observes, the memory strategy correlates the highest. All direct strategies need the processing of the language in the mind. It is important to note that the three categories of direct methods (memory, cognition, and compensatory) process information in different ways and for distinct objectives. One comes to see that direct tactics are geared at improving students' ability to recognize what is significant, unknown, and uncomfortable for them throughout their education.

1. Memory strategy

Memory strategies, also known as mnemonics, are essential in the process of learning a foreign language when a great amount of information (for example, a huge number of vocabulary) must be retained. The advantages of memory strategy in direct language learning strategies include the creation of mental links, the application of visuals and sounds, the thorough examination of material, and the use of action.

2. Cognitive strategy

Cognitive strategies are more specialized to specific learning tasks and entail more direct manipulation of the learning material itself. They are therefore more expensive to implement. Cognitive strategies provide several advantages, including the skill to perform, accept, and deliver messaging techniques, evaluate and reason, and establish a framework for the data that comes in and that goes out.

3. Compensation strategy

Compensation strategies assist learners in overcoming challenges that arise as a result of certain constraints in their field of expertise. There are two types of compensating mechanisms that have been identified: guessing cleverly receptive skills and overcoming constraints in productive skills. Guessing tactics involve the use of a range

of hints, both linguistic and non - linguistic, to assist learners to guess the meaning when they do not get the meaning of all of the words in a passage or sentence.

## **b. Indirect Language Learning Strategies**

Related to this type of learning strategy, Hayati & Usman (2021) find that three types of indirect language learning strategies (metacognitive, affective, and social) correlate to English academic achievement. In addition, among those kinds of strategies, the metacognitive correlates the highest. Indirect strategies (metacognitive, affective, and social) help to facilitate and direct the acquisition of a language indirectly, that is, without utilizing the language of communication focus as a means of communication in which it is one of the categories of learning ability in addition to critical thinking, creative problem solving, and cooperative working (Aristiawan & Herman, 2021).

Indirect strategies apply to all language situations and four language skills both receptive and productive skills (Oxford, 1990). It concentrates on the psychological climate of the surroundings, which provides the learners with a conducive atmosphere for language learning and facilitates the process.

### **1. Metacognitive strategy**

It can be stated that metacognitive strategies are strategies that require a plan for studying, pondering the instructional activities while it is situated, observing one's generating or understanding while an activity is taking place, and evaluating learning after an activity has been completed. All of these factors might lead to learners being disoriented and even losing interest in their language-learning endeavors. It is believed that to regain the learner's attention, the deliberate use of metacognitive methods, such as paying attention and overviewing/linking with previously learned content, is important.

### **2. Affective strategy**

When talking about effective concepts, we're talking about things like self-esteem, emotions, attitudes, and motivation. It is talking about things like culture shock, inhibition, risk-taking, and tolerance for ambiguity. When it comes to the previously listed aspects, language learners can exert influence over them by using emotive methods. Positive sentiments can make language learning more fun, whilst negative ones can make language learning more difficult. When it comes to good and negative

emotions, the teacher may have a significant influence on the overall mood of the classroom. Not only may instructors' ideas and attitudes impact the method by which students learn a language, but so can students themselves. The instructor may have a big impact on it by altering the social structure of the classroom to give students more responsibility, increasing the quantity of naturalistic communication, and finally, instructing students on how to apply emotional methods in their learning.

### 3. Social strategy

Language is seen as a social habit since it is used as a means of communication between individuals. Not only is it vital to be a learner, but it is also important to have techniques in place to aid in the language learning process. One of the most important social interactions is asking questions. By asking questions, learners may come closer to the intended meaning, which helps them grasp the material better. When asked questions during a conversation, it displays attention and participation. The discussion partner's reaction also reveals if the question has been comprehended and gives indirect feedback on the learner's ability to produce results. In addition to asking questions, language learners should cooperate with more skilled users of the target language, which is especially useful for beginners.

Based on the explanation above, this research focuses the learning strategy on all types of learning strategies which are included in direct and indirect strategies. The strategies are divided into memory, cognitive, and compensation which are part of the direct strategy, and metacognitive, affective, and social which are part of the indirect strategy. However, this research does not examine the correlation of those learning strategies separately, but they are observed as a unit named language learning strategy.

## **METHOD**

This type of research used a quantitative approach, and the design used in this research was correlational research. It meant knowing whether language learning strategies and thinking styles correlate with each other in grade eleven students at SMAN 2 Lapandewa of South Buton Regency. The population was eleven graders at SMAN 2 Lapandewa, with 50 students from class XI social science. Since the students were less than 100, so this research took all students to be involved as the sample this research.

Questionnaires were employed by the researcher as an instrument to collect data. The questionnaire on language learning strategy was adopted from the SILL for Taiwanese Children (Lan, 2005). Meanwhile, the questionnaire for students' thinking style was adopted from the thinking style inventory (Sternberg & Wagner, 1993), containing 30 items to be answered by students. Two stages of data analysis were used in this research. The first stage was to analyze the data from the instruments. The second stage was the analysis of the research questions. The techniques of data analysis applied in this research were descriptive statistics and inferential statistics. The SPSS program 21.0. software is utilized to calculate the scores for both variables. The questionnaire in this research five used a Likert scale with five options the students chose based on what they felt or do. Sugiyono (2014) explained that the Likert scale was a rating system that is used to assess the attitudes, views, and perceptions of a person or group of individuals toward social phenomena and events. In this study, the questionnaire items were rated on a scale from very to disagree to agree, with all of the items in the questionnaire being positively scored. Furthermore, the level of both variables was divided into five levels, distributed into very poor, poor, fair, good, and very good.

## **FINDINGS AND DISCUSSION**

The descriptive data which are taken from the answers of 50 students as the research sample, the mean is 72.78, the median is 74.00, the mode is 74, the SD is 10.14, the lowest amount is 44.00, and the highest amount is 90.67. The data are also consulted to the scoring category preferred by the students as presented in table 1 below.

**Table 1. Scoring Category of Language Learning Strategies**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Very Good	10	20
Good	35	70
Fair	5	10
Poor	0	0
Very Poor	0	0
Total	50	100

Table 1 above explains that 10 students (20%) are in the very good category, 35 students (70%) are in a good category, 5 students (10%) are in the fair category, 0 student (0%) is in both the poor category and the very poor category. Based on this result, the students had a good learning strategy in English class with a range of 61% - 80% (35

students) since it is the dominant category that the students preferred based on their answers in the questionnaire of language learning strategies.

The questionnaire on thinking style was also distributed to the students to find out the thinking style in learning English. The data obtained indicated that the mean score is 74.57, the median is 73.66, the mode is 68.00, the standard deviation of thinking style is 10.03, the minimum score is 46.67, and the maximum score is 95.33. The data are also consulted in the table of thinking style category as follows:

**Table 2. Scoring Category of Thinking Style**

Category	Frequency	Percentage
Very Good	13	26
Good	34	68
Fair	3	6
Poor	0	0
Very Poor	0	0
Total	50	100

From table 2 above, it is described that 13 students (26%) are in the very good category, 34 students (68%) are in the good category, 3 students (6%) are in the fair category, none of the students (0%) is in poor category and very poor category. From the information above, it is concluded that the student's style of thinking in learning English is in a good category since it is the category that most students preferred.

The data obtained above were then analyzed using Regression testing to determine which hypothesis is accepted or rejected. The result finds that the score of correlation which is symbolized by R was 0.775 and categorized as a strong correlation. It can be said learning strategy in the English language is strongly correlated to thinking style in grade eleven students at SMA Negeri 2 Lapandewa. Besides, the score of R Square is 0.600, which means the contribution of language learning strategies on thinking style in learning English on grade eleven students at SMA Negeri 2 Lapandewa is 60% with another 40% determined by another factor that is not observed in this research.

In addition, the ANOVA test results the  $F_{\text{count}}$  is 72.105, with a significance score is 0.000. The score of  $F_{\text{count}}$  is then compared to the score of  $F_{\text{table}}$  at a significance level is 0.05 or 5%. Since the score of  $F_{\text{table}}$  is lower than  $F_{\text{count}}$ , the null hypothesis is rejected and the alternative hypothesis is accepted. Because of  $F_{\text{count}} < F_{\text{table}}$  or  $0.000 < 0.05$ , it is indicated that the regression formula can be used to predict the influence of strategies in

language learning on thinking style in studying English in grade eleven at SMA Negeri 2 Lapandewa.

The data obtained from the regression test reveals that the thinking style score is 1882.580 and the language learning strategy score is 0.766. Those scores are then distributed into the regression formula, that is  $Y = 1882.580 + 0.766X$ . It means the result of the thinking style itself without the contribution of language learning strategies is 1882.580. While, the score of language learning strategies is 0.766, which means if language learning strategies increase by 1 point, the thinking style increases by as many as 0.766 points.

## **Discussion**

This research covers the impact of style of thinking on strategies in English language learning on eleventh-grade students at SMA Negeri 2 Lapandewa. From the data analyzed in the finding above, the result shows that the students have a good thinking style in learning English. It can be a trigger for students to achieve good English achievement as found by Mohsin *et al.* (2021) in the conclusion of their research that thinking style is greatly associated with students' participation in the classroom, which at the same time it increases academic achievement. In addition, research from Muslim *et al.* (2022) concludes that language learning strategies and thinking style have a positive significant relationship. It can be inferred that good language learning strategies produce a good thinking style.

This research proposes a problem statement which is whether there is a positive relationship between students' language learning strategies and thinking style in learning English. Therefore, the null hypothesis ( $H_0$ ) of this research is there is not any positive relationship between students' language learning strategies and thinking styles in learning English. While the alternative hypothesis ( $H_a$ ) of this research is there is a positive relationship between students' language learning strategies and thinking styles in learning English. Based on the result of the correlation testing using Pearson Correlation Product Moment, it is found that the score of the correlation ( $R_{count}$ ) between language learning strategy and thinking style is 0.775 with a probability score is 0.05. It means there is a language learning strategy that is positively and strongly correlated to the thinking style.



The result above is in line with some other researchers, such as Nasukhah (2020) who finds that the language learning strategies significantly correlate to the thinking style of grade eleven students at MA Almaarif Singosari. Moreover, Alireza & Mansoure (2016) who observe three parts of thinking style, those are legislative, executive, and judicial thinking style and their correlation to learning strategies find that the legislator thinking style is positively correlated to the methods of learning that involve motivation and attitude. Negahi *et al.* (2015) add that as a result of not knowing their strengths and weaknesses, students who do not pay attention to the proper way of learning quickly lose the desire for thinking, learning, and achievement. Therefore, by understanding and applying proper strategies in learning English, the students will have a good thinking style that will affect positively their English learning achievement.

## **CONCLUSIONS AND SUGGESTIONS**

According to this study, the language learning strategy positively contributes to the thinking style. On average, students with good language learning strategies have also a good thinking style. Those variables correlate with each other and give a positive and strong contribution. It means the greater the level of the strategy in language learning the students use, the better their thinking style they have. Students with a good language learning strategy will have a better thinking style. Meanwhile, students with poor learning strategies will get a low thinking style.

Since the learning strategy correlates positively and strongly with the thinking style, the English teacher should improve the learning strategy and the thinking style more. It must give a positive contribution to English learning and their English learning achievement.

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## THE CONATIVE FUNCTION USED IN THE ADVERTISEMENT OF COVID-19 VACCINE SOCIALIZATION

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**Abstract:** This study aims to analyze the conative function used in the covid 19 vaccine socialization advertisement. The objective of this study is to analyze the advertisement of Covid-19 vaccine socialization in conative function. This research is qualitative descriptive research and uses a quantitative approach. This study uses the theory by Jacobson (1980) to analyze data. Then combined with questionnaire data and interviews to find out the respondent's views of the public service advertisements for the Covid-19 vaccine socialization. The results of this study stated that there are several simple sentences used to emphasize that the public service advertisement of the Covid-19 vaccine socialization aims to invite readers to participate in the Covid-19 vaccine program. Questionnaire data stated that as many as 58% of the public were interested and influenced to take part in the Covid-19 vaccine after reading public service advertisements. As many as 78% of readers thought that the public service advertisement was very clear so that it could be easily understood by readers. The use of simple sentence structure makes the sentence a communicative sentence. Then 60% of the public stated that the public service advertisement of the Covid-19 vaccine socialization was effective in providing complete information for readers so they can believe the information.

**Keywords:** *advertisement, conative function, socialization*

### INTRODUCTION

Language is one of the most important things for humans. From there it is used as a medium of communication and as a means of exchanging ideas (Hasannah, 2018). Communication does not only take place when the addresses and the addressees come face to face. However, it also could take place through media which is called an advertisement. Advertisement is a type of communication, the area of advertising that has been the subject of several studies (Yahaya et al., 2022). Gilson and Berkman (1980) say "advertisement is persuasive communication media are designed to produce a response

and help to achieve objectivity or marketing purposes". It means that advertisement is a medium that is used to attract people's attention to achieve the advertisers' objectives, either for marketing purposes or non-marketing purposes. Advertisements become engaging media to introduce and promote products (Ramdhan et al., 2021). Advertising language must be persuasive and attractive to influence the readers. The language used is a short, clear, and solid language that is effective and can influence the reader (Putri, 2020). Advertisement means a form of persuasive communication to influence or persuade people to use a product, either in the form of goods or services (Barezki & Aras, 2021). The commercial has a feature to popularize a product through which customers can find out and apprehend the goods quickly (Handayani & Indah, 2022). We can use language functions to understand the advertisement well. The language function is the aim of utterance conveyed, either spoken or written utterance. Language has several functions: referential, emotive, conative, phatic, metalingual, multilingual, and poetic (Simanjuntak, 2015).

These topics were chosen to widen the researcher's and readers' knowledge about language function as well as to avoid the misuse and misunderstanding of language since language plays the biggest role in humans' lives. Several language functions are used by the writer of the advertisement to support the sentence so that it is easily understood by the reader. In vaccine socialization advertisements, commonly the writer of the advertisement uses a few simple words that are easy to remember and can have a positive influence on readers. Nowadays language functions have been an interesting study to analyze.

A previous study (Kanaza, 2020) analyzed five functions of language in Meghan Markle's Speech. This study analyzes the five language functions found. Of the five language functions found in data analysis, the conative function is the most dominant data used in Meghan Markle's Speech. The conative function is the most dominant used in the speech because the speech carried out by Meghan Markle aims to influence readers through his utterances. Compared to research conducted by (Simanjuntak et al., 2020) states that research found six language functions used by Ulaon Pogu ni Alaman in Exhumanity (Mangokal Holi) at a funeral ceremony in Toba Batak. The dominant communicative function used is the referential function. This language function is used to describe contextual information that occurs at that time. The language function is

effective in learning English as well. The research by (Yuliana et al., 2013) examines the use of language functions in teaching English. The result of Yuliana's study showed that there are five types of speech functions and accurately used by English teachers in giving instruction. The other research (Manoliu, 2017) states that functions are in a dynamic interaction the strength of one of the resulting from the use of a metaphor, simile, personification, or syntactic parallelism by a successive replay of sequences identical to grammar structure, mainly used in poetry. One function may be emphasized in a context at the expense of another it does not work alone. One of the studies on the language function of public service advertisements is advertisements that have been researched by (Sri, 2013) which states that together the factors of the quality of advertising messages, the attractiveness of advertisements, and the frequency of ad serving provide a positive and significant relationship to the effectiveness of advertisements. When a partial test is carried out, it is evident that of the three variables (quality of advertising messages, attractiveness of advertisements, and frequency of advertisements), it is evident that the attractiveness of advertisements has the most dominant influence on the effectiveness of public service advertisements of three-kilogram LPG on television. The previous study has analyzed advertisements regarding the language function; however, this study would concern with the conative function in the advertisement and how the respondent view that advertisement. It can be a gap in this analysis since this analysis can prove that using the conative function in the advertisement is an effective way of getting the reader's attention.

## **REVIEW OF LITERATURE**

The previous study analyzed advertisements as a review of the literature in this study. Pujiyanto (2013) defines PSAs as follows "Public Service Advertisements (PSAs) are advertisements that are used to convey information, invite or educate audiences where the ultimate goal is not economic benefits, but social benefits. The social benefits include the emergence of increased knowledge, awareness of attitudes, and changes in behavior towards the problems advertised, all of which are very important for the quality of life of the community itself. Public service advertisements are often used by the government to convey important information to the public to know. One of the public service announcements being socialized by the government nowadays is a public service advertisement for the socialization of the Covid-19 vaccine. This socialization is very

important for the public to know so that the public can consciously participate in the Covid-19 vaccination program. The effect of advertisements on people who see, in general, can increase knowledge and provide information. In contrast, specifically after seeing the ad impressions. It is hoped that they can be directly affected and understand the contents of the message contained in the ads. Finally. They are expected to give a positive response because the frequency of the advertisement is shown (Sri, 2013). Research on language functions that is relevant to this research is research by Brame (2018) with the research title *Linguistics functions of Advertising in Semiotics Communication*. This study aims to define to understand how messages in advertisements can be conveyed with symbols and signs. Conative functions are also found in advertising. Conative advertising allows the recipient to engage both through the introduction of his personality and character.

## **METHOD**

This research is a literature study with descriptive qualitative analysis. This study uses public service announcements on the socialization of the covid-19 vaccine as the main data. Then, questionnaires were distributed to respondents to determine the extent to which these advertisements could influence readers. Data collection was carried out by collecting several public service announcements about the socialization of the covid-19 vaccine. Then, further analysis was carried out on the conative function of the sentence and the appearance of the Covid-19 socialization public service advertisements. After observing and analyzing the conative function, questionnaires were distributed to the respondents. Random sampling is used in the distribution of the questionnaire. The questionnaire was distributed to respondents who had seen the advertisement and were able to provide their opinions and views on the ad.

## FINDINGS AND DISCUSSION

### Finding

The finding of this analysis can be seen in the table below.

**Table 1: Finding of Respondent's View**

No	Respondent view	Percentage
1	Readers' Interest.	58 % (interesting)
2	Clarity of Sentence	78% (clear)
3	Effectiveness of the advertisement	60 % (Effective)

Based on the table, it can be seen that the percentage of respondents view in good categories. The interest of readers in some advertisements that applied the conative function is 58% interest. The clarity of sentence is 78 % clear and 60% effective. It can be clear that the use of the conative function can be more effective in the advertisement.

Conative function is the function of language used to persuade the addressee in doing what the speaker wishes. This function focuses on the addressee. It usually used to command or ask or order the addressee to do something. It commonly presented by imperative sentence (Jakobson, 1980). In this data, several sentences are displayed that have a significant function to attract the reader's attention to take an action. The function displayed is able to provide a message to the reader verbally. Some examples of conative functions found in public service advertisements are:

#### Datum 1



Figure 1. Datum 1



**Table 1. Datum 1**

<b>Language Function</b>	<b>Sentence</b>	<b>Purpose</b>
Conative Function	<i>Tak Kenal Maka Tak Kebal</i> (unknown, unimmune)	Give a message to readers not to hesitate to get vaccinated
	Vaccines train the body to recognize, fight and be immune from disease causes, such as viruses or bacteria.	Provides information to readers of vaccinated functions

b. *Tak Kenal Maka Tak Kebal* (Unknown, Unimmune).

The author tries to use slogans in conveying the message that he wants to announce. With the slogan *Unknown, Unimmune* displays a collection of simple words that are easy for readers to remember. This data is a conative function because it aims to make the reader do something. This function also serves to attract the reader's attention to participate in doing the things mentioned in the slogan. By reading the slogan in this public service advertisement, readers can immediately be moved to know what the purpose of vaccines is and how vaccines can be useful for our bodies. The ad creator displays slogans to give readers a better experience about vaccines. The slogan displayed in the public service advertisement is the adoption of the slogan "*Tak Kenal maka Tak Sayang*". The slogan "unknown, unloved" is a slogan that has previously been known to the public and has become a mainstay slogan for warriors of love. By adopting a slogan that is well known in the community and replacing the word "affection" with "immune", readers can easily recall the slogan. So that the main purpose of the advertisement is to attract readers to join the vaccination program without hesitation can be achieved.

The use of conceptual meaning also appears in the slogan. Conceptual meaning is used to provide a simple understanding to the reader so that the words displayed are easy to understand. This public service advertisement focuses on delivering messages to readers in order to influence readers to participate in the vaccination program implemented by the government. The conceptual meaning used by the author is considered very effective so that readers can understand the message conveyed directly. This can also minimize misunderstanding from the reader in understanding the meaning of the message.

- b. Vaccines train the body to recognize, fight and be immune from disease causes, such as viruses or bacteria.

This message can be categorized as a conative function because it aims to invite readers to participate in the government’s vaccination program. The sentence “Vaccines train the body to recognize, fight and be immune from disease causes, such as viruses or bacteria” is an informative sentence to provide information to addresses about the function of the vaccine itself. The purpose of the appearance of this sentence is to attract the attention of the addresses to know clearly about the purpose of vaccines for the community. The purpose of this message is to educate readers about the function of being given vaccines to avoid diseases such as viruses and bacteria. Complex sentence structures are used in the data to show that the information displayed is important information that must be concern to the whole community. Complete information is displayed in advertisements as a message from the government to those who still doubt vaccination.

The complex sentence structure displayed categorizes the sentence as having conceptual meaning. The conceptual meaning is the meaning in accordance with the concept to be conveyed. This sentence refers to accordance with the original concept of the author. The addresser uses conceptual meaning in order to easily understood by the addressee so the would not give excessive associations to the sentence of the ad. Conceptual meaning used to conveyed the message directly to the addressee.

**Datum 2**



**Figure 2. Datum 2**

**Table 2. Datum 2**

<b>Language Function</b>	<b>Sentence</b>	<b>Purpose</b>
Conative Function	Safe Vaccine Healthy Community	Community Invites the Community to Join the Vaccination Program

The datum is categorized as a conative function because it aims to invite the public to participate in one of the government programs. The sentence "vaccines are safe, people are healthy" is a sentence that aims to open people's attention to believe that vaccines are safe for the community. Vaccines can change people's lives for the better future. People will be healthier if they join the government vaccination program. This message can convince people to rethink their doubts about using the covid-19 vaccine. The government seeks to provide clear socialization to the public to fully believe in the implementation of the covid-19 vaccine. This effort is demonstrated by distributing public service advertisements that contain simple words as can be seen in the poster above. By looking at these community service posters, the message to be conveyed to the addressee can be carried out well. So that addressee can build their self-confidence to participate in the government's vaccination program.

The meaning contained in the public service advertisement in data 2 is conceptual meaning. Conceptual meaning becomes the priority meaning used by advertisement writers to avoid misunderstanding from the addressee. The use of conceptual meaning is very effective in making the simple advertisement. It is easy to understand by the addressee. The author does not display ambiguous words in representing the advertisements made. This is done to make the delivered ad more cohesive. Even with simple sentences, the advertisement is able to attract the attention of readers to read the sentences contained in the public service advertisement.

**Datum 3**



**Figure 3. Datum 3**

**Table 3. Datum 3**

Language Function	Sentence	Purpose
Conative Function	Safe and Halal Vaccines	Eliminate public doubts about information about non-halal vaccines.

The datum above is categorized as a conative function. Conative function is the function of language used to persuade the addressee in doing what the speaker wishes. This function focuses on the addressee. It usually used to command or ask or order the addressee to do something. It commonly presented by imperative sentence (Jakobson, 1980: 83). The sentence is displayed with an informative sentence that has a purpose. The purpose of this public service advertisement is to provide socialization to readers so that they do not have doubts about vaccines. The presence of bold in the words "safe" and "halal" shows the focus of the addressee to remove their doubts about the quality of the vaccine to be given. The advertisement implicitly includes the words safe and halal to provide important information to addressee. The addresser uses the conative function in composing sentences in the advertisement which aims to invite readers do not to hesitate to receive the covid-19 vaccine.

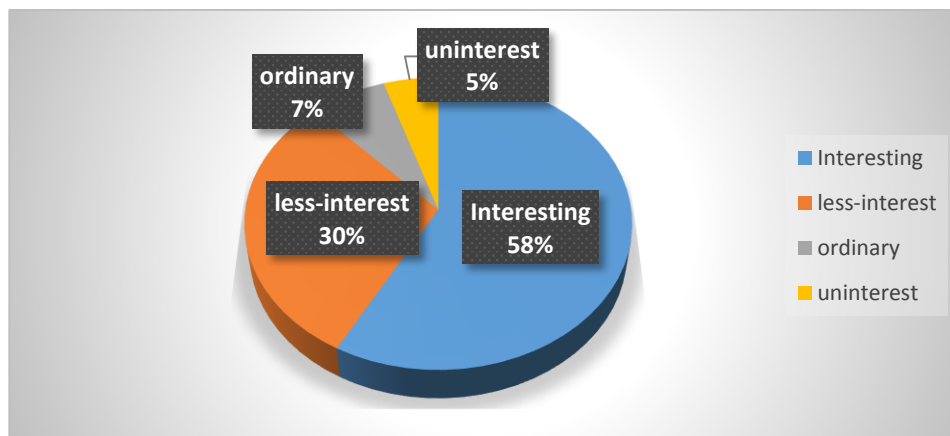
The meaning contained in the advertisement is a conceptual meaning that includes the original meaning of a sentence. The addresser minimizes the use of ambiguous sentences to avoid other associations from the addressee. So that by including the sentence "Safe and Halal Vaccines" give conceptual meaning to the addressee to quickly understand the sentence without providing other associations from the ad.

### **The Society's Point of View**

Public views on public service announcements about the socialization of the covid-19 vaccine will be explained further in this section. The distribution of questionnaires can show how people are affected by the advertisements displayed or not. This questionnaire shows several questions about people's opinions when reading public service announcements for the socialization of Covid-19. Questionnaires were distributed to fifty respondents randomly. After the questionnaires were distributed, the following results were obtained:

#### ***a. Readers' Interest***

The role of advertising is to attract public attention about some of the information displayed. This covid-19 socialization advertisement aims to attract the attention of the addressee about one of the government programs to participate in the government covid-19 vaccination program. The following shows a table of addressee's interest in the covid-19 socialization public service advertisement.

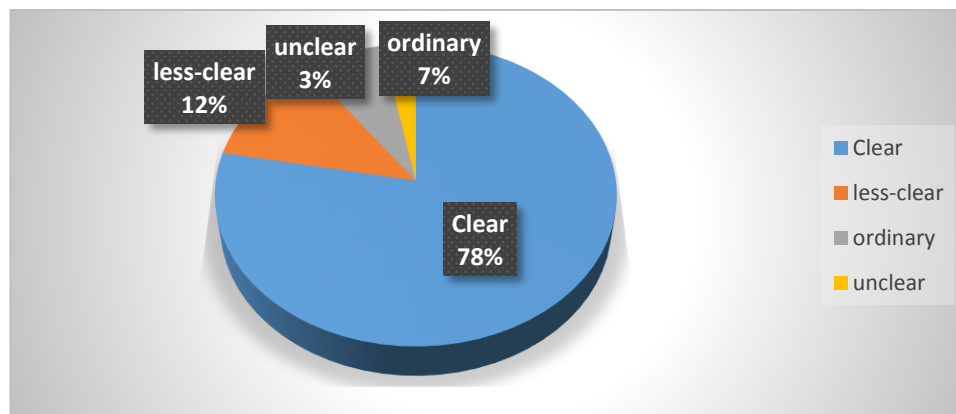


**Figure 4. Reader's Interest Diagram**

Based on the results of the questionnaire above, it can be seen that most of the people who filled out the questionnaire were interested in public advertisements displayed by the government. As many as 58% of correspondents expressed interest and understand the content of the advertisements displayed. They think that the ad is easy to understand and has a clear purpose. The intention to be conveyed is to invite many people do not hesitate to be vaccinated. As many as 30% of respondents stated that they were less interested in public service advertisements for the socialization of the covid-19 vaccine. They think that communication in advertisements does not attract the attention of respondents. So that the ad is less attractive to readers. Meanwhile, 7% of respondents stated that the public service advertisements were ordinary and did not have a strong influence on the readers so that the objectives to be conveyed were not fully successful. As many as 5% of respondents stated that they were not interested in the display of public service advertisements about the socialization of the covid-19 vaccine. They assume that the ad has no effect on readers at all. This public service advertisement is considered not to influence the reader to take the desired action in the ad sentence.

#### ***b. Clarity of Sentences***

Clarity of sentences is one of the important things in an advertisement. A good sentence is a sentence that is able to express the intent that the writer hopes the reader to understand. The sentence used in the advertisement chosen by the author must be able to be used to express ideas, intentions or information in a straightforward and complete manner.



**Figure 5. Clarity of Sentences Diagram**

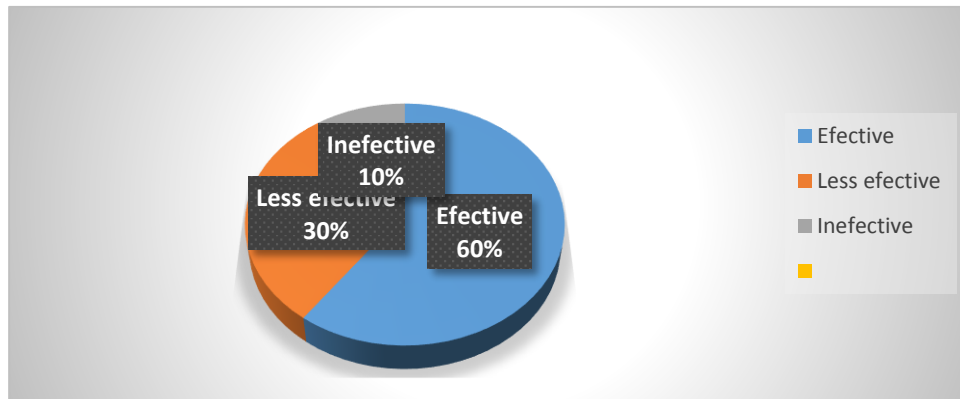
Based on the questionnaire data obtained, it is stated that 78% of respondents think that the public service advertisement is very clear so that it can be easily understood by addresses. The use of simple sentence structures makes the sentences a communicative sentence. Most of the respondents stated that the sentences used are very easy to understand. These sentences are sentences chosen to represent the intent and purpose of the Covid-19 socialization public service advertisement. The advertisement is formed with a sentence containing the subject, predicate and object. In addition to being formed with s-v-o, the covid-19 socialization public service advertisement uses simple phrases. Imperative sentences also appear in advertisements that aim to invite readers to participate in the implementation of the covid-19 vaccine.

The use of the clear sentence is an effort to attract the attention of the reader to the advertisement displayed. If the sentences contain many ambiguous meanings, the advertisement will be difficult for addresses to understand. So that addresses will lose the intent and purpose of the ad. The choice of diction is also the most important thing in advertising. The diction or lexicon used is an advertising tool that is very important for transferring information from advertisers to readers. A good advertisement must show the intent and purpose of the ad writer, either implicitly or explicitly. So that the information contained in the advertisement can be immediately conveyed with a meaning that is in accordance with the actual advertising objectives.

### ***c. Effectiveness of Advertisement***

Various promotional strategies are one of the main channels of conveying messages from social marketers to their target adopters. One of the promotional strategies that is often used is advertising (Nisa, 2015). Effective advertising will have a positive

impact on addresses. The addresses can easily understand the intent and purpose of the advertisement so the information shown in the advertisement can be conveyed immediately. The following shows the results of a questionnaire on the effectiveness of the Covid-19 socialization public service advertisements.



**Figure 6. Effectiveness of Advertisement Diagram**

Based on the results of the questionnaire obtained, the Covid-19 socialization public service advertisements that have been shown are very effective in influencing readers. As many as 60% of the public stated that the public service advertisement of the covid-19 vaccine socialization was effective in providing complete information to readers. It can change the mindset of the reader to believe the information contained in the advertisement. However, there are still many respondents who state that the advertisements for the socialization of the covid-19 vaccine that have been socialized are not effective. As many as 30% of respondents stated that the ad was less effective. And as many as 10% of respondents stated ineffective.

## **Discussion**

The use of a clear sentence is an effort to attract the attention of the reader to the advertisement displayed. If the sentences contain many ambiguous meanings, the advertisement would be difficult for addresses to understand. Therefore, that address will lose the intent and purpose of the ad. The choice of diction is also the most important thing in advertising. The diction or lexicon used is an advertising tool that is very important for transferring information from advertisers to readers. A good advertisement must show the intent and purpose of the ad writer, either implicitly or explicitly. This is in line with a statement saying that advertisement should be able to convince the readers

through its message (Brame, 2018). Hence, the information contained in the advertisement can be immediately conveyed with a meaning that is by the actual advertising objectives.

Covid-19 socialization public service announcements use straightforward, easy-to-understand language, with simple sentence structures. Simple sentences will make it easier for addresses to understand the contents of the message. The content of the message affects the addresses to take an action by the intent and purpose of the advertisement. This public service advertisement not only aims to socialize government programs, but this advertisement also aims to eliminate public doubts about vaccinations being carried out by the government to reduce the spread of the Covid-19 virus. In addition, this vaccination program aims to end the pandemic that has occurred for almost a year in Indonesia. The government strives to provide understanding to the community so that they are not afraid and hesitant to join the vaccination program, so public service advertisements were distributed quickly to open people's minds about the importance of vaccination. Advertising is an effective medium to serve for disseminating information to the wider community.

Effective advertising would have a positive impact on addresses. The addresses can easily understand the intent and purpose of the advertisement so the information shown in the advertisement can be conveyed immediately. A good sentence is a sentence that can express the intent that the writer hopes the reader to understand. The following shows the results of a questionnaire on the effectiveness of the Covid-19 socialization public service advertisements. The distribution of questionnaires can show how people are affected by the advertisements displayed or not. The questionnaire shows several questions about people's opinions when reading public service announcements for the socialization of Covid-19. Based on the results of the questionnaire, it can be concluded that most of the people who filled out the questionnaire were interested in public advertisements displayed by the government. Based on the results of the questionnaire obtained, the Covid-19 socialization public service advertisements that have been shown are very effective in influencing readers. The advertisement is formed with a sentence containing the subject, predicate, and object. In addition to being formed with s-v-o, the covid-19 socialization public service advertisement uses simple phrases. Imperative sentences also appear in advertisements that aim to invite readers to participate in the



implementation of the covid-19 vaccine. This study found that the conative function can give some impact on the reader's attention. In line with a study conducted by Sri, (Sri, 2013) after seeing the advertisement, the reader is directly affected and finally gives a positive response.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the results of the data analysis, the results show that the authors can use slogans to convey the message they want to spread. With a slogan that features a simple set of words that the reader can easily remember. The slogan is a conative function because it aims to make the reader take action. The conative function contained in the advertisement aims to invite the public to participate in a government program so that it can open people's attention to believing that vaccines are safe for the community. Several informative sentences are displayed in the advertisement to provide socialization to readers so as not to change the reader's mindset not to hesitate to receive vaccines. The ads that are displayed. Based on the results of the questionnaire above, it can be seen that most people who fill out the questionnaire are interested in public service advertisements displayed by the government. Half of the respondents expressed interest and could understand the content of the advertisements displayed. The use of simple sentence structures makes these sentences communicative sentences. Most of the respondents stated that the sentences used are very easy to understand. More than half of the respondents stated that the public service advertisements of the covid-19 vaccine socialization were very effective in providing complete information to readers. to change the mindset of the reader to believe the information contained in the advertisement. However, many respondents state that the advertisements for the socialization of the covid-19 vaccine that have been socialized are not effective.

### **Ssuggestions**

Some Suggestions that can be conveyed from the results of this study are: Public service announcements contain important information related to the socialization of programs that the government wants to convey. The advertisement wants to be widely distributed to the public. We recommend that these ads be announced even wider. So that all levels of society can find out about the ad. The public should be more concerned with

socialized public service advertisements. Because public service announcements about the socialization of the covid-19 vaccine are special advertisements that want to be delivered specifically to the public. Public service advertisements do not carry a commercial meaning. It only aims to disseminate information, the public should be more aware and know more about the function and purpose of the advertisement so that it can be followed up. Similar research that can be carried out further by other researchers who have not even been analyzed in this study is about the meaning of language and culture. The culture of the people in each region is different. Culture will play an important role in people's understanding of how language and conative meaning are used in media communication. This relationship can be analyzed in further research.

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**EXPRESSIVE AND RECEPTIVE LANGUAGE DISORDER OF SHAUN MURPHY IN *THE GOOD DOCTOR* SERIES**

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**Abstract:** The autistic savant is a rare condition occurring in people with autism that may affect the ability in expressing and receiving language information appropriately. This study aimed to describe the expressive and receptive language disorder of Shaun Murphy as the autistic savant main character in *The Good Doctor* movie. It used descriptive qualitative method to get a deep understanding of the language disorder as portrayed in the movie. The data were taken from Shaun Murphy's utterances transcribed from *The Good Doctor* movie. The analysis employed the theory of Carroll to describe how autistic savant person communicates with others. The findings of this study indicated that of the twelve utterances produced by Shaun Murphy, only four out of six types of language disorders were found. They included stuttering, phonological disorder, difficulty in understanding the concept, and difficulty in following directions. Shaun Murphy dominantly produced stuttering. He often spoke with stammering, hanging, and repetition of sentences. In this case, the language disorders of the main character appeared when he was panic, happy, anxious, and unconfident; which could influence his way of communication.

**Keywords:** *autistic savant, expressive language disorder, receptive language disorder*

## INTRODUCTION

This study focuses on psycholinguistics analysis, specifically in language disorder. A language disorder causes speech, writing, and other language problems to apply or use. People with language disorder may find language form, material, or roles difficult. Language disorders affect the processing of linguistic data (Bansal, 2019). Language disorders cause chronic deficits in speaking and understanding others around them. The deficiency may occur not only in the spoken language but also in the written

language system. This is why language disorders affect basic interpersonal communication and profoundly affect academic success (Paul, 2020).

Language disorders cannot be separated from several diseases related to the cause of a person experiencing language disorders. One of them is autism. Autism Spectrum Condition (ASC) is a neurodevelopmental syndrome marked by social reciprocity, social contact, flexibility, and sensory processing issues, also known as Autism Spectrum Disorder (ASD) (American Medical Association (APA) 2014 in Lee et al., 2015). Autistic individuals typically have a restricted capacity for communication, a weakened ability to communicate with others, and unusually repetitive (stereotypical) habits that often make social interactions difficult, harm job prospects, and make many other issues more likely.

Language disorders research in autism is significant, especially on how the autistic syndrome affects language processing. In this case, several previous studies on language disorders in autism. Some studies concern to language disorder of a female autistic character in movies (Prastiwi, 2019), or the language feature of an adult male character with Asperger syndrome (Suherman, 2015) or female person with Asperger syndrome (Kiswandari, 2014), and the language disorder of savant autistic character (Levia, et al. 2019). Some other research focused on the language characteristics of autistic child (Khairunnisa, 2019), the expressive language of people with autism (Octavia, 2018), and how their expressive communication is supported by pictures (Goa & Derung, 2007). Also, the expressive language of a character with cerebral palsy (Mukminah, 2007; Zakiah, 2015). Lastly, there is also research that is specifically concerned with the pragmatic disorder of an adult autistic male character (Larasati, 2019). However, it still needs more exploration on both the expressive and receptive language disorder of an adult savant autistic person.

This research concerned with language disorders of the autistic savant in the Good Doctor series movie. This film tells the story of a young surgeon named Shaun Murphy, the main character, who begins his journey to the San Jose St. Bonaventure hospital. Dr Shaun Murphy is part of the medical team at the hospital. He is an individual with autism and savant condition, a syndrome that causes sufferers to have a photographic memory and exceptional spatial abilities.

The Good Doctor series movie was chosen as it has a main character with autism and savant syndrome, which makes him different from ordinary people, especially in his

speech and actions every day. Second, this film can also illustrate the conversation of someone who has a language disorder due to autism. Third, this film contains many language disorders produced by the main character, so sometimes it is difficult for people to understand the utterances. Last, this film is a series with several episodes detailing how the main character, who becomes a doctor carries out his activities so that the researcher can use it as a data source with sufficient duration and anticipate data shortages. Therefore, based on the linguistic uniqueness of the film, this research focuses on language and communication disorders carried out by the main character, who has autism and savant syndrome. This study is different from previous studies, which only discuss specifically expressive language disorders. In this case, the analysis used the theory suggested by Carroll (2008), which discusses the type of language impairment encountered in the film by the main character

## **REVIEW OF LITERATURE**

Not everyone in this world gets the same opportunity to use language as a tool to communicate effectively, for example, people with autism. Despite the fact that language has numerous functions (Krisdiana, 2021), it is difficult for people with autism to use the language well because they cannot normally produce and understand it. This phenomenon is called a language disorder caused by brain impairments resulting from surgery, a stroke, an accident, or old age (Field, 2003). We should try to understand how autistic people think/process the world around them to understand better and support them.

People with language disorders have problems conveying something when talking and have limitations in communicating in their daily lives. They do not know how to say something and behave in talking to other people. Field (2003) states that the problem of language disorders can be receptive (language comprehension disorders), expressive (language production disorders), or the combination of both. Thus, language disorders are generally divided into two parts, expressive and receptive (Carroll, 2008).

Expressive language disorder is an individual psychological condition that results in the inability to convey verbal or written messages well (Paul, 1991). People with expressive language disorder also have difficulty expressing their thoughts and feelings. They have several characteristics such as speaking using inappropriate language or hanging sentences, using body language to help translate spoken language, repetition,

often having the wrong choice of grammatical terms, having a limited expressive lexicon, and having problems interacting with other people (Carroll, 2008). Therefore, language disorders can affect people's language comprehension and production. People with expressive language disorder also have difficulty in language processing and the connection between words that represent (Longsdon, 2021). However, people with autism have various processes of language acquisition and learning (Carroll, 2008). They have slow language development involving receptive and expressive language disorders (Hasanah, 2018).

There are four types of speech and language disorders, articulation disorders, phonological disorders, voice disorders, and stuttering. The first type is articulation disorder, which are failure to pronounce a sound. This is related to errors in the physical pronunciation of sounds in the mouth (Ladefoged & Johnson, 2011). Therefore, articulation disorder is a speech disorder that can affect phonetics or the ability to form the speech sounds correctly. For example, lispings is one of the articulation disorders when s sounds like *th* or *r* changed into *l* in several languages in Southeast Asia, such as Indonesia. People with articulation disorders can make sounds to be substituted, left off, added, or changed; this will make it more difficult for listeners to pay more attention to what someone with articulation disorder is saying (Anthony et al., 2011).

The second type is phonological disorder such as substitution, deletion, assimilation, and addition. Phonological disorders occur when speech involves a pattern of sound errors. Children have difficulty organizing their speech sounds into a sound system (Klein & Liu-Shea, 2009). Spivey (2012 in Zakiah, 2015), said that phonological disorder refers to a child's difficulty understanding our language's sound system and speech rules of our language. It may mispronounce sounds in particular words. For example, the letter /s/ on the *bus* can be dropped and pronounced *bush*. One of the examples of a person with intonation problems is usually separating the pitch accent by phrase boundary tone or a pause in the speech. This phrase boundary is found more frequently in children with autism. People with autism often fail to produce a high tone for interrogatives and causing interlocutors hard to distinguish it from declarative speech (Fosnot & Jun, 1999). For example, "*Where will I live?*" In general, ordinary people will raise the tone at the end of a sentence to emphasize that it is an interrogative sentence. However, sufferers with intonation problems cannot use intonation in a sentence. The

question sentence sounds like a statement sentence, which will make it a little difficult for the listener to understand what the speaker means.

The third type is voice disorder that occurs when the sound's pitch, loudness, or quality distracts from what the speaker is saying. According to Yule (2006), there are two basic positions in the vocal cords, namely (1) when the vocal cords are stretched, air from the lungs passes between them unimpeded (2) when the vocal cords are pulled together, air from the lungs repeats itself times pushing it apart as it passed, creating a vibration effect. In other words, voice disorder can be described as talking too long or too much, unnatural pitch, improper stress, and grumbling unclear words. In some cases, people with language disorder experience panic in speaking because of several conditions; this causes sufferers to have difficulty making a sound and speaking well. For example, "*I ... need to go ... home,*" their panic or anxiety affects the air in their breathing which causes the sentences they convey to be a little less clear and stammered.

The fourth type is stuttering as a garbled speech; then repeats the first syllable, the next word, and after successfully pronouncing the words, the sentence can be completed (Indah, 2017). Stuttering can affect speech fluency because it disrupts the production of the speech sound (Klein & Liu-Shea, 2009). People with stuttering often fail to pronounce the initial syllable, only succeeding in pronouncing the initial consonant or vowel with difficulty until they can finish the sentence. In trying to utter the first word, which may fail, the person with the stutter expresses his tiredness and disappointment. Stuttering is a symptom that includes the repetition of phonemic segments, syllables, or words, such as *emm* or *ohh*. According to Indah (2017), the cause of stuttering is not entirely known, but things that are considered to play a role, for example, (1) the 'stress' factor, (2) Children's education is too harsh and strict and does not allow children to argue or denied (3) any damage to the dominant hemisphere (4) Familial neurotic factors. It suggests that there may be split-second delays in the auditory feedback mechanism linking the ear, brain, and vocal organs, disrupting speech encoding (Field, 2014). When people with stuttering talk, they may become entirely into two ways: stop or block. For example, they usually say, "*D-D-D-Do... you... want to go?*". Blocked is when people's speech the mouth is positioned to express a sound with some effort, then they may complete the words into the sentences (Stager et al., 2015).



Beside expressive, another symptom of language disorder is receptive. People with receptive language disorder have difficulty understanding what other people are saying. Children with receptive language disorders have difficulty understanding what is being said to them (Bansal, 2019). They have several disorders such as lack of ability to speak, poor hearing ability, difficulty following directions, poor memory of linguistic information, difficulty understanding the concepts from one word, poorly accepted vocabulary, and difficulty understanding words with multiple meanings. Receptive disorders have poor hearing and understanding both verbally and in sentences (Harris, 1994). It is caused by brain injuries, such as tumors, trauma, or disease. Receptive language disorder also has another name, language comprehension deficit.

## **METHOD**

This research used a qualitative descriptive method to get a deep understanding of the language disorders of autism. Qualitative research approaches are designed to help scientists understand the social and cultural environments in which people live (Palmer & Bolderston, 2006). This research focuses on the actions of research subjects by taking the meaning of events (Raharjo, 2020, p. 41). The analysis was to find the language disorders of the autistic main character and how they can appear in *The Good Doctor* movie. The data were identified using a psycholinguistics approach. The researchers analyzed the data using the theory proposed by Carroll (2008), which discusses the language disorders in autism.

The data is in the form of dialogues or utterances from the main character in the movie. The *Good Doctor* is a serial movie and was released by Netflix. The movie is about Shaun Murphy, who suffers from autism and language disorder. The data collection covers downloading and watching *The Good Doctor* movie. Second, determining the criteria of dialogue as needed. Third, observing the utterances several times. To help better understanding, the researcher took the transcription of dialogues as required. Fourth, the researchers collected all the data. Last, the researchers finalised the data display to proceed to the data analysis stage.

The analysis of the utterances containing language disorder used the theory proposed by Carroll (2008). There are several steps in data analysis. First, categorizing and classifying the utterances as required. Then, writing the result of the data analysis and

discussion to answer the research questions on the language disorders found. The last stage is drawing conclusions.

## **FINDINGS AND DISCUSSION**

### **Findings**

The analysis found twelve speech data produced by Shaun as the main character with language disorder in the film *The Good Doctor*. By using to Carroll's (2008) theory, the summary of the analysis of the expressive and receptive language disorder is presented in figure 1. It shows that stuttering becomes the most dominant expressive language disorder produced in the utterance of adult savant autistic character in the movie. The next dominant type is phonological disorder. Meanwhile, there is similar portion on the difficulty between understanding concept and following directions. There is no data showing articulation and voice disorder.

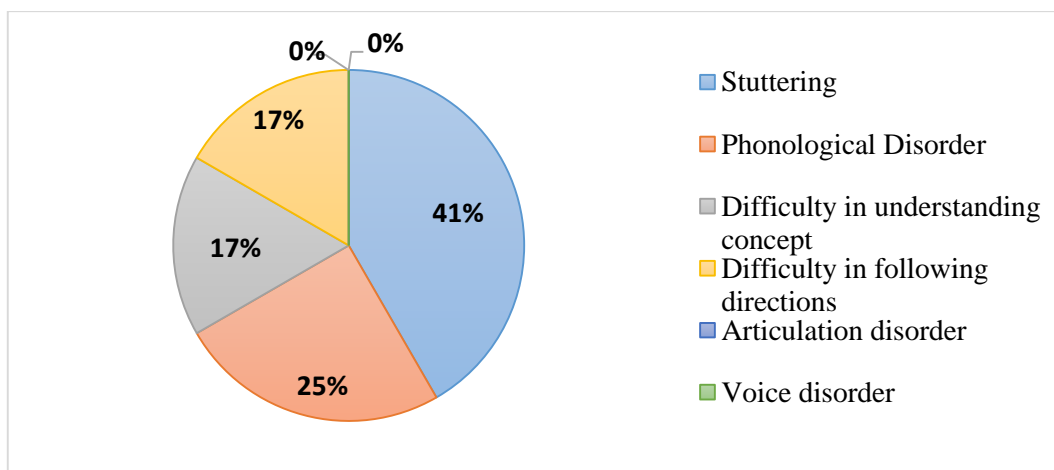


Figure 1. Types of expressive language disorder of Shaun Murphy

### **Discussion**

#### **The expressive language disorder of autistic savant**

Expressive language disorder is the most common disorder experienced by Shaun Murphy in the film *The Good Doctor*. People with expressive language disorder have difficulty in language processing and the connection between words that represent (Longsdon, 2021). One of the features is hanging and repeating sentences. It can be seen in datum 8, where Shaun has a hanging sentence and repetition that his co-worker, Claire, cannot understand. He counted three times the sentence "*We are not leaving ...*". In this

case, the sentence that Shaun conveys is one of the characteristics of expressive language disorder, namely hanging and repetition. He repeated the same sentence so Claire couldn't catch what Shaun meant.

### ***Stuttering***

Stuttering is the most expressive language disorder data found in Shaun Murphy in the film *The Good Doctor* when interacting with other people. He has expressive language disorder when talking to people around him. According to Indah (2017), stuttering is garbled speech, stuttering suddenly stops, then repeating the first syllable, the next word, and after successfully pronouncing the words, the sentence can be completed. Stuttering can affect speech fluency because it disrupts the speech sound production (ASHA, 1993). People with stuttering often fail to pronounce the initial syllable, only succeeding in pronouncing the initial consonant or vowel with difficulty until they can finish the sentence. In trying to utter the first word, which may fail, the person with the stutter expresses his tiredness and disappointment. The example of stuttering is as follow *“It-it’s... It’s very... There’s medical emergency, there’s medical emergency”* (datum 2). This data was taken when Shaun asked airport officials for knives and other items to operate on a child crushed by a construction object. Because the way he convey his thought was unclear and hanging, the airport officials could not accept what he meant. Shaun also tried to explain well to the officers. Still, the officers did not give Shaun what he needed because of his incomprehensible language, coupled with slightly different gestures from people in general. In this case, his sentences are stammered and hung, so the language disorder, in this case, can be categorized as an expressive language disorder. One of the criteria for expressive language disorder is stuttering. Shaun has difficulty saying the word 'it's,' and there is repetition in the sentence *“there’s medical emergency,”* which is a failure of language in conveying something.

### ***Phonological disorder***

Phonological disorders also often occur in people with language disorders. Spivey (2012) said that phonological disorder refers to a child's difficulty understanding our language's sound system and speech rules. It may mispronounce sounds in particular words. As Shaun Murphy in the film *The Good Doctor*, some language disorder sufferers have difficulty in practicing phonology. One of Shaun's shortcomings in phonological

disorder is in using intonation in a sentence caused by his lack of ability to understand and practice intonation in a sentence. The example is as follow. “*So you know how he thinks?*” (datum 10). This data was retrieved when Shaun asked if Claire knew what her patient was thinking. Claire tried to convince Shaun to treat a patient who has autism. Shaun asked if Claire may know what her patient wanted. Shaun's interrogative sentence uses a flat intonation and does not indicate that it is a question sentence. In this case, Shaun has an expressive language disorder. The interrogative sentence “*So you know what he thinks?*” what Shaun uses does not contain the intonation of the interrogative sentence in general, which elevates a few words to emphasise that it is a question sentence. This case is included in a phonological disorder.

Shaun is a sufferer of language disorder, where he has difficulty conveying his thoughts verbally and non-verbally. In this case, he had difficulty using intonation properly when asking Claire. The interrogative sentence does not have intonation like a question sentence, so it is difficult for listeners to understand what he means. People with autism often fail to produce a high tone for interrogatives and causing interlocutors hard to distinguish it from declarative speech (Fosnot, 1999). This also happened to Shaun because he failed to use intonation properly in a sentence, thus causing the people around him not to understand what he meant.

### **The receptive language disorder of autistic savant**

Shaun also experienced receptive language disorder in the film *The Good Doctor*. His limitations in understanding what other people tell him lead to misunderstandings in conveying the information he receives. People with receptive language disorders have difficulty understanding what is being said to them (Bansal, 2019). They have several disorders such as lack of ability to speak, poor hearing ability, difficulty following directions, poor memory of linguistic information, difficulty in understanding concepts, poorly accepted vocabulary, and difficulty understanding words with multiple meanings.

#### ***Difficulty in understanding concept***

One of the receptive language disorder characteristics is difficulty in understanding the concept; Shaun also experiences this. He sometimes finds it difficult to understand what other people are telling him. People with receptive language disorder have problems with listening and understanding the language orally because they have

difficulties processing the information (ASHA, 1993). They have difficulties answering questions and usually use facial gestures and body language. This difficulty can be seen in the following example.

*Dr. Melendez* : “For example, that MRI that ordered on the guy with the ear infection? **Nice call, genius.**”

*Shau* : **Thank you.**

*Dr. Melendez* : “**I was being sarcastic.**” (datum 7)

This data was taken in the second episode when dr. Melendez criticised Shaun's way of treating patients. Shaun's way of dealing with his patient's illness is considered excessive. Therefore, dr. Melendez criticises Shaun should be better at his job and not make too many decisions that can sometimes hurt his patients. To soften his criticism, dr. Melendez then uses sarcastic terms in conveying his opinion to Shaun. One of the main characteristics of receptive language disorder is the limited understanding experienced by the sufferer. Shaun's failure to understand the sarcastic context conveyed by dr. Melendez is categorized as a receptive language disorder. Shaun didn't understand the words "Nice call, genius." said by dr. Melendez is a sarcastic sentence with a different meaning from its literal meaning. Shaun innocently answered, "Thank you," because he thought it was a compliment, even though the real purpose was dr. Melendez criticised what he had done to his patients. The failure of understanding experienced by Shaun was later realised by dr. Melendez then emphasised that the sentence he conveyed earlier was sarcastic. Shaun did not understand the implied meaning conveyed by dr. Melendez because he has limitations in receiving information addressed to him. People with language disorders generally have difficulty expressing and accepting what other people say to them. This kind of failure to understand often happens to people with language disorders, causing the other person to have difficulty guessing the direction of their conversation.

From what has been explained above, Shaun has limitations in capturing or receiving information that other people convey to him. He tends to understand a sentence literally, does not see the context and the concept, and gives a response and answer different from the context it should be. This is in accordance with what was described by ASHA (1993), people with receptive language disorder have problems with listening and understanding the language oral because they have difficulties in processing the information. They have difficulties answering questions and usually use facial gestures and body language.

### ***Difficulty in following directions***

One of the limitations that receptive language disorder sufferers have is difficulty in following directions. Children with receptive language disorders have difficulty understanding what is being said to them (Bansal, 2019). Likewise, Shaun, also has difficulty in following directions that other people give him. It can be seen in datum 11.

*Robber: "Wallet now!"*

*Shaun: "I can't."*

*Robber: "Why the hell not?!"*

*Shaun: "You said keep my hands where you could see them. My wallet is in my pocket, you can't see my hands if..." (datum 11)*

This data was taken during a robbery involving Shaun in it. This tense conversation occurs when the robber asks for Shaun's wallet. But Shaun still doesn't understand what he should do, so it provokes the anger of the robber. Shaun has failed to understand the robber's intent in asking for his wallet. In this case, Shaun has a receptive language disorder. In the conversation above, the robber says, "Why the hell not?!" to Shaun because he can't give him his wallet. Shaun has a misunderstanding because, in general, people with receptive language disorder understand the context of sentences literally. When he is asked to raise his hand, Shaun thinks there is no way he can reach the wallet in his pocket. This is a hallmark of receptive language disorder because Shaun fails to understand context, following directions from someone. Shaun has a receptive language disorder where he lacks understanding of what other people tell him. When dealing with robbers, he didn't know what the robbers were saying, causing excessive tension because Shaun couldn't follow the robbers' directions.

### **The occurrence of the language disorders of autistic savant**

As portrayed in the movie, Shaun Murphy communicates with the people around him according to his psychological condition, which affects the way he communicates. Those are panic, anxious, happy, and unconfident.

#### ***Panic***

In a critical condition, a person will usually feel panicked, so they have difficulty composing words and speaking well, especially for people who have language disorders. Shaun, a speech-impaired person, also suffers from language disorder when he is in a panic situation. Based on the explanation of the conditions above, there are several cases

of language disorder caused by panic conditions. The language disorders experienced by Shaun, which are caused by the precarious situation around him, are stuttering (datum 2), phonological disorder (datum 1), difficulty in understanding the concept (datum 11), and difficulty in following directions (datum 12). In situations such as datum 1 and datum 2, he has difficulty conveying something because this emergency makes him have to act quickly and need everything without being prepared. Meanwhile, in datum 11 and datum 12, he panicked because of a robbery, so he couldn't understand sentences and orders properly.

### ***Anxious***

Anxiety can affect the way people communicate, and so can Shaun. From the data found, Shaun was recorded to have experienced language disorder twice when he was in an anxious condition. It can be seen in datum 3 and datum 4. Anxiety conditions can cause stuttering, as in datum 3, and datum 4. Shaun is experiencing anxiety about a small child injured at the airport during surgery. He was worried because he had not informed the surgeon team that there was something wrong with the child's current condition, so when he was asked by dr. Melendez, he also experienced stuttering due to his anxiety.

### ***Happy***

In a happy and excited state, a person usually ignores grammar and is less able to listen to the sentences that other people convey to him properly. Likewise, when he feels happy and excited, Shaun experiences receptive language disorder. It can be seen in datum 5, where Shaun is excited to go to work on his first day at San Jose St. Bonaventure hospital. Someone in the elevator asked him. However, he failed to understand the context of the person's question because of his enthusiasm and happiness on his first day at work.

### ***Unconfident***

Lack of self-confidence can affect the way a person speaks. In his role as a doctor in the film *The Good Doctor*, Shaun has several scenes and conversations where he feels insecure, which causes the disorder in the way he communicates. It can be seen in datum 9 and datum 10. Shaun is stuttering, and phonologically, it is caused by his distrust. He has difficulty starting words and fails to use intonation well. This is because he is treating a patient who also has the same disorder as him, namely autism. This case then caused

him to be unconfident because he was also a person with autism, so he felt that he was not worthy of treating the patient.

There are several similar studies as mentioned in the previous study chapter. However, this research is different from previous research where this research focuses on language disorders, namely expressive and receptive language disorders, using Carroll's (2008) theory. Like previous studies that mention the characteristics of language disorders suffered by children such as repetition, limited response, etc. However, the language disorder suffered by adults like Shaun is dominant to stuttering, where he has difficulty in conveying something. Also, as mentioned by Levia (2019), who examined the Rain Man movie where the main character has difficulty communicating, Shaun, an autistic savant with his role as a doctor, can interact better because he often speaks with patients and colleagues. Khairunnisa (2019) also stated that people with autism showed that their articulation errors were characterized by substitution and omission. This is different from the language disorder experienced by Shaun, where he does not have a deficiency in articulation because he can produce phonemes well.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

In this section, the researcher describes the research results from the analysis and discussion described in the previous chapter. Then, the researcher also made the following conclusions. The main character, an autistic savant in *The Good Doctor*, shows four language disorders and how he communicates with the people around him based on Carroll's (2008) theory.

As the first finding, the researcher concluded that Shaun Murphy produced the language disorder. First, Shaun produced utterances, with the most dominant being stuttering. He often has difficulty starting sentences because of his limited speech. Second, he also has a phonological disorder. He often fails to use intonation properly. Third, Shaun also has difficulty in understanding the concept. He often fails to understand the information that other people convey to him. Fourth, Shaun also has difficulty in following directions. He has difficulty fulfilling and doing what other people command and direct him.



Then, as a further finding, the researcher concluded how Shaun communicated with the people around him. This depends on the psychological mood so that it can be concluded through several psychological contexts found. The finding shows that language disorder appears when panic. He experienced stuttering, difficulty in understanding the concept, and difficulty in following directions. The second, when he was anxious, he experienced stuttering. Third, when he is happy, he has difficulty understanding the concept. The fourth, when he was not confident, he experienced stuttering and phonological disorder.

This research finding has several limitations due to the data source namely the conversation in the movie which is not related to the context of real conversation in daily life, and it only emphasis on how the actor actualized the language disorder of a savant autistic. It does not comprise any comparison with the disorder produced by an English speaker with savant autistic syndrome. Therefore, it still needs more studies to see whether the finding of the current research has reflected the common phenomenon on the language disorder of male savant autistic person.

Finally, the researcher also found a relationship between autism and language disorder in real life. The role of family and those around them is important in guiding, educating, and understanding a person with autism who has a language disorder. Shaun has autism and often experiences language disorders, but he does not give up on life to become a good and intelligent doctor. Of course, it cannot be separated from the support and guidance of the people around him.

### **Suggestions**

In this study, the researcher found that Shaun Murphy, an autistic-savant sufferer, has a language disorder that affects how he communicates daily. Shaun, who is a kind and intelligent doctor, tries to be able to communicate with the people around him as best he can. Therefore, the researcher suggests that people who communicate with people with language disorders to select easy to understand words so that the information conveyed can be well received.

As explained in the previous section, a person with a language disorder has difficulties producing and receiving language information. So, the people they interact with must be patient to understand what they are saying. For example, people with stuttering are better off not being interrupted when talking. This will make them

experience more severe stuttering so that the information they are about to convey is not conveyed properly.

People with language disorders suffer from other things, such as receptive language disorder. Those who experience language disorder have difficulty understanding the implied meaning and concepts conveyed if the sentences are not clear. They are better able to understand a sentence literally. Therefore, it would be better to talk to those with language disorders using simple sentences to be understood well.

It is also recommended that further researchers develop similar research in actual conversation events. They can investigate the occurrence of language disorder more comprehensively. They also can study with more depth, such as other conditions that cause the emergence of language disorders suffered by people with autism.

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