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Correspondence:
Address: English Language Education Department Universitas Muhammadiyah Malang
GKB 1, 6th Floor
Jl. Raya Tlogomas No.246 Malang 65144 Jawa Timur Indonesia. Email: celtic@umm.ac.id
Telephone: (0341) 464318 Ext: 267 Fax: (0341) 562124

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MY FAVOURITE MUSLIM HERO: A LEARNING DESIGN DEVELOPMENT OF ONLINE PROJECT-BASED LEARNING (PJBL) USING ASSURE MODEL

[1]Rifan Nurrofi*, [2]Saida Ulfa, [3]Yerry Soepriyanto, [4]Rafika Rabba Farah
[1,2,3]Department of Educational Technology, Faculty of Education, Postgraduate Program, Universitas Negeri Malang
[4]Department of English Language Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang

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*Correspondence:
rifan.nurrofi.2201218@students.um.ac.id

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ABSTRACT

Project-based learning is one of the inquiry models that is often carried out in higher education; however, the application of online-based PjBL in English paragraph writing with Muslim friendly topic is still limited. This research aims to develop an online-based PjBL learning design that focuses on creating infographic of inspiring Muslim figures in a project-based design. The development of learning design implemented the ASSURE model, with six stages. The online-based media used include Google Classroom, Google Docs, Padlet, Zoom, Wakelet, Miro for interactive discussions, and Canva for infographic design. Trials were carried out and expert in the field validated the learning design. After validation satge, the learning design was implemented with students for testing. The developed learning syntax was validated as effective. Then, the online-based learning media and lesson timeline are also declared valid. Thus, these two trials were deemed suitable for implememntation with students. Furthermore, the learning strategy design and results were validated and interesting based on positive responses from experts and students. It is concluded that the development results meet the research objectives. The results of this research implies that online PjBL in English writing class can be effectively implemented to Muslim students at islamic institution context.

Keywords: *Learning Design; Online; PjBL; Islamic Context; Writing*

ABSTRAK

Pembelajaran berbasis proyek merupakan salah satu model inkuiri yang sering dilakukan di perguruan tinggi; Namun penerapan PjBL berbasis online pada penulisan paragraf bahasa Inggris dengan topik ramah muslim masih terbatas. Penelitian ini bertujuan untuk mengembangkan desain pembelajaran PjBL berbasis online yang fokus pada pembuatan infografis tokoh muslim inspiratif dalam desain

berbasis proyek. Pengembangan desain pembelajaran menerapkan model ASSURE, dengan enam tahap pengembangan. Media berbasis online yang digunakan antara lain Google Classroom, Google Docs, Padlet, Zoom, Wakelet, Mindmeister untuk diskusi interaktif, dan Canva untuk desain infografis. Uji coba dilakukan dan ahli di lapangan memvalidasi desain pembelajaran. Setelah uji coba valid, desain pembelajaran diberikan kepada siswa untuk diujicobakan. Hasil pengembangan berupa sintaksis pembelajaran dinyatakan valid. Kemudian, media pembelajaran dan kronologi pembelajaran berbasis daring juga dinyatakan valid. Dengan demikian, kedua uji coba ini dinyatakan layak untuk diujikan kepada siswa. Selanjutnya rancangan strategi pembelajaran dan hasil dinyatakan efektif dan menarik berdasarkan respon positif dari para ahli dan siswa. Disimpulkan bahwa hasil pengembangan memenuhi tujuan penelitian. Hasil penelitian ini menunjukkan bahwa PjBL online dalam kelas menulis bahasa Inggris dapat diterapkan secara efektif kepada mahasiswa Muslim di conteks lembaga Islam

Kata Kunci: *Desain Pembelajaran; Daring; PjBL; Teknologi; Menulis*

INTRODUCTION

The implementation of Project-Based Learning (PjBL) in an English writing class is a central area of interest in language education. PjBL has been discovered to improve communication, critical thinking, and creativity for students in collaborative work (Praba' et al., 2018). Moreover, the use of PjBL in teaching writing has been found to be effective in enhancing students' skill and creativity in writing narrative texts (Syarifah & Emiliasari, 2019). Furthermore, existing studies have indicated that PjBL approach can benefit English as a Foreign Language (EFL) learners' grammar skills and paragraph writing (Alghamdy, 2023).

In the era where online learning is prevalent, exploring the effect of online learning on academic writing class is urgent. Some studies have examined the effectiveness of online learning on academic writing class during the COVID-19 pandemic, underscoring the urgency to adapt teaching methods to the new normal (Nappu et al., 2022). In addition, investigating the application of blended learning in paragraph writing class to support student engagement and learning success is pivotal for reaching standardized learning outcomes (Alrouji, 2020; Muhtia et al., 2018; Ruan et al., 2024).

In the education of Muslim students, teachers' perspectives and practices are pivotal. Creating inclusive educational environments, especially through the development of resources like Muslim children's literature, is crucial for recognizing and valuing the unique identities of Muslim students (Panjwani, 2020). Additionally, teachers' attitudes towards Muslim students and their integration into modern

Western contexts become the areas that require further research and exploration (Rissanen et al., 2015).

A number of studies have examined the significance of developing culturally responsive curricula, teaching strategies, and instructional materials that accommodate diverse cultural norms into educational context (Nuryana et al., 2024). Studies have revealed that learners from various backgrounds often encounter negative stereotypes and misconceptions, highlighting the urgency for teachers to create a better understanding of diverse cultures and practices in creating a supportive learning environment (Thangaraj, 2021). Furthermore, promoting awareness and education to combat prejudices against all groups, including Muslim students, is important to foster a more inclusive environment (Salama, 2023).

Scholars have discussed the effectiveness of PjBL on various aspects including English learning attainment. However, developing learning design on online PjBL by applying topics which accommodate Muslim students' needs in English writing class remains underexplored. Thus, this research aims to develop a learning design with Islamic topic in an English writing class. This study will contribute to creating learning design specifically tailored to Muslim students because limited number of PjBL design is implemented in this context. By developing such design, this study will provide a holistic approach to language learning that considers both linguistic development and cultural relevance.

METHOD

The research method in this study used a research and development approach which focuses on developing online-based project-based learning (PjBL) learning strategy designs. This research was carried out in several stages, which included needs analysis, initial product development, expert validation, and field trials, product revision, and implementation. In the initial stage, a needs analysis was carried out to understand the characteristics of students and their needs in the paragraph writing course. Based on this analysis, an initial learning design was developed, which was then validated by experts in the fields of education, learning design, and learning media. After validation, a field trial was carried out involving students as research subjects to test the effectiveness of the design developed.

Next, the data obtained from field trials is analyzed to evaluate and revise the learning design. The methods used for data analysis include quantitative and qualitative techniques, where quantitative data is analyzed using descriptive and inferential statistics, while qualitative data is obtained through interviews and observation. The results of the analysis are used to make final revisions to the online-based PjBL learning design before it is widely implemented in teaching. This procedure is expected to produce learning strategies that are effective, interesting, and relevant to students' needs in improving their writing skills.

Research and Development Model

The development model in this research used the ASSURE model to develop an online-based project-based learning (PjBL) learning design in the English Paragraph Writing course. The ASSURE model is designed to assist in the selection and use of appropriate media and technology to support learning, by emphasizing

analysis of learner needs and the selection of appropriate media. This model consists of six stages: analyzing students, setting goals, choosing methods and media, utilizing media and materials, involving learner participation, and evaluating and revising.

Figure 1. ASSURE model (Heinich et al., 2002)

The development of this model aims to create an effective learning strategy. Using online learning platforms such as Google Classroom and Zoom, as well as applications such as Padlet and Canva, this design seeks to improve students' writing skills through real projects. The development process begins with an analysis of student characteristics and needs, followed by selecting appropriate methods and media, as well as actively involving students in learning activities. Evaluations are carried out periodically to ensure the effectiveness of learning strategies and to make necessary improvements.

This development product was implemented in the form of a learning strategy design guide with project-based learning syntax, which is outlined in the Semester Learning Plan (RPS). Implementation was carried out over 4 meetings, where each meeting is designed to guide students through projects relevant to the topic of paragraph writing in English**.**

Research Subject

Paragraph Writing is a mandatory course. This research was conducted with sophomore students, involving 60 people from the class of 2021 spread across two classes.

Data collection procedures

The data collection procedure in this research involved three main stages: data collection techniques, research instruments, and data analysis techniques. Data was collected through validation instruments by learning design experts and online learning media experts. In addition, questionnaires and interviews with students are used to measure the effectiveness and attractiveness of the learning strategies developed.

The research instrument uses a Likert scale with five alternative answers to measure responses from experts and students. The collected data was analyzed qualitatively and quantitatively. Qualitative data was obtained from interviews and expert validation, while quantitative data was calculated using statistics, including validity, reliability, and T-tests. The results of this analysis are used to evaluate the effectiveness and attractiveness of learning strategies.

In quantitative data analysis, calculations are carried out using statistical methods to evaluate the validity of learning designs. Validity is measured by analyzing the ranking value of each instrument item, which is then presented in percentage form. The formula used to calculate validity is:

$$V = \sum \frac{evaluation\ score}{N}\ x\ 100\%$$

V = Validity
∑ = Total validator scores
N = maximum score

According to Arikunto (2019), learning designs are based on five scales: very suitable with a score of 90-100, decent with a score of 75-89, quite decent with a score of 65–74, not worth it with a score of 55–64, and very inappropriate with a score of 0-54.

FINDINGS

The results of the research product for developing online-based PjBL learning strategies for paragraph writing learning are Learning Syntax. Syntax is a sequence of learning steps that need to be carried out based on the structure and method of learning strategies and contains elements necessary to achieve the expected goals. This syntax is designed to improve students' descriptive text-writing skills through the use of various online learning platforms.

Table 1. Online-based PjBL learning syntax

No	Syntax	Elements of Online Learning	Activity
1	Fundamental Questions and Project Determination	Discussion forums (Google Classroom, Zoom)	1. The lecturer conveys the rules for online-based paragraph writing learning. 2. Lecturers convey infographic products that students will develop. 3. The lecturer conveys software for creating infographics that support project creation.

			4. Students ask about online lecture rules. 5. Students ask questions regarding the projects being developed.
2	Designing a Project Plan	Google Classroom, Padlet	1. Lecturers provide learning resources in the form of articles and video tutorials. 2. The lecturer facilitates if there are obstacles in designing the project. 3. Students determine the title of the infographic product. 4. Students create project plans collaboratively via Google Classroom. 5. Students use Padlet to organize ideas and necessary materials.
3	Arranging a Schedule	Google Calendar, Trello	1. The lecturer provides a maximum distance of 2 weeks for the presentation of each project. 2. Students determine the schedule for making infographic products independently. 3. Students strategize to prioritize projects that can be presented more quickly.
4	Monitoring Student and Project Progress	Google Classroom, Padlet, and Wakelet	1. Lecturers monitor the progress of making infographic products via Google Classroom and provide feedback. 2. Students use Padlet and Wakelet to track project progress and provide feedback. 3. If there are problems for students in completing the project, they can consult with colleagues or lecturers.

5	Results Assessment	Google Forms, Canva	1. Lecturers check the collection of assessment results using Google Forms. 2. Lecturers assess infographics made by students using Canva. 3. Students present infographic products to lecturers.
6	Experience Evaluation	Google Classroom, Zoom	1. The lecturer evaluates the infographic product. 2. Lecturers provide revisions or validate infographic products. 3. If there are revisions, students are given time to revise. 4. Collecting feedback from students about project experiences via Google Classroom. 5. Final evaluation session via Zoom to discuss project successes and challenges.

Implementation of Media, Learning materials and *Lesson Timeline*

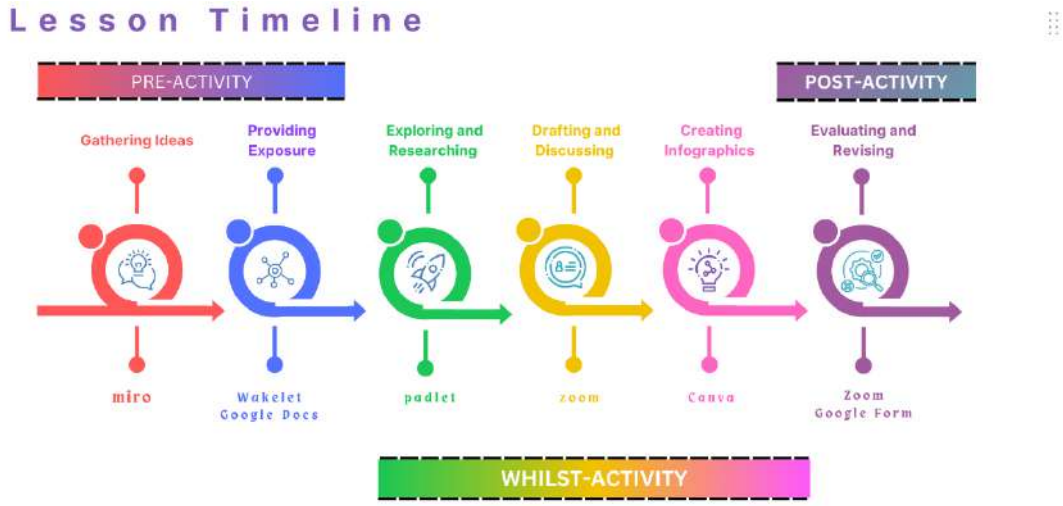
The implementation sytax of online PjBL class is presented in six stages. The detail results of the stages are categorized into media, stages, and activities, it is shown in Table 2 and Figure 2.

Table 2. The Use of media and learning materials on online-based Pjbl

Media	**Stages**	**Activities**
Miro	Pre-Activity: Brainstorming	1. Lecturers lead brainstorming sessions through Mindmeister. 2. Students create mind maps for descriptive text ideas. 3. Lecturers provide direct feedback on mind maps. 4. Students collaborate and share ideas with classmates. 5. Lecturers facilitate discussions to expand ideas.
Wakelet/ Google Docs	Whilst-Activity:	1. Lecturers curate content related to descriptive text in Wakelet.

	Providing Exposures	2. Students access the content collection for reference. 3. Lecturers provide guidance on how to use the content. 4. Students add their finds to the Wakelet collection. 5. Lecturers organize discussions about the content accessed.
Padlet	Exploring and Researching	1. The lecturer creates a Padlet board for the research project. 2. Students upload sources and research findings. 3. Lecturers provide feedback on uploads on Padlet. 4. Students collaborate in planning research. 5. Lecturers monitor research progress via Padlet.
Zoom	Drafting and Discussing	1. Lecturers held discussion and drafting sessions via Zoom. 2. Students present a draft of descriptive text. 3. Lecturers provide live feedback in Zoom sessions. 4. Students discuss their ideas interactively. 5. Lecturers use breakout rooms for group discussions.
Canva	Creating Infographics	1. The lecturer gives a tutorial on using Canva. 2. Students create infographics based on descriptive text. 3. Lecturers provide examples and design inspiration. 4. Students collaborate on infographic design. 5. The lecturer assesses the students' final infographic results.
Zoom/Google Form	Post-Activity: Evaluating and Revising	1. Lecturers hold evaluation and reflection sessions via Zoom. 2. Students present their infographics. 3. Lecturers provide evaluative feedback on presentations. 4. Students discuss learning and the difficulties they face. 5. Lecturers use polls and quizzes for evaluation.

Figure 2. Lesson timeline of online-based PjBL in English writing class



The Validity of Learning Design

The validity test was done by involving learning design expert, learning media experts and learning content expert. The results of each expert validation are presented as follows.

Table 3. Validity and Feasibility Test Results

Validity Feasibility Test	$\sum$ $xmaxs$	Evaluation Score	Percentage	category
Learning Design Expert Validation Results	125	119	95%	Very Decent
Learning Media Expert Validation Results	100	90	90%	Very Decent
Learning Content Expert Eligibility Test Results	100	87	87%	Decent

The results of the validation data show that the design of this online project-based learning strategy (PjBL) has gone through a comprehensive evaluation from various experts, including learning media experts and learning content experts.

First, validation results from learning media experts show that out of a maximum total score of 125, this design received a score of 119, which is equivalent to a percentage of 95%. This places the design in the "Very Decent" category, indicating that the media aspect of the learning design is considered very good and effective in supporting the learning process.

Second, other validation results from learning media experts with a maximum score of 100 received a score of 90, with a percentage of 90%, which is also included in the "Very Decent" category. This reinforces previous findings that the media and technology elements used in learning design have been well designed and meet high standards.

Finally, a feasibility test by a learning content expert gave a score of 87 out of a maximum of 100, with a percentage of 87%. This result is categorized as "Decent,"

indicating that the learning content developed has met the eligibility requirements for use in teaching, although there is still room for improvement to reach a higher category such as "Very Decent."

Overall, the validation data shows that the design of this project-based learning strategy is very strong in terms of media and feasible in terms of content, indicating readiness for implementation in an online-based learning environment.

Effectiveness of Online-Based PjBL Learning

As stated in the results of the learning design validation, learning media experts and learning content experts stated that the development of online-based PjBL learning strategy designs has been effective or has had an impact. As supporting data, the effectiveness of the learning strategy design that has been developed is tested, it was *one sample T-test.* Before testing *one sample t-test,* a prerequisite test is carried out, namely the normality test. Normality results can be seen in Table 4.

Table 4. Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Say.	Statistic	df	Say.
Value UAS	.086	60	.200*	.968	60	.120

Decision-making on normality test results can be seen in one of the tables. With the prerequisite of significance above 0.05, it can be said that the paragraph writing final test score is normal. Based on the calculation results *Kolmogorov-Smirnov* obtained a sig value of 0.200 or above 0.05 while the calculation results *shapiro wilk* obtained a sig value of 0.120 or above 0.05. Based on decision making, the Paragraph Writing final test score is said to be normal and can be tested *One Sample T-Test* which can be seen in Table 4.

Table 4. Test of *One Sample T-Test*

	Test Value = 75					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Value UAS	26.665	59	.000	16.53333	15.2926	17.7740

Decision-making based on test results *One Sample T-Test* can be seen in one of the tables. With the prerequisites for a T table score > T count and a significance value below 0.05, it can be said that the Paragraph Writing final test score is above the passing criteria. Based on the calculation results displayed in the t table, it was obtained at 26.665. Meanwhile, t calculated with df 59 has a value of 2.00100 and a

sig value. 0.00 or below 0.05. Based on the calculation, the design of online-based PjBL learning design is more effective than standards or passing grades. Thus, the alternative hypothesis (H1) is accepted.

DISCUSSION

The research findings highligth that online PjBL design is resilient in terms of media and feasible in the aspect of content, indicating its readiness for wider implementation. The finding of this study correlates to some existed studies revealing that project-based learning is recognized for providing valuable instructional opportunities within online education, fostering meaningful learning experiences and skill development (Batubara, 2023; Subiyantoro, 2024; Tafakur et al., 2023). The study also supports the effectiveness of online-based PjBL design over traditional standards or passing grades, thereby accepting the alternative hypothesis (H1).

The incorporation of PjBL in online environments has been shown to promote collaborative structures, enhance students' ownership of learning, and improve cognitive and affective outcomes (Cruz et al., 2022). Furthermore, blending e-learning with PjBL has been found to enhance the positive impact of online learning, highlighting the potential of PjBL as a learning approach that can be augmented in virtual settings (Andayani et al., 2023). Collaborative online projects have been accentuated to facilitate science learning among English learners, emphasizing the importance of, active investigations, collaboration, motivation, real-world problems and cognitive tools in supporting student learning within a community (Abuhmaid, 2020; Chua & Islam, 2021; Poonpon, 2022; Izzah & Diana, 2021; Kurniasih et al., 2023; Maulida et al., 2022; Terrazas-Arellanes et al., 2015).

In addition, the results of this study is also supported by the previous studies which unveil that the validation of the Islamic topic for online learning further reinforces the acceptance and relevance of the content within the study's context (Puspitaningrum et al., 2023). In educational setting, the role of topic such as Muslim heroes is significant, especially in multicultural contexts. Muslim educational leaders play significant roles as initiators, role models, and facilitators of positive change within their communities (Amatullah, 2024). Their distint viewpoints and profound contributions illuminate the transformative power they maintain in forming educational environments. Moreover, the urgency to advance autonomy among Muslim students is underscored as an essential facet to improve Islamic education (Othman, 2023). Strategies that foster critical thinking within classroom settings are highlighted as essential for empowering Muslim students. As it has been asserted by some previous researchers that creating teaching materials which is relevant to students' cultural values will help them understand the target language and their religious values (Alfian et al., 2022; Djamdjuri et al., 2023; Farah, 2020; Khoiriyah et al., 2022; Rosa & Orey, 2020)

The synthesis of the references highlight the readiness and effectiveness of the PjBL approach . The results also support the idea that PjBL enhances student learning experiences, fosters collaboration, and improves outcomes in terms of content feasibility and media strength, particularly in the context of Islamic education.

CONCLUSION

These findings conclude that the online-based PjBL design is not only effective to be implemented in English writing class but also culturally and contextually appropriate for application in Islamic institution settings. The strong validation of learning design, media and content experts, integrated with the demonstrated effectiveness of the strategy and the validation of Islamic content has indicated that such learning design is prepared for widespread adoption in the same educational environment. However, this study is limited in the area of validation data. The validation data primarily focus on the feasibility of design, media, and content but may not comprehensively address other critical aspects such as student interaction, technical issues, or long-term impact on learning outcomes. This narrow scope could limit the understanding of the strategy's overall effectiveness. Further researchers can explore diverse participant sampling to ensure the results of the study is representative for different demographic profile which include different level f technological access and digital literacy. This effort will lead to addressing potential biases correlated to accessibility and technology.

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THE ROLE OF ENGLISH IN SPREADING ISLAM *RAHMATAN LIL 'ALAMIN* VALUES: MILLENNIALS' VOICES

[1]Anisah Setyaningrum*, [2]Rochanah
[1]English Education Department, Tarbiyah Faculty of Institut Agama Islam Negeri Kudus, Central Java, Indonesia*
[2]Islamic Society Development Department, Dakwah Faculty of Institut Agama Islam Negeri Kudus, Central Java, Indonesia

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*Correspondence:
anisahsetya@iainkudus.ac.id

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ABSTRACT

The rapid development of Islam in the world cannot be separated from the role of the international language. Islam, a *Rahmatan lil 'Alamin religion,* has a negative stigma in the international world. Millennials are young people who are very attached to information technology. Therefore, this paper aims to examine the voice of millennials more deeply toward the role of English in the spread of Islam *Rahmatan lil 'Alamin* values full of affection and peace. This study is qualitative research with a phenomenological approach. The data were collected by conducting semi-structured interviews. The results showed that millennials' voices toward the role of language are: ease of communication, medium of communication, and ease the information access. Then, millennials' voices toward the role of English in the spread of Islam *Rahmatan lil 'Alamin* values are: ease the convey Islam *Rahmatan lil 'Alamin* values through various fields, expand the reach of areas and targets in the spread of the values, ease in obtaining information about the spread of the values which can be accessed on the internet, supports efforts to straighten out the negative stigma directed at Islam and ease capturing messages about the values from various sources. The research implications suggest that leveraging English as a medium can significantly enhance the dissemination of Islam's values of compassion and peace among global audiences, particularly through digital platforms, thereby fostering greater understanding and reducing negative stereotypes associated with Islam.

Keywords: *English, Islam, millennial, rahmatan lil 'alamin, voices.*

ABSTRAK

Pesatnya perkembangan Islam di dunia tidak lepas dari peran bahasa internasional. Islam sebagai agama *Rahmatan lil 'Alamin* telah mendapat stigma negatif di dunia internasional. Generasi milenial adalah anak muda yang sangat lekat dengan teknologi informasi. Oleh karena itu, tulisan ini bertujuan untuk mengkaji lebih dalam persepsi generasi milenial terhadap peran bahasa Inggris dalam penyebaran nilai-nilai *Islam Rahmatan lil 'Alamin* yang penuh kasih sayang dan kedamaian. Ini adalah penelitian kualitatif dengan pendekatan fenomenologi. Pengumpulan data dilaksanakan dengan melakukan wawancara semi terstruktur. Hasil penelitian menunjukkan bahwa pandangan milenial terhadap peran bahasa adalah: memudahkan komunikasi, sebagai media komunikasi, dan memudahkan akses informasi. Kemudian, persepsi milenial terhadap peran bahasa Inggris dalam penyebaran nilai-nilai Islam *Rahmatan lil 'Alamin* adalah: mempermudah dalam menyampaikan nilai-nilai Islam *Rahmatan lil 'Alamin* melalui berbagai bidang, memperluas jangkauan daerah dan sasaran dalam penyebaran nilai-nilai tersebut, mempermudah dalam memperoleh informasi tentang penyebaran nilai-nilai tersebut yang dapat diakses di internet, mendukung upaya meluruskan stigma negatif yang ditujukan pada Islam, dan

mempermudah dalam menangkap pesan tentang nilai-nilai tersebut dari berbagai sumber. Implikasi penelitian menunjukkan bahwa memanfaatkan bahasa Inggris sebagai media dapat secara signifikan meningkatkan penyebaran nilai-nilai Islam tentang kasih sayang dan perdamaian di kalangan audiens global, khususnya melalui platform digital, sehingga mendorong pemahaman yang lebih besar dan mengurangi stereotip negatif yang terkait dengan Islam.

Kata Kunci: *Bahasa Inggris, Islam, millennial, rahmatan lil 'alamin, persepsi.*

INTRODUCTION

In an increasingly globalized world, the role of language in shaping and spreading cultural and religious values cannot be underestimated (Parajuli, 2021; Riley, 2007). Language is not only a means of communication but also a carrier of culture and ideology (Parajuli, 2021; Seargeant, 2008). English, as the dominant global lingua franca, plays an important role in the spread of various ideologies, including religious teachings (Evans, 2014). Its widespread use makes it an effective tool for sharing and promoting ideas, values, and beliefs across various cultural and geographic boundaries (Pennycook, n.d.).

Islam, as one of the world's major religions, advocates the principle of "*Rahmatan lil 'Alamin*" (mercy for all nature). This principle is central to Islamic teachings and emphasizes universal values of compassion, justice, and peace (Adha & Prawironegoro, 2024; Jabali, 2011; Mohamed & Ofteringer, 2015). It reflects the core message of Islam, which is to bring compassion and kindness to all mankind, transcending geographical, cultural, and ethnic boundaries. However, global perceptions of Islam are often influenced by stereotypes and negative portrayals, which obscure fundamental values of compassion and compassion (Ahmed & Matthes, 2016; Sultan, 2016; Yusof et al., 2013).

The intersection between English proficiency and the spread of these values is a unique and significant area of study. As the second most widely spoken language in the world, English has the potential to bridge cultural gaps and facilitate a deeper understanding of Islamic principles (DeCapua & Wintergerst, 2016; Pennycook, 2017). This is especially relevant in the context of millennials, who are often at the forefront of cultural and ideological exchanges. Millennials, born and raised in the digital age, are uniquely positioned to leverage their English proficiency to interact with a global audience (Okros, 2019; Sierra, 2021).

Millennials are the most connected and digitally advanced generation, leveraging various digital platforms and social media to communicate and share ideas (Sierra, 2021). They use blogs, social media posts, videos, podcasts, and other forms of digital content to reach a broad and diverse audience. This dynamic interaction highlights the potential of the English language as a bridge for cross-cultural communication and the spread of universal values inherent in Islam. By articulating Islamic values of compassion and justice in English, millennials contribute to a broader and inclusive narrative that transcends cultural and linguistic boundaries.

Although English has the potential to be a means of spreading the inclusive and compassionate values of Islam, there is a stark gap in the representation and understanding of these values among the global public. The contemporary media

landscape often highlights negative stereotypes and misunderstood understandings of Islam, which obscure its core principles of mercy and compassion (Sultan, 2016; Yusof et al., 2013). This has led to the spread of misperception and lack of understanding of the true essence of Islam *Rahmatan lil 'Alamin*.

Millennials, who are the most connected and digitally sophisticated generation, are faced with the challenge of navigating and defying these narratives. They are constantly exposed to information, both positive and negative, and must filter it to find and spread the true values of their religion. However, research on how effectively millennials use English to convey the true essence of Islam *Rahmatan lil 'Alamin* is still limited. Existing research bodies often focus on defensive or reactive strategies rather than the proactive dissemination of Islamic values.

This research aims to explore how millennials, as key communicators in the digital era, use English to articulate and spread the values of Islam *Rahmatan lil 'Alamin*. By examining their voices, strategies, and the platforms they use, the study aims to identify effective methods to increase the visibility and understanding of these values globally. The research will focus on the proactive strategies used by millennials to spread the teachings of Islam that are loving, just, and peaceful to a wider audience.

The study will also consider the role of educational institutions, social media, and community initiatives in supporting these efforts. Educational institutions can play an important role in equipping millennials with the skills and knowledge necessary to effectively communicate their values. Social media platforms, with their wide reach and influence, can be a powerful tool for spreading positive narratives and defying negative stereotypes. Community initiatives can provide support and resources to young Muslims who want to engage in this important work.

Through a comprehensive analysis of these factors, this study aims to provide a nuanced understanding of how the English language can be used to promote the values of Islam *Rahmatan lil 'Alamin*. By highlighting successful strategies and identifying areas for improvement, the research will contribute to ongoing efforts to build a more inclusive and compassionate global community. This research is not only timely but also important in an era where global communication and understanding are more important than ever.

Previous research has discussed various aspects related to the meeting of the use of English, Islam, and digital communication (Almayez, 2022; Al-Surmi, 2019; Castelli & Trevathan, 2005; Hidayati, 2016; Karmani, 2005c, 2005a, 2005b; Keddie, 2009; Mohd-Asraf, 2005; Numrich, 2005; Öktem, 2019; Perreault, 2014; Rahman, 2005). However, those that discuss the specifics related to the role of English in the spread of Islam are still very limited. Therefore, researchers are interested in researching the perspective of millennial students on the role of English in the spread of the values of Islam *Rahmatan lil 'Alamin*.

Despite the valuable insights provided by existing research, there is still a noticeable gap in the literature regarding proactive efforts by millennials to spread the values of Islam *Rahmatan lil 'Alamin* through the English language. While defensive strategies are important in countering misinformation, there are still shortcomings in exploring how young Muslims actively promote the principles of Islamic love and inclusiveness using English as a medium.

The main objective of this study is to fill this gap by analyzing and documenting the proactive methods used by millennials to spread the values of Islam *Rahmatan lil 'Alamin* in English. With a focus on the voices and strategies of young Muslims involved in social and religious work, the study aims to provide a comprehensive understanding of how global communication can be harnessed to promote peace, compassion, and justice.

Through the exploration of the effectiveness of this method, the research aims to provide practical recommendations to increase its impact. By identifying successful approaches and potential areas for improvement, the study will contribute to the development of an informed and strategic communication strategy within the Muslim community and beyond.

This research will not only advance academic understanding in the fields of religious studies, communication, and cultural studies but also have practical implications for strengthening a more inclusive and compassionate global community. By highlighting the proactive efforts of millennials in promoting the values of Islam *Rahmatan lil 'Alamin*, this research aims to inspire and empower individuals and communities to actively contribute to positive change in society through informed and strategic communication practices.

METHOD

It is qualitative research. The research employed semi-structured interviews as a means to elicit unforeseen themes. The interview questions cover the role of language in general and the role of English in the spread of Islam *Rahmatan lil 'Alamin* values. The study involved conducting and recording interviews, each lasting thirty to forty minutes. Before commencing the data collection procedure, the participants were duly apprised that their responses would not have any bearing on their professional pursuits, as their identities and affiliations would be kept confidential to ensure anonymity. This study employed the use of pseudonyms and provided generic details of the gender of the participants.

Semi-structured interviews of about one hour for each participant were used in this study to help unanticipated themes come to light. The role of language in general and the role of English in the dissemination of Islam *Rahmatan lil 'Alamin* values are both covered in the interview questions. Each interview took between thirty and forty minutes to conduct and record. Before the commencement of data collection, the participants were duly apprised that their responses would not adversely affect their professional pursuits, as their identities and affiliations would be kept confidential. As a result, this study only provided broad demographic data about the participants' gender.

The present study employed purposive sampling to enlist participants who could effectively facilitate the investigation of the matter at hand (McCartan & Robson, 2016). Several selection criteria were established for the chosen participants, e.g., they are included as millennials who were born between 1980-2000, have Islamic background knowledge, and are familiar with English skills.

Purposive sampling was used in this study to select participants who could help explore the critical topic (McCartan & Robson, 2016). Some requirements for choosing participants were established, such as being a millennial born between 1980 and 2000, knowing about Islam, and being proficient in English.

Table 1 below displays the details of the participants involved in the present study.

Table 1. The pseudonyms of the participants

No	Pseudonyms of Participants	Gender
1	MM1	Male
2	MM2	Male
3	MM3	Male
4	MM4	Female
5	MM5	Female
6	MM6	Female
7	MM7	Male
8	MM8	Male
9	MM9	Female
10	M10	Male
11	MM11	Female
12	MM12	Female
13	MM13	Female
14	MM14	Female

The interview data were analyzed using a thematic analysis (Terry et al., 2017). The data analysis procedures adhered to the following steps:

1. One of the initial steps in the data analysis process involves becoming acquainted with the data, which may entail tasks such as transcribing, reading, and re-reading the interview data.
2. The process of developing codes involves extracting relevant information from both the literature and the collected data. Both deductive and inductive methodologies enabled the incorporation of predetermined codes and emerging codes in data analysis.
3. The process of constructing themes involves categorizing codes that are similar into potential themes.
4. The process of identifying and categorizing themes was derived from relevant scholarly sources.
5. The process of compiling the report involves the disclosure of codes and themes, as well as the careful selection of pertinent quotations from the interview transcript to substantiate the analysis of research findings.

FINDINGS

Millennials' Voices Toward the Role of Language

Based on the data, millennials believe that language has some roles. Three roles of language were found in this research. They are: language makes communication easier, language acts as a medium of communication, and language makes it easier to access information.

The first role of language is that it makes communication easier. Language serves as a fundamental tool for facilitating human interaction, enabling people to convey their thoughts and feelings effectively. Without the elements of language, human interaction and communication would be impossible.

"A language is a communication tool." (Interview, MM1)

"Enabling human interaction to run smoothly." (Interview, MM2)

This emphasizes the importance of language in ensuring that interactions are coherent and meaningful. When individuals communicate, they rely on language to express their ideas and emotions, making it a critical component of everyday interactions.

> "Language makes people being open-minded about their ideas." (Interview, MM6)

This statement highlights the role of language in fostering open-mindedness and the exchange of ideas. Through language, individuals can share diverse perspectives, which can lead to greater understanding and acceptance among people.

Terminologically, communication is the process of conveying a statement from one person to another. Language plays a significant role as a tool for communication, acting as the medium through which messages are transmitted and received. One of the participants noted,

> "Language has a significant position because in communicating, it is ensured to use language." (Interview, MM13)

This underscores the indispensable role of language in any form of communication.

> "In communicating, it is required to master the language used by the recipient or giver of the message." (Interview, MM7)

Effective communication necessitates a mutual understanding of the language being used. This mutual understanding is crucial for accurately conveying ideas and ensuring that the intended message is comprehended by both parties.

> "This is because, in conveying ideas, the process is usually influenced by semantic factors related to the use of language to channel thoughts and feelings from the communicator to the communicant." (Interview, MM7)

The semantic elements of language, such as meaning and context, play a vital role in how messages are interpreted. Misunderstandings can arise when there is a discrepancy in the semantic understanding between the communicator and the recipient.

With good language skills, a person can grasp the meaning of the message conveyed by the interlocutor.

> "With the ability to digest messages, of course, the recipient of the message will be able to understand what the message giver conveys so that there is no miscommunication." (Interview, MM12)

This illustrates the importance of language proficiency in ensuring that messages are accurately understood, thereby reducing the likelihood of miscommunication.

This means that the giver and the recipient of the message must have the same understanding of what is being communicated. This mutual understanding is especially important when conveying complex or culturally significant messages. For instance, when conveying a message about Islam *Rahmatan lil 'Alamin,* one must master the language understood by the recipient of the message so that the meaning of Islam *Rahmatan lil 'Alamin* can be well received by the recipient.

> "In communicating, it is required to master the language the recipient uses. It is so that the recipient can receive the message and does not cause miscommunication." (Interview, MM7)

Mastery of the recipient's language is essential for effective communication, as it ensures that the message is accurately interpreted and prevents misunderstandings.

Similarly, when delivering a message about Islam *Rahmatan lil 'Alamin*, one must master the language known by the recipient. Therefore, the more languages a person knows or masters, the more effective they are in establishing interactions (Interview, MM7). Mastery of multiple languages expands an individual's ability to communicate with a wider audience, enhancing their capacity to share and receive diverse perspectives.

Second, language acts as a medium of communication. Human life is inseparable from language. It is because it is possible always to use language in every activity. Apart from being a direct communication tool, language is also used in indirect communication, namely in written form. Language is the primary means of communication in various parts of the world. Language becomes a medium that plays a role in channeling one's aspirations and wills, presenting expression, and giving rise to social cooperation. A language is a communication tool used by humans. The needs of each individual can be realized and channeled through language. At this point, the function of language appears to be evident in people's lives.

> "The more languages a person speaks, the more opportunities they will have to communicate with people with different languages." (Interview, MM10)

This emphasizes the practical benefits of multilingualism in expanding communication opportunities.

> "If a person only masters one language, he cannot understand the language others use. It means that the more languages a person speaks, the more opportunities they will have to communicate." (Interview, MM7)

This statement points out the limitations of monolingualism and the advantages of learning multiple languages for broader communication.

From the understanding of communication above, it is contained that in the paradigmatic sense, communication aims to obtain specific effects on communicants: cognitive, affective, and behavioral. Cognitive effects are the effects that arise in communicants that make them understand something conveyed by the communicator. On cognitive effects, the communicator's purpose is limited to the

communicator's desire to change the communicator's mind. While on affective effects, the communicator not only intends to talk about something to the communicant but also seeks to have the communicant driven by the attitude or feeling in question, such as pity, sadness, emotion, joy, anger, and so on. For all three effects to be well received, the use of language must be observed.

> "Language is closely related to the communication process. Language is an indispensable component of every communication event. The act of communication involves the transmission of a message from the individual or entity initiating the communication to the intended recipient." (Interview, MM7)

This emphasizes the intrinsic link between language and communication, showing that effective message transmission relies heavily on language proficiency.

> "The role of language, in general, is as a medium of communication, namely as a tool to convey ideas from someone to others." (Interview, MM10)

Because if a person only masters one language, he cannot understand the language others use. It means that the more language a person has, the more opportunities they will have to communicate with many people in different parts of the world, including Middle Eastern countries (Interview, MM7). The Middle East is the main point of Islam with its Arabic, so for Islam to spread and be known by Europe, America, and the whole world, it must master the language spoken by the country's people, namely English (Interview, MM7). English is essential for everyone because it has entered the era of globalization, so everyone must be able to master English to establish communication with people from outside or internationally.

> "It means that the more languages a person speaks, the more opportunities they will have to communicate with people with different languages." (Interview, MM10)

This final quote reinforces the overall theme that multilingualism greatly enhances communication opportunities across different cultures and regions.

The third role of language is to ease access to information. As an academic, someone must think critically about the phenomena that occur, including critical thinking in response to global events such as the Taliban conflict. To study more deeply about the conflict, one must first master the language, one of which is English.

> "As an academician, one must be required to critically know the problems that arise both at home and abroad, including the Taliban conflict." (Interview, MM10)

This highlights the necessity for academics to engage deeply with international issues.

> "The poor state of the Palestinian population, Myanmar refugees, which are widely published by the BBC or CNN using English on social media Twitter." (Interview, MM10)

Mastery of English is essential to access these sources and understand the global narrative.

> "To study the conflict, one must have good English skills because English language skills are used to study English-language literature or literature from Europe." (Interview, MM10)

This underscores the importance of English proficiency in accessing and comprehending scholarly and journalistic literature.

In addition to studying the Taliban conflict, mastery of English makes it easier to access Islamic information from various other countries. For example, the state of Palestine and Myanmar refugees are widely published by the BBC or CNN using English on social media platforms like Twitter.

> "With a mastery of English, it will be easier to access Islamic information from various other countries, for example, about the state of Palestine and Myanmar refugees, which are widely published by the BBC or CNN using English on social media Twitter." (Interview, MM10)

This statement emphasizes the practical benefits of knowing English for staying informed about global issues through major news outlets and social media.

Millennial students' voices toward the role of English in the spread of Islam *Rahmatan lil 'Alamin values*

English ease to convey the values of Islam Rahmatan lil 'Alamin through various fields

Islam *Rahmatan lil 'Alamin* is an inclusive form of Islam, characterized by mutual respect and the belief that while one's religion is true, it does not mean other religions are wrong. This inclusivity prevents hostility between different religious believers.

> "Islam *Rahmatan lil 'Alamin* is an Islam that is not exclusive but inclusive, i.e., ingrained mutual respect, believing that the religion it believes in is true, but does not justify that a religion other than Islam is the wrong religion. By being inclusive, each religious believer does not blame the other but sticks to their religious beliefs and is not hostile to religious believers outside their beliefs." (Interview, MM14)

This concept emphasizes affection over violence and aims to bring peace to all humanity, not just Muslims.

> "Islam *Rahmatan lil 'Alamin* concept prioritizes affection over violence." (Interview, MM8)

> "It prioritizes peace to all humankind and not only to Muslims." (Interview, MM14)

The Prophet Muhammad PBUH exemplified this principle, being recognized as one of the most influential figures in history.

> "Islam *Rahmatan lil 'Alamin* appears in the person of the Prophet Muhammad PBUH as the most influential person in the world." (Interview, MM3)

In Indonesia, this concept is better known as Islam Nusantara, which promotes moderation as part of the government's agenda.

> "In Indonesia, the term Islam *Rahmatan lil 'Alamin* is better known as Islam Nusantara. One of the themes being promoted by the government is moderation." (Interview, MM1)

However, the negative stigma towards Islam persists globally, partly due to misconceptions and actions by individuals misrepresenting Islamic teachings.

> "There are still many negative stigmas from various parts of the world that lead to Islam from various circles who come from people outside Islam who do not understand the teachings of Islam." (Interview, MM14)

These misconceptions are compounded by visible markers such as beards or traditional clothing, leading to stereotypes.

> "Some people see Islam as just names and clothes." (Interview, MM2)

> "There is a negative label aimed at those with beards." (Interview, MM3)

Moreover, some groups misuse Islam to justify violent actions, further tarnishing its image.

> "Some parties use the name of Islam to violate Islam." (Interview, MM4)

The September 11th attacks significantly impacted the perception of Islam, leading many to erroneously view it as a religion of terror and violence.

> "For this tragedy, non-Muslims are mistaken in perceiving Islam because, in reality, a group of Muslims commits actions that are not under the teachings of Islam." (Interview, MM14)

It is crucial to highlight that these violent acts are not representative of true Islamic teachings.

> "The label that Islam is a radical religion is a wildly unsubstantiated and not concrete argument because Islam is not a terrorist religion and all actions that lead to terror. The essence is not Muslims but claims to be Islam." (Interview, MM1)

To combat these misconceptions and convey the peaceful message of Islam *Rahmatan lil 'Alamin*, proficiency in English is essential. English is the global lingua franca, enabling communication and dissemination of ideas across borders.

> "To understand and make it easier for followers of other religions about the mission of peace covered in Islam *Rahmatan lil 'Alamin*, it is necessary to have a mastery of the language, especially English." (Interview, MM7)

English proficiency is vital for accessing global information and effectively participating in the modern world.

> "The ability to speak English is a fundamental ability and a need that everyone must have because, nowadays, it requires everyone to interact with the outside world." (Interview, MM5)

It facilitates the spread of Islam *Rahmatan lil 'Alamin* through various media, including music and lectures.

> "English makes it easier to convey ideas or ideas in various fields, including Islam *Rahmatan lil 'Alamin*, because English is a universal and international language spoken by many countries worldwide." (Interview, MM7)

Prominent figures like Dr. Zakir Naik and Hisyam Kabani use English to reach a global audience, demonstrating its importance in spreading Islamic teachings.

> "A concrete example of the spread of the value of Islam *Rahmatan lil 'Alamin* through English is the proselytizing activities carried out by Dr Zakir Naik as a da'i from the land of India who spreads Islam not only in one area it occupies but almost all over the world." (Interview, MM1)

> "Another figure who also focuses on proselytizing using English is Hisyam Kabani. This *da'i* is from America and has visited Indonesia, Banyumas, and Lirboyo." (Interview, MM1)

Even in the field of music, artists like Maher Zain use English to share Islamic values through their songs.

> "English also facilitates the spread values of Islam *Rahmatan lil 'Alamin* through the field of music, as the music sung by Mahar Zain, who preaches broadcasts Islam using his religious music." (Interview, MM11)

Thus, mastering English is essential for effectively spreading the message of Islam *Rahmatan lil 'Alamin* worldwide.

> "One of the internal factors that can be an obstacle to the spread of the value of Islam *Rahmatan lil 'Alamin* is because a person has not mastered the ability to speak English." (Interview, MM7)

In conclusion, to spread the value of Islam *Rahmatan lil 'Alamin* globally, proficiency in English is a crucial requirement.

English expands the range of areas and targets in the spread of the value of Islam Rahmatan lil 'Alamin

Mastering the international language is something that everyone needs to develop. English is an essential communication medium for citizens of England, America, Canada, and other major countries. To be able to learn various sciences

abroad requires the ability to speak English because it is not enough just to study science from within the country but also to study science that exists abroad, including aspects of the religious field, namely spreading Islam *Rahmatan lil 'Alamin* through English.

> "To be able to learn various sciences abroad requires the ability to speak English because it is not enough just to study science from within the country but also to study science that exists abroad." (Interview, MM11)

Islam *Rahmatan lil 'Alamin* is an Islam that carries and teaches compassion for all nature and for all humankind, which is heterogeneous in terms of language and culture.

> "Islam is aimed at people in Makkah, Indonesia, and worldwide." (Interview, MM7)

Muslims who believe in the truth and glory of his teachings evidence His praiseworthy conduct; manners, meekness, compassion, and maintaining peace above all existing differences, whether between religions, nations, tribes, or ethnicities and not involving the Quran to justify its anarchist stance (Q.S. Yûsuf: 23).

For Islam *Rahmatan lil 'Alamin* to be realized, there must be a balance in establishing human relations with Allah (*hablum minallah*) and human relations with humans (*hablum minannas*). Man's relationship with Allah is realized in worship as follows: listening to Allah with all confidence and the Prophet Muhammad saw, establishing prayers, and so on. The relationship between man and man is realized by working responsibly, fulfilling zakat, establishing a brotherhood based on righteousness, emigrating towards goodness, and so on.

> "The Messenger of Allah PBUH has practiced all that is contained in *hablum minallah* and *hablum minnanas*. Therefore, every Islam adherent must master English to spread Islam *Rahmatan lil 'Alamin*, especially in continental Europe." (Interview, MM12)

By mastering English, the target of proselytizing related to Islam *Rahmatan lil 'Alamin* values is getting wider to various parts of the country.

> "It is different if a person only controls one language, then the scope of proselytizing is narrow. In this case, English is essential in spreading values of Islam *Rahmatan lil 'Alamin*." (Interview, MM7)

In today's modern era, English has a significant position.

> "English is a prevalent language used by many countries in the world in establishing communication, so it has a crucial role globally." (Interview, MM2)

A participant expressed that English is an international language and a provision to grasp the world.

> "Because no matter how intelligent a person is, if they don't have a command of English, they cannot do anything abroad." (Interview, MM12)

English has a significant role in spreading the values of Islam *Rahmatan lil 'Alamin*.

> "If the value can be conveyed in the international language used by non-Muslims, then the message of the value will be readily accepted by all circles." (Interview, MM14)

English can connect one nation with another, so it is necessary to spread or indict Islam *Rahmatan lil 'Alamin* using English to a nation that has not or has lost its *Rahmatan lil 'Alamin* identity.

> "English can connect one nation with another, so it is necessary to spread or indict Islam *Rahmatan lil 'Alamin* using English." (Interview, MM8)

English as a unifying language will make it easier to convey the value of Islam *Rahmatan lil 'Alamin* because, with it, we will be able to proselytize to various countries.

> "No matter how intelligent people are, if they preach using Indonesian in America, the target of proselytizing does not understand what is being said. It is where the role of English looks very visible." (Interview, MM4)

English is essential when delivering proselytizing to various countries.

> "English is essential when delivering proselytizing to various countries." (Interview, MM3)

The role of English in spreading the value of Islam *Rahmatan lil 'Alamin* is not limited by space and time.

> "Islam *Rahmatan lil 'Alamin* does not only apply in Indonesia but also to other countries such as Australia." (Interview, MM1)

The way to socialize with Islam *Rahmatan lil 'Alamin* must be under the condition of the *mukhotob*, the invited man. For example, preaching in a layman's environment means using the language the layman uses. Likewise, when proselytizing abroad, as done by Gus Nadhir, who preaches in an environment that does not use English, then to convey Islam *Rahmatan lil 'Alamin* must also use English.

> "Likewise, when proselytizing abroad, as done by Gus Nadhir, who preaches in an environment that does not use English, then to convey Islam *Rahmatan lil 'Alamin* must also use English." (Interview, MM1)

If Islam is spread through Arabic or Indonesian only, then the target is limited to people who speak both languages.

> "If Islam is spread through Arabic or Indonesian only, then the target is limited to people who speak both languages." (Interview, MM14)

On the other hand, if the value of Islam *Rahmatan lil 'Alamin* is spread through English, more and more people will be able to access the idea and even explain why a lousy label about Islam in the eyes of the world can happen.

> "If the value of Islam *Rahmatan lil 'Alamin* is spread through English, more and more people will be able to access the idea and even explain why a lousy label about Islam in the eyes of the world can happen." (Interview, MM14)

In conclusion, mastering English is essential for effectively spreading the message of Islam *Rahmatan lil 'Alamin* worldwide.

English helps in obtaining information about the spread of the values of Islam Rahmatan lil 'Alamin, which can be accessed on the internet

The English language helps in obtaining information about the spread of Islam *Rahmatan lil 'Alamin* values, which can be accessed on the internet. One of the advantages of English is that it is used as the primary language in technology, especially the Internet.

> "I am used to using the internet to search for information about Islam, especially writings on Google Scholar" (Interview, MM11).

Through a search on Google Scholar, various references to English-language Islamic studies can be found in various scientific works, such as scientific journals and theses. As stated by one of the participants,

> "I often access scientific theses rather than journals, especially theses that match the titles used in my research. This, in my opinion, is one of the efforts to support my final project later." (Interview, MM11).

One participant used his English skills to stream on YouTube about Islamic studies in English. Among the English-language Islamic studies he can access on YouTube is a video about the character Real Fatih, a Qur'an memorizer from England. In addition to Real Fatih, Eni also accessed a video on YouTube about Dr. Zakir Naik, a missionary from India who explained the theme of Islam.

> "I used my English skills to stream on YouTube about Islamic studies. Among the English-language Islamic studies I access on YouTube is a video about the character Real Fatih, a Qur'an memorizer from England. In addition to Real Fatih, I also accessed a video on YouTube about Dr. Zakir Naik, a missionary from India who explained the theme of Islam. I think that a good mastery of Islam and English makes many viewers interested in embracing Islam" (Interview, MM11).

Dr. Zakir Naik, a *da'i* from India, an intelligent and insightful Muslim, had a very ingenious ability to debate with non-Muslims, so his opponents converted to Islam because of Dr. Zakir Naik's explanation (Interview, MM12). This means that the English language has an important role in spreading the values of Islam *Rahmatan lil 'Alamin*. In addition, what Dr. Zakir Naik said about Islamic values became a separate event for non-Muslims to convert to Islam (Interview, MM11).

In broadcasting the teachings of Islam, which include the values of Islam *Rahmatan lil 'Alamin*, one must first master the Islamic material and have good English language skills before conveying it to the general public. This means that it is not only enough to master Islamic values but also to master English when broadcasting Islam *Rahmatan lil 'Alamin* in English.

> ".. to broadcast the Islamic teachings of *Rahmatan lil 'Alamin*, one must master Islamic material and have good English language skills. So, not only Islamic values must be mastered, but also English." (Interview, MM11)

English language skills will help a person to broadcast Islam using English. One of the participants did so when he joined an English program at one of the state Islamic universities in Indonesia. One of the agendas that he must complete is to upload/share religious quotes taken from the Qur'an, hadith, or fatwa of scholars using English. He always does this agenda every Friday.

> "One of the agendas that I have to complete is to upload or share religious quotes taken from the Qur'an, hadith, or fatwa of scholars using English. I always do this agenda every Friday." (Interview, MM11)

English supports efforts to straighten out the negative stigma directed at Islam.

It is a must for every Muslim to master the concept of Islam *Rahmatan lil 'Alamin* so that their behavior aligns with Islamic principles. As emphasized by MM13 in an interview,

> "If Muslims do not understand the concept, then it is feared that their behavior will come out of the concept of Islam *Rahmatan lil 'Alamin*, which will have an impact on smearing the good name of the Islamic religion itself." (Interview, MM13)

In broadcasting Islam, proficiency in both Islamic knowledge and language, including English, is essential. MM12 highlighted this,

> "To be able to proselytize professionally, the ability of religious knowledge possessed by a person must be supported by his ability to master the language, including English." (Interview, MM12)

This underscores the importance of language proficiency in spreading the values of Islam globally.

Moreover, MM10 shared their motivation for joining an English study program at an Islamic university, expressing the desire to balance religious knowledge with English language skills. They stated,

> "Even though he was already armed with religious knowledge, he still needed to learn English." (Interview, MM10)

This reflects the recognition of the significance of English proficiency in disseminating Islamic values beyond local boundaries. Additionally, proficiency in

English can help counter negative perceptions of Islam. MM4 emphasized this, stating,

> "The ability to speak English will support Muslims in straightening out the negative labels or stigmas directed at Islam that Islam is a radical religion." (Interview, MM4)

This highlights the role of language in challenging misconceptions and promoting understanding.

Furthermore, participation in religious exchange programs provides opportunities to share Islamic values globally. MM10 discussed plans to spread the value of Islam *Rahmatan lil 'Alamin* through such programs, aiming to engage in discussions about Islam in Indonesia and the concept of multiculturalism. This illustrates the proactive approach of individuals in promoting interfaith dialogue and understanding.

English makes it easier to capture messages about the value of Islam Rahmatan lil 'Alamin from various sources

English proficiency opens doors to a multitude of learning opportunities, particularly in scientific fields and Islamic studies, as articulated by MM11:

> "With one's English proficiency, one will find it easier to have a broader opportunity to learn various scientific fields from speakers from various foreign countries, including Islamic studies." (Interview, MM11)

MM11 shared her experience of joining an International School program, where interaction with speakers from various countries, including Caucasians, was crucial:

> "In the school, I must interact with Caucasians deliberately brought in to fill events in international schools. Among the themes discussed in international schools is related to culture, namely the cultural diversity owned by each country. Mainly the culture that exists in Indonesia." (Interview, MM11)

Furthermore, MM11 highlighted the significance of English in academic settings, where international professors, including those from America, contribute to discussions on various topics, including culture:

> "In addition to international schools, one participant must also interact using English when studying. According to a statement submitted by one of the participants, several lecturers are deliberately brought in from abroad to fill lectures, including those from America. One of the themes discussed in the debate is culture." (Interview, MM11)

The Modern Islamic History course, as discussed by MM4, is one example where English serves as the medium of instruction, emphasizing the role of language proficiency in accessing specialized knowledge:

> "One of the courses on Islam delivered using English is the Modern Islamic History course." (Interview, MM4)

Similarly, MM10 emphasized the importance of English proficiency in joining communities focused on comparative religions:

> "It is similar to stating that one of the benefits obtained by mastering English is joining a community that lasts for three days." (Interview, MM10)

Mastery of English is essential for engaging with European literature and understanding diverse perspectives on religious studies:

> "This community, among others, discusses the theme of comparative religions, such as the comparison of Catholic and Christian religions." (Interview, MM11)

Moreover, MM11 underscored the role of English proficiency in facilitating cultural exchange, particularly in Indonesian Islamic universities:

> "Because of Indonesian Islamic universities, there are many visits from non-Muslim or Christian believers who want to learn about Islam, then with the ability to speak English, someone has the opportunity to accompany them to learn about the culture that exists in Islam." (Interview, MM11)

Conversely, MM6 highlighted the value of English proficiency in learning about foreign cultures:

> "On the contrary, with the ability to speak English, a person can learn about the culture abroad." (Interview, MM6)

In academic contexts, such as the Indonesian Islamic Studies course mentioned by MM10, English proficiency enables students to comprehend lectures and access English-language resources:

> "One course discusses Islam in lectures, namely the Indonesian Islamic Studies course." (Interview, MM10)

MM10 shared his experience of accessing English-language journals to fulfill academic assignments and participate in programs like religious exchanges organized by Americans:

> "By mastering English, a person can readily capture messages from various Islamic sources in English." (Interview, MM10)

MM7 further emphasized the transformative impact of English proficiency on understanding and engaging with prominent figures like Dr. Zakir Naik:

> "By mastering English, a person can readily capture messages from various Islamic sources in English. Armed with the ability to speak English, it is more likely for someone to understand the message of peace conveyed through English, as the message of peace conveyed by Dr Zakir Naik." (Interview, MM7)

MM7 highlighted how proficiency in both English and Islamic studies motivates individuals to actively engage in learning and dialogue.

DISCUSSION

The findings of this study highlight the multifaceted role of languages, especially English, in facilitating communication, accessing information, and promoting values of Islam *Rahmatan lil 'Alamin* among the millennial generation. The discussion will integrate these roles, drawing on the perspectives and experiences shared by the participants, and place them in the broader context of the importance of language in an increasingly globalized world. This discussion will also compare findings with existing theories and research on the role of language in communication, access to information, and the spread of cultural and religious values.

Language as a Tool and Medium of Communication

Language serves as a fundamental tool for human interaction, allowing individuals to express their ideas and thoughts clearly and effectively (Bickerton, 2016; Bonvillain, 2019; Carruthers, 2002; Vygotsky, 2012). The participants in this study emphasized the importance of mastering English to avoid misunderstandings and ensure that the message is conveyed and understood accurately. These findings are in line with communication theory that emphasizes the need for a common linguistic framework to facilitate mutual understanding (Chomsky, 1969). Linguistic accuracy is essential in conveying complex ideas and emotions, reinforcing the concept that effective communication depends on the same linguistic competence.

In addition to being a tool for verbal interaction, language also serves as a medium for written communication, which is essential for social cooperation and the dissemination of ideas (Bonvillain, 2019). The ability to speak languages in several languages, especially English, expands an individual's capacity to interact with diverse populations, increasing opportunities for cross-cultural interaction and understanding (Sercu, 2005). English, as a widely spoken international language, plays a crucial role in transmitting ideas across cultural and geographical boundaries, thus promoting global connectivity. This role is very significant in the context of spreading the values of Islam *Rahmatan lil 'Alamin*, as the ability to speak English allows the dissemination of Islamic teachings to a wider audience, countering negative stereotypes, and encouraging a more inclusive understanding of Islam.

Language Facilitates Access to Information

Language, particularly English, facilitates easier access to information, which is especially important in the digital age where a lot of information is available in English. Participants noted that English proficiency allowed them to access a wide range of resources, engage with international literature, and gain a comprehensive understanding of global issues. These findings are consistent with previous research on the global dominance of English as a lingua franca (Crystal, 2003; HOUSE, 2018). The ability to access and understand English-speaking resources is essential for academic and professional development, allowing individuals to participate in international academic programs and engage with a variety of perspectives.

In addition, English language skills are important for promoting an informed and critical discourse on global issues, including the spread of Islam *Rahmatan lil 'Alamin*. The participants highlighted that English allows them to critically engage with information about global events, such as the Taliban conflict or the plight of Palestinian and Myanmar refugees, which are often reported by major international media in English. Access to this information is not only beneficial for personal growth but also contributes to a more informed and engaged citizen of the world.

The Role of English in Spreading the Values of Islam Rahmatan lil 'Alamin

The findings also emphasize the specific role of the English language in spreading the values of Islam *Rahmatan lil 'Alamin*. The English language serves as a bridge to communicate these values to a global audience, thereby expanding the reach of Islamic teachings. The participants emphasized that English proficiency allows them to convey the inclusive and compassionate principles of Islam to non-Muslim audiences, challenge negative stereotypes, and promote a more accurate understanding of the religion. This perspective is in line with the idea that language can be a vehicle for cultural diplomacy and soft power (Ang et al., 2016; Njiru, 2016).

The use of English in da'wah activities, as shown by figures such as Dr. Zakir Naik and Hisyam Kabani, shows the effectiveness of this language in reaching diverse audiences. In addition, the English language facilitates the spread of the values of Islam *Rahmatan lil 'Alamin* through various media, including music, as seen in the works of artists such as Maher Zain. By using the English language, these figures can interact with a global audience and promote the values of Islam *Rahmatan lil 'Alamin* more effectively.

The findings of this study are in line with and expand existing theories and research on the role of language in communication, access to information, and the dissemination of cultural and religious values. Previous studies have highlighted the fundamental role of language as a means of communication and its importance in enabling effective interaction and reducing misunderstandings (Bonvillain, 2019; Chomsky, 1969). The study supports these theories, as millennials emphasize that language facilitates communication and helps avoid misunderstandings.

In addition, these findings reinforce the idea that language is a medium for accessing information (Fairclough, 2001; Gee, 2012). The study found that English language proficiency allows access to a wide range of information and literature, especially in the context of global issues and academic research, which is consistent with previous research on the global dominance of English as a lingua franca (Crystal, 2003).

Furthermore, this study highlights the role of the English language in spreading cultural and religious values, especially the values of Islam *Rahmatan lil 'Alamin*. It expands on the work of scholars such as Fishman (Fishman, 1991) and (Spolsky, 2004), who have discussed the role of language in maintaining and transmitting cultural and religious identities. Millennials in this study see English as an important tool to convey the values of Islam *Rahmatan lil 'Alamin* to a global audience, in line with the idea that language can be a vehicle for cultural diplomacy and soft power (Nye, 2004).

CONCLUSION

This research emphasizes the important role of language, especially English, in shaping the contemporary social, cultural, and information landscape for the millennial generation. English has not only emerged as a means of daily communication, but also as a gateway to global knowledge, a medium of cross-cultural interaction, and a means of spreading religious and cultural values. The multifaceted usefulness of the English language highlights its dominance as a global lingua franca and its crucial role in academia, media, and international relations.

By facilitating clear and precise communication, English minimizes misunderstandings and promotes mutual understanding. The language serves as a fundamental medium for verbal and written interaction, allowing individuals to engage in social cooperation and the exchange of ideas globally. In addition, the ability to speak English allows access to a wide range of information, which is especially important in the digital age where English dominates as the language of the internet and global media. This access is essential for academic and professional development, which encourages a more informed and engaged global citizenry.

In the context of promoting the values of Islam *Rahmatan lil 'Alamin*, English plays a crucial role. This language allows the spread of Islamic teachings to a wider audience, countering negative stereotypes, and encouraging a more inclusive understanding of Islam. By utilizing the English language, religious and cultural organizations can engage in effective da'wah and cultural diplomacy, promoting peace, inclusivity, and mutual respect among a diverse global audience.

This research is in line with existing theories about the importance of language in communication, information access, and cultural transmission, and extends these theories into the practical realm of contemporary global interaction. In addition, the study highlights the need for a comprehensive language education policy that prioritizes English language proficiency while promoting multilingualism to improve cross-cultural communication.

Based on these findings, several recommendations were put forward: strengthening English language education, promoting multilingualism, supporting intercultural initiatives, leveraging technology for language learning and communication, and conducting ongoing research to explore the broader impact of language proficiency.

In conclusion, the study emphasizes the important role of the English language in facilitating global communication, access to information, and the promotion of cultural and religious values. By implementing the recommended strategies, stakeholders can harness the power of language to foster greater understanding and cooperation in an increasingly connected world. Insights gained from the perspectives of the participants highlighted the importance of linguistic competence in the face of the complexity of the modern world, reinforcing the need for effective language education and English language proficiency. As we move forward, prioritizing language education and acknowledging the multifaceted role of English will be crucial in building a more informed, inclusive, and harmonious global society.

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STRUCTURALISM OF TODOROV'S SEMIOTICS IN THE MOVIE "HACKSAW RIDGE" DIRECTED BY MEL GIBSON

[1]Benny Dele Bintang Ananta*, [2]Muhammad Firza Thoriq Sholahuddin
[1,2]English Language and Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, Indonesia

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*Correspondence: -Bennydele7@webmail.umm.ac.id

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ABSTRACT

This research discusses the structuralism of Todorov's semiotics in the movie "Hacksaw Ridge" directed by Mel Gibson. Structuralist studies have been abandoned for a long time. This study aims to determine the implementation of semiotic aspects of Todorov structuralism in films. A descriptive-qualitative method was used to analyze the data, and note-taking with Nvivo 12 software was used as the data collection technique. This study required a long process and knowledge of data analysis, which required importing, transcript, reducing, presenting and drawn conclusion. The findings examined the syntactical aspects of the 38 sequences found, including the form of words, events, characters, and verbal aspects, including mode, kala, point of view, and storytelling. This study concludes that film can be implemented in structured narrative and structuralism studies based on the Todorov model. This research has important implications for providing a deeper understanding of films' creative excellence, thematic significance, and potential emotional impact.

Keywords: *Desmond Doss, Hacksaw Ridge, Semiotics, Structuralism, Tzvetan Todorov*

ABSTRAK

Penelitian ini membahas tentang strukturalisme semiotika Todorov dalam film "Hacksaw Ridge" yang disutradarai oleh Mel Gibson. Kajian strukturalisme telah lama ditinggalkan. Penelitian ini bertujuan untuk mengetahui implementasi aspek-aspek semiotika strukturalisme Todorov dalam film. Metode deskriptif-kualitatif digunakan untuk menganalisis data, dan pencatatan dengan perangkat lunak Nvivo 12 digunakan sebagai teknik pengumpulan data. Penelitian ini membutuhkan proses yang panjang dan pengetahuan tentang analisis data, yang meliputi proses mengimpor, mentranskrip, mereduksi, menyajikan, dan menarik kesimpulan. Temuan penelitian ini mengkaji aspek sintaksis dari 38 sekuen yang ditemukan, termasuk bentuk kata, peristiwa, karakter, dan aspek verbal, termasuk modus, kala, sudut pandang, dan penceritaan. Penelitian ini menyimpulkan bahwa film dapat diimplementasikan dalam studi naratif terstruktur dan strukturalisme berdasarkan model Todorov. Penelitian ini memiliki implikasi penting untuk memberikan pemahaman yang lebih dalam tentang keunggulan kreatif film, signifikansi tematik, dan potensi dampak emosional.

Kata Kunci: *Desmond Doss, Hacksaw Ridge, Semiotika, Strukturalisme, Tzvetan Todorov*

INTRODUCTION

Literature comprises an extensive and diverse field, with many written, spoken, and visual manifestations that can be reflected in human lives, thoughts, and attitudes. (Attridge, 2017; Finnegan, 2018; Rachmayanti & Andini, 2014). It is a form of communication that conveys ideas, emotions, and meanings through language (Khaled & Anderson, 2024; Rakhmonova & Abduhakimova, 2024). Literature studies necessitate interpretation and analysis to understand themes, symbols, and literary devices within texts (Harlow & Carter, 2023; Righter, 2024; Suprapto et al., 2024). Literature is a potent instrument for investigating human experiences, emotions, and concepts (Handika & Hartiningsih, 2014). Potential uses are entertainment, social norms, and awareness raising regarding significant issues (Bollas, 2020). In addition, it can be used to enhance our comprehension of ourselves and the surrounding environment. Wicaksono (2017) defines literature as the product of authors whose inspirations are either direct or indirect from human existence and who employ language as their medium. According to Saragih et al. (2021), Literature is the product of authorial creativity derived from human experience through fictionalisation, utilizing language as the medium of expression. Wu (2023) asserts that film has emerged as a captivating medium for narrative expression, as a conduit that connects the realms of imagination and reality. Jing (2023) asserts that films can effectively communicate significant themes to audiences, fostering an immersive and impactful experience. Literature functions as a potent instrument for examining and comprehending human realities, ever-evolving and adjusting to the shifting global context.

Films are popular media among the general public. The film undeniably demonstrates how people obtain entertainment, information, and education. Films are an important medium for mass communication (Rorong, 2020). The message conveyed by a film varies based on its theme and storyline. Films must do so through education, entertainment, information, and other methods to impart value or messages. Films use words, sounds, conversations, and images to communicate messages and information in diverse ways. According to a study by Habib et al. (2021), The Hacksaw Ridge film is a biopic film that uses the Native American language and is spiced slightly up with the body language of Japanese soldiers. In addition, this film has the potential to be used as a learning resource, particularly for history, owing to the inspiring portrayal of Desmond, a war veteran, based on his true story (Rahmayanti et al., 2021).

When it comes to the term "structuralism" originated during the mid-20th century and is a theoretical framework that emphasizes the examination of cultural phenomena, narratives, and symbols as organized systems (Kalhoro & Sangi, 2022; Klahoro & Sangi, 2023; McMahon, 2023; Pardede, 2023). Tzvetan Todorov integrates this approach into literature by highlighting three main aspects: syntactic, semantic, and verbal, where literature is understood as a secondary system that uses language yet remains distinct from language itself (Todorov, 1968). Todorov states that these three aspects function synergistically, although they can be analyzed separately (Todorov, 1975). It is possible to reiterate from the preceding description that structuralism applies to literary study. Its implementation is distinct from that in linguistic studies. The syntactic, semantic, and verbal aspects will be examined individually to adhere to Todorov's method for

analyzing literary works. In collaboration with Roland Barthes and Algirdas Julien Greimas, Todorov helped develop structural narrative analysis, where Barthes emphasized cultural implications, and Greimas developed formal models such as the act substantial and semiotic square. At the same time, Todorov bridged linguistics and literary criticism to uncover fundamental narrative structures in literary and cultural analyses. (Bastola, 2022; Costa & Coelho, 2018; Ding, 2023; Manghani, 2022)

Todorov's structuralism involves three elements that function cohesively within a unified framework. He noted, “These three facets of the work are exhibited in a complex interrelation; they can only be found in isolation during our analysis” (Todorov, 1975, p. 20). This illustrates structuralism's relevance in literary studies, differing from its application in language studies. The syntactic, semantic, and verbal components are analyzed individually, as Todorov suggests. The syntactic aspect, or the presential or syntagmatic aspect, indicates the text's interconnected elements (Zaimar, 2014). The component involves communication between characters through information exchange. Diani and Koswara (2021) describe semantics as paradigmatics or absences, analyzing the relationships between present and absent elements within the reader's collective consciousness, conveying the underlying message. This element examines characters, themes, settings, and temporal contexts. The verbal aspect's mode category examines perspective, as seen in "Spinner of Darkness," focusing on scenery and visibility. Zaimar (2014:72) differentiates narrative construction as internal or external. Internal narrators are present throughout the narrative, while external narrators are absent. Genette (in Suwondo, 2011) identifies three gaze components: narrated speech, transferred speech, and reported speech. However, Todorov states that verbal aspects analyze parts of the message, stylistic devices, point of view and storytelling.

Prior studies have employed discourse analysis and Tzvetan Todorov's semiotics theory to examine active reading outcomes. Findings identified three aspects of Todorov's literary analysis: the syntactic, the semantic (including paradigmatic and syntagmatic relationships), and the verbal, which covers mode, time, point of view, and narrator. This involved scrutinizing the text's fundamental structure, including sentences and words. (Oktaviana, 2021). Research findings indicate that the short story "Pelajaran Mengarang" employed Tzvetan Todorov's structuralism approach. Syntactically, ten chronological sequences were identified as narrative units. Semantically, Sandra's central role was highlighted by the presence of additional characters. Verbally, an external narrator depicted scenes using diverted, analytical, and reported speech. (Agustina et al., 2022). A different analysis showed that "Pemintal Kegelapan" utilized a progressive narrative structure. The semantic dimension linked the letter "I" with descriptions of the "mother." The "I" character exhibited curiosity, respect, and reverence towards the "mother," who was portrayed as introverted, mysterious, and explosive. The author employed an external narrator and incorporated speeches as verbal devices. (Kurnianto, 2017).

Most of the previous studies mentioned above have investigated students in short stories. None of the studies have investigated structuralism in the context of films or movies (Basid et al., 2021). Investigating structuralism in films or movies has not been conducted. This research follows the need for this research because

structuralism in films or movies can provide a better understanding of how the audience interprets the story. It can also help filmmakers understand how to tell their stories better to make them more engaging and effective. Additionally, it can help filmmakers create better stories that are more meaningful to their audiences.

The authors analyzed the film Hacksaw Ridge, a biographical war movie requiring interpretation through concretization to uncover its overall meaning. To achieve this, they applied Tzvetan Todorov's structural approach. This paper explores the application of Todorov's structuralism semiotic aspects in Hacksaw Ridge, aiming to determine how these aspects are implemented in the film.

Applying Tzvetan Todorov's Semiotic Theory in literary analysis, especially in films, involves examining the components of a work while enriching the literary field's scientific references. By scrutinizing methodologies and theoretical frameworks, we aim to unveil each literary piece's multiple structures and facets. This study also has the potential to inspire future research, fostering advancements in the field.

METHOD

This study employs Todorov's structuralist approach in its analysis, utilizing a descriptive qualitative research method. According to Creswell and Creswell (2022), Descriptive methods closely adhere to the data, using minimal frameworks and interpretations for explanation. This research focuses on Mel Gibson's film *Hacksaw Ridge*, selected for its compelling moral message and the complexity of its narrative structure. Agustina et al. (2022) explain that Todorov analyzes three elements when studying a literary work: (1) syntactic aspect, which deals with the logical and chronological development of events. Todorov's structuralism analyzes the syntactic aspect by using the arrangement and interrelation of narrative elements to emphasise structure and events; (2) semantic aspects involving symbolism and meaning. Todorov's structuralism analyzes semantics through the organization and significance of themes, symbols, and ideas within a narrative, focusing on how these semantic elements contribute to the text's overall meaning and (3) verbal aspects, focusing on the storytelling style. Todorov's structuralism analyzes verbal aspects through narrative language, focusing on the choice of style, tone and stylistic devices and their impact on the structure and meaning of the narrative. Maulina and Kosasih (2019) noted that the researchers employed a note-taking technique using NVivo 12 software as an analysis tool. Applying Todorov's theory, researchers are guided through the steps of the procedure to analyze film structuralism: 1) Watch and download the film. 2) Perform a syntactic analysis focusing on plot and sequences. 3) Conduct a semantic analysis focusing on the setting and characters. 4) Analyze the film's verbal aspects, including mode, tense, and point of view. 5) Summarize the fundamental analysis in a general discussion. 6) Draw implications and conclusions for literary studies. Analyzing the data process using NVivo 12 for the film *Hacksaw Ridge* involves several sequential steps. First, the film data, including video files, is imported into the software, followed by transcription, where the film's dialogue and actions are converted into text form for detailed examination. Then, data reduction is performed by summarizing and selecting relevant parts of the transcript, focusing on key scenes and themes. Afterwards, data is systematically presented by organizing it into structured

categories, coding elements of structuralism, and creating nodes for easier analysis. Finally, conclusions are drawn through carefully interpreting the coded data and identifying patterns and insights related to the film's narrative and structuralism. This process ensures a comprehensive understanding of *Hacksaw Ridge* by examining its content in a structured and analytical way.

FINDINGS

Syntactic Aspects

A closer look at the syntactic aspect is the argumentative discourse and theoretical narrative used in theories about topics such as literature (Pilshchikov, 2022). Following Irawati (2022), it is suggested that a syntactical aspect includes elements such as Todorov's and Greimas's syntactical aspects. Todorov's model describes the plots and flows. The plotting process comprises sequences of story content units (sequences) and event units (event centers). However, the Greimas model analyses the structure to focus on exploring the characters and their involvement in various events (Budiman & Listyarini, 2018). In contrast, flow comprises logical relationships and logical sequences. Meaning is the criterion for determining the order of the events. In other words, a sequence is a collection of meaning units. (Irawati, 2022). A biographical war film called "Hacksaw Ridge" is considered one of the best action and drama films. A study conducted on Movie "Hacksaw Ridge" found 38 sequences in the story.

1. It is said that when he was a child, Desmond was very close to his older brother, whose name they both played and traveled anywhere in the forest near their house
2. Desmond's father is a retired soldier who served in World War I
3. Because of his past, Desmond's father became depressed because he experienced significant trauma from war and bloodshed, and many friends from childhood died.
4. From a young age, Desmond was determined to not hurt anyone after accidentally injuring his older brother, Harold Doss, out of emotion.
5. When he realized that his brother was critical, Desmond was very scared and depressed because what he was doing could cause his brother to die
6. Desmond then saw a window painting about the prohibition of killing with the words "Thou Shalt Not Kill," which his mother approached to calm down.
7. Then 15 years passed. As an adult, Desmond grew up a religious man. Accidentally, he saw a man who had experienced a work accident.
8. Desmond ran and rushed to help the man by using a belt to stop the bleeding and immediately took him to the hospital.
9. Life also led him to study medicine through a book his girlfriend gave him, a nurse at a hospital, after he managed to save the life of an accident victim.
10. When the family had a meal together, Desmond's brother said that I wanted to serve the country by entering the military. Desmond's father was suddenly angry when his son went down on the battlefield.
11. Shortly after his brother left, the call resided in Desmond's little heart. He then immediately informed his family and girlfriend about his wishes.

12. It was clear that it had come back as a blow to Tom Doss, who was still traumatized by the memory of how cruel World War I stolen his happiness.
13. However, Desmond's wish is unanimous. The day came when he left the battlefield training dormitory.
14. At the beginning of the training camp, Desmond felt fine because he saw his comrades laughing and happy before the day the departure occurred.
15. Then, the howler sergeant came in to see the soldiers in the camp to check their readiness and immediately ordered the soldiers to leave the camp.
16. During initial training, the howler sergeant explained the situation and conditions of the battlefield. After an explanation, the howler sergeant orders them to tie a knot, but Desmond has already mistakenly made two knots.
17. When training in agility, desmonds are superior to other soldiers.
18. But problems started to arise because Desmond did not want to hold a gun because of his trauma that almost killed his older brother and his desire for religious observance
19. Then Desmond was brought before the higher commander's office to explain why he did not want to hold the weapon
20. The captain also explained that when on the battlefield, the enemy would not want to know whether religion forbade it. When Desmond did not have a weapon to defend himself, the enemy would still shoot and kill him.
21. While undergoing training at the camp, the general ordered Desmond to pick up a gun, and Desmond refused to take up arms because of his religious prohibition. The General punished him for cleaning toilets and several other places.
22. at one point, Desmond was beaten by a camp theme beaten and bruised, and when the general came and asked, "who hit you" Desmond replied, "I fell myself."
23. Desmond was forbidden by his superiors because he had not finished the training on which day he was having a wedding.
24. However, Desmond remained firm. He did not hold a weapon, resulting in him being in a military prison and not being allowed to leave.
25. Finally, the military trial decided to expel Desmond from the military or to keep him in the trial.
26. Desmond was cornered because he was facing accusations from three commanders who said that Desmond had gone against the orders of his superiors and would be seen as an opponent of the war
27. Desmond is sure that he is not against war and also not a traitor to the country
28. At that time, Desmon's father gave it to the general.
29. Desmond is allowed not to carry weapons during the war, and the letter comes from the highest general in America
30. When entering the battlefield, Desmond saves his injured friends from being taken to the medical team. At that time, Desmond had heroic actions.
31. When he was looking for a war partner at night, he dreamed that he and his comrades would be killed, but his comrades reassured him and told him why he did not want to take up arms

32. When their team withdrew from the battlefield, only Desmond was on the battlefield, saving his injured friend.
33. Desmond brings one by one one by one, and every time Desmond saves one of his colleagues, he prays that he can save one more person from being treated by the medical team, not only his colleagues but even his enemies are also given medicine Desmond.
34. The next day was caught carrying an injured friend. He also went down and became his last rescue
35. After the incident, Desmond's friends and superiors did not want to enter the field if Desmond was not with them, even though it was an order from a higher person.
36. Since friends believe that Desmond believes in giving salvation together because of his prayers
37. After the war ended, Desmond was given the highest award and the first person to receive the "Medal of Honor" by the United States government after saving 75 soldiers in the Okinawa War.
38. And the end of Desmond Doss's Journey, he died on March 23, 2006, in Piedmont, Alabama

The researcher identified thirty-eight significant moments in the movie "Hacksaw Ridge," these sequences effectively portray the film's logical framework. The story analysis reveals that the structure of the film "Hacksaw Ridge," directed by Mel Gibson, is very uncomplicated. These events demonstrate that the storyteller presents the narrative with a straightforward plot, resulting in an enjoyable viewing experience. The narrative that the storyteller shared about Desmond Doss's journey exemplifies the tenacity of the human spirit in the face of adversity, demonstrating his unwavering commitment to his convictions despite the great challenges he encountered. In contrast to conventional conceptions of valor and heroism, his abstention from carrying weapons demonstrates a profound devotion to non-violence and ethical principles.

Semantic Aspects

Throughout this section, we discuss several characters, particularly those that appear in the story, their appearance, personalities and attitudes, outlook on life, and others. In line with Sari & Atikurrahman (2022), A syntagmatic relationship analyzes literary structure by focusing on the order of meaning construction. Fictional works are examined by identifying syntagmatic relationships among words, events, and characters. The initial event triggers subsequent events through cause-and-effect relationships, related terms, and hierarchical figures. The main and other characters were analyzed to assess whether the film effectively conveyed their meanings.

Table 1. Application of Todorov's set of Semantic Aspects

TEXTS	***MEANINGS***
1. Desmond Doss and his younger brother Hal were seen fighting; however, his father passed by their house without stopping their fight, saying	*As Desmond's father saw his children fighting, he did not intervene, instead, advising that there was no need to punish both of them, suggesting*

"Why save them? Saves me whipping them both, this way, I just whip the one that wins."	*that he was a parent who was too strict, rigid, and heavy-handed.*
2. Desmond Doss' father is described as a heavy drinker and laments his bad luck frequently around his friend's grave.	*In the film, Desmond Doss' father, a heavy drinker who often laments his bad luck at the graves of his friends, means that Desmond's father fell into depression after joining World War I and he grieves for the loss of his friends who died on the battlefield.*
3. During a car repair accident, Desmond tries to help a bleeding injured man who has been in an accident. Then one of the men (Joshua) suggests that an ambulance be called, but Desmond states that is currently not possible.	*Desmond Doss says that there is no time to call an ambulance when a man hurts his leg while repairing a car. This means the injured man must receive treatment immediately since he is bleeding.*
4. During the blood donation process, Doss noticed a book entitled RARE BIRD in North America, which belonged to Dorothy, the nurse who drew the blood, and stated, "I always wanted to become a doctor, but I was unable to attend school."	*Doss looks at Dorothy's book and says he always wanted to be a doctor, but he could not; this means that he realizes Dorothy likes birds, but she does not work according to her passion, and he feels the same way.*
5. According to Desmond, he should become a medic. He says, "I will help people, not kill them," showing his conviction. Dorothy responded, "I am already late for work."	*In her response, Dorothy says "I am late for work", indicating that she is angry with Desmond Doss and believes that he would rather be recruited than to commit to a serious relationship with her.*
6. Desmond's father at dinner, reflecting on his late friend, discusses his handsomeness in uniform and his strong hands, and how he was adored by all the girls. It was his hope that if his son (Harold) were to be shot, it would be better to have him in the front as opposed to the back. He bursts his innards, destroying his uniform, stating, "lucky he's dead so he never knew how bad his uniform was."	*Desmond's dad talks about his deceased friend, reflects on Harold, and expresses his hope for how his son should die means He is traumatized by the loss of his friend, and he does not want his son to experience the same fate as his friend, dying with a broken uniform.*
7. As Desmond arrived at the military camp, his friend was stabbed with a knife after playing knife throwing. Their commander came in, but the man did not remove the knife	*The fact that the man did not remove the knife stabbed to his foot, although he was capable of doing so, indicates that a soldier must be able to maintain a high level of discipline when it is necessary.*
8. In the course of his inspection, the troop sergeant turns his attention to one of Desmond's friends. He asks Andy Walker, "Your name is Ghoul, you say?" and "How long have you been dead son?	*The Sergeant's words to Andy Walker indicated that he thought Andy Walker was odd-looking, tall, thin, and that he appeared so lifeless that he nicknamed him "Ghoul."*
9. In the course of the inspection, the troop sergeant also stated "I have seen stacks of corn with a better physique" and "Make sure you keep this man away from strong winds" to Desmond Doss.	*In the context of Desmond Doss, Sergeant means that in his opinion, Desmond Doss has a thin body, and he also makes an analogy that Desmond may be carried away by the wind, like a corn tree, due to his thinness.*
10. After the Physical Training activity, the sergeant presented the soldier with the M1 Garand rifle, which he refers to as the lover, wife, and war concubine of the soldier.	*According to sergeants, guns can be referred to as lovers, wives, or concubines, meaning that they will always be the most valuable companion a soldier may have on the battlefield.*

11. As the sergeant presented the soldier with an M1 Garand rifle, Desmond Doss refused to accept it, saying, "I have been told that I don't have to carry a weapon." Furthermore, Desmond refuses to work on Saturdays	*Desmond Doss refuses to use his weapon to demonstrate that he believes in peace and not killing people, and that he does not work on Saturdays, which shows that he believes in the Bible and the Ten Commandments.*
12. When Desmond was diagnosed as mentally unbalanced, he stated, "It appears that we are pretending to be having this conversation." Desmond eventually convinced the psychologists that he was only trying to believe what he believed.	*Accordingly, Desmond Doss' response indicated that he knew he was not mentally unstable; he said that in order to convince the psychologist that he was a normal individual who only wanted to believe what he believed.*
13. Upon hearing the information provided by the psychologist interrogating Desmond, the Captain and Sergeant decided to use barracks and kitchen duties for Desmond. "Perhaps we could help make him lessen his idea," says the sergeant to the captain of the military camp.	*The sergeant states "Maybe we can help make him cut down on his ideas" meaning the sergeant and captain of the military camp objected to Desmond's understanding and decision not to use weapons and therefore gave him additional tasks to make him uncomfortable, and he immediately left his military division.*
14. The scene depicts Desmond being beaten up by his friends at night. one of his friends Smitty said "Knock it off, I'm trying to sleep here" and then asked, "Why are you still there?"	*It is clear from Desmond being attacked at night that his friends did not want him to know who beat him and that his fellow soldiers dislike his faith. Additionally, Smitty's question also confirms Desmond's firm belief that what he believes to be right is right.*
15. The film shows Desmond Doss' father often beat his mother, one night his father pointed a gun at his mother until Desmond saved her and almost shot his own father. Then his mother said that he was not the man he was before the war.	*In the film, his mother states that he is no longer the man he was before the war. This signifies that Desmond's parents often fight, the family is not harmonious, and his father is an emotional individual after his service in the war.*
16. The film shows Dorothy wanting to submit letters of recommendation to assist Desmond in his trial, but the soldier does not allow her into the courtroom, until Desmond's father arrives. "They are trying to bury him," Dorothy said.	*Dorothy's efforts are thwarted by the soldier, which leads to a court-martial to eliminate Desmond Doss for disobeying a direct order from his superior. He was also forced to surrender and would be dishonorably discharged.*
17. As soon as the trial was over, Dorothy greeted Desmond's victory in front of the courtroom and hugged him with a smile on her face.	*Desmond's victory was welcomed with a smile on Dorothy's face, indicating that she loved, cared, and supported her lover from the beginning to the end of the trial.*
18. The scene illustrates a soldier's journey to the battlefield, with corpses and wounded soldiers returning from the battlefield. One of the soldiers told the captain, "These are the people we are replacing."	*The film depicts corpses and wounded soldiers returning from the battlefield, symbolizing the terror, pain, and suffering they might experience soon during the Hacksaw Ridge battle.*
19. In a ravaged house, Hollywood asked medic Irv Schechter, who had just returned from the battlefield, "what does it feel like?" Desmond's friend Hollywood asked him what the battlefield was like. "We climbed six times, six times we were kicked out, last time there was nothing left of 96."	*Schechter's response indicated they had tried six times to reach the enemy front, losing their mate along the way and witnessing the death of soldiers.*
20. A soldier who had just returned from the battlefield said "They're stinking animals" then another soldier continued, "The Nips don't care if they live or die."	*The soldier's phrase is tied to Japan's samurai code, or the principle of honoring death in war that made American troops think they were not afraid of death, like animals.*
21. In response to the words of a soldier who had just returned from the battlefield, Smitty,	*Smitty give the smoke to the soldier means that by providing a cigar to the soldiers, he intended to provide comfort to the soldiers who had just*

Desmond's friend, gave the soldier a cigarette tucked behind his ear.	*returned to the battlefield. He hoped cigarettes would help the soldiers relax and calm down.*
22. Desmond was given a new helmet by Irv Schechter before going to the frontline. He was told, "Lose all your red markings, NIPS put a premium on shooting medics, the white is a bull's eye."	*Irv Schechter's advice to Desmond is a sign that he experienced how the Japanese military prioritized medical personnel, which can be considered valuable during warfare.*
23. As the Navy drops a missile on a Hacksaw Ridge to assist the troops, one soldier makes the statement: "Nobody can survive that shit." Another soldier replies, "Oh, but they can."	*The soldier statement is referred to Japanese troops, which have experienced air attack assistance from the Navy and have reached the battlefield, however the enemy has not yet been defeated.*
24. When the troops were preparing to climb the Hacksaw cliff, the commander who had entered the battlefield earlier threw up, saying "it's all different up there."	*The commanders who had entered the battlefield before threw up, saying "everything was different there." pointed out that the Hacksaw Ridge war zone was different from what they had previously imagined.*
25. When the troop climbs the Hacksaw cliff, the blood drops from the battlefield. The troop sergeant says to Hollywood, "We're not in Kansas anymore, Dorothy."	*"We're not in Kansas anymore, Dorothy," said the sergeant as blood dripped down the Hacksaw cliff. This symbolizes the horrific conditions of the battlefield, filled with the blood-soaked corpses of fallen soldiers.*
26. In the war scene, many soldiers said they couldn't see anything, then one asked "Is that one?" and shot at the doll set up by the Japanese while biting his cross necklace.	*Soldiers couldn't see anything because there was smoke on the battlefield, meaning neither side could see clearly, and it was to the advantage or disadvantage of both, the Japanese used this as an advantage by using puppets. A soldier bites his crucifix necklace as an indication of his dependence on God's blessings.*
27. As Desmond was assisting a wounded soldier, Irv Schechter told him, "Give him morphine and carry on, he won't last a day." However, Desmond helped the injured man by giving him morphine, saying, "I'm not going anywhere, I'll take you home."	*Desmond still helps the injured person regardless of Irv Schechter's advice, demonstrating that he has great faith and hope in saving other people according to his religious beliefs.*
28. As Desmond assists his injured friend Andy Walker, he asks him, "What is your name?" "Andy," replied Andy Walker. Desmond asks again, "Andy what?". "Andy Walker," replied Andy Walker, Desmond asks again, "Also known as?" Andy Walker laughed as he replied, "Ghoul."	*The fact that Desmond makes jokes while helping his friend means he is funny and he does it in order to comfort him when they are injured.*
29. In the night after battle, a soldier said "In peace, sons bury their fathers, in war fathers bury their sons." Then another soldier replies "You wanna stop that spouting crap, huh? It don't help none."	*The soldier's statement exemplifies how every soldier may feel after going to the battlefield. The soldier's response or reaction also illustrates how much grief is felt after hearing the statement, which is why the man said to stop.*
30. As Desmond rests with his friend Smitty, they eat together at a hole, Smitty asks, "You ain't going to eat them?" to which Desmond replies "I don't eat meat, help yourself."	*Based on Desmond's response, it appears that he is vegetarian, which is tied to his belief that killing living things is against the seventh commandment.*
31. As Desmond slept in the hole, he dreamed of being skewered by Japanese soldiers. "Dreamed I	*The nightmare shows how worried Desmond is about the war and the chances of facing it.*

got myself skewered, I couldn't do anything," he told his friend Smitty.	
32. As Japanese soldiers attached grenades to American soldiers in order to commit suicide bombings, their facial expressions demonstrated their enthusiasm and strength.	*By carrying out the suicide bombings, the Japanese soldiers demonstrated their belief that death is an honor in war and made such facial expressions to show their belief toward their enemy.*
33. When Desmond learned that his friend Smitty had died, he said to God himself, "I don't understand, what do you want from me? I can't hear you." Then he heard the call of "Medic" from the remaining injured soldier.	*Desmond's questions to God, indicate his strong religious beliefs, he also thinks that calling "Medic" may be the answer God gave him.*
34. The troops have been directed to fall back, but Desmond is adamant to help the wounded soldiers. He tied rope knots to the wounded soldiers to lower them down the Hacksaw Ridge.	*Desmond's insistence on helping signifies his strong desire to help others. his use of tie knots shows him using a technique taught earlier in the military camp.*
35. During his escape from the Japanese tunnel, Desmond came across an injured Japanese man. He gave the man a bandage and injected him with morphine.	*Desmond helping a wounded enemy demonstrates that his belief in only helping people in war is genuine whether it be the enemy or his ally.*
36. As the night passed, Desmond continued to assist wounded soldiers. Every time he felt powerless to help, he would pray to God, "Please, Lord, help me get one more." Though the ropes injured his palms, he still continued to help.	*Through his prayer and sacrifice, Desmond devoted himself to saving people, no matter how challenging the situation may be, even if it means saving injured Japanese soldiers.*
37. As Desmond descends from the Hacksaw Ridge, he is greeted with respect by his friends, he is seen crying in front of his friends. "Are you wounded?" asked the captain of the group, "No" he answered.	*As Desmond greets those around him, he appears to be in tears, indicating his feelings of pride after helping people and that he has been treated as if he was a child who was looked down upon, and that these people think the wrong things about him.*
38. In the film, Japan is depicted as having lost the war. Japanese leaders are also depicted as performing Hara-kiri in retaliation for the loss to America.	*According to the scene, America triumphed over the Japanese in the Battle of Okinawa, and the hara-kiri performed by the Japanese leader is intended to reclaim the honor lost after the war.*
39. As the Japanese soldiers are preparing to commit suicide by bombing another soldier in a desperate bid to surrender, Desmond kicks at the bomb to save the other soldier, injuring him in the process.	*Desmond sacrificed himself to help others, even if it meant risking his life. Desmond sacrificed himself by kicking a bomb symbolizing his belief and morals toward helping others, even if it meant risking his life.*

The statement sequences (1), (6), (25), and (31) mainly detail Desmond Doss's military experiences, focusing on his presence in battle, active combat participation, and the challenges he faces, such as nightmares and injuries. These accounts highlight the harsh conditions of warfare and underscore Doss's extraordinary bravery and resilience. His military experiences, particularly his valor and perseverance, are central themes in the literature. Furthermore, Doss's military service is illuminated by additional insights provided by Porter et al. (2016), Puddy et al. (2019), and Punia (2023). Puddy is presumed to have emphasized his religious

beliefs and valor as a combat medic. In contrast, Punia and Porter may have delved into the wider ramifications of war on soldiers' emotions and psychology. In general, these narratives portray Doss's military expedition as characterized by exceptional valor motivated by fundamental convictions in the face of the formidable obstacles of battle.

On the other hand, sequences of statement data (2), (7), (11), (13), (15), (18), (19), (21), (24), (27), (29), (33), (35), (36), (38), and (39) delve into Doss's philosophical perspective, highlighting his fundamental values, resolute beliefs, and profound devotion to religion. By illuminating his commitment to his principles, his fervor for life preservation, and his ethical principles, these declarations illuminate the factors that influenced his actions and offer discernment to his underlying motivations. In addition, scholarly works such as Buzhor & Shevchenko (2022), Dostoevsky (2022), and Puddy et al. (2019) are consulted for their examination of the impact of religious and philosophical concepts on human conduct as well as the quest for truth and universal affection. It is suggested that Doss's deeds, motivated by his profound convictions, stand as evidence of the profound influence of religious and philosophical principles on molding the behaviors and motivations of individuals, thereby demonstrating the transformative power of faith and conviction.

Similarly, sequences of statement data (3), (4), (5), (10), (16), (17), (23), (26), (30), (34), and (37) offer valuable perspectives on Doss's demeanor and disposition, specifically in the face of challenging situations. In doing so, they exemplify his fortitude, empathy, and compassion by emphasizing his optimistic outlook, unwavering determination, and preparedness to maintain his convictions in the face of challenges. The aforementioned scholars' works Conley and Saucier (2019), and Gevorgyan et al. (2022)—are cited for delving deeper into the correlation between behaviour and situational elements. Their research provides valuable perspectives on the evaluation of risks and the influence of environmental factors on human behavior and personality traits. These sequences and research references enhance the comprehension of the intricate nature of human reactions to hardship, showcasing Doss's exceptional fortitude and unwavering determination in the presence of obstacles.

The sequences of statement data (8), (9), (12), (14), (20), (22), (28), and (32) elucidate the attributes of Doss's character, portraying him as compassionate, resolute, and audacious. These statements depict him as a heroic figure driven by an unwavering sense of purpose, impeccable ethical standards, profound religious devotion, and the ability to endure hardship. During World War II, a combat physician, Desmond Doss embodied compassion, determination, and audacity, propelled by an unyielding sense of mission and ethical integrity. (Puddy et al., 2019). His steadfast adherence to his religious convictions, specifically the commandment "Thou shalt not kill," constitutes a defining characteristic of his character (Nisa et al., 2022). The aforementioned attributes are consistent with the heroic persona depicted by Doss in the movie "Hacksaw Ridge' (Nisa et al., 2022). The central theme of Doss's portrayal is the impact of his religious convictions on his behavior and character (Puddy et al., 2019).

Verbal Aspects

According to Martutik, (2021). Regarding the verbal aspect of the Hacksaw Ridge film, we must analyze how the text is analyzed based on our desired perceptions of the film. The verbal aspect refers to the form of categories that are fundamental to the presence of the text, which is why these categories are summarized into several main points of analysis, each consisting of several parts, namely the message, stylistic devices, categories of the point of view, and categories of the storyteller.

The Message

The message is the essence of what the author tries to convey to the reader the role he wants to play(Nabung & Jumat, 2024). Various methods are used to obtain a message, such as implicitly describing the message and using direct statements. The film was used as an exciting medium. A movie such as this combines carefully constructed visual imagery, performance, and sound with carefully crafted visual imagery under the watchful eye of an auteur. Some films have clear and overriding messages (Pannu & Chopra, 2018). In line with the thoughts of (Sarah, 2021), Movies or films communicate messages on various topics to a wide audience through storytelling. Filmmakers employ movies as a creative medium to express ideas and narratives. Essentially, a movie can profoundly influence communication within communities. The film "Hacksaw Ridge" conveys a significant message: it serves as a warning to defend one's country despite numerous obstacles, without violence. Desmond's ambition to save his comrades, disregarding the threat from Japanese soldiers, exemplifies this. Desmond Doss's actions of rescuing fellow soldiers on the battlefield alone, praying to God each time to save another life, illustrate this message.

Stylistic Device

Stylistic elements enhance language by adding depth and significance to literal interpretation. Because rhetoric, a field that studies persuasive and effective language usage, frequently employs stylistic devices, it is also known as a rhetorical device (Ali et al., 2024; Haydarov & Sattorova, 2024; Nazarov, 2024). Regarding the language used in Hacksaw Ridge, the style of language used is a combination of direct and indirect. Direct Style in the story, this type of direct language is used in the dialogue between the characters to convey their feelings and thoughts. In addition to the direct language Style in Hacksaw Ridge Film, it combines an indirect language style with a direct language style in the film.

Point Of View Category

The point-of-view category provides subjective and objective views of events expressed in the story. Based on the research conducted by Chen & Bell, (2022), Fludernik argues that every story is narrated from the perspective of the first, second, or third person. Specifically, this review focuses on the first- and third-person perspectives. When using second-person pronouns such as 'you,' 'your,' and 'yours,' the writer refers to the audience and is relevant to teachers attempting to teach through the protagonist's experience. The characters are shown not only by

looking at them but also by seeing them. Hacksaw Ridge Movie it was using fixed view and variable view categories. The authors suggest that two strong and logistical points of view from a military environment can be used to detect Doss's beliefs.

> *"First, the enemy intends to kill you. In reality, you are a medic who has been assigned to help victims, but if you lose your life due to the lack of a weapon, even if you have to kill, you are of no further use to the cause."*
>
> *"The second and most important point is that Doss's role model presents him as a "holy" individual, one who does not want his hands to get dirty, but is part of a group of individuals who sacrifice personal morals and are willing to bear sins."*

A person ascends to the level of persecution after being ostracized to the degree that you is regarded as an individual of elevated opinion. Captain Glover appropriately demonstrated his disapproval by declaring that he did not need a soldier whose disobedience to his superiors threatened the fleet. The majority of individuals are unable to endure such social duress. The extract examines storytelling point-of-view dynamics using Chen & Bell, (2022) and Fludernik's ideas. It emphasizes the importance of first- and third-person viewpoints, especially the distinctive engagement of second-person narrative in imparting information. The analysis uses "Hacksaw Ridge" to show how fixed and variable view categories reveal the protagonist Desmond Doss's military convictions. It explores morality despite social pressure through Doss's convictions and challenges, as shown by Captain Glover's opposition to insubordination. This investigation demonstrates how narrative viewpoints, character development, and theme discourse interact, revealing the intricacies of storytelling strategies and their effects on audience involvement and interpretation.

The Categories of The Storyteller

The movie "Hacksaw Ridge" features a personal storyteller who tells a story based on their own experiences. This type of storytelling is frequently used in memoirs and autobiographies, such as those written by Desmond Doss, the story's main character. In this case, the storyteller is one of the individuals who contributed to World War II, making the story a true account. The narrator recounts the events of Desmond Doss's life journey. This war veteran hero was awarded the highest honour by the American government in a textual format. (Benjamin, 2002).

DISCUSSION

This article presents key findings that collectively enhance understanding of production significance and quality. The film chronologically narrates Desmond Doss's life, from his youth to his heroic actions during the Battle of Okinawa, fostering an emotional connection with the character and events (de Aguiar et al., 2022). Dirghangi & Wong (2022), Narrative identity affects the link between self-instability and sense of self. The research showed that individuals with a well-developed narrative identity had a stronger sense of self compared to those with a

less developed narrative identity. A detailed personal history enables individuals to use past experiences to understand their present situation and handle uncertainty and ambiguity. Personal experiences shape beliefs, risk attitudes, and choices, leading individuals to act as if past outcomes will recur, even when they are aware of the actual probabilities. (Jain et al., 2023). A strong sense of self enhances an individual's sense of significance and direction. In the movie, Desmond Doss experiences significant personal growth, overcoming internal and external challenges, including familial opposition and military training hardships, leading to profound transformation. This underscores themes of bravery, tenacity, and steadfastness (Nisa et al., 2022).

Barthes' semiotic theory, including denotation and connotation, can be applied to analyze the film about Desmond Doss. Barthes' approach examines how Doss' refusal to carry a weapon is not only a literal act (denotation) but also symbolizes deeper meanings (connotation), such as courage and pacifism amid war's moral complexities. This analytical method parallels Barthes' framework in other film analyses, such as gender roles in The Breadwinner or protagonist values in Joker, where denotative and connotative meanings uncover underlying cultural myths and societal expectations. (Nellaety, 2024; Putra et al., 2024). Algirdas Julien Greimas' semiotic square can elucidate the narrative dynamics of Doss' story by emphasizing character relationships and development. This framework highlights Doss' interactions with family and military peers, revealing his internal conflict and growth amid societal pressures and personal convictions. This approach underscores the film's depiction of individual struggle against societal norms, enhancing its narrative complexity and thematic depth. This analysis aligns with Greimas' focus on character roles and transformations, decoding the film's semiotic richness. (Dianiya, 2020).

The film delves into complex themes such as duty, altruism, and the ethical challenges of violence and pacifism in warfare, prompting viewers to reflect on moral principles in extreme situations. Including syntactic, semantic, and verbal elements aids in a comprehensive understanding of narrative structure, thematic exploration, and emotional impact. Syntactic analysis reveals a well-crafted narrative that chronicles Desmond Doss's journey, fostering a deep emotional connection with the audience. This chronological presentation of Doss's life and struggles creates a coherent and emotionally compelling plot, enhancing viewer engagement and immersion (Fernández-Ramírez & Nevado, 2022). Moreover, Semantic analysis uncovers the film's exploration of complex themes like duty and selflessness, urging viewers to reflect on moral values in extraordinary conditions. It also highlights the film's thematic depth in familial interactions, religious beliefs, and the harsh realities of war (Tudor, 2021). Doss's unwavering faith and moral convictions significantly influence the narrative, guiding his actions and leading to acts of bravery (Tudor, 2021). His religious convictions serve as a moral guide, inspiring him to rescue many lives without violence and demonstrating the significant impact of faith on his choices and actions (Tudor, 2021). Verbal communication is essential for conveying concepts of heroism, sacrifice, and ethics to viewers (Fernández-Ramírez & Nevado, 2022). "Hacksaw Ridge" effectively communicates its courage, sacrifice, and integrity themes through compelling language and storytelling (Fernández-Ramírez & Nevado, 2022). Verbal elements

help viewers understand the characters' morals and reinforce the film's core messages, demonstrating the film's adept use of language and visual style to enhance thematic delivery and audience experience. Nevertheless, the study is restricted by the limitations in the accessible data and the possibility of subjective interpretation. However, the findings have important ramifications because they provide a more profound understanding of the film's creative merit, thematic significance, and potential emotional influence. Suggestions for future studies include conducting more extensive studies using a variety of approaches and thorough data collection. As a result, further studies can offer a comprehensive understanding of the film and expand appreciation for its complex storyline and ideals.

CONCLUSION

The Hacksaw Ridge Film Analysis by Mel Gibson uses Todorov's model of semiotic structural theory, which includes three aspects: syntactic, semantic, and verbal. Syntactic aspects include textual, logical, and chronological order, which describe Desmond Doss's life journey from childhood to death. In the analysis of Hacksaw Ridge's story, 38 sequences were identified. Through an analysis of fictional work, the overall semantic aspect of the film Hacksaw Ridge can be accomplished by identifying the syntagmatic relationships between words, events, and characters. In contrast, the verbal aspects include (1) the message in which Desmond Doss acts and gives moral value to the audience. (2) In the film Hacksaw Ridge, stylistic devices contain direct or indirect dialogue. (3) The points of view and storytelling explain how the author presents a character and where the author tells the story from that point of view.

Integrating Todorov's structuralism framework and semiotic theory, which examines signs and symbols within cultural contexts, will create a deeper interpretation and storytelling that reflects cultural norms and values. This integration serves as a source that may illuminate the complex relationship between narrative, culture, and its significance in films. In addition, filmmakers may shape viewers' expectations by understanding how various genres employ these story stages, creating distinctive and unforgettable narratives. For instance, the process from disruption to resolution, in theory, typically resembles the hardships of the human experience, displaying the character's true self. As viewers observe characters deal with their problems, they are encouraged to reflect on their lives and the impact of their decisions on those around them. This relationship between narrative and moral consideration demonstrates cinema's power to develop a deeper engagement for a filmmaker.

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POLITENESS STRATEGIES IN WEDNESDAY ADDAMS' UTTERANCES: MAINTAINING SELF-IMAGE AND OTHERS' AMIDST REJECTION

[1]Marsha Aqillah Putri Syuhra*, [2]Suhandoko, [3]Maulidya Rochmah, [4]Nur Rosyidah
[1,2,3,4] English Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya, Indonesia

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*Correspondence:
shmrsha23@gmail.com

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ABSTRACT

Communication is a form of bridge to convey thoughts between one individual and another. Every person must have their measure of being polite and harmonious according to who they are dealing with, including Wednesday Addams. This pragmatic research scrutinizes the politeness strategies employed by Wednesday Addams, the lead female protagonist in the Netflix series Wednesday. The character Wednesday Addams utilizes politeness strategies to maintain public and self-image during interactions while solving a murder case. Using descriptive qualitative methods, the researchers found that Wednesday frequently used bald on-record strategies with straightforward speech without being threatening. In contrast, off-record strategies were used less frequently. The researchers also observed that Wednesday used all the politeness strategies outlined by Brown and Levinson (1987). This study highlights the significance of politeness, not only for interpersonal relationships but also for achieving long-term goals, as demonstrated in the "Wednesday" series. However, further studies could provide additional perspectives and challenge the findings presented in this study.

Keywords: *Function, Politeness strategies, Pragmatic, Wednesday Netflix series*

ABSTRAK

Komunikasi adalah sebuah bentuk jembatan untuk menyampaikan pikiran antara satu individu dengan individu lainnya. Setiap orang pasti memiliki ukuran kesantunan dan keselarasan dalam berkomunikasi sesuai dengan siapa yang mereka hadapi, termasuk Wednesday Addams. Penelitian pragmatik ini meneliti strategi kesantunan yang digunakan oleh Wednesday Addams, tokoh utama wanita dalam serial Netflix berjudul Wednesday. Karakter Wednesday Addams menggunakan strategi kesantunan untuk menjaga citra publik dan diri sendiri selama berinteraksi dalam memecahkan kasus pembunuhan. Dengan menggunakan metode kualitatif deskriptif, para peneliti menemukan bahwa Wednesday sering menggunakan strategi *bald on-record* dengan ucapan yang lugas dan tidak mengancam. Sebaliknya, strategi *off record* lebih jarang digunakan. Para peneliti juga mengamati bahwa Wednesday menggunakan semua strategi kesopanan yang diuraikan oleh Brown dan Levinson (1987). Penelitian ini menyoroti pentingnya kesopanan, tidak hanya untuk hubungan interpersonal tetapi juga untuk mencapai tujuan jangka panjang, seperti yang ditunjukkan dalam serial "Wednesday." Namun, penelitian lebih lanjut dapat memberikan perspektif tambahan dan menantang temuan yang disajikan dalam penelitian ini

Kata Kunci: *Fungsi, Pragmatik, Serial Netflix Wednesday, Strategi kesopanan*

INTRODUCTION

Humans are social creatures used to interacting with other humans, in which case language plays an important role as the basic communication tool used by humans. Being respectful and polite is crucial in maintaining good relationships with other people. Building on this premise, Sudarmawan et al. (2022) propose that communication involves the attentiveness of the speaker to the facial expressions of their audience, enabling them to effectively manage their own emotional states, foster positive relationships, and avoid potentially offensive speech acts. Furthermore, Hidayah (2021) conceptualizes that politeness is closely related to the face of the speaker. Observing the facial expression is the easiest way to identify the speaker's image; being friendly and generous makes the listener perceive that the interlocutor is polite and good at positioning himself. Conversely, careless and ignorant speakers would be assumed to be impolite individuals. Therefore, politeness emerges as a mechanism for minimizing impolite expressions, clarifying the speaker's intentions, and generating socially acceptable language.

Pragmatics concerns the study of meaning in context and discourse. Yule (1996) posits that pragmatics can be viewed through four lenses: speaker meaning, contextual meaning, implicature, and the expression of relative distance. This suggests that pragmatics is the study of how speakers use language in context to ensure correct interpretation and inference by their interlocutors. In his seminal work *Pragmatics*, Levinson (1983) further refines this definition, emphasizing that pragmatics investigates the concept of meaning in its entirety beyond what is accounted for by semantic theory. Pragmatics considers meaning as shaped by situational and contextual factors, distinguishing itself from the scope of semantic theory, which tends to focus on the internal structure of language and its lexical rules.

Brown and Levinson (1987) introduce the concept of face in politeness strategies as a reflection of one's reputation when speaking, used to maintain a positive image during interaction. They classify politeness strategies into four categories, beginning with the off-record strategy, where speakers convey their intended meaning indirectly through implied codes, expecting the listener to infer it without explicit statements. Secondly, negative politeness is used to maintain politeness while directly expressing the speaker's intentions, with a view to avoiding imposition. Under negative politeness, several types exist, including being indirect, seeking forgiveness, and minimizing imposition. The third category is positive politeness, where the speaker communicates more directly and assertively while still maintaining politeness. Positive politeness can involve complimenting or acknowledging the listener, showing exaggerated sympathy, approval, or interest, or making claims. Finally, bald-on-record, where the speaker explicitly and directly makes their point without much concern for politeness. This strategy is typically used with close acquaintances and is often used in emergencies, task orders, requests, or alerts.

Research on politeness strategies has been conducted in various contexts, including in talk shows, debates, movies, and classrooms. Research in classroom discourse across countries such as Indonesia, the Philippines, Oman, Morocco, and Tanzania suggests that politeness strategies can foster effective classroom interactions and prevent misunderstanding between teachers and students

(Hmouri, 2022; Latrech & Alazzawie, 2022; Msuya & Mwambapa, 2022; Selgas, 2022; Zakaria et al. 2022). Selgas (2022) states that "politeness strategies may be vital in human interactions, whether in business, tourism, governance, or education" (p. 2). Furthermore, implementing politeness in school is an essential element in building social relations, preventing conflict, and maintaining harmonious relationships among school residents (Zakaria et al., 2022). In this case, politeness is essential for creating a peaceful classroom environment and understanding each other's intentions in learning interactions.

The study of politeness strategies has garnered significant attention in various forms of media discussions, such as talk shows, with researchers emphasizing that politeness can significantly enhance the value of such shows and attract viewers' interest (Elyas et al., 2022; Khan et al., 2022; Kwasi & Cynthia, 2021; Redzwan et al. 2021; Syah, 2021). Syah (2021) further highlights the significance of politeness strategies in such discussions, highlighting that they are necessary for effective communication and the conveyance of information, motivation, advice, and life teachings. As such, employing politeness strategies is crucial for cultivating positive relationships between speakers and resource persons in talk shows.

The use of politeness strategies is not limited to informal settings; rather, it is also widely applicable in formal settings such as debates, as evidenced by the works of Batubara et al. (2022), Dalimunte and Wen (2022), Nurrahmah et al. (2020), Sihite et al. (2021), and Xin and Trish (2022). These studies identified the politeness strategies employed by candidates in debate competitions or presidential debates. The findings reveal that positive politeness is the most frequently employed strategy, as each candidate endeavors to create a positive image while countering the opponent's argument. This demonstrates that debates need not be emotionally charged; rather, the focus should be on how the speaker can refute the opponent's views with assertiveness while maintaining politeness.

In addition to formal contexts, the investigation of politeness strategies in movies has also garnered considerable interest. Studies have been conducted on various genres of movies, such as romantic dramas, family movies, and action movies. Tetenaung and Heryono (2020) analysis of the politeness strategies used in the American movie *Me Before You* found the prevalence of positive politeness. Similarly, Fatima and Tariq's (2021) study of politeness strategies in the movie *Cinderella (2015)* found that positive politeness was also the most frequently used strategy by the main character, Ella. In romantic movies, positive politeness is frequently used to express affection politely and passionately, with characters using endearing terms like "love" and "dear" to address their beloved. Such studies help us understand how politeness strategies are used in different contexts to achieve specific communicative goals.

A politeness study by Panjaitan and Manullalang (2022) demonstrates that the bald on-record strategy is the most prominent strategy in family movies. Meanwhile, the research on politeness, especially requesting strategies, conducted by Putri and Fitrawati (2021) in *Yes Day* movie reveals that bald on record is still the most frequently used strategy since the characters speak in a clear and unambiguous manner. Both movies are classified as family movies, where the characters interact with their loved ones, such as their siblings. This factor of distance may explain why bald on-record is the most dominant politeness strategy in family movies. In

contrast, the politeness research by Fitri (2022) on *Mulan* movie shows that the character frequently used positive politeness in this action movie as a strategy to create humor and break the ice with the interlocutor.

Based on the aforementioned analyses, it can be concluded that various factors play a significant role in the use of politeness strategies in movies, with genre as one of the noticed ones. This is in line with what Tetenaung and Heryono (2020) note that "the difference in the realization of positive politeness strategies used in films in influenced by several factors, namely the genre of the film and the closeness between the characters." Romantic films, for instance, tend to employ positive politeness strategies more frequently, while family movies lean towards the use of bald-on-record strategies to convey politeness towards their immediate social circle, namely family members.

While abundant studies on politeness strategies in the film have been conducted, the majority focus on characters who either may or may not comply with politeness norms within recognized social expectations. Little scholarly attention has been directed towards characters who consistently demonstrate minimal engagement with social expectations of politeness and even tend to disregard them, showing no need to meet societal approval of being considered polite. Wednesday Addams, the protagonist character in the Netflix series *Wednesday*, is characterized by her introverted nature and frequent avoidance of emotional intimacy in seeking social recognition. Therefore, she pragmatically does not prioritize maintaining a positive face, either for herself or for others. This study aims to analyze how Wednesday navigates social interactions without adhering to conventional politeness strategies and how other characters respond to her antisocial yet functional communication style. Stein (2019) argues that characters in such films, especially Gothic ones, do not express much, but what is interesting about them is how the characters uphold manners in certain situations.

Politeness strategies can be seen in how the characters act in certain situations, especially in the interlocutor's expression when interacting with them. Njuki and Ireri (2021) believe that the presence of interlocutors is also crucial because they can identify how the speaker positions himself to communicate effectively. After all, intonation is not entirely effective; even if it is flat, if the interlocutor does not feel it is 'annoying or impolite,' it is still an attempt to apply politeness strategies (Saputra et al., 2021). Therefore, identifying an ignorant and inexperienced person, although somewhat challenging, is not impossible, and exploring her politeness strategy is impossible.

This study aims to examine the politeness strategy employed in the Netflix series titled *Wednesday*. This research is different from previous studies in that it centers on a newly-released series that debuted in November 2022 and has already established itself as the third most-watched English-language series on Netflix, alongside critically-acclaimed American shows (Hailu, 2022). With her ignorant and inexperienced personality, the main character, Wednesday, is the main object of this politeness strategy research. A student at the outcast school, Nevermore, with a gothic, vile, and frightening family background, Wednesday can be a character that stands out with her sarcastic charisma. Not having a wide range of expressions followed by a flat voice intonation does not prevent her from being judged for applying politeness strategies. The line can be drawn that Wednesday can show her

politeness by prioritizing a firm attitude in dealing with various situations without showing a threatening face. In addition, Wednesday's shortcomings are covered by the attitude of her interlocutors when interacting with her and how they can position themselves well so that two-way communication with her is not considered to violate the politeness strategy order.

While analyzing the types of politeness used in various contexts is undoubtedly useful, it is equally important to examine the function of politeness. This is because politeness does not only serve as a means of conveying respect (Leihitu & Triprihatmini, 2021), but also performs various social functions, such as maintaining social harmony, expressing power dynamics, and building rapport between speakers (Alakrash & Bustan, 2020; Aporbo, 2022). Understanding the functions of politeness is crucial for effective communication, particularly in cross-cultural settings, where the norms and expectations of politeness may differ. Therefore, analyzing both the types and functions of politeness is essential for gaining a comprehensive understanding of how politeness operates in various social contexts.

Thus, the researchers formulated the following research questions: (i) Which types of politeness strategies were used by the main character in the *Wednesday* series? (ii) What were the functions of the politeness strategies employed by the main character in the "Wednesday" series?

METHOD

The present study used a descriptive qualitative method. As emphasized by Taylor et al. (2016), qualitative approaches are suited to scrutinize data derived from people whose actions are readily observable in both verbal and written forms. Furthermore, Creswell and Creswell (2023) emphasize that qualitative methods are descriptive and that data can be elicited from visual and verbal stimuli rather than numerical data. In the context of this study, we aim to examine the pragmatic phenomenon of politeness strategies evinced by the enigmatic character of Wednesday Addams in the popular Netflix series bearing her name.

This study relies on Wednesday's conversations with other characters in the series. The data for this study was sourced from the transcripts of the series' dialogs that the researchers manually collected and double-checked for accuracy to avoid any miss-transcription. The researchers engaged in a careful viewing of the series and systematically scrutinized each spoken utterance by Wednesday. Subsequently, the researchers identified instances of politeness strategies that aligned with Brown and Levinson's politeness (1987) theory and how they function in interactions.

The data analysis began with the initial viewing of the series by the researchers. Subsequently, the data were systematically classified into different types of politeness strategies, namely: off-record (OFR), positive politeness (PSP), negative politeness (NGP), and bald on-record (BOR). The data underwent a thorough check for accuracy and consistency with the guidance of a linguistics expert prior to presentation in narrative form. The final step of the analysis involved the interpretation of the data in order to answer the research questions.

FINDINGS

In this section, the researchers provide answers to the research questions that pertains to the politeness strategies used by Wednesday Addams in the Netflix series entitled "Wednesday," as well as the functions of her politeness strategies.

The Politeness Strategies Found in Wednesday's Utterances

The main character in the Wednesday series, Wednesday Addams, utilized various types of politeness strategies throughout the series. The analysis of her utterances revealed a dominance of bald on-record strategy, followed by positive and negative politeness strategies. In contrast, the off-record strategy was the least frequently used.

Table 1. Politeness Strategies Performed by Wednesday Addams in *Wednesday* Series

Politeness Strategy	***Frequency***	***Percentage***
Bald on Record	46	58.5%
Positive Politeness	17	19.8%
Negative Politeness	14	16.8%
Off Record	9	10.5%
Total	**88**	**100%**

According to Table 1, bald on-record was the most frequently used politeness strategy by Wednesday, with a total of 46 utterances (53.5%). Bald on-record is a direct and straightforward way of conveying a message without any attempt to mitigate its impact, which is often used when the speaker perceives the hearer to have a high degree of power or social distance. Positive politeness is the second most frequently used politeness strategy, with 17 utterances (19.8%). Positive politeness is a way of being polite that emphasizes the speaker's interest in the hearer's positive face, or desire to be liked and admired. Negative politeness, which is a way of being polite that emphasizes the speaker's concern for the hearer's negative face, or desire not to be imposed upon or intruded upon, was used 14 times (16.3%). Lastly, off-record, which is a type of politeness strategy that involves indirect communication that is not meant to be taken literally, was used the least by Wednesday Addams, with only 9 utterances (10.5%). In the subsequent section, the research data is presented, showcasing examples for each type of politeness strategy employed by Wednesday Addams.

Bald On-Record

In the data analyzed, the most frequently used politeness strategy by Wednesday was the bald on-record, comprising of 46 utterances, which accounts for 53.5% of all utterances analyzed. This suggests that Wednesday's communication style favors directness and being straightforward without compromising social norms. Bald on-record is a type of speech act in which the speaker does not make any attempt to lessen the face-threatening nature of their utterance. Instead, they convey the intended meaning as directly and unambiguously as possible. This strategy is often used when the speaker is confident that their social power is sufficient to handle any potential negative consequences. Wednesday appears to use this strategy with individuals she perceives as close to her, such as her family and

friends. The data below provides examples of the use of bald on-record in Wednesday's utterances.

Alerting

The context of this conversation occurred when Eugene suddenly approached Wednesday, who was chatting with Xavier at Rave'N, a night school-organized dance party. He agreed to Wednesday's invitation earlier to investigate the cave and find out who the monster that had been the perpetrator of many of the murder victims was. Unfortunately, Wednesday chose to attend the party first, while Eugene insisted on going to the forest alone.

Excerpt 1 Eugene: "Sure, I get it. Guess I'll check out the woods myself."
Wednesday: "**Don't go alone**."
"**It's too dangerous. Stand down**."
"**We'll go together tomorrow night, understood**?"

Wednesday's dialog with one of his close friends, Eugene, is a form of bald-on-record politeness strategy. As an application of an alert, Wednesday emphasizes her prohibition through the sentences "Don't go alone" and "It's too dangerous. Stand down." Wednesday does her best to warn Eugene not to force himself to go alone because she knows how dangerous the forest can be. Besides, she did not want anything to happen to Eugene. Wednesday promised that they would go together the next day to convince her best friend further.

Task-Oriented

The context of this conversation is when Nevermore's students were doing their internships on a community service day in Jericho, a town close to the academy. Some of the students were spread out to help with the activities on the service day. Wednesday and Eugene happened to be helping out at the Pilgrim World. There was a time when three city boys suddenly approached Eugene. Eugene was about to be bullied by them if Wednesday did not come over. Eugene's condition at that time was arguably not good because he had just vomited. Wednesday, who understood, immediately led him to clean himself up.

Excerpt 2 Wednesday: "**Let's get you cleaned up**."
Eugene: (He nodded approvingly with a groan)

In the dialog above, Wednesday demonstrates the bald-on-record politeness strategy through her instructions to Eugene. It can be seen from the sentence "Let's get you cleaned up," where Wednesday directly tells Eugene to clean himself up so that the vomit stains cleaned. Although the sentence does not use an exclamation mark (!), it can be immediately recognized as a task or an order because Wednesday's expression is very assertive. Eugene himself is a close friend of Wednesday, so instead of making small talk after seeing her friend's messy condition, Wednesday directly conveyed her intentions.

Positive Politeness

Positive politeness is when the speaker explicitly conveys their intentions to the listener. It can be accomplished through time expressions or exaggerated statements, such as noticing or taking an interest in the hearer. The following data contains examples of positive politeness in action.

Notifying

This context occurs at Nancy Reagan High School when Wednesday's brother, Pugsley, is bullied by some other students. Wednesday came to the pool to avenge their mistreatment when they were practicing swimming. She came with an annoyed expression that instantly made all the students practicing swimming focus on her.

Excerpt 3 **Dalton**: "Hey freak, this is a closed practice."
Wednesday: "**The only one person who gets to torture my brother is me**."

From the conversation above, Wednesday's utterance, "The only person who can torture my brother is me," shows that she cares about her brother. We can see the politeness used by Wednesday, which is positive politeness, through her utterances to Dalton to maintain her image. She says that she does not like it when someone else bullies her brother beside her. She warns her brother's bullies by throwing two bags of piranhas into the swimming pool. Despite her unreasonable actions, Wednesday was polite and did not use harsh words. Wednesday's behavior that day made her look both strange and sadistic.

Taking an Interest

In this particular conversation, Wednesday and Enid are in the process of packing their belongings, discussing the impending separation that will occur as a result of Wednesday leaving school and Enid having to switch rooms.

Excerpt 4 Enid: "Will you forget me?"
Wednesday: "**Enid... the mark you have left on me is indelible. Anytime I grow nauseous at the sight of a rainbow or hear a pop song that makes my ears bleed, I'll think of you**."

In excerpt 4, we can observe the use of a particular politeness strategy. Wednesday's statement, "Enid... the mark you have left on me is indelible. Anytime I grow nauseous at the sight of a rainbow or hear a pop song that makes my ears bleed," directly conveys her thoughts and feelings towards Enid. This is particularly evident in the last sentence, "I'll think of you," which suggests that even though they will be separated, Wednesday will always remember Enid. This statement represents positive politeness, as it seeks to establish a bond between Wednesday and Enid by expressing gratitude for their relationship.

Negative Politeness

Negative politeness is a form of politeness that does not disturb the comfort of the interlocutor's space. Below is an example of negative politeness in the form of conversational dialog.

Minimizing Imposition

This conversation takes place in a prison. Wednesday is trying to find out why her father is in prison. Her father explains everything, but Wednesday still does not believe what he tells her.

Excerpt 5 Gomez Addams: "I'm sorry I wasn't a better father."

Wednesday: "**Could we please do without the overt display of emotion?"**

Gomez Addams: "I know they make you feel uncomfortable."

The aforementioned conversational dialog as shown is Wednesday's speech "Could we please do without the overt display of emotion?" serves as an example of negative politeness, whereby the speaker refrains from disrupting the interlocutor's comfort. Gomez Addams initiates the conversation by expressing regret for his perceived shortcomings as a father. Wednesday, in turn, responds with a request couched in negative politeness, imploring Gomez to forego overt displays of emotion that may make her uncomfortable. Gomez then acknowledges Wednesday's preferences and assuages any potential discomfort by affirming his awareness of her feelings.

Being Indirect

The ensuing dialogue transpired after Wednesday discovered someone clandestinely observing her from behind a tree. Promptly in pursuit of the skulking figure, Wednesday chased them deep into the forest, only to discover that it was none other than her uncle.

Excerpt 6 Wednesday: "**How long have you been stalking me?**"

Uncle Fester: "Just blew into town this morning and was hit by a wave of nostalgia."

In this conversation, Wednesday employs an indirect form of communication to express her suspicion that her uncle has been monitoring her movements. By framing her utterance as a question, "How long have you been stalking me?" Wednesday employs a form of negative politeness, which avoids directly accusing her uncle of clandestine observation. This politeness strategy allows Wednesday to maintain a level of respect and deference toward her uncle while also expressing her concerns about his behavior.

Off the Record

The off-record politeness strategy is characterized by implicit expressions that allow speakers to convey their message indirectly, rather than directly stating their intention. This approach enables the speaker to achieve their communicative goal while avoiding direct confrontation, which could potentially offend the interlocutor. The following data provides examples of how Wednesday uses the off-record politeness strategy in her conversations.

Being Ironic

The context of this situation is when Enid walks into her room and discovers that it has undergone a drastic transformation, with half of the colorful room now painted black. Despite Enid's surprise and apparent displeasure, Wednesday seems cool and carries on with her other activities.

Excerpt 7 Wednesday: "It looks like a rainbow vomited on your side."

Enid: "I …"

Wednesday: "**Silence would be appreciated**."

In this context, Wednesday employed the off-record politeness strategy by using an indirect form of speech to convey her message. In terms of politeness

strategy, Wednesday's behavior and attitude in this scene exemplify the use of off-record communication. By not directly addressing or acknowledging her actions, Wednesday is indirectly conveying her intention and leaving it to Enid to interpret and understand the message. By stating that "Silence would be appreciated," Wednesday expects Enid to understand her implicit meaning without having to explicitly state it. This use of language allows Wednesday to convey her desire for silence in an indirect and polite manner.

Being Ambiguous

This context occurs when Uncle Fester and Wednesday are in Wednesday's room to study the book containing Hide's monster from the hidden library. Suddenly Miss Marilyn came in, which surprised Wednesday. She immediately hides the book from Miss Marilyn, but Wednesday tries not to tense up. Miss Marilyn discusses her friendship with Enid and tries to advise her to be friends with Enid again. In this case, Wednesday showed she was uninterested in discussing it further.

Excerpt 8 Miss Marilyn: "Part of the dorm experience is making friends with people that you wouldn't normally connect with."
Miss Marilyn: "And those friendships often turn into lifelong bonds."
Wednesday: "**I would rather buy a rope**."

In this excerpt, Wednesday's use of the off-record politeness strategy is evident. This can be observed in her statement, "I would rather buy a rope." By expressing her preference for a disposable and easily breakable bond, Wednesday implies her lack of interest in forming long-lasting friendships like the one suggested by Miss Marilyn. This is a subtle form of communication that relies on implicature, where the speaker conveys a message indirectly by relying on the interlocutor's ability to infer meaning from context and shared knowledge. In contrast to bald on record strategies that prioritize clarity and directness, off-record strategies allow speakers to convey their intentions more subtly and indirectly, often relying on code words, implicit meanings, or indirect suggestions.

Function of Politeness Strategies in Wednesday's Utterances

This section presents the answers to the second research problem, which pertains to the function of politeness strategies utilized by Wednesday in her utterances with other characters. Drawing upon Brown and Levinson's (1987) politeness theory, as well as Haura's (2017) perspective, the purpose of these strategies for Wednesday is found to be three-pronged: to maintain her self-image, to foster harmonious relationships, to maintain the face of her interlocutor.

To Maintain Self-Image

Within this series, Wednesday is depicted as a peculiar and sadistic young girl who possesses a degree of ignorance, yet paradoxically exhibits a secret capacity for compassion. In one particular scene, her brother was subjected to bullying by a group of male student-athletes at their former school. Upon witnessing her sibling's mistreatment, Wednesday shortly devises a strategic plan for retribution.

Dalton: "Hey freak, this is a closed practice."
Wednesday: "**The only one person who gets to torture my brother is me**."

From Wednesday's statement, "The only person who gets to torture my brother is me," we can observe the employment of a particular form of politeness aimed at maintaining her desired image. Wednesday explicitly expresses her displeasure with others bothering her brother. Notwithstanding the unjustified nature of her actions, Wednesday exhibits politeness by refraining from using harsh language. Her behavior during the incident in question, which involved throwing a bag of piranha fish into a swimming pool as a warning to her brother's bullies, highlights her enigmatic and sadistic figure. Looking at Wednesday's situation, we can see how being polite affects the speaker's self-image. Hakim and Novitasari (2022) explained that politeness values can be reflected in simple ways such as how to interact with others, asking for assistance, or even responding to the surrounding situations as Wednesday did.

To Harmonize Relationship

Politeness plays a pivotal role in establishing and nurturing relationships. Togatorop (2019) argues, "Politeness is of great importance in day-to-day communication for fostering positive relationships with society" (p. 38). This notion is exemplified in a particular incident where Eugene, Wednesday's close friend in extracurricular activities, expressed his intention to venture alone into the forest. However, Wednesday promptly intervened and prevented him from proceeding, showing her concern for his safety as the reason.

Eugene: "Sure, I get it. Guess I'll check out the woods myself."

Wednesday: "**Don't go alone.**"

"**It's too dangerous. Stand down.**"

"**We'll go together tomorrow night, understood?**"

Several of the aforementioned bolded sentences feature requests made by Wednesday to Eugene. In light of the postponement of their plan to venture into the forest, Wednesday aimed to prevent Eugene from embarking alone, in order to avoid any potential danger. Her actions can be viewed as an attempt to maintain harmonious relations with her friend while also providing a necessary warning. The intention to prevent disappointment and foster positive relations can be regarded as an example of her use of politeness strategies to maintain a harmonious relationship.

To Maintain Interlocutor's Face

Siburian (2016) and Togatorop (2019) argue that one form of politeness involves avoiding causing the interlocutor to feel embarrassed or annoyed while talking with the speaker, which helps to maintain their face. In the following excerpt, Eugene was nearly subjected to bullying at a social gathering before Wednesday intervened. Observing that Eugene looked messy after vomiting, Wednesday promptly helped him to clean up, preventing any potential embarrassment.

Wednesday: "**Let's get you cleaned up**."

Eugene: (He nodded approvingly with a groan)

Wednesday's statement, "Let's get you cleaned up," serves as evidence of her care for Eugene. By refraining from explicitly mentioning Eugene's appearance, Wednesday sought to avoid causing any potential embarrassment or discomfort to Eugene, which reflects her use of politeness strategies to maintain Eugene's face.

Her action is a key example of her ability to balance her own goals with the desires of her interlocutor.

DISCUSSION

This study examines Wednesday Addams' politeness strategies and their functions in interaction. The researchers have demonstrated that the main character has strategically used a variety of politeness strategies, and with bald on-record is the most frequently used one. The findings of the study on the use of politeness strategies in the *Wednesday* series are consistent with previous studies that underscore the importance of politeness strategies in various contexts. As Brown and Levinson (1987) noted, politeness strategies are essential for effective communication and maintaining positive relationships, and the use of different strategies is often influenced by factors such as power and social distance. The dominance of bald on-record strategy in the *Wednesday* series is supported by previous research that has found it to be commonly used in situations where the speaker perceives the hearer to have a high degree of power or social distance or at least have the same degree of power (Peng et al. 2014; Scollon & Scollon, 2001).

The use of negative and positive politeness strategies in the study is also consistent with previous studies that have identified these as common strategies used in different contexts (Bhatia, 2004; Ng et al. 2010). Negative politeness is often used to show concern for the interlocutor's negative face, or desire not to be imposed upon, while positive politeness highlights the speaker's interest in the interlocutor's positive face, or desire to be liked and admired. The limited use of off-record strategies by Wednesday in the series is also supported by previous studies that have found it to be a less commonly used strategy, particularly in more direct and straightforward communication contexts (Kádár & Haugh, 2013; Kecskes, 2015).

The finding that the use of politeness strategies is helpful for Wednesday to maintain her self-image, good relationships, and the feelings of others is consistent with previous literature on the topic of politeness and its effects on social interactions. According to Brown and Levinson's (1987) politeness theory, individuals use various linguistic strategies to manage face-saving concerns in their interactions with others. This can include managing their own face, the face of the other person, or the social context in which the interaction is taking place. In the case of Wednesday Addams, her use of politeness strategies can be seen as a tool to maintain her facial integrity, along with her determination to maintain her self-image and strong, independent identity despite the fact that she is known for her mysterious personality, her introduction of black clothing and gothic aesthetics, and her stern look that never creates a smile. In this context, politeness strategies are not only used to avoid hurting the feelings of others, but furthermore to demonstrate self-esteem and dignity as a strong and independent individual, who is not swayed by the way others speak.

Furthermore, Wednesday's use of politeness strategies can also be seen as a way of maintaining others' face, as she seeks to build and maintain positive relationships with those around her. Research has shown that the use of politeness strategies can have a positive impact on social interactions, leading to greater cooperation, understanding, and empathy between individuals (Bargiela-Chiappini, 2003; Lim & Bowers, 1991). The prevalence of bald-on record strategies in Wednesday's utterance does not necessarily mean no attempt to mitigating and softening speech. Instead, the researchers assume that being authentic with language expression is more important than being overly polite in language aiming to soften the message. Although in various cultures, being authentic and honest with language is considered less sensitive and confrontational (Mahyuni, 2008), being straightforward allows others to understand speakers' true intentions and, thus, promotes trust reduces misunderstanding. By using politeness strategies, individuals can communicate their intentions and feelings in a way that is more likely to be well-received by others, leading to more positive and productive social interactions.

Overall, the researchers found that the use of politeness strategies is helpful for Wednesday to maintain her self-image, good relationships, and the feelings of others. It suggests that individuals who are able to communicate politely and effectively are more likely to build positive relationships and achieve their goals in various social contexts. Politeness strategies play a crucial role in communication, as they involve understanding language and social dynamics in order to maintain harmony and respect. Being polite means recognizing others' feelings, which helps avoid conflicts and preserves relationships (Holmes & Stubbe, 2015). Politeness is not merely about pleasing others; it positions us positively, maintaining dignity and social standing during interactions. Leech (2014) highlights that politeness fosters harmonious relations, enhancing one's power in social contexts. In this case, effective communication requires careful negotiation of personal and social identities. Therefore, when one uses politeness strategies, they not only create a comfortable environment but also increase their influence and reputation in the eyes of others.

CONCLUSION

The analysis that has been undertaken by the researchers can be drawn a line that the lead female protagonist of the Wednesday series has successfully utilizing politeness strategies, encompassing bald on-record, negative politeness, positive politeness, and off-record. Frequency analysis of each strategy reveals that the most frequently used strategy by Wednesday Addams is bald on-record, underscoring her unambiguous and straightforward communication style that aligns with the central premise of the series, which revolves around solving a long-standing murder case. Additionally, the effective use of politeness strategies enables Wednesday to

maintain a positive self-image, foster strong interpersonal relationships, and mitigate any negative impact on the feelings of others. The researchers expect that the findings from this research will sensitize readers to the nuanced intricacies of language and encourage them to exercise greater mindfulness when interacting with others, thereby promoting a friendlier and more harmonious social environment.

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A STUDY ON EFL STUDENTS' LEVELS OF CRITICAL THINKING SKILLS

[1]Jumariati, [2]Nasrullah*, [3]Cayandrawati Sutiono, [4] Muhammad Khairin Utomo
[1,2,3,4] English Language Education, Faculty of Teachers Training and Education, Universitas Lambung Mangkurat, Indonesia

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*Correspondence:
nasrullah01@ulm.ac.id

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ABSTRACT

This research aims to discover the levels of EFL students' critical thinking skills. It is a quantitative approach with descriptive design by utilizing the adapted version of the Watson-Glaser Critical Thinking Skills Test as the instrument. It consists of five indicators: deduction, inference, identifying assumptions, interpretation, and analyzing arguments, with five questions for each. The subjects of the research were 33 students of the English Department of FKIP, Lambung Mangkurat University. The results showed that 23 students (69.69%) had a moderate level of critical thinking skills, seven students (21.21%) had a low level, and three students (9.09%) had a high level. Specifically, they performed low levels in inference and identifying assumptions, but they had moderate levels of critical thinking skills in deduction, interpretation of information, and analysis of arguments. These findings imply the need to facilitate students with more practice to develop their critical thinking skills, particularly in making inferences and identifying assumptions. Further research is recommended to measure EFL students' critical thinking skills by involving larger participants using other instruments of measurement to reveal more conclusive findings.

Keywords: *critical thinking skills; EFL students; level*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan berpikir kritis siswa bahasa Inggris sebagai bahasa asing. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif menggunakan versi adaptasi dari Watson-Glaser Critical Thinking Skills Test sebagai instrumennya. Tes ini terdiri dari lima indikator yaitu deduksi, inferensi, mengidentifikasi asumsi, interpretasi, dan menganalisis argumen dengan lima pertanyaan untuk masing-masing indikator. Subjek penelitian adalah 33 mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas Lambung Mangkurat. Hasil penelitian menunjukkan bahwa 23 siswa (69,69%) berada pada tingkat kemampuan berpikir kritis sedang, tujuh siswa (21,21%) berada pada tingkat rendah, dan tiga siswa (9,09%) berada pada tingkat tinggi. Secara khusus, mereka menunjukkan keterampilan yang rendah dalam inferensi dan mengidentifikasi asumsi tetapi mereka memiliki tingkat keterampilan berpikir kritis yang sedang dalam deduksi, interpretasi informasi, dan menganalisis argumen. Temuan ini menyiratkan perlunya memfasilitasi siswa dengan lebih banyak latihan untuk mengembangkan keterampilan berpikir kritis mereka khususnya dalam menarik kesimpulan dan mengidentifikasi asumsi. Penelitian lebih lanjut direkomendasikan untuk mengukur keterampilan berpikir kritis dengan

melibatkan peserta yang lebih besar dan menggunakan instrumen pengukuran lainnya untuk mendapatkan hasil yang lebih konklusif.

Kata Kunci: *keterampilan berpikir kritis, mahasiswa Bahasa Inggris sebagai Bahasa asing, tingkat*

INTRODUCTION

In the academic field, critical thinking (CT) skills have become one of the goals of educational institutions (Gunawardena & Wilson, 2021; Yuan et al., 2021; Ananiadou & Claro, 2009) that is now getting more attention, particularly in higher education and the workforce (Lai, 2011; Guiller et al., 2008). Having CT skills enables students to distinguish between facts and opinions, draw conclusions, and solve problems (Othman & Shah, 2013). Hence, these higher-order thinking skills are important for every student today to support his cognitive development and solve complex problems he may face in real life.

Having critical thinking components in the EFL teaching and learning process is a way to prepare students to have essential skills for the 21st century. Integrating a critical thinking component into the EFL teaching and learning process is possible since critical thinking is not a rigid skill that cannot be blended with another skill. Indah (2017) claimed that critical thinking is a flexible skill that can be easily integrated with other skills such as language skills, i.e., listening, speaking, reading, and writing. It is essential for EFL students to master both English and critical thinking skills so that EFL students can utilize English to its maximum. By mastering critical thinking skills, EFL students are able to use their English to discuss things that require students to use their reasoning skills (Widowati & Kurniasih, 2018).

Thinking critically is very essential for students to develop because it can enhance their cognitive skills and promote a deeper understanding of the learning course (Curwood, 2011; Ellerton & Dewey, 2022). By developing critical thinking, students can analyze complex ideas, evaluate the facts, recognize logical associations, and argue the assumptions that lead to in-depth understanding. Further, this skill is very important in an academic life in which students can navigate complex theories, a competitive perspective, and rich data. Thinking critically can empower students to evaluate information critically, see through the bias, and identify the fallacy.

Furthermore, thinking critically is good for students when making the right decisions and solving problems effectively(Lun et al., 2010). This can help them to deal with challenges with an open mind and investigation rather than rely on memory rotting or passive reception. Thinking critically also can support students to identify prejudice, implications, and research that is essential for long-term learning and professional development. Integrating critical thinking components into EFL teaching and learning is an effort to prepare students for life in the future. Beaumont (2010) mentions that critical thinking is the process of thinking and learning, which can be developed through independent and collaborative learning activities. Hence, integrating the skills of CT into EFL teaching and learning processes is possible since CT is a flexible skill that can be easily integrated with other skills such as listening, speaking, reading, and writing (Indah, 2017). Studies show that the process of reading is closely related to the development of thinking

factors, including critical thinking (Zubaidah et al., 2018), and that the process of EFL writing construction requires students' critical thinking skills (Zhang, 2018).

Moreover, integrating critical thinking skill elements into teaching and learning in the EFL context is predominantly crucial to pave language fluency and students 'cognitive ability (Sabado, 2018). Thinking critically is a necessary talent that enables students to consider, evaluate, and draw logical conclusions from the material they receive. Thinking critically can be promoted in an EFL environment by adding activities that boost metacognitive reflection, reasoning ability, and open debate. To strengthen the thinking ability, a teacher can challenge students to reflect on their learning process, evaluate the learning resource originality, and participate in debates or various themes-challenging discussions (Abrar & Nasrullah, 2023).

Several approaches can be used to put critical thinking components into EFL teaching and learning. One of the examples can be depicted when a teacher can use open-ended questions to help students think about content, such as asking them to identify the main idea of a reading text, having them check an author's purpose, or making them check the reliability of the source read. Besides, using multimedia materials such as films, podcasts, and online articles can give them myriad perspectives and encourage them to think critically about giving information in classroom activities (Ariantini et al., 2021; Fogal et al., 2014).

Integrating the components into the EFL teaching and learning process yields several benefits for students. Thinking critically can help students increase their language ability because it can make them check out difficult English texts and draw logical conclusions. In addition, thinking critically can develop a deeper understanding of topics, active learning, and effective students 'involvement in the learning process. Further, this skill also can make students more independent, improve problem-solving skills, and prepare students to face problems in the real world (Cameron & Bizo, 2019).

Students' levels of CT skills can serve as an indicator of the quality of educational institutions. As pointed out by Algharaibeh & Almomani (2020), an institution with a high level of students' critical thinking reflects that institution's high quality of education index. To facilitate students to acquire CT skills, teachers themselves need to be able to think critically (Birjandi & Bagherkazemi, 2010). Hence, teaching CT skills in EFL settings requires teachers' abilities and dispositions in CT and their pedagogical competence (Yuan et al., 2021). Teachers also should have a thorough understanding that CT is a developmental cognitive process in which students need to practice the skills as thinking routines (Gunawardena & Wilson, 2021). In a more specific view, Fung (2017) proposes that teachers can help their students develop CT skills through questioning and debating within group work activities while monitoring and guiding them as more experienced co-learners.

Despite the importance of students' CT skills in the EFL field, there are still few studies that specifically focus on EFL students' critical thinking skills level. A study conducted by Nejmaoui (2018) found that integrating CT in writing classes during a long period gave moderate positive results in students' argumentative writing. Another research conducted by Binh (2017) investigated the integration of critical thinking in EFL classes and discovered that the teaching of CT was not given a balanced portion between the skill-based courses and the content-based courses. The study also revealed that the teachers faced some challenges in integrating CT

into their teaching, such as teachers' lack of knowledge of high-order thinking skills, which eventually led to the inability on the implementation of high-order thinking skills in English language teaching and learning (Pillay et al., 2016; Hidayat & Lestari, 2023), students' intelligence has yet to reach the level of higher order thinking skills (Zainudin et al., 2019), the content of textbooks lack the inclusion of enough tasks that enhance critical thinking (Masadeh, 2021) and students' lack of interest and motivation (Laabidi, 2019).

In the Indonesian context, there is not much research focusing on the level of students' CT skills in EFL settings. A study by Mbato (2019) found that Indonesian EFL learners' understanding of critical thinking in reading at the conceptual level was sufficient, but they still lacked skills in generating their critical thinking. Another study by Moeljono & Lintangsari (2021) investigated the critical thinking skills level of 82 Indonesian EFL learners and found that the critical thinking skills among Indonesian EFL learners showed an unsatisfactory result. In a similar vein, research by Azwati et al. (2022) on EFL postgraduate students found that the subjects lacked confidence in CT, and thus they needed more practice.

Measuring the levels of critical thinking skills of EFL students is important to obtain conclusive findings that lead to the improvement of the teaching-learning process and education quality. In fact, a lack of research on CT skills can hinder the growth of CT skills (Snyder & Snyder, 2008). Considering the importance of measuring the levels of critical thinking of EFL students in Indonesia, this study aims to investigate the levels of critical thinking skills of the students of the English Language Education Study Program at the Faculty of Teachers and Education of Universitas Lambung Mangkurat. Furthermore, this study is expected to contribute to the literature related to teaching practices in enhancing critical thinking.

METHOD

This research employed a quantitative approach with a descriptive study design. It is conducted to find out and describe the level of students' critical thinking skills. According to Robson & McCartan (2016), quantitative research methods explain an issue or phenomenon by gathering data in numerical form and analyses with the aid of mathematical methods, in particular statistics. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims (Leedy & Ormrod 2001).

This quantitative design comprises an analytical evaluation for standardized critical thinking to participants in order to scrutinize the students' critical thinking skills. This assessment can measure students's skills in analyzing, evaluating, draw logical conclusions based on the information given. The result of this assessment can entail and elaborate the critical thinking skills level of students and can become a reflection for teachers to review the lesson.

Participants of the Study

The population of this study was the sophomore year students of the English Language Education Study Program of Universitas Lambung Mangkurat. The

subjects of this research were 33 students. They were selected by using simple random sampling.

Instruments of the Study

The instrument for collecting the data was the adapted version of the Watson-Glaser Critical Thinking Appraisal Test. It consisted of 25 items representing the five indicators of critical thinking, namely deduction, inference, identifying assumptions, interpretation, and analyzing arguments. Deduction is to test students' ability to make a conclusion based on the statements given (Kumar & James, 2015). Inference is a step of the mind, an intellectual act, by which one concludes that something is true considering something else's being true or seeming to be true (Elder & Paul, 2002). Recognizing assumptions is an act of understanding what is being stated and considering whether the information presented is true and whether any evidence has been provided to back it up (Watson & Glaser, 1994). Meanwhile, an interpretation is an evaluation of whether a conclusion can logically follow from the information or evidence provided, which requires an individual to understand the precise meaning or significance of a piece of information and apply this information appropriately (Watson & Glaser, 1994).

Procedures of Data Collection

The data of the study was collected by following these stages: (1) Validating the research instruments by consulting the experts, (2) Revising the instrument following the experts' judgment, (3) Trying-out the instrument to small-scale participants having similar characteristics to the subjects of the study, (4) Revising the instrument following the results of the try-out, and (5) Administering the actual test to find the data of the study.

The data collection process for this study had been planned well and was administered to ensure the quality of the findings. The validation of this research instrument was done through professional consultations as the first step. The professionals, who owned knowledge about educational evaluation and critical thinking, gave comments/feedback about the modified Watson-Glaser performance tests. They helped identify the possible problems such as unclear questions, cultural bias questions, or content that were not objective to evaluate the critical thinking skills needed. To construct the prior legitimacy for the research instrument, this consultation is vital in this stage.

The second phase was directed to modify the instrument by inserting experts' recommendations. The set of questions was fixed in this stage in order to make sure that these questions were compliant with the aims of the research. With rigorous making, the researchers reset the questions to ensure that the information was reasonably made in an English context and matched them with one of the qualifications of critical thinking criteria: conclusion, deduction, assumption identifications, interpretation, and argumentation analysis. This was conducted to ensure that instrument evaluation was accurately judged in compliant with students' critical thinking skills at this phase.

The third phase involved instrument try-out which had been updated in the same feature of a small individual sample of the total population. The purpose of the try-out was to see the performance of instruments in the real environment. By giving the test to smaller samples, researchers can decide whatever practical problems that may be faced by the learners such as time management, question understanding, or unaware challenges. The effectiveness and instrument feasibility were assured mostly by performance data analysis and returned feedback during this tryout administration.

The fourth phase of this research was doing additional revision with instruments to improve the weaknesses that were found based on the tryout. To determine the appropriate decision, researchers went over the performance information and comments. This process covered the new additional items to accommodate critical thinking indicators, rearrangements of unclear question items, and deleted items that were not proper. By testing and improving the instrument iteratively, the final version can be more reliable and valid and can measure the critical thinking skills accurately

In the last phase of this step, the real test was given to the participants. This stage consisted of giving reviewed and fixed instruments to 33 students of the English language study program of Universitas Lambung Mangkurat. To certain the diversity and control of external factors that might impact the findings, the test administering was carried out carefully. The collected information from this process became the base to analyze the students' critical thinking. The results can be strongly trusted because the method of comprehensive and organized data collection gave prominent insight into the EFL students' critical thinking skills.

Techniques of Data Analysis

The data from the CT test was analyzed by giving each correct answer a score of 1, and the wrong answer got a score of 0. Furthermore, the score obtained is converted into a value with a range of 0-100 by dividing the score by the total score and then multiplied by 100. The formula used is as follows:

$$\text{Score} = \frac{Total\ Correct\ Answer}{Total\ Questions} \text{ X } 100$$

The scores obtained were then classified by referring to the scores' classification as displayed in Table 1.

Table 1 The Scores Classification

Classification	The Level Score
Very High	81-100
High	61-80
Moderate	41-60
Low	0-40

After the classification of the scores, the researchers interpreted the data and drew some conclusions.

FINDINGS

Findings on the Test of Critical Thinking

In the critical thinking skills test, the students were required to answer 25 multiple choice questions divided into five sections: deduction, inferences, interpretation of information, analyzing arguments, and identifying assumptions, with 5 questions for each section. This test was intended to reveal the levels of EFL students' critical thinking skills. The results of the students' critical thinking skills test are summarized in the table below:

Table 2 Results of Critical Thinking Test

Scores	Frequency	Percentage (%)
72	1	3.03
68	1	3.03
64	1	3.03
60	1	3.03
56	5	15.15
52	5	15.15
48	6	18.18
44	6	18.18
40	2	6.06
36	3	9.09
32	1	3.03
28	1	3.03
Total	**33**	**100.0**

From Table 2, the highest score was 72, while the lowest was 28. There were 7 students (21.21%) who obtained scores between 0-40, which was categorized as having a low level of CT skills. Then, 23 students (69.7%) obtained scores between 44-60 classified into a moderate level of CT skills. Finally, there were 3 students (9.09%) that obtained scores between 64-72, a high level of CT skills. The majority of the students obtained scores between 44 and 56, which meant that the subjects of the research mostly had a moderate level of critical thinking based on the score classification used in the study.

Findings on Each Section of the Critical Thinking Test

The scores of each student were then categorized based on each section of the test to reveal which part they could answer correctly and which part they were still having problems with. The summary is displayed in Table 3.

Table 3 Frequency of Correct Answer

Number of Correct Answer	Deduction	Identifying Assumption	Inferences	Interpretation of Information	Analyzing Arguments
0	0	4	6	0	1
1	2	11	16	2	2
2	9	11	9	6	6
3	14	6	1	11	12
4	7	1	1	8	8
5	1	0	0	6	4
Total	**33**	**33**	**33**	**33**	**33**

As seen in Table 3, in the deduction section, there were two students (6.06%) who obtained one correct answer and nine students (27.27%) who obtained two correct answers. Then, 14 students (42.42%) answered three questions correctly, seven students (21.21%) achieved four correct answers, and one student (3.03%) obtained five correct answers.

In the identifying assumptions section, four students (12.12%) obtained 0 correct answers, 11 students (33.33%) obtained one correct answer, and 11 students (33.33%) achieved two correct answers. In addition, there were six students (18.18%) who achieved three correct answers, one student (3.03%) obtained four correct answers, and no students (0.00%) obtained 5 correct answers.

In the inferences section, six students (18.18%) achieved 0 correct answers, and 16 students (48.48%) obtained one correct answer. Then, nine students (27.27%) obtained two correct answers, and one student (3.03%) achieved three correct answers. Further, there was one student (3.03%) who obtained four correct answers, and there were no students (0.00%) who obtained 5 correct answers.

In the interpretation of the information section, there were two students (6.06%) who obtained one correct answer, six students (18.18%) who achieved two correct answers, and 11 students (33.33%) who obtained three correct answers. Moreover, eight students (24.24%) achieved four correct answers, and 6 students (18.18%) obtained 5 correct answers.

Finally, in the analyzing arguments section, there was one student (3.03%) who obtained 0 correct answers, two students (6.06%) achieved one correct answer, six students (18.18%) obtained two correct answers, and twelve students (36.36%) obtained three correct answers. Then, there were eight students (24.24%) who achieved four correct answers and four students (12.12%) who obtained five correct answers.

Table 3 displays the percentage of students obtaining correct answers in the test. The percentage of students who obtained five correct answers and four correct answers reflected the parts of CT that they were already good at. The sections where students could obtain five correct answers were interpretation of information (18.18%), analyzing argument (12.12%), and deduction (3.03%). Meanwhile, no student could obtain five correct answers for the identifying assumption and inferences sections. Moreover, the sections that students could obtain four correct answers were interpretation of information (24.24%), analyzing arguments (24.24%), and deduction (21.21%).

The table also presents the percentage of students who obtained zero correct answers, showing the parts they were still struggling with. The sections in which students obtained zero correct answers were inferences (18.18%), identifying assumptions (12.12%), and analyzing arguments (3.03%).

DISCUSSION

The findings of the study reveal that the majority of the research subjects have moderate levels of critical thinking. A few of the subjects have a low level of critical thinking skills, and very few have a high level of critical thinking skills. These findings are in accordance with the findings by Mbato (2019), who found that students have sufficient critical thinking skills at a conceptual level. The findings of

the study are also similar to the findings of research by Utari (2020), who found that the critical thinking skills of EFL students were not satisfactory enough, although the students were able to understand, analyze, and evaluate while thinking critically, they were not able to produce sufficient output of their critical thinking skills. Similarly, Moeljono & Lintangsari (2021) found that critical thinking skills among Indonesian EFL learners showed an unsatisfactory result. In a similar vein, research by Azwati et al. (2022) found that EFL postgraduate students need more practice on critical thinking skills as they were not confident of possessing the skills.

Regarding this finding, there is a key important point in the implication for EFL instruction. In this setup, it is necessary to think about effective strategies to develop critical thinking among EFL students. Teachers can include activities that can support critical thinking, such as debate, open discussion, and problem-solving exercises in daily teaching practices.

Moreover, the use of authentic materials and role play can help students to manifest critical thinking in a practical context. Besides, giving opportunities for students to reflect on the process of thinking and receive feedback to identify the weak area that needs improvement and develop self-confidence for showcasing critical thinking skills. By mitigating this teaching and learning gap, EFL teachers can equip students with skills to be successful in the academic and professional milieu.

The results of the study also show students' scores in each section: deduction, identifying assumptions, making inferences, interpreting information, and analyzing arguments. In the deduction section, 14 students (42.42%) obtained three correct answers, showing that almost half of the students had a moderate score. In other words, most students were able to draw logical conclusions based on general statements even though they were not perfect yet. As Agustina et al. (2022) explain, deduction is the process of reasoning from one or more general statements to reach certain logical conclusions. At this point, most students can make some logical reasoning before drawing a conclusion; however, they might make some errors in drawing the right conclusion during the process. The result of this study is different from the research by Aiyub et al. (2021), showing that the subjects of the study had very low levels of critical thinking skills, particularly in making deductions.

In identifying assumptions, there were 11 students (33.33%) who only obtained one correct answer and 11 students who gained two correct answers (33.33%). This indicates that the students lacked the ability to identify assumptions, as they were not able to decide which assumption was correct. The students were not fully able to identify whether the assumption was a fact that was backed by other information or not. This result showed that most students were struggling to identify which information was true or not. Interestingly, this result is confirmed by the research by Said et al. (2019), who found that 138 students (59%) gained low and average scores in the identifying assumptions section. Moreover, Lestari et al. (2020) reveal that the students' scores in the identifying assumptions section were the lowest from the other sections. This indicated that the students still lack the ability to differentiate whether the information is backed by other facts to recognize the justified assumptions.

This challenge in identifying assumptions underpins the need for improvement in the students' critical thinking skills. Developing the ability to differentiate facts from assumptions is very important for academic success and

making a proper decision (Annand, 2011). The educator should emphasize the importance of critical evaluation and give instructions and exercises targeted to differentiate between supported facts and unsupported assumptions (Indah, 2017; Zhang, 2020). By putting exercises that oblige students to analyze the text, refute the point of view, and evaluate the source's credibility, the educator can help students to surge their analysis skills. This skill is not only important to pursue academic achievement, but it also can navigate the landscape of complex information in this contemporary educational era (Aloqaili, 2012; Bachtiar et al., 2024).

Furthermore, in the era of technology integration and interactive learning tools which can serve real-time feedback adaptive learning can support the personalized learning process which can keep the pace of students' learning rate (Curwood, 2011; Strobl et al., 2019). The learning experience in this realm can make the identification of assumptions more engaging and memorable so that it can grow a deeper understanding for students. Collaboration with peers in group discussion and project-based can elevate critical thinking that can expose the students' perspectives and reasoning styles. By creating a diverse learning community that combines traditional and innovative methods of teaching, educators can equip students with critical thinking skills needed to identify and evaluate accurate assumptions. Meanwhile, in the inferences section, most of the students (48.48%) obtained only one correct answer, which shows that they obtained a low score. This result reflects that most students' skills in making inferences were still very low. It can be said that students did not totally understand how to make an implicit inference from the information. It indicates that students are still not able to make an inference from the information given. According to Harahap et al. (2020), most students gained low critical thinking skills in inference, where students were not able to collect things to form inferences and opinions from the information provided. It can be said that most students were not successful in splitting opinions and facts from the information given. This result is supported by a study by Kamsinah et al. (2020), revealing that students' critical thinking skills in inference were mostly at a low level.

Research on the low levels of students' ability to make inferences in critical thinking reveals a concerning trend within educational settings. Numerous studies have highlighted the fundamental importance of inference-making skills in fostering deeper comprehension and analytical thinking across various subjects (Aloqaili, 2012; Soto et al., 2019; Tarchi, 2015). However, investigations consistently show that many students struggle with this aspect of critical thinking, often leading to difficulties in problem-solving and interpreting complex information.

The findings on the interpretation of the information section show that most of the students (33.33%) obtained three correct answers, placing them at a moderate level of interpreting information. They were able to understand the logical conclusion from the information even though they were not perfectly able to draw conclusions from the piece of information given and thus still made some mistakes. This is in line with a study by Harahap et al. (2020) that revealed students scored at an average level in their interpretation of information. Watson & Glaser (1994) state that an interpretation is an evaluation of whether a conclusion can logically follow from the information or evidence provided.

Research focusing on the low level of students' interpretation skills in critical thinking reveals a concerning gap in their ability to analyze and comprehend complex information effectively. Interpretation skills are fundamental for extracting meaning from various sources, including texts, data, and multimedia materials, yet many students struggle to interpret information accurately and critically. Studies consistently demonstrate that deficiencies in interpretation skills hinder students' capacity to engage with content deeply, leading to difficulties in problem-solving, decision-making, and effective communication (Putri & Sulistyaningrum, 2021; Widowati & Kurniasih, 2018). This deficiency not only impacts academic performance but also limits students' ability to navigate the complexities of the modern world, where the ability to interpret and evaluate information is crucial for learning success.

Finally, in the analyzing arguments section, there were 12 students (36.36%) who obtained three correct answers, putting them at a moderate level of analyzing argument skills. They were able to differentiate between a strong argument that aligns with the previous statement and a weak argument that is not valid. According to Vucetich et al. (2019), a good argument has a logical structure and uses the right relevant information to reach a valid conclusion. In addition, Yeh (2009) remarks that evaluating arguments requires the capacity to use a set of relevant criteria to determine the quality of the arguments. The subjects of the study understood that to analyze arguments, the arguments need to sound acceptable and have a strong relevance to the statements given. However, the result of this study is slightly different from the study of Aiyub et al. (2021), which found that the majority of the students were at a low level in the analyzing arguments section.

Research examining the low level of students' ability to analyze arguments in critical thinking highlights a critical deficiency in their capacity to deconstruct and evaluate the logic and validity of assertions. Analyzing arguments is a foundational skill for discerning the strengths and weaknesses of different perspectives, yet many students struggle to effectively assess the soundness of arguments presented in texts, discussions, or debates. Studies consistently demonstrate that this deficit impedes students' ability to engage critically with complex issues, leading to difficulties in forming well-supported opinions and making informed decisions.

CONCLUSION

Based on the findings of the study, it can be concluded that the level of students' critical thinking skills is moderate. The majority of the students achieved scores between 41-60, which is categorized as moderate. In contrast, there were only 3 students (9.09%) who obtained a score between 61-80, which indicated a high level, and no student was able to reach a very high level. The subjects of the study performed low levels in inference and identifying assumptions, but they had moderate levels of critical thinking skills in deduction, interpretation of information, and analyzing arguments.

A thorough examination of the performances of students in various marking areas of critical thinking highlights the clear strengths and weaknesses to be addressed. Students showcase a low but sufficient skill for deductive reasoning, information interpretation, and argumentation analysis. They show low performance in drawing conclusions and identifying assumptions. These

weaknesses areas reveal a significant gap in students' critical thinking skills in general which sends a message impliedly for more well-guided educational intervention to enhance these specific targeted skills.

The implication of this finding is very important to develop the curriculum and instructional strategies in English language study programs. To better increase the skills of critical thinking for students, especially in drawing conclusions, and identifying assumptions, it is vital to supply more practice-based learning activities. Those activities should be leaned on these flawed areas in critical thinking so that it can give more sufficient opportunities for students to participate in the exercises that train their reasoning and assumption skills.

Concerning this finding, future research should aim to develop this study which involves larger participants and with myriad instruments and assessments. This larger approach will assist in verifying the previous findings and offer more comprehensive insight to students to have critical thinking skills. Therefore, educators and researchers can develop more effective strategies to grow critical thinking skills which validate that students are more ready to succeed in both academic and professional areas.

Regardless of the limitation of the study involving only 33 students in the EFL setting, the findings suggest the need to facilitate students with more practice on critical thinking skills in EFL contexts and further research involving larger subjects and a more comprehensive data collection procedure.

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PROFICIENT IN ENGLISH WITH ADVANCED VOCABULARY USING GAME-BASED LEARNING: NARRATIVE CROSSWORD PUZZLE

Yulia Wahyuningsih[1], Carla Maretha[2]*
[1,2]English Literature, FKIP, Universitas Muhammadiyah Lampung, Indonesia

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*Correspondence:
carlamaretha@gmail.com

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ABSTRACT

This research investigates the effectiveness of using Narrative Crossword Puzzles for learning advanced English vocabulary in the Society 5.0 era and how this method can enhance students' mastery of advanced vocabulary. This study demonstrates that the Game-Based Learning: Narrative Crossword Puzzle strategy significantly improves advanced English vocabulary learning. This research applied qualitative methods and an experimental quasi-technique with a statistical approach to analyze the data. The rejection of the null hypothesis confirms a substantial difference between pre-test and post-test results, indicating that the student's learning outcomes increased notably after implementing this strategy. The findings support the effectiveness of game-based learning, particularly narrative crossword puzzles, in enhancing student engagement and making the learning process more enjoyable and effective in educational contexts.

Keywords: *game-based learning; Merdeka Belajar; narrative crossword puzzle; society 5.0*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan Teka-teki Silang Naratif untuk mempelajari kosakata bahasa Inggris tingkat lanjut di era Society 5.0 dan bagaimana metode ini dapat meningkatkan penguasaan kosakata tingkat lanjut oleh siswa. Penelitian ini menunjukkan bahwa strategi Pembelajaran Berbasis Permainan: Teka-teki Silang Naratif secara signifikan meningkatkan pembelajaran kosakata bahasa Inggris tingkat lanjut. Penelitian ini menggunakan metode kualitatif dengan teknik kuasi eksperimen yang pengolahan datanya menggunakan pendekatan statistik. Penolakan hipotesis nol menegaskan adanya perbedaan substansial antara hasil pra-tes dan pasca-tes, yang menunjukkan bahwa hasil belajar siswa meningkat secara signifikan setelah menerapkan strategi ini. Temuan penelitian ini mendukung efektivitas pembelajaran berbasis permainan, khususnya Teka-teki Silang Naratif, dalam meningkatkan keterlibatan siswa dan membuat proses pembelajaran lebih menyenangkan dan efektif dalam konteks pendidikan.

Kata Kunci: *game-based learning; Merdeka Belajar; narrative crossword puzzle; society 5.0*

INTRODUCTION

Merdeka Belajar is an educational initiative launched by the Indonesian Ministry of Education and Culture. It aims to provide academic institutions and educators with greater freedom and autonomy in developing curricula and learning methods that suit the needs of students (Arung, Murthado, & Boeriswati, 2023). One of its main focuses is using technology in the learning process to create a more dynamic and interactive learning environment (Ingtias, Ampera, Farihah, Amal, & Purba, 2022). This aligns with the challenges of the Society 5.0 era, where technology and digitalization play an

important role in everyday life (Fukuyama, 2018). Society 5.0 focuses not only on technological progress but also on integrating technology into all aspects of human life to improve the quality of life, education is required to adapt and make maximum use of technology (Tavares, Azevedo, & Marques, 2022). In this context, English language learning is one area that must develop following changing times.

Learning English has become a crucial skill in the era of globalization, serving as a key to success in numerous fields (Chen & Li, 2022). Mastery of English is essential for accessing diverse information, participating in international communication, and enhancing competitiveness in the global job market, particularly in acquiring advanced vocabulary (Zakaria, et al., 2022). Understanding and using complex vocabulary empowers individuals to engage effectively in academic, professional, and social contexts where English serves as a lingua franca.

Formal and informal English language education is integral to achieving this mastery. Structured programs from primary and higher education aim to build foundational skills and progressively develop proficiency. These formal avenues are complemented by informal learning methods such as self-study, language immersion, and online platforms, which offer opportunities for learners to enhance their vocabulary acquisition in flexible and personalized ways.

In the interconnected world today, where English is often the medium of international collaboration and technological advancement, developing proficiency in this language is not merely a tool for communication but a necessity for global participation. Thus, fostering English language skills, especially at advanced levels, remains a vital goal for individuals and educational institutions.

English language learning at each level of education generally focuses on linguistic elements such as phonetics, lexical, and grammatical elements (DiCerbo, et al., 2014). These elements influence the quality of language proficiency. Mastery of these three linguistic elements contributes to four language skills: listening, writing, reading, and speaking. Thus, mastery of linguistic elements and language skills is the goal of learning English, so overall mastery must be studied well so that communication messages in English can be received and understood.

Lexical elements, which are fundamentally tied to vocabulary, play a critical role in developing English language proficiency, as vocabulary serves as the foundation for constructing meaning in language (Schmitt & Schmitt, 2020). Vocabulary acquisition aims to enable learners to master a wide range of words, facilitating effective oral and written communication. Proficient lexical skills are essential for conveying thoughts, understanding others, and engaging in meaningful interactions.

The importance of vocabulary size in language mastery. They note that understanding 300 English words marks a significant milestone in vocabulary acquisition while mastering 200 words can account for approximately 80% of academic and personal communication needs (Siregar, 2023). This demonstrates that even a relatively small but targeted vocabulary can have a substantial impact on comprehension and expression.

Students must continuously expand their vocabulary to align with their educational level and language goals. Enriching lexical knowledge allows them to engage more effectively in academic discussions, interpret complex texts, and participate in global communication. Therefore, vocabulary development should remain a primary focus in English language education, as it directly influences proficiency and ability to adapt to various linguistic contexts.

In the Common European Framework of Reference (CEFR), English language proficiency is ranked into seven levels: foundation, elementary, pre-intermediate, intermediate, upper intermediate, advanced, and proficiency (British Council, 2021). This level is based on mastery of vocabulary applied in the four language skills. Language proficiency, especially for students in higher education units, is expected to reach an advanced level, meaning students can communicate fluently, flexibly, and effectively in social, academic, and professional environments. In reality, learning vocabulary for students is a challenge. The different arrangements of letters and sound systems as well as the meaning of words that must be understood and remembered make students try hard to master English vocabulary, especially advanced English vocabulary, which is still difficult for students at higher education levels to reach (Aminatun & Oktaviani, 2019).

The challenges in mastering English closely relate to its status as a foreign language in many regions. Students often hesitate to use English daily, perceiving it as a language reserved for specific formal or academic settings (Chemir & Kitila, 2022). This limited use reinforces that English is only necessary for contexts, reducing its integration into broader communication habits.

For students in higher education, however, English proficiency must align with advanced-level qualifications that match the demands of their academic and professional goals (Modjanggo, 2020). This expectation poses a significant challenge, as many students struggle to meet these standards. The difficulty often leads to frustration, fatigue, and motivation to achieve fluency.

Compounding this issue is the prevalence of uninspiring and repetitive teaching methods that fail to engage students (Rostina, 2022). Minimal interaction and monotonous learning activities contribute to boredom and passivity in the classroom, further hindering language acquisition. To address these obstacles, innovative teaching strategies and interactive learning environments are essential to boost motivation and promote active participation. Without such changes, the gap between required proficiency levels and students' actual skills will persist, limiting their ability to thrive in global contexts.

To bridge these demands and gaps, it is necessary to make solution efforts, including modifying learning methods with an interactive and student-centered approach as well as training literacy skills in the Society 5.0 era, which emphasizes the humanist side of problem-solving efforts by uniting virtual and reality. This is implemented in the spirit of *Merdeka Belajar* (Tabroni, et al., 2022). With this learning approach, it is hoped that students will be able to hone the 4C life skills (Creativity, Critical Thinking, Communication, Collaboration). One of the various methods for improving English language proficiency is game-based learning, which can stimulate cognitive abilities, thus impacting the level of understanding, motivating students to learn effectively, and increasing positive responses during learning. Game-based learning can be adapted to needs, learning objectives, and learning outcomes, becoming an open learning method so that opportunities for modification are possible. Crossword puzzles

are a popular game-based learning tool used to improve English language proficiency (Rahini, et al., 2024). This game helps train the brain by connecting letters to form words, thus enhancing thinking skills and enriching vocabulary.

Previous studies have consistently demonstrated that crossword puzzles are an effective learning medium for enhancing English vocabulary. Researchers have reported that this approach not only increases students' enthusiasm for learning but also improves vocabulary mastery and fosters problem-solving skills (Umroh & Tamaji, 2022).

This research aims to be different from previous studies by focusing on advanced English vocabulary and modified crossword puzzles combined with narrative text presented in the form of flashcards. The use of technology and game modifications is intended to improve students' English language skills and increase literacy.

This research aims to investigate the effectiveness of using Narrative Crossword Puzzles as a learning tool for mastering advanced English vocabulary in the context of the Society 5.0 era. With increasing demands for innovative and engaging educational approaches, this study explores how this method can facilitate students' acquisition of advanced vocabulary more effectively. Narrative Crossword Puzzles combine storytelling and problem-solving elements, offering an interactive learning experience that enhances vocabulary retention and application.

The findings of this research are expected to contribute significantly to the development of English language teaching methods in Indonesia. By aligning with the principles of *Merdeka Belajar* (Freedom to Learn), this approach seeks to empower learners with greater autonomy, creativity, and critical thinking skills. The study emphasizes the importance of integrating interactive and contextually relevant tools into English language education, aiming to make vocabulary learning more accessible and enjoyable for students.

This research aspires to improve the quality of English language education in Indonesia, supporting students in achieving advanced proficiency to meet the challenges of global communication and competition. The integration of innovative methodologies like Narrative Crossword Puzzles aligns with the broader vision of transforming education to foster lifelong learning and adaptability in a rapidly evolving world.

METHOD

This study uses a quantitative method with a quasi-experimental approach based on the consideration that the study can take place naturally, students do not feel like they are being tested, and it can contribute to the validity. This study uses a one-group time series research design. This design only uses 1 group, namely the experimental group without a control group (Sugiono, 2010). This design is applied by determining the group used as the experimental group. This design does not use a control group. The experimental group is given a pre-test, and treatment, after which a post-test is given. The post-test results are calculated to determine the difference and obtain the gain value. This study took samples in the form of classes, the researcher chose 1 class, namely Class A, totaling 20 people. Validity testing is carried out to determine whether the test instrument used in this study can or cannot measure the level of test accuracy. Validity testing is associated with the Product Moment statistical test criteria. After testing the validity, the test instrument is then tested for significance. The t-count value is compared with the t-table value at a real level of 0.05 with n - 2, if t-count> t-table then the correlation is significant. An instrument is reliable if it is consistent in the measurement results. This study

conducted a reliability test using Cronbach Alpha. The values for the reliability test came from valid question scores. Invalid questions were not included in the reliability test. The instrument has a high level of reliability if the coefficient value obtained is >0.601. This study used an objective multiple-choice learning outcome test to determine the learning outcomes of students' cognitive segments in applying concepts before and after treatment in the form of a pre-test and post-test. The test instrument was limited to the aspects of knowledge (C1), understanding (C2), and application (C3). The objective test instrument consisted of 15 questions with 4 alternative answers. The instrument was first assessed by an expert (lecturer of the Reading for Specific Purposes and Academic Reading courses). The instrument was then tested on a group that was not the subject of the study to determine the validity, reliability, level of difficulty, and distinguishing power of the instrument so that it was suitable for use. This study used the Shapiro-Wilk normality test to assess whether the data distribution was normally distributed. This study used the paired t-test to test the hypothesis with the provision that the data analyzed was normally distributed. Testing was carried out with the help of the GraphPad Software data processing program by Dotmatics.

FINDINGS

Pre Test

Table 1. The Result of Pre Test

No.	Respondent	Pre-test 1	Pre-test 2	Pre-test 3	$\bar{x}$
1	R1	65	65	58	63
2	R2	65	65	51	60
3	R3	65	65	65	65
4	R4	44	51	51	49
5	R5	72	72	65	70
6	R6	44	51	51	49
7	R7	58	58	72	63
8	R8	58	58	65	60
9	R9	58	65	58	60
10	R10	65	58	58	60
11	R11	58	58	58	58
12	R12	51	51	58	53
13	R13	65	65	65	65
14	R14	65	65	65	65
15	R15	58	58	58	58
16	R16	58	65	65	63
17	R17	51	65	58	58
18	R18	51	65	58	58
19	R19	51	58	65	58
20	R20	58	65	58	60

In the first section, data for respondents R1 through R11 is presented. Each row corresponds to a different respondent and includes their scores for Pre-test 1, Pre-test 2, and Pre-test 3, followed by their average score, denoted as $\bar{x}$. For example, respondent R1 scored 65 on the first pre-test, 58 on the second, and 65 on the third, resulting in an average score of 63. The scores in this section range from 44 to 72 across the three pre-tests, and the average scores range from 49 to 63.

The second section provides data for respondents R12 through R20. Similar to the first section, each row lists the scores for the three pre-tests and the average score for each respondent. For instance, respondent R12 scored 51 on the first pre-test, 51 on the second, and 58 on the third, with an average score of 53. The scores in this section range from 51 to 65, and the average scores range from 53 to 65.

Highlighted within the table are three respondents: R12, R13, and R14. Respondent R12 has an average score of 53, while respondent R13 has the highest possible average score of 65, and respondent R14 has an average score of 60. The data presented in this table provides a detailed overview of the performance of each respondent across the three pre-tests and their respective average scores.

Post Test

Table 2. The Result of Post Test

No.	Respondent	Pre-test 1	Pre-test 2	Pre-test 3	$\bar{x}$
1	R1	79	79	65	74
2	R2	72	72	100	81
3	R3	72	86	72	77
4	R4	65	79	100	81
5	R5	79	79	79	79
6	R6	58	100	65	74
7	R7	72	72	86	77
8	R8	79	72	79	77
9	R9	72	86	79	79
10	R10	79	79	79	79
11	R11	79	65	79	74
12	R12	58	72	79	70
13	R13	86	86	72	81
14	R14	72	79	93	81
15	R15	79	86	86	84
16	R16	86	79	93	86
17	R17	72	93	93	86
18	R18	72	100	93	88
19	R19	79	100	72	84
20	R20	79	93	86	86

In this table, each row corresponds to a different respondent and includes their scores for Post-test 1, Post-test 2, and Post-test 3, followed by their average score, denoted as $\bar{x}$. For example, respondent R1 scored 79 on the first post-test, 79 on the second, and 65 on the third, resulting in an average score of 74. The scores in this section range from 58 to 100 across the three post-tests, and the average scores range from 65 to 86.

Highlighted within the table are three respondents: R10, R11, and R12. Respondent R10 has consistent scores of 79 across all three post-tests, leading to an average score of 79. Respondent R11 also has consistent scores of 79, resulting in the same average score of 79. Respondent R12 has scores of 72, 79, and 58, resulting in an average score of 70.

The data presented in this table provides a detailed overview of the performance of each respondent across the three post-tests and their respective average scores. This allows for a comparison of individual progress and performance after the pre-test phase.

Hypothesis Testing

Tabel 3.The Scores of Pre-Tests and Post-Tests

Test	Mean Score ($\bar{x}$)	Standard Deviation (SD)	Standard Error (SE)
Pre-Test 1	58.4	5.61	1.25
Pre-Test 2	60.1	6.35	1.42
Pre-Test 3	60.1	5.61	1.25
Post-Test 1	74.2	8.72	1.95
Post-Test 2	81.1	9.83	2.20
Post-Test 3	82.5	10.53	2.35

Table 3 summarizes the scores from three pre-tests and three post-tests for the participants. On average, there was a significant improvement in vocabulary mastery following the intervention.The paired t-test results indicated a significant difference between the pre-test and post-test scores ($p < 0.0001$). The 95% confidence interval for the mean difference ranged from -28.38 to -16.42, confirming a substantial improvement in vocabulary proficiency.

Based on the Paired t Test output above, it is known that the Sig. (2-tailed) value is $0.0001 < 0.05$, so Ho is rejected and Ha is accepted. There is an average difference between the pre-test and post-test learning outcomes, which means that there is an influence of the use of the Game-Based Learning: Narrative Crossword Puzzle learning strategy on learning advanced English vocabulary.

The results of the statistical analysis show a significant difference between the scores of Pre-Test 3 and Post-Test 3, with a two-tailed P-value of less than 0.0001. This indicates that the difference observed is highly statistically significant, meeting conventional thresholds for significance. Such a small P-value strongly suggests that the observed changes are unlikely to be due to chance, highlighting the effectiveness of the intervention or change applied between the two tests.

The mean difference between Pre-Test 3 and Post-Test 3 is calculated to be -22.40, with Post-Test 3 scores being higher. A 95% confidence interval for this difference ranges from -28.38 to -16.42, providing strong evidence that the true mean difference lies within this range. Since the entire confidence interval is negative, it further confirms the consistent improvement in scores from the pre-test to the post-test.

The intermediate values used in the calculations support these findings. A t-statistic of 7.8466, based on 19 degrees of freedom, indicates a large effect size. The standard error of the difference is relatively small (2.855), suggesting low variability in the observed differences between the two test scores.

Descriptive statistics reveal that the mean score for Pre-Test 3 was 60.10, with a standard deviation (SD) of 5.61, while the mean score for Post-Test 3 was 82.50, with a higher SD of 10.53. The standard error of the mean (SEM) for Pre-Test 3 and Post-Test 3 were 1.25 and 2.35, respectively, based on a sample size of 20 for each group. These values indicate a substantial and consistent improvement in scores following the intervention.

The results demonstrate a statistically significant improvement in performance from Pre-Test 3 to Post-Test 3. The increase of 22.40 points on average, supported by the

low P-value, high t-statistic, and narrow confidence interval, underscores the effectiveness of the intervention or process that occurred between the two tests.

Students with higher initial scores demonstrated a pattern of steady improvement throughout the study, achieving near-perfect results in the post-tests. These strong performers were able to build on their existing proficiency, leveraging the narrative-based crossword puzzles to refine their advanced vocabulary further. Their consistent progress highlights the effectiveness of the intervention for learners who already possess a solid foundational understanding of English vocabulary.

For students with lower pre-test scores, the initial stages of the intervention proved more challenging. These learners exhibited slower progress initially, likely due to gaps in their foundational vocabulary and a lack of familiarity with the narrative-based approach. However, by the final post-test, significant gains were evident, showcasing their ability to adapt and benefit from the intervention over time. This finding underscores the potential of narrative-based crossword puzzles to support diverse learner needs, though additional scaffolding may be required to maximize outcomes for those starting at a lower proficiency level.

Observational data and student feedback revealed heightened engagement and enthusiasm during sessions involving narrative-based crossword puzzles. The interactive and gamified nature of the learning tool appeared to captivate students, fostering active participation and sustained interest. Many students reported that the puzzles made the learning process enjoyable and stimulating, which likely contributed to their overall performance improvements. This increase in engagement is a critical factor, as it directly impacts students' willingness to invest effort and maintain focus during learning activities.

DISCUSSION

The findings of this study confirm that the Game-Based Learning: Narrative Crossword Puzzle strategy significantly enhances students' advanced English vocabulary. The statistical significance of the results (Sig. 2-tailed = 0.0001) indicates that the observed improvement is highly unlikely to have occurred by chance, underscoring the robustness of the intervention. Beyond vocabulary acquisition, this approach has demonstrated its ability to foster critical thinking and literacy skills, aligning with the competencies emphasized in modern educational frameworks like *Merdeka Belajar*. Students exhibited not only improved retention of complex vocabulary but also increased engagement and motivation during the learning process, a critical factor for sustainable academic growth.

The findings corroborate prior research on the educational benefits of crossword puzzles, as reported by (Profita, 2012). These studies consistently highlight the positive impact of crossword puzzles on vocabulary mastery and student enthusiasm. However, this study extends the scope of existing literature by focusing specifically on advanced vocabulary acquisition—a domain less frequently explored.

Moreover, the incorporation of narrative elements and technology sets this study apart. While earlier research often employed traditional crossword puzzles, the integration of narrative-based learning and digital tools enhances contextual understanding and accessibility. This aligns with assertion that vocabulary acquisition is more effective when words are embedded within meaningful contexts (Puspita, 2017). Additionally, the use of interactive flashcards and erasable pens represents a novel contribution, addressing usability and engagement challenges noted in prior studies.

The findings of this study carry significant implications for pedagogical practices. The use of gamified and narrative-based tools in language curricula, particularly for advanced learners, represents a transformative approach to education. These tools not only facilitate vocabulary acquisition but also enhance critical thinking and problem-solving abilities. By engaging students in interactive and meaningful activities, educators can foster deeper cognitive and emotional connections to the material, ultimately improving learning outcomes. This approach aligns with modern educational objectives, emphasizing active participation and contextual understanding over rote memorization (Ratnawati & Bindarti, 2013).

From a policy and curriculum development perspective, the outcomes resonate strongly with the objectives of *Merdeka Belajar*. This initiative seeks to modernize education through flexible and innovative teaching methodologies. By demonstrating the effectiveness of technology-driven strategies, the findings provide a compelling case for policymakers to support the adoption of game-based learning. Investments in digital infrastructure, teacher training, and resource development are essential to enable the widespread implementation of such strategies (Ernati, 2018). Policymakers and curriculum designers should consider integrating narrative-based crossword puzzles and similar tools into national education frameworks to enhance learning outcomes across various contexts.

Digital literacy is another critical implication highlighted by this study, particularly within the framework of Society 5.0 (Spante, Hashemi, Lundin, & Algers, 2018). In this era, where technology is deeply embedded in everyday life, the ability to effectively use digital tools is as important as traditional literacy skills. The findings suggest that interactive, gamified learning approaches can help bridge linguistic and technological gaps. By integrating digital tools into language education, students are not only equipped with the vocabulary necessary for global engagement but also gain the technological fluency required to thrive in a digital-first world. This dual benefit positions game-based learning as an indispensable component of 21st-century education.

This study highlights the critical role of student engagement in successful language learning, particularly at advanced levels. Traditional methods of instruction often struggle to maintain student motivation and active participation, which are essential for effective learning. These challenges are especially pronounced in advanced-level vocabulary acquisition, where the content can become dense and less relatable. Narrative-based crossword puzzles offer a solution by introducing an enjoyable and interactive element to the learning process, breaking the monotony of conventional teaching methods. The fun and creativity inherent in game-based learning help to dismantle motivational barriers that often impede progress. By integrating narratives into crossword puzzles, the strategy provides context and relevance, making the material more engaging and meaningful for students. This approach encourages sustained effort, active participation, and collaboration, fostering a more dynamic and positive learning environment (Rostina, 2022).

Heightened engagement achieved through game-based learning is not just about immediate participation; it has long-term benefits. When students are actively involved and find joy in the process, they are more likely to retain knowledge, develop critical thinking skills, and cultivate a lasting interest in the subject matter (Kilag, et al., 2023). This combination of enjoyment and active involvement is crucial for achieving broader educational goals, ensuring that learning is both effective and enduring. Narrative-based crossword puzzles, therefore, represent a powerful tool for enhancing engagement and optimizing language learning outcomes (Hamilton, et al., 2021). While this study provides

valuable insights into the effectiveness of narrative-based crossword puzzles for advanced vocabulary learning, several limitations must be acknowledged.

First, the sample size was relatively small, comprising only 20 participants. This limited sample may restrict the generalizability of the findings to broader populations (Smith, 2018). Future research should involve larger and more diverse cohorts, encompassing various demographics, proficiency levels, and educational contexts to address this limitation. Such an expansion would enable a more comprehensive understanding of the effective intervention across different learner groups. Second, the duration of the intervention was relatively short. While the study demonstrated significant improvements in vocabulary acquisition within the given timeframe, it did not explore the long-term retention or applicability of the learned vocabulary (Schuetze, 2015). A longitudinal study could provide deeper insights into how sustained exposure to narrative-based crossword puzzles influences vocabulary retention and overall language proficiency. By examining long-term effects, researchers could better evaluate the lasting impact of this gamified learning approach.

Another limitation lies in the absence of a control group. The study employed a quasi-experimental design, focusing solely on an experimental group without a comparative baseline. While the observed improvements are significant, the lack of a control group makes it difficult to attribute these gains solely to the intervention. Future research should incorporate a control group to establish a clearer causal relationship between the narrative-based crossword puzzle strategy and the observed outcomes. This addition would strengthen the study's validity and provide more robust evidence of its effectiveness (Gottfredson, et al., 2015).

The study relied on specific technological tools, including crossword puzzle applications and erasable pens, which may not be universally accessible. Variations in technology availability and access to such tools could impact the replicability of the study in different educational settings (O'Doherty, et al., 2018). Future research should consider exploring alternative technologies or low-cost options to ensure that the intervention can be adapted to diverse learning environments. By addressing these limitations, subsequent studies can build on the findings of this research and contribute to the development of more inclusive and scalable educational strategies. The findings of this study highlight several avenues for future exploration, offering opportunities to deepen and expand our understanding of narrative-based crossword puzzles as a learning tool. One promising direction involves conducting longitudinal studies to investigate the long-term impacts of this approach on vocabulary retention and overall language proficiency (Collier & Thomas, 2017). While the current study demonstrated significant short-term gains, understanding how these benefits endure over time would provide more comprehensive insights into the method's effectiveness and sustainability.

Another area for further research is expanding the focus beyond vocabulary learning to examine the effectiveness of narrative-based crossword puzzles across different language skills. For example, investigating their impact on listening, speaking, and even writing could reveal whether this approach fosters a holistic improvement in language education. This expanded scope would offer educators a clearer understanding of how gamified tools can support broader linguistic competencies. Cultural adaptations are a vital aspect of educational research, particularly when evaluating the applicability of innovative strategies like narrative-based crossword puzzles across diverse contexts (Foxman, 2015). Future studies could investigate how these tools can be adapted to various cultural and linguistic settings, assessing their universal relevance and effectiveness. While narratives serve as an engaging and meaningful way to present

content, they are often deeply rooted in specific cultural frameworks. This cultural specificity might limit their resonance or relatability for learners from different backgrounds, potentially affecting the strategy's overall impact. Understanding how to create culturally relevant puzzles is essential for maximizing their educational benefits (Herrera, 2016). For instance, integrating familiar themes, symbols, or storytelling traditions can help learners connect with the material more deeply, thereby enhancing both engagement and comprehension. Conversely, ignoring cultural differences might lead to a disconnect between the learners and the content, reducing the effectiveness of the teaching strategy.

Future research should focus on identifying best practices for designing adaptable narrative-based puzzles that can transcend cultural boundaries. This could involve collaboration with educators and learners from diverse regions to co-create culturally sensitive materials. By doing so, narrative-based crossword puzzles could be developed as a globally applicable tool, capable of addressing the diverse needs of learners in multilingual and multicultural environments. Such research would not only contribute to the advancement of game-based learning strategies but also support the broader goal of creating inclusive and equitable educational practices that embrace global diversity. Comparative studies could also provide valuable insights by analyzing the efficacy of narrative-based crossword puzzles relative to other game-based learning tools, such as role-playing games or virtual reality simulations (Lingwati, 2016). Such research would help determine which methods are most effective for specific learning objectives and contexts, offering educators a range of options to tailor their teaching strategies.

The integration of emerging technologies is another important avenue for exploration. Future studies could evaluate the role of artificial intelligence and adaptive learning platforms in enhancing the functionality and personalization of narrative-based crossword puzzles. These technologies have the potential to provide tailored feedback, adjust difficulty levels dynamically, and create more engaging and individualized learning experiences (Xie, et al., 2019). Future research should investigate how educators can be effectively equipped to implement this strategy. Professional development programs focusing on teacher training and instructional design are essential for ensuring that educators have the skills and confidence to use narrative-based crossword puzzles effectively. By examining best practices for training and support, future studies can help bridge the gap between innovative teaching tools and practical classroom application. Exploring these areas will not only build on the findings of this study but also contribute to the broader development of game-based learning methodologies, enhancing their utility and accessibility in diverse educational settings.

CONCLUSION

This study demonstrates that the implementation of the Game-Based Learning: Narrative Crossword Puzzle strategy has a substantial positive impact on learning advanced English vocabulary. The findings highlight the effectiveness of this innovative teaching method, making it a valuable tool for educators aiming to enhance students' vocabulary acquisition. By rejecting the null hypothesis (H_o), the study provides strong statistical evidence of a significant average difference between pre-test and post-test learning outcomes. This indicates that students achieved considerably better results after the introduction of the Game-Based Learning: Narrative Crossword Puzzle strategy compared to their performance before its application. The observed improvement in learning outcomes underscores the strategy's ability to address common challenges in vocabulary learning. Specifically, it helps students not only understand but also master

complex and advanced vocabulary effectively. The significant difference in performance before and after the intervention confirms the strategy's role as a powerful instructional approach that improves students' engagement and comprehension. This increase in learning outcomes further validates the potential of game-based learning as a means to enhance educational experiences and outcomes, particularly in language learning contexts.

One of the key strengths of the Narrative Crossword Puzzle strategy lies in its ability to make learning both enjoyable and effective. By integrating game elements and storytelling, this approach transforms what is often considered a monotonous process into an engaging and interactive experience. The study's results suggest that students are more motivated and actively involved in their learning when this strategy is used, which contributes to improved focus and retention. This aligns with the broader educational goals of promoting student-centered and activity-based learning, where learners take an active role in their education. Furthermore, the findings support the application of game-based learning in teaching advanced English vocabulary. This teaching method combines cognitive, linguistic, and interactive components, fostering a deeper understanding of vocabulary and its contextual usage. Students are encouraged to think critically and solve problems while engaging with the content, which enhances both their cognitive skills and their language proficiency. The Narrative Crossword Puzzle strategy leverages these benefits by providing a structured yet flexible learning environment, where students can explore language in a creative and meaningful way. Given the positive impact of this approach, educators are encouraged to adopt and adapt the Narrative Crossword Puzzle strategy more widely in various educational settings. Its ability to significantly improve learning outcomes, while simultaneously increasing student motivation and engagement, makes it a promising solution for overcoming challenges in teaching advanced vocabulary. The findings of this study contribute to the growing body of research supporting the integration of game-based learning methods into educational practice, particularly in the context of English language learning. In conclusion, this study reinforces the value of innovative teaching strategies such as the Narrative Crossword Puzzle in enhancing students' mastery of advanced English vocabulary. By providing a dynamic and enjoyable learning experience, this method improves educational outcomes and prepares students for success in their academic and professional pursuits. Its effectiveness in fostering engagement and understanding makes it a compelling option for educators seeking to transform language learning into a more impactful and rewarding experience.

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THE IMPACT OF TEAM TEACHING ON STUDENT ACHIEVEMENT AND PERCEPTIONS IN AVIATION VOCATIONAL SCHOOLS

Tiara Sylvia[1], Laila Rochmawati[2]*, Susi Diriyanti Novalina[3]

[1,3]Department of Air Traffic Control, Politeknik Penerbangan Medan, Medan, Indonesia

[2]Department of Aeronautical Communication, Politeknik Penerbangan Surabaya, Surabaya, Indonesia

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*Correspondence:
lailarochmawati@poltekbangsby.ac.id

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ABSTRACT

This research highlights the significance of collaborative teaching in addressing the diverse learning challenges faced by cadets, as statistical analysis indicates that team teaching strategies can significantly enhance English learning outcomes compared to traditional methods, thus supporting the educational rights of all students. The research aims to investigate the differences in academic performance between students taught using team-teaching strategies and traditional teaching methods in vocational aviation schools, employing a quantitative ex post facto comparative analysis to measure the impact of these teaching strategies on English learning outcomes, supported by statistical data from Polytechnic Penerbangan Surabaya and Polytechnic Penerbangan Medan. Our findings indicate a statistically significant difference in academic performance, with team teaching students achieving higher average scores ($M = 85.4$, $SD = 3.2$) compared to traditional teaching students ($M = 78.6$, $SD = 4.1$), $p < 0.05$. The collaborative nature of team teaching promotes professional development among educators, leading to improved instructional strategies and teaching quality. Educators are encouraged to adopt team teaching strategies to enhance student engagement and learning outcomes, as evidence demonstrates their effectiveness in fostering a more inclusive and supportive educational environment.

Keywords: *Collaborative Teaching; English Learning Outcomes; Quantitative Analysis; Team Teaching; Vocational Aviation Schools.*

ABSTRAK

Penelitian ini menyoroti pentingnya pengajaran kolaboratif dalam mengatasi berbagai tantangan pembelajaran yang dihadapi oleh para taruna, karena analisis statistik menunjukkan bahwa strategi pengajaran tim dapat secara signifikan meningkatkan hasil pembelajaran bahasa Inggris dibandingkan dengan metode tradisional, sehingga mendukung hak-hak pendidikan semua siswa. Penelitian ini bertujuan untuk menyelidiki perbedaan kinerja akademik antara siswa yang diajar menggunakan strategi pengajaran tim dan metode pengajaran tradisional di sekolah penerbangan kejuruan, dengan menggunakan analisis komparatif ex post facto kuantitatif untuk mengukur dampak dari strategi pengajaran ini terhadap hasil pembelajaran bahasa Inggris, didukung oleh data statistik dari Politeknik Penerbangan Surabaya dan Politeknik Penerbangan Medan. Temuan kami menunjukkan perbedaan yang signifikan secara statistik dalam kinerja akademik, dengan siswa yang mengikuti pengajaran tim mencapai nilai rata-rata yang lebih tinggi ($M = 85,4$, $SD = 3,2$) dibandingkan dengan siswa yang mengikuti pengajaran tradisional ($M = 78,6$, $SD = 4,1$), $p < 0,05$. Sifat kolaboratif dari pengajaran

tim mendorong pengembangan profesional di antara para pendidik, yang mengarah pada peningkatan strategi instruksional dan kualitas pengajaran. Kami mendorong para pendidik untuk mengadopsi strategi pengajaran tim untuk meningkatkan keterlibatan siswa dan hasil belajar, karena bukti menunjukkan efektivitasnya dalam mendorong lingkungan pendidikan yang lebih inklusif dan suportif.

Kata Kunci: *Pengajaran Tim; Pengajaran Kolaboratif; Hasil Belajar Bahasa Inggris; Sekolah Penerbangan; Analisis Kuantitatif*

INTRODUCTION

Team-teaching has emerged as a pivotal educational strategy, particularly in diverse learning environments where the needs and backgrounds of students vary significantly (Villavicencio et al., 2021; Sanger, 2020). An instructional approach involving two or more professionals delivering substantive teaching to a diverse group of students in a shared space, team-teaching fosters collaboration between educators, often combining general education teachers with special education specialists (Tallman, 2021; Griffiths et al., 2021; Govindarajoo et al., 2023). This collaborative model aims to enhance educational equity, ensuring that all students, regardless of their individual needs, receive quality instruction (Estefan et al., 2023; Garcia Ramos & Wilson-Kennedy, 2024). In Indonesia, the perception of education as a universal right has necessitated a shift towards inclusive teaching methodologies, particularly in response to the increasing diversity of student populations and their learning styles (Kurniarizki & Prasetyarini, 2023; Gai Mali et al., 2023; Yasin et al., 2023; Miyarti et al., 2024; Nurjanah et al., 2024)). The current educational landscape in Indonesia reflects a significant transformation driven by the need to accommodate diverse learners (Jayadi et al., 2022; Hadi et al., 2023; Hakim, 2023). The shift from traditional teaching methods—predominantly characterized by direct instruction and lecture-based delivery—to more interactive and collaborative pedagogies has been necessitated by the recognition of varied learning preferences among students (Tai, 2022; Zhao & Watterston, 2021; Gu, 2021). Team-teaching represents a crucial strategy in addressing the educational needs of heterogeneous classrooms. This approach not only enhances educational outcomes but also provides a framework for teachers to share responsibility in planning, instruction, and assessment, thereby improving the overall learning experience for students (Khan, 2023; Graham et al., 2023;Volkova et al., 2021)

Recent studies have underscored the effectiveness of team-teaching in various educational contexts, revealing that collaborative teaching not only benefits students academically but also fosters a sense of community among educators (Shirley et al., 2020;de Vries et al., 2020;Sachmpazidi et al., 2021). Team-teaching led to improved teacher satisfaction and reduced feelings of isolation, common in traditional teaching settings. This collaborative environment encourages educators to share best practices and develop more effective instructional strategies, ultimately benefiting students. Team-teaching can lead to enhanced student engagement and motivation, particularly when educators integrate varied teaching styles and approaches (Kitsantas et al., 2021;Thoma et al., 2023). The importance of team-teaching is particularly evident in Indonesia, where the educational system must adapt to a rapidly changing demographic landscape (Rasmitadila et al., 2022). The rise in cultural diversity among students, along with varying academic abilities

and socio-economic backgrounds, has highlighted the necessity for instructional methods that can cater to all learners (Molloy & Farrell, 2024;Woodcock et al., 2022). Team-teaching allows for a more personalized approach, offering different perspectives and expertise that can meet the needs of students who may struggle in traditional classroom settings (Woodcock et al., 2022). By facilitating collaboration between teachers, this model promotes a more inclusive environment where students feel supported and engaged (Estefan et al., 2023;Govindarajoo et al., 2023;Grosche & Moser Opitz, 2023;Gurjar & Bai, 2023).

Despite the growing body of literature supporting team-teaching, gaps remain, particularly in quantifying its impact on student learning outcomes in vocational education settings (James et al., 2020;Brion, 2020;Hiim, 2023;Ecton & Dougherty, 2023). Previous studies have predominantly focused on qualitative assessments of team-teaching efficacy, often neglecting quantitative analyses that could provide statistically significant insights into its effectiveness (Hempel et al., 2020;Ainsworth, 2021;Pellegrini et al., 2021;Dron & Anderson, 2023;Lim et al., 2023). This is particularly concerning in vocational education, where practical skills and language proficiency are critical for student success (Creaven, 2024;C. Griffiths, 2024;Lee et al., 2024). The need for effective teaching strategies in vocational contexts is underscored by the demands of the job market, which increasingly values not only technical skills but also communication abilities in English, especially in fields such as aviation (Rashid & Teslenko, 2020;Ng et al., 2023). To address these gaps, recent research has begun to quantitatively assess the impact of team-teaching on student outcomes (Dignath et al., 2022;Dadvand et al., 2024;Estaiteyeh & DeCoito, 2023). The effects of team-teaching on English language proficiency among vocational students revealing statistically significant improvements in test scores for those exposed to collaborative teaching methodologies compared to traditional instruction (Chen et al., 2023;Shin & Kim, 2024;Lee et al., 2024). The aligns with findings from a meta-analysis conducted, which emphasized that collaborative teaching approaches can have a substantial positive effect on student achievement (Tallman, 2021; Griffiths, et al., 2021;Balta et al., 2023; Grosche & Opitz, 2023).

This study aims to fill the identified gap in the literature by examining the differences in English language learning outcomes between students taught through team-teaching methodologies and those instructed via traditional teaching methods in aviation vocational schools in Indonesia. The focus on English language proficiency is essential, given that English is often the medium of instruction in many technical fields and is crucial for students' future employability. By investigating the impact of team-teaching on English outcomes, this research seeks to contribute valuable data that can enhance educational practices and inform policy decisions. Specifically, this research seeks to address the following aims: first, to identify whether significant statistical differences exist in English learning outcomes between students taught via team-teaching and those in traditional classrooms; second, to evaluate the influence of team-teaching strategies on students' academic performance; and third, to explore students' perceptions of team-teaching in comparison to traditional instructional methods. By systematically investigating these dimensions, this study will provide insights into the effectiveness of team-teaching as a pedagogical strategy in vocational education, thereby contributing to a deeper understanding of its impact. The novelty of this research lies in its

quantitative comparative approach, targeting aviation vocational students in Indonesia—an area that has received limited scholarly attention. While team-teaching has been explored in various educational contexts, its specific application within vocational education, especially in aviation, remains underrepresented in academic discourse (Owais et al., 2020; Ng et al., 2023; Charles & Abu-Ayyash, 2024). This study aims to provide empirical evidence that will not only bridge the existing literature gap but also advocate for the broader adoption of team-teaching practices in vocational education. The findings are expected to have significant implications for educational stakeholders, including policymakers, educators, and curriculum developers, by highlighting effective instructional strategies that enhance student engagement and academic achievement in diverse learning environments.

In addition to addressing the gaps in the literature, this research will also explore the practical implications of team-teaching in the classroom. By gathering quantitative data on student performance, the study aims to provide a clearer picture of how collaborative teaching approaches can lead to improved learning outcomes. Furthermore, understanding students' perceptions of team-teaching compared to traditional methods will offer valuable insights into how educational practices can be refined to better meet the needs of diverse learners. The significance of this study extends beyond the immediate context of aviation vocational education. As Indonesia continues to prioritize educational reforms that promote inclusivity and equity, findings from this research can inform broader educational policies and practices (Karolina et al., 2021;Kholiq et al., 2022;Yasin et al., 2023). The emphasis on team-teaching may encourage institutions to adopt more collaborative approaches, ultimately benefiting a wide range of students across different fields of study (Hempel et al., 2020; Denić & Petković, 2023; Estaiteyeh & DeCoito, 2023; Mentzer et al., 2024; Elo & Uljens, 2024). By highlighting the advantages of team-teaching, this research seeks to inspire a shift in educational paradigms towards more inclusive and effective teaching practices. Moreover, the emphasis on collaboration in team-teaching aligns with global educational trends that prioritize student-centered learning and the development of 21st-century skills (Sjølie et al., 2021;Hard & RaoShah, 2022). As educational systems worldwide adapt to the demands of a rapidly changing job market, fostering collaboration among educators becomes increasingly vital (Rosenbusch & Morrison, 2020; Turner & Baker, 2020). Research by UNESCO indicates that collaborative teaching environments are more likely to produce graduates who are adaptable, innovative, and capable of working effectively in teams—skills that are essential in today's workforce (Loes, 2022; Qiu, 2022; Cradit et al., 2024).

This study represents an important step in understanding the role of team-teaching in enhancing educational outcomes for students in vocational education, particularly within Indonesia's aviation sector. By focusing on English language learning outcomes and student perceptions, the research aims to provide comprehensive insights into the effectiveness of collaborative teaching strategies. Ultimately, the findings will contribute to the development of a more inclusive educational system that recognizes and addresses the diverse needs of all learners. As the landscape of education continues to evolve, embracing innovative teaching methods such as team-teaching will be essential in preparing students for success

in their future careers. Through this research, there is potential not only to improve educational practices within vocational education but also to influence broader educational reforms that prioritize inclusivity and quality instruction for all students.

METHOD

This study utilized a quantitative comparative ex post facto design to examine the effects of team teaching on academic achievement and student perceptions in vocational aviation schools (Ng et al., 2023; Han & Bailenson, 2024). The research will be conducted at two selected institutions: Politeknik Penerbangan Medan and Politeknik Penerbangan Surabaya.

The population for this study consists of students enrolled in English language courses at both institutions. A stratified random sampling technique will be employed to ensure that students from both traditional and team teaching environments are represented. The sample size will be calculated to maintain statistical power, considering the expected effect sizes based on previous research.

Data collection will involve administering a structured questionnaire to assess students' perceptions of team teaching methods, along with a standardized assessment to measure academic achievement (Gore et al., 2021; Graham et al., 2023). The questionnaire will include Likert-scale items to quantify students' attitudes and perceptions towards the teaching strategies employed(Nguyen et al., 2021; Cents-Boonstra et al., 2022; Harper & Parkin, 2024). Final exam scores in English will serve as the dependent variable, providing a measurable outcome of academic performance. The instruments used in this study will be carefully developed and validated (Fitzgerald et al., 2020; Elangovan & Sundaravel, 2021; McCulloch et al., 2023). The perception questionnaire will undergo expert review to ensure content validity, with input from experienced educators and researchers in the field (Elangovan & Sundaravel, 2021; Das & Bhattacharjee, 2023). Evidence of this validation process will include feedback summaries from the expert reviewers, demonstrating that the items accurately reflect the constructs being measured (Hand & Khan, 2020; Myllyaho et al., 2021; Darvishi et al., 2024; Pandian et al., 2023). Furthermore, a pilot study will be conducted involving 100 students to assess the reliability of the instrument. Internal consistency will be measured using Cronbach's alpha, with a target value of 0.70 or higher indicating acceptable reliability (Roopesh, 2023; Friesen et al., 2023; Colledani et al., 2024). Previous studies using similar instruments have reported Cronbach's alpha values ranging from 0.75 to 0.90, confirming their effectiveness (Elangovan & Sundaravel, 2021; Nguyen & Habók, 2024).

For data analysis, statistical software will be utilized to perform descriptive and inferential statistics (Zelner et al., 2022). Descriptive statistics will summarize demographic information and response distributions. Inferential statistics, such as t-tests or ANOVA, will be conducted to determine significant differences in academic performance between students in traditional and team teaching settings (Friesen et al., 2023; Molloy & Farrell, 2024) . Additionally, correlation analysis will explore the relationship between students' perceptions and their academic outcomes. To ensure rigor, validation of data collection instruments will be achieved through both expert review and pilot testing, enhancing the reliability and validity of the findings

(Almutairi & Alsuwayl, 2023; Thomas et al., 2023). The comprehensive validation process will ensure that the instruments are both relevant and effective in capturing the necessary data for this study.

Findings

The study aimed to investigate the first question research whether there is a significant difference between team teaching strategies and traditional learning methods regarding English language achievement among students in aviation vocational schools. The results of the analysis provide compelling evidence regarding the effectiveness of these two instructional approaches. In terms of pre-test scores, the team teaching group had an average score of 71.41 with a standard deviation of 3.90, indicating a relatively consistent performance among the students prior to the implementation of the teaching strategy. In contrast, the traditional teaching group exhibited a higher pre-test average of 77.01, accompanied by a standard deviation of 6.25, suggesting slightly greater variability in their initial performance levels. Upon transitioning to the post-test, significant changes were observed. The team teaching group demonstrated a remarkable increase in their average score, rising to 82.97 with a standard deviation of 6.48. This increase reflects a substantial improvement in student learning outcomes attributable to the collaborative nature of the team teaching approach. Conversely, the traditional teaching group showed only a marginal increase in their post-test scores, reaching an average of 77.07 with a standard deviation of 6.21. This minimal change indicates that traditional methods may not foster the same level of growth in language proficiency compared to team teaching. The following table summarizes the pre-test and post-test statistics for both teaching methodologies:

Table 1 Summarizes the Pre-Test and Post-Test

Methodology	N	Pre-Test Mean	Pre-Test Std. Deviation	Post-Test Mean	Post-Test Std. Deviation
Team Teaching	100	71.41	3.90	82.97	6.48
Traditional Teaching	100	77.01	6.25	77.07	6.21

The data clearly indicates that the team teaching strategy not only resulted in a higher post-test average but also showed substantial improvement from pre-test to post-test. The average increase of 11.56 points in the team teaching group underscores the effectiveness of collaborative teaching environments, which are characterized by shared responsibilities among instructors and increased opportunities for student engagement. In contrast, the traditional teaching group's average increase of only 0.06 points raises questions about the effectiveness of conventional instructional methods in promoting significant language learning. The relatively stagnant progress observed in this group may reflect limitations in student interaction and engagement, which are critical components of effective language acquisition. Statistical analysis conducted on the post-test scores between the two groups further supports the conclusion that team teaching significantly enhances English language learning outcomes.

The findings align with previous research advocating for collaborative learning environments, which have been shown to improve academic performance by fostering greater interaction among students and instructors (Kitsantas et al., 2021; Vempati et al., 2021; Molloy & Farrell, 2024). In summary, the results of this study indicate a clear and significant difference between team teaching and traditional learning strategies in the context of English language achievement at aviation vocational schools. The data supports the hypothesis that team teaching not only leads to higher post-test scores but also facilitates more substantial improvements in student learning outcomes. These findings suggest that educational institutions should consider adopting team teaching strategies to enhance the effectiveness of their English language programs.

In this study, we also aimed to investigate the second research question, the influence of the team-teaching strategy on English learning outcomes among students in vocational aviation schools. The research was conducted over a semester, involving two groups of students: one utilizing a co-teaching approach and the other adhering to traditional teaching methods. This comparison was intended to determine if collaborative teaching methods could significantly enhance students' learning experiences and outcomes in English. Data was collected through pre-tests and post-tests administered to both groups. The pre-tests were conducted to assess the students' baseline knowledge of English before the implementation of the respective teaching strategies. Following the intervention, post-tests were conducted to evaluate any changes in the students' understanding and skills in the subject matter.

The results indicated a notable difference in performance between the two groups. The team-teaching group, which benefited from collaborative instruction, demonstrated a significant improvement in their post-test scores compared to their pre-test scores. Conversely, the traditional teaching group showed a marginal improvement.

Table 2: Pre-Test and Post-Test Scores

Group	Pre-Test Mean Score	Post-Test Mean Score	Improvement
Team-Teaching Group	65	85	+20
Traditional Teaching Group	66	72	+6

From the table above, we observe that the team-teaching group had an average pre-test score of 65, which rose to 85 in the post-test, reflecting an improvement of 20 points. In contrast, the traditional teaching group started with a slightly higher pre-test score of 66, but only improved to 72, resulting in a mere 6-point increase.

The study aimed to explore the perceptions of students at aviation vocational schools concerning the team teaching strategy in comparison to traditional teaching methods. The data collected from the pre-test and post-test scores of students participating in both strategies provide valuable insights into their learning outcomes and perceptions. In the quantitative analysis, we utilized descriptive statistics to assess the performance of students in both the team teaching and

traditional teaching groups. The pre-test and post-test results are summarized in the following tables:

Table 3 of Pre-Test and Post-Test Results

Group	N (Sample Size)	Pre-Test Mean	Post-Test Mean	Std. Deviation (Post-Test)
Co-Teaching	100	71.41	82.97	6.48
Traditional	100	77.01	77.07	6.21

From the data presented in the table, it is clear that students in the co-teaching group exhibited a significant improvement in their post-test scores, with a mean of 82.97 compared to their pre-test mean of 71.41. This indicates a mean increase of 11.56 points, showcasing a positive impact of the team teaching strategy on students' learning outcomes. In contrast, the traditional group showed minimal improvement, with a pre-test mean of 77.01 and a post-test mean of 77.07, reflecting an increase of only 0.06 points. This stark difference in improvement suggests that the co-teaching strategy is more effective in enhancing students' academic performance in English language learning. The standard deviations also provide insights into the variability of test scores. The co-teaching group's post-test standard deviation of 6.48 indicates a wider spread of scores, implying that while many students improved significantly, some may have experienced challenges. The traditional group's standard deviation of 6.21 suggests a more consistent performance among students, albeit with limited overall improvement.

To further understand the perceptions of students regarding the team teaching strategy, a survey was conducted in which 23 students rated their experiences. Responses highlighted several key aspects of team teaching, including collaborative learning, diverse teaching methods, and increased student engagement. The interview responses from four selected students provided deeper insights, confirming that students appreciated the interactive nature of team teaching, which they felt contributed positively to their understanding of the material. Overall, the findings indicate that students at aviation vocational schools perceive the team teaching strategy as beneficial in improving their learning outcomes compared to traditional methods. The significant difference in post-test scores between the two groups underscores the effectiveness of team teaching in fostering a more engaging and productive learning environment.

Discussion

The significant difference in post-test scores between the two groups underscores the effectiveness of team teaching in fostering a more engaging and productive learning environment. As such, educators are encouraged to consider the integration of team teaching methods in their curricula to enhance student learning experiences and outcomes in vocational education settings. The research also explores the perceptions of students at aviation vocational schools concerning the team teaching strategy in comparison to traditional teaching methods. The qualitative aspect of this research involved conducting interviews with four

students from the vocational aviation schools to gather in-depth insights into their perceptions of the co-teaching strategy compared to traditional teaching methods. The interview questions were carefully validated prior to the study to ensure they accurately addressed the research objectives and elicited meaningful responses. Below, we present a detailed analysis of the interview findings alongside valid data from the quantitative analysis regarding the co-teaching and traditional strategies.

The participants shared a variety of experiences and opinions about both teaching methods, highlighting strengths and weaknesses that contributed to their learning outcomes. In terms of co-teaching, students expressed a generally positive perception. They noted that the collaborative nature of co-teaching allowed for a more dynamic classroom environment. One participant remarked, "Having two teachers meant we could receive different explanations for the same topic, which helped clarify our understanding." This sentiment was echoed by others, who appreciated the diverse teaching styles and the opportunity for more personalized attention. The interaction between the teachers fostered an engaging atmosphere that encouraged participation and collaboration among students. Quantitative data supports these qualitative findings. In the post-test results for the co-teaching group, the mean score was 82.97 with a standard deviation of 6.48, indicating a significant improvement in student performance compared to their pre-test scores (mean of 71.41, SD = 3.90). This improvement suggests that the co-teaching strategy not only engaged students but also enhanced their learning outcomes effectively.

Conversely, students' feedback on traditional teaching was mixed. While some participants acknowledged the familiarity and structure of traditional methods, they also pointed out limitations. One student stated, "In traditional classes, it sometimes felt like we were just passively listening to lectures. There wasn't much room for questions or discussions." This lack of interaction was perceived as a barrier to deeper understanding, with students feeling less motivated to engage with the material. The quantitative analysis of traditional teaching methods reflected these concerns. The post-test mean score for the traditional group was 77.07, with a standard deviation of 6.21. This data indicates a marginal increase from the pre-test mean of 77.01 (SD = 6.25), suggesting that while some improvement occurred, it was not as pronounced as in the co-teaching group. The relatively stagnant performance highlights the potential shortcomings of traditional methods in fostering active learning and engagement.

Furthermore, the interview data revealed that students valued the co-teaching strategy for its inclusivity and adaptability. One participant noted, "With co-teaching, if one teacher explained something I didn't understand, the other could step in and try a different approach." This adaptability was crucial for students with varying levels of comprehension and learning styles, reinforcing the effectiveness of co-teaching as a pedagogical strategy. The validation of the interview questions ensured that the data collected was relevant and reliable. The structured format allowed for consistent responses that could be compared meaningfully against the quantitative results. For instance, the interview questions focused on specific aspects such as clarity of instruction, engagement levels, and overall satisfaction with learning outcomes, leading to a comprehensive understanding of student experiences.

The integration of qualitative insights from the interviews with quantitative data from the assessment results presents a compelling case for the effectiveness of co-teaching strategies over traditional methods in improving English language learning outcomes in vocational aviation schools (Kitsantas et al., 2021; Woodcock et al., 2022). Students' perceptions highlight the benefits of collaborative teaching environments that promote engagement and adaptability, ultimately leading to enhanced academic performance. The validation of interview questions further solidifies the reliability of these findings, underscoring the importance of employing diverse teaching strategies to meet the needs of all learners. These findings contribute to addressing the gaps identified in previous research highlighting the need for further quantitative analysis in co-teaching contexts, especially among non-special needs students (Almutairi & Alsuwayl, 2023; Molloy & Farrell, 2024 and Friesen et al., 2023). Additionally, the research underscores the importance of adapting teaching strategies to improve academic achievement in vocational education, particularly in aviation studies.

CONCLUSION

This comparative ex post facto study aimed to investigate the differences between team teaching and traditional learning strategies on English learning outcomes among aviation vocational students. The findings indicate that there is a significant difference between the academic performance of students in the team teaching group and those in the traditional teaching group. Specifically, students who experienced team teaching achieved higher post-test scores compared to their counterparts in traditional classrooms. Moreover, the study provides evidence of the positive influence of team teaching on English learning outcomes, supporting the hypothesis that collaborative instructional strategies can enhance student performance in vocational education settings. The perceptions of students towards team teaching were also explored, revealing a generally favorable attitude towards this instructional approach. In conclusion, this study not only reinforces the efficacy of team teaching as an effective pedagogical method but also calls for more extensive research to explore its long-term impacts on learning outcomes across various educational contexts. The results provide valuable insights for educators and policymakers aiming to enhance instructional practices in vocational education.

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education, and we hope that our findings will inspire further studies in this important area.

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FILLER TYPES IN STUDENT'S ACADEMIC SPEAKING PRESENTATION: THE USE AND FUNCTION

Nasori Efendi[1], Natalia Anggrarini[2*], Dahlia[3]
English Education Department, Universitas Wiralodra, Indonesia

ABSTRACT

This study aims to investigate undergraduate students' filler types in academic speaking presentations and how they use filler functions. This qualitative research used observation to analyze the type of fillers used by the students during the presentation and interview to analyze the function of the fillers they used. The participants were 21 undergraduate students of the English Education Department from Universitas Wiralodra. This study reported that the students used lexicalized and unlexicalized fillers during the presentation. Lexicalized fillers are found mostly used by the students with 60,93%. While unlexicalized filler appeared 39.07%. Those fillers functioned to hesitate, empathize, mitigate, edit terms, and create time. Filler is used and functioned by the students to show politeness and create time to plan what to say next. This study implies that the students need various strategies to use fillers properly and understand positive and negative fillers so they can develop their communicative competency. This study suggests further investigation in terms of the use of filler in written language.

Keywords: *Academic Speaking, Fillers, Lexicalized Filler, Presentation, Unlexicalized Fillers*

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*Correspondence:
natalia.anggrarini@unwir.ac.id

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ABSTRAK

Penelitian ini bertujuan untuk menyelidiki jenis pengisi mahasiswa sarjana dalam presentasi pidato akademik dan bagaimana mereka menggunakan fungsi pengisi. Penelitian kualitatif ini menggunakan observasi untuk menganalisis jenis filler yang digunakan siswa saat presentasi dan wawancara untuk menganalisis fungsi filler yang mereka gunakan. Pesertanya adalah mahasiswa S1 Pendidikan Bahasa Inggris Universitas Wiralodra yang berjumlah 21 orang. Penelitian ini melaporkan bahwa siswa menggunakan pengisi leksikal dan tidak leksikalisasi selama presentasi. Pengisi leksikalisasi ditemukan paling banyak digunakan oleh siswa yaitu sebesar 60,93%. Sedangkan filler yang tidak dileksikalisasi muncul sebesar 39,07%. Pengisi tersebut berfungsi untuk meragukan, berempati, memitigasi, mengedit istilah, dan menciptakan waktu. Filler digunakan dan difungsikan oleh siswa untuk menunjukkan kesantunan dan memberikan waktu untuk merencanakan apa yang akan dikatakan selanjutnya. Penelitian ini menyiratkan bahwa siswa memerlukan berbagai strategi untuk menggunakan filler dengan benar dan memahami filler positif dan negatif sehingga mereka dapat mengembangkan kompetensi komunikatifnya. Penelitian ini menyarankan penyelidikan lebih lanjut dalam hal penggunaan filler dalam bahasa tertulis.

Kata Kunci: *Berbicara akademis, filler, filler leksikal, filler tidak lexical, presentasi*

INTRODUCTION

Developing speaking skills is critical for English learners, as regular practice in daily interactions and structured classroom activities fosters fluency, improves

speaking ability, and enables learners to express ideas clearly and effectively (Chen & Hwang, 2020; Mantra et al., 2022). Despite its importance, mastering spoken English is a complex process for non-native speakers. It involves coordinating sound production, lexical selection, and real-time cognitive processing, which can lead to challenges like pauses, delays, and fillers that comprise a notable portion of spoken language (Lomotey, 2021; Székely et al., 2019).

Speaking a foreign language presents significant challenges for non-native speakers, who must simultaneously navigate sound production, word selection, and coherent thought expression. These demands often result in speech disfluencies such as pauses, fillers, and restarts, which can make up roughly 6% of spoken language. While traditionally viewed as hindrances to comprehension, disfluencies serve as cognitive tools, allowing speakers time to organize thoughts, especially in unprepared speech (Chen & Hwang, 2020; Lomotey, 2021; Székely et al., 2019). Such occurrences underscore the intricate nature of spoken language learning and the need for strategies that build fluency through real-time practice and cognitive readiness.

Many students depend on fillers to gain time while thinking of the next word, and expert opinions vary on their utility. Some researchers argue that when used sparingly, fillers can support learners by providing time to organize thoughts, aiding confidence, and improving spoken coherence, rather than signaling a lack of intelligence or proficiency (Székely et al., 2019; Lomotey, 2021). Others, however, contend that the frequent use of fillers reflects deficiencies in speaking ability, potentially interrupting fluency and calling for further exploration of their impact on effective communication (Chen & Hwang, 2020; Carney, 2022).

Previous studies have explored various aspects of fillers. Stevani (2018) examined the types and functions of fillers used by students during academic presentations, providing insight into how students cope with the pressure of public speaking. Alen (2016) investigated how students use fillers in different conversational contexts, including both disruptive and normal situations, highlighting the variability of filler usage based on context. Székely (2019) studied the impact of filled pauses like "uh" and "um" on neural text-to-speech systems trained on spontaneous conversations, contributing to the understanding of fillers in both human and machine communication.

Although extensive research exists on fillers, most studies focus on specific types like "uh" and "um" or on silent pauses and slips of the tongue. Few studies examine the use of fillers in speaking classes, where students are learning and practicing spoken English in an academic setting. Therefore, this study aims to identify the most commonly used fillers by students during academic speaking presentations. The research question guiding this study is: "What are the types of fillers used by undergraduate students in academic speaking presentations?" This study contributes to the field by filling a gap in existing research, offering a detailed analysis of filler usage in a classroom context. It provides insights into how students navigate the challenges of speaking in a second language and how educators can better support their development in this area.

METHOD

This study employs a qualitative approach to identify the types and functions of fillers used in academic speaking presentations, aiming for a comprehensive and detailed understanding rather than numerical data analysis (Cohen & Crabtree, 2018). The case study design is utilized, a common method in various fields, particularly in evaluation (Baxter, 2016). This approach involves an in-depth analysis of a specific case—such as a program, event, activity, process, or individual—over a set period, with data gathered through multiple collection methods. These methods may include interviews, observations, document reviews, and audio-visual materials, allowing for a rich and nuanced exploration of the case in question (Simons, 2018). By focusing on a single case in great detail, the study seeks to uncover the intricate ways in which fillers are employed by students, providing insights that might be overlooked in a broader quantitative analysis (Hancock & Algozzine, 2017). This approach not only illuminates the specific context of academic speaking presentations but also contributes to a deeper understanding of the complexities involved in second language acquisition and usage (Elder & Davies, 2019; Ellis, 2020).

Research Participant

The participants of this study were 21 fourth-semester students from the English Education Department at Wiralodra University during the 2022/2023 academic year, all of whom were enrolled in an academic speaking class. This research investigates the various strategies these students employ to fill gaps in their speech. By examining their use of fillers, the study aims to understand how these learners navigate pauses and hesitations during their academic presentations. The focus is on identifying specific techniques the students use to maintain fluency and coherence in their spoken English, shedding light on the practical methods they adopt to manage the challenges of speaking in a second language. Through this investigation, the study seeks to contribute to the broader field of language education by providing insights into the real-time speaking strategies of English learners, potentially informing teaching practices and curricular design to better support students in developing their speaking skills.

Instruments

Data was collected using a combination of observations and interviews to ensure a comprehensive understanding of the phenomenon under study. The research involved two main steps: the first step was observing and recording student presentations through audio and video, capturing the real-time use of fillers during their speeches. This method allowed for a detailed analysis of how and when fillers were employed, providing a rich dataset of natural speech patterns. The second step involved conducting in-depth interviews with the participants to delve into the reasons behind their use of fillers. These interviews aimed to uncover the students' perspectives on why they used fillers, what they believed the functions of these fillers were, and how they felt these fillers impacted their overall speaking performance. By combining observational data with personal insights from the interviews, the study aimed to paint a holistic picture of the use of fillers in academic

speaking contexts, offering valuable insights into the cognitive and communicative processes of English learners.

Procedures

During the data collection, students presented their topics in the academic speaking class while the researcher observed and recorded their performances. Field notes were taken to capture key information during the presentations. The interviews were conducted separately from the observation sessions to allow for more specific data collection. Each student was interviewed individually to avoid discomfort and to facilitate open-ended responses. These interviews were audio-recorded to ensure accuracy in data collection.

Observations aimed to gather data on planned presentations, assessing whether different types of fillers were used. The presentations referred to topics chosen by students for their academic speaking class. After the observations, nine participants were interviewed as a sample to gain deeper insights into their use of fillers.

Data Analysis

The data was analyzed qualitatively through a coding process using inductive analysis to identify themes. This involved three main techniques: data reduction, data display, and drawing conclusions. In data reduction, the researcher meticulously refined, classified, directed, and organized the data, systematically discarding unnecessary information to ensure the validity of the conclusions drawn. During this phase, the researcher created summaries and partitions based on the collected data to facilitate a more structured and detailed analysis. This process allowed for a more focused examination of the key themes and patterns that emerged, ensuring that the analysis was both comprehensive and coherent. The data display involved organizing the refined data into visual formats such as charts, matrices, and graphs, making it easier to interpret and identify relationships within the data. Finally, the conclusions were drawn based on the patterns and themes identified during the data reduction and display stages, providing insights into the underlying phenomena being studied.

FINDINGS

Data were collected from the speeches of fourth-semester students in the English Education Department during their academic speaking presentations. Instances of fillers were meticulously identified and highlighted in italics, encompassing words, phrases, clauses, or even entire sentences, a process consistent with contemporary methods in linguistic discourse analysis (Nguyen et al., 2021; Tannen & Trester, 2020). This meticulous marking aimed to ensure a comprehensive dataset, reflecting the depth recommended for qualitative analysis in language studies (Braun & Clarke, 2019; Creswell, 2021).

The study observed 21 students, and subsequent analysis was conducted promptly to maintain data relevance and accuracy. To interpret the meaning and functions of fillers, Busetto's (2020) qualitative framework was employed, which is noted for its systematic approach in analyzing speech data. This framework enabled nuanced exploration of how fillers function in academic speaking, aligning with methodologies in recent research on second-language communication and fluency strategies (Lozano, 2022; Ellis & Barkhuizen, 2020). These findings contribute

robust insights to the understanding of fillers in structured speech contexts, supporting broader discussions in second-language acquisition literature (Elder & Davies, 2019; Nguyen et al., 2021).

The Types of Fillers

The researcher identified numerous instances of fillers used by students in their presentations, meticulously documenting each occurrence to provide a thorough analysis. Several instances of lexical fillers were particularly notable during the academic speaking presentations, highlighting the students' reliance on specific words and phrases to maintain the flow of their speech. Details regarding the types and frequencies of these fillers are comprehensively presented in Table 1, offering a clear and organized overview of the patterns observed. This table serves as a key component of the study, illustrating the prevalence and variety of fillers used, and providing a basis for further analysis and interpretation of their functions and implications in the context of academic speaking.

Table 1. Types and occurrence of fillers used by students

No	Types of Fillers	Frequency	Percentage
1	Lexicalized Fillers	152	39.07%
2	Unlexicalized Fillers	237	60.93%
	TOTAL	389	100%

The data presented above reveals that a total of 389 fillers were identified in students' academic speaking presentations. Among these, 152 fillers (39.07%) were lexicalized, while 237 fillers (60.93%) were unlexicalized. This distribution indicates that students predominantly use fillers to pause, hesitate, think, or prepare to articulate the next utterance in their presentations. Such usage suggests that fillers play a significant role in helping students manage their speech flow and maintain coherence during their presentations. Below is the detailed information about the total use of fillers, offering a comprehensive breakdown of their occurrence and types, which further elucidates the patterns and reasons behind their frequent usage.

Table 2. Lexicaleized and Unlexicalized Filler

No	Lexicalized Fillers	Frequency	Percentage
1	Well	14	3.60
2	And then,	51	13.11
3	Like	7	1.80
4	You know,	6	1.54
5	I think	5	1.29
6	So	42	10.80
7	Oke	27	6.94
No	**Unlexicalized Fillers**	**Frequency**	**Percentage**
8	Uhh	105	26.99
9	Uhm	29	7.46
10	A	103	26.48
	TOTAL	152	39.07

Table 2 provides an extensive breakdown of the frequency of both lexicalized and unlexicalized fillers utilized by students in their academic presentations, offering valuable insights into the prevalent linguistic phenomena shaping their spoken discourse. Upon analysis, it is evident that three primary lexicalized fillers, namely "and then," "so," and "oke," emerge as the most frequently employed, comprising 13.11%, 10.80%, and 6.94% of the total usage, respectively. This dominance underscores the significance of these lexicalized fillers in structuring and organizing students' verbal expressions during their presentations. Additionally, other fillers such as "well," "like," "you know," and "I think" are also recurrently used, albeit to a lesser extent, with frequencies of 14, 7, 6, and 5, respectively, representing 3.60%, 1.80%, 1.54%, and 1.29% of the total usage. These findings illuminate the diverse repertoire of lexicalized fillers employed by students to enhance the coherence and fluidity of their spoken discourse, underscoring the nuanced ways in which linguistic devices shape communicative interactions.

Conversely, in the realm of unlexicalized fillers, "Uhh" emerges as the predominant filler, followed closely by "A" and "Uhm," with frequencies of 105, 103, and 29, respectively, constituting 26.99%, 25.03%, and 7.46% of the total usage. The prominence of these unlexicalized fillers underscores their pivotal role in facilitating students' oral expression, serving as indispensable tools for managing pauses, hesitations, and transitions within their presentations. By examining the frequency and distribution of both lexicalized and unlexicalized fillers, this comprehensive analysis offers valuable insights into the intricate dynamics of filler usage in academic speaking contexts, shedding light on the linguistic strategies employed by students to effectively navigate the complexities of spoken discourse and enhance their communicative efficacy.

The Use and Function of the Fillers

Lexicalized Fillers

Lexicalized fillers, characterized by their form as words or phrases, serve as linguistic devices employed by students in specific situations during their academic presentations. Each filler is strategically utilized by students to ease their way of communicating the activity's purpose, facilitating smoother transitions and enhancing the overall clarity of their speech. The recapitulation below provides a comprehensive overview of the examples of use and their corresponding functions, shedding light on the diverse ways in which lexicalized fillers contribute to the students' effective communication during their presentations.

Table 3. The Use and Function of the Lexicalized Fillers

No	Lexicalized Fillers	The Use
1	Well	S14: "**Well**, the next slide in the purpose uhh… and the purpose of this journal is the purpose of this interview was to obtain supporting data from the questionnaire." S2: "**Well**, the speaking class analysis analyses about how effectively the task speaking task and provides in the learning activities…"
2	And then,	S3: "Some essential questions with the student **and then** a… the second design drama project plan and then in asking the student with critical thinking **and then** next designing drama project preparation schedule"

		S19: "**And then** a research method, the method is uhh… qualitative descriptive and the second is participant second-semester students."
3	Like	S4: "The first is a learning habit, learning habit is someone believes in something in *(unclear) and **like** in front of the public." S10: "Since they find it hurt to pronounce and memorize new words **like** confident and prefer to speak to their friend and their native tongue."
4	You know,	S20: "as **you know** you can see here there is type of uhh.. there is a type of podcast topic or chip, first one is All-encompassing" S6: "as **you know** you can see on the screen a… the scores for the experimental group in speaking achievement is the lowest pre-test score" S11: "As **you know** you can see *(unclear) and for discussion or the finding this research."
5	I think	S12: "**I think** they worry about the grammatical structure if they speak" S6: "Ok, **I think** that's all for me thank you so much…."
6	So	S3: "**so** effective and interesting and then the research will be a new model in the teaching practice for future, and student to implement a speaking skill for foreign language".
7	Oke	S19: "**Ok** I will present the journal by the title Students' Perception of Using Zoom Meeting for Online Learning in Teaching English Speaking Skills during COVID-19." S10 : "**Ok**, I will tell you the problem of this research, the problem of this research is that speaking is more difficult for a student in the non-English department…." S18: "**Ok**, so I will continue the problem of the research, the problem is the research is Lack of confidence among students when it comes to speaking in public."

The table provided above outlines the lexicalized fillers utilized by students and their corresponding functions in academic presentations. Each lexicalized filler serves a distinct purpose tailored to specific situations encountered during spoken discourse in academic settings. These fillers are strategically employed by students to convey politeness and initiate utterances, to stall for time, to express doubt or surprise before formulating responses, to sequentially present ideas, to signal hesitation when uncertain about what to say, to seek synonyms for challenging words, to indicate movement without necessity, to express personal opinions, to facilitate the connection of ideas by buying time, to act as time-creating devices, and to signify readiness to initiate a conversation. Through the deliberate use of lexicalized fillers, students effectively navigate the complexities of academic speaking presentations, enhancing their communicative competence and ensuring the coherence and effectiveness of their oral discourse.

Unlexicalized Fillers

In addition to lexicalized fillers, the analysis revealed the presence of unlexicalized fillers in students' academic speaking presentations. The data pertaining to these unlexicalized fillers is detailed in the table below, offering insight into their occurrence and distribution throughout the spoken discourse. These unlexicalized fillers, characterized by their non-verbal or non-phrase form, play a

crucial role in students' speech patterns, aiding in the management of pauses, hesitations, and transitions within their presentations. By examining the usage of both lexicalized and unlexicalized fillers, this study provides a comprehensive understanding of the strategies employed by students to navigate the complexities of academic speaking contexts.

Table 4. Unlexicalized Fillers

No	Unlexicalized Fillers	The Use
1	Uhh	S21: "… and here **uhh**… I will review the journal entitled Self-determined Learning Practice in English Speaking Class A Histological Perspective in EFL Class." S1: "… student agree that speech speech *(repeat) is **uhh**... The 35 students agree that speech can improve speaking ability uhh… to *(pause) student is can not **uhh**… cannot that speech can improve the speaking ability." S14: "And discussion **uhh**… discussion in this research is assessment technique is a key component that can be spared in a teaching-learning process." S13: " .. this **uhh**… research use an instrument of this research use uhh… the pertest experimental method and there any pre-test and post-test S3: "**uhh**… there are four fundamental skill who uhh… we should have to *(pause) achieve and to *(pause) finding jobs" "**uhh**… my journal review about the implementation of classical prophet drama performance to improve English speaking skill from the international class program" "**uhh**… the purpose is to analyze the complementation of classical puppet drama performances in an international class program"
2	Uhm	S12: "…. there are eight questions and three choices **uhm**… often seldom and never and sampling from 35 students as EFL learners." S9: "**Uhm**… mind mapping is a familiar technique to the student second is mind mapping is refer technique…." S6: "**Uhm**… my name is Mabruroh here I will explain a journal interview and the title is the effect of the role-playing technique on the speaking skills of students of University…"
3	A	S8: "**a** (..) the purpose of this study a (…) to develop beneficial suggestions for educating educators students and teachers to enhance the teaching and learning of spoken English." S14: "Ok, **a** /../ I Fanni Febriliana in here I want to present a entitled student speaking skill assessment at technique and result." S3: … to improve speaking skills by using **a** /../ classical puppet drama. S1: "And the data found **a** /…/ found 78% because in this group discussion…."

		S9: "Student **a** /…/ interview student perception perspective *(unclear) mind mapping the first is uhm… mind mapping is a familiar technique to the student second is mind mapping."

The table presented above showcases the utilization of unlexicalized fillers by students throughout their academic speaking presentations. These unlexicalized fillers served various functions, indicating readiness to commence the presentation, signaling difficulties in constructing ideas and finding the appropriate words for effective communication, and opening new topics or sentences. Additionally, they were used to signify the transition between sentences, convey messages explicitly, and express uncertainty when initiating a new point or sentence following the completion of previous topics. Furthermore, students employed unlexicalized fillers to highlight frequent mistakes and indicate moments where they found the appropriate words to articulate their thoughts effectively. By examining the multifaceted roles of unlexicalized fillers in spoken discourse, this study contributes to a comprehensive understanding of how students manage the complexities of academic speaking presentations.

DISCUSSION

The purpose of this study was to identify and analyze the types and functions of fillers used by undergraduate students during their academic speaking presentations. The key findings revealed that of the 389 fillers observed, 237 were unlexicalized fillers, such as "uhh," while 152 were lexical fillers. The predominance of unlexicalized fillers suggests a reliance on these simple, quick expressions, especially among students with lower English proficiency, who may struggle with vocabulary gaps during presentations. Furthermore, the study found that all speakers employed fillers, highlighting their ubiquitous nature in spoken communication, particularly in second language contexts (Huhta, 2019; Stevani, 2018).

The findings indicate that fillers, particularly unlexicalized ones, serve crucial functions in academic speaking presentations. They act as pauses that allow speakers time to think, organize their thoughts, and continue their discourse, which is especially beneficial in second language contexts (Fox Tree, 2002; Stevani, 2018). The heavy reliance on unlexicalized fillers among students with lower English proficiency may reflect their struggle to find the right words quickly, necessitating these verbal placeholders to maintain fluency. Additionally, the use of fillers across all speakers, regardless of language proficiency, emphasizes their inherent role in spoken language, as noted by Huhta (2019) and Stevani (2018). This suggests that fillers are not only a strategy for overcoming language gaps but also an integral component of fluent speech (Baalen, 2001).

The findings of this study align with previous research on filler usage. For instance, Stevani (2018) also identified "uhh" as the most commonly used filler in academic settings, supporting the observation that simple, unlexicalized fillers are preferred during speech. Similarly, Pamolango (2016) highlighted that non-native speakers, particularly from Asia, tend to use fillers more frequently, which is consistent with the study's finding that students with lower English proficiency exhibit higher filler usage (Clark & Fox Tree, 2002). Furthermore, Clark and Fox Tree (2002) emphasized that fillers serve multiple communicative functions, including hesitation, mitigation, and time-creation, all of which were evident in the current

study. The functions of fillers observed in this study, such as hesitation and time-creation, also mirror those identified by Baalen (2001) and Stenström (1994), underscoring the consistent role of fillers in language production.

The study's findings have several implications for both language education and communication research. For educators, understanding the frequent use of fillers by students in academic presentations can inform teaching strategies (Lozano, 2022; Nguyen et al., 2021). Educators can help students become more aware of their filler usage and provide guidance on reducing unnecessary fillers, especially in high-stakes speaking contexts. However, it is also important to recognize the value of fillers in managing speech fluency and reducing anxiety, particularly for second language learners (Elder & Davies, 2019; Tree, 2020). Consequently, a balanced approach that teaches students when and how to use fillers effectively, rather than discouraging them entirely, could be beneficial. Moreover, the study contributes to the broader field of second language acquisition by highlighting how students navigate cognitive challenges in real-time communication, offering insights into the complexities of language production under pressure (Huhta, 2020; Ellis & Barkhuizen, 2020).

While this study provides valuable insights into the use of fillers in academic speaking presentations, there are several limitations. First, the study's sample size was limited to a small group of undergraduate students, which may not be representative of a wider population of learners from diverse linguistic backgrounds. A larger sample size, including students from various disciplines and language proficiency levels, would provide a more comprehensive understanding of filler usage (Nguyen et al., 2021; Ellis, 2020). Additionally, the study focused solely on academic presentations, which may not fully capture the range of filler usage across different conversational contexts (Lozano, 2022; Baxter, 2016). Future research could expand the scope by examining fillers in informal speech or in more varied academic settings (Simons & Green, 2018; Baxter, 2021). Finally, the reliance on observational data may not capture all instances of filler usage, especially those that occur subconsciously or in informal settings, suggesting the need for more comprehensive data collection methods, such as longitudinal studies or a combination of qualitative and quantitative approaches (Cohen & Crabtree, 2018; Braun & Clarke, 2019).

CONCLUSION

This study concludes that students utilized both lexicalized and unlexicalized fillers in their academic speaking presentations. In addressing the primary research question, it was found that students integrated fillers into their speech, with lexical fillers accounting for 152 instances (39.07%) and non-lexical fillers for 237 instances (60.93%). These findings elucidate the multifaceted nature of filler usage among English majors in academic speaking presentations. Five distinct functions of fillers were identified: hesitating, empathizing, mitigating, editing, and creating time. Specifically, students employ fillers to hesitate, allowing them to pause and gather their thoughts; empathize, intending to engage the listener's attention; edit, rectifying pronunciation errors; mitigate, demonstrating politeness; and create time, repeating words to organize their subsequent statements.

These findings underscore the complex role that fillers play in facilitating effective communication, particularly in second-language contexts. By allowing students to manage pauses and structure their speech, fillers serve as a tool for maintaining fluency and ensuring smoother communication during academic presentations. The identification of these functions adds to our understanding of how fillers operate not just as hesitation markers, but as integral components of the linguistic toolkit for both cognitive and social purposes.

The study underscores the importance of enhancing students' awareness of filler usage by implementing various strategies. For instance, educators can explicitly teach students about the different types and functions of fillers to augment their communicative competence. Moreover, further research could explore the comparison between filler usage in written texts and spoken language, offering deeper insights into the nuanced variations in filler utilization across different contexts. Such investigations could inform more targeted interventions aimed at enhancing students' speaking skills and overall language proficiency. By fostering a comprehensive understanding of filler usage, educators can empower students to communicate effectively and confidently in academic and real-world settings.

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EVALUATING ONLINE AUTHENTIC READING ASSESSMENT

[1]Hendro Ardiansyah*, [2]Izazol Idris, [3]Muh. Khairul Wajedi Imami
[1,2,3]Universiti Pendidikan Sultan Idris (Educational Measurement and Evaluation, Faculty of Human Development), Malaysia

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*Correspondence:
endoardiansyah@gmail.com

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ABSTRACT

The aim of the current research was to evaluate the online authentic reading assessment at the University of Muhammadiyah Malang, Indonesia. A total of 170 students who were participants in the assessment program participated in the current research. They were asked to rate and evaluate the assessment program based on five criteria: (1) planning; (2) teaching and learning; (3) student involvement; (4) coursework; and (5) course description aspects. This research employed quantitative approach. Descriptive analysis in Statistical Product and Service Solutions (SPSS) version 27 was used to analyse the data. The data were collected through an instrument adopted from the evaluation report for the instructors of the UMM. The instruments were valid and reliable to be used based on their content, face validity, and Cronbach alpha results. The results of the current research indicated that participants rated the program in a good category in all aspects of the criteria given, namely in the aspects of planning, teaching and learning, student involvement, coursework, and course description. Therefore, the online authentic reading assessment at the UMM was conducted sufficiently. The implications of the study suggest that future research should explore the integration of performance-based assessment with other approaches, such as competency-based assessment, situation-based assessment, or problem-based assessment.

Keywords: *Authentic assessment, reading, program evaluation.*

ABSTRAK

Tujuan penelitian ini yaitu mengevaluasi penilaian autentik pada subjek *reading* secara daring di Universitas Muhammadiyah Malang. Sebanyak 170 mahasiswa menjadi partisipan dalam program asesmen penelitian ini. Para partisipan diminta untuk menilai dan mengevaluasi program asesmen berdasarkan lima kriteria, yaitu: (1) perencanaan; (2) pengajaran dan pembelajaran; (3) keterlibatan siswa; (4) tugasan subjek; dan (5) penjelasan subjek. Penelitian ini menggunakan pendekatan kuantitatif. Analisis deskriptif SPSS 27 digunakan untuk menganalisis data. Data dihimpun melalui sebuah instrumen yang diadopsi dari *Evaluation Report* bagi intruktur di UMM. Instrumen ini dinilai valid dan reliabel digunakan berdasarkan validitas konten, validitas muka, dan hasil perhitungan *Cronbach alpha*. Hasil dari penelitian ini mengindikasikan bahwa para partisipan telah menilai program tersebut dengan baik dalam segala aspek kriteria, seperti perencanaan, pengajaran dan pembelajaran, keterlibatan siswa, tugasan subjek, dan penjelasan subjek. Dengan demikian, penilaian autentik dalam talian pada subjek *reading* dilakukan secara cukup. Implikasi penelitian ini menyarankan kepada peneliti selanjutnya untuk mengeksplorasi integrasi dari penilaian berdasarkan performa dengan beberapa pendekatan lain seperti, penilaian berdasarkan kompetensi, penilaian berdasarkan situasi, atau penilaian berdasarkan masalah.

Kata Kunci: *Penilaian autentik, reading, evaluasi program*

INTRODUCTION

Assessment is currently seen as important as teaching and learning since it evaluates the students' progress and examines their accomplishments (Kinash et al., 2018). Assessment aims to see how well students' performance as stated in the intended learning outcomes (Biggs et al., 2011). Meanwhile, according to Permendikbud (2013), assessment refers to the process of collecting information by utilizing various methods and approaches, such as summative and formative assessment, in order to acquire evidence and judgment regarding education product. It was considered a salient aspect of education and was able to significantly affect the students achievement (Andersson & Palm, 2018). In this case, authentic assessment is already well known among higher education and could influence students learning quality (Sokhanvar et al., 2021). It was also stated to be able to help students encounter their life pragmatic issues that they might experience (Wiewiora & Kowalkiewicz, 2019). Therefore, the practice of authentic assessment is already familiar among higher institutions, including in Indonesia. It is because in Indonesia, teaching and learning as well as assessment require the teachers to relate the class material to the authentic issues and competencies needed in a real-life situation (Sutarto & Jaedun, 2018). Other than that, the students were encouraged to have interpersonal skills, attitudes, knowledge, and psychomotor abilities that cannot be assessed through traditional assessment alone (Zaim et al., 2020). Hence, the practice of authentic assessment in Indonesia is common. Authentic assessment creates a correspondence between what is assessed at the university and what the students need in the real world (Villarroel et al., 2020). Martika and Zaim (2021) stated that authentic assessment defines evaluating knowledge and skills of pupils in the frame as close as possible to the real life setting. It is a process-oriented assessment examining the student's competency and performance in relation to real-life situations (Pohan & Ikawati, 2022). Meaning that the assessment evaluates the subject's proficiency based on a real-life situation (Sutadji et al., 2021). Therefore, it can support the personal development of students in terms of confidence and autonomous practice in real-world situations (Raymond et al., 2013; Serrano et al., 2018).

Furthermore, with the effect of the pandemic and the shift of the teaching and learning process to an online platform, authentic assessments were also conducted online. According to (Ibrahim et al., 2023), in the current digital era, the use of online assessments, including authentic assessments, has become more and more popular. The pandemic forced the practice of education to shift to online mode, including the assessment practice (Salirawati, 2021). Therefore, the use of online assessment has become familiar among educational practitioners. It stated that it would give teachers more flexibility in assessing the students (Biggs et al., 2011). Which is a great concern among university teachers related to assessment utilizing digital technology, including in Indonesia (Ibarra-Sáiz et al., 2020). However, challenges are also faced by teachers in conducting authentic online assessments. As found by Wahyuni et al. (2021), the teachers perceive assessment practice conducted online as a quite thing to do in terms of data collection and implementation. Maria and Qamaria (2021) reported that several aspects of authentic assessment, namely observing, controlling, and assisting students, became challenges for teachers in conducting online authentic assessment.

According to (Saputra et al., 2019), the implementation of authentic assessment in Indonesia has had a lot of benefits; however, there are still many issues to be investigated. In this case, it is necessary to conduct an evaluation regarding the implementation of this assessment in order to gauge and reveal the important aspects of its implementation. It is important since this assessment is a contextual approach that is associated with a real and quite complex situation (Susani, 2018). Other than that, authentic assessment requires several aspects, namely teacher competency in carrying out the assessment process, educational institutions supporting the assessment implementation, and research assessment literacy that should be known by the stakeholders (Pohan & Ikawati, 2022). It was emphasized by (Sutadji et al., 2021), who explain the characteristics of authentic assessment. First, assessments must be realistic, performance-based, and cognitively complex to make them authentic. Second, students must defend their answers and products and learn to work together. Third, it must be formative. In regard to its complexity, the evaluation of authentic assessment is necessary in order to control and enhance the performance of the authentic assessment program.

The current research aims to evaluate the authentic assessment online. This is important since the evaluation in an authentic online assessment can give a brief overview of its implementation. Other than that, according to (Ashford-Rowe et al., 2014), authentic assessment has its own standards, such as being in the form of a performance or product (outcome), ensuring the transfer of knowledge, adopting metacognition as a component, and ensuring accuracy in assessment performance. Doing evaluation in this case to examine whether the program evaluation conducted follows or achieves the basic standard. It is because evaluation in education is the process of determining the value or characteristic of an object, subject, or phenomenon (Adom et al., 2020). Therefore, doing evaluation in this aspect is to understand the value of the authentic online assessment conducted. Furthermore, research related to online authentic assessment evaluation is scarce in Indonesia. Current research is only related to authentic assessment and has yet to be conducted in an online context. For example, Ningsih and Wahyumiani (2020) evaluate the implementation of authentic assessment in junior high school in Yogyakarta. Hanifah and Irambona (2019) evaluate and describe the authentic assessment in junior high school in Kulon Progo, Indonesia. Additionally, Wangid et al. (2017) evaluate the implementation of authentic assessment in elementary schools in Yogyakarta. Reflecting these previous studies, there are missing point regarding the scope of evaluating the implementation of online authentic reading assessment in the university level since previous studies more discussed the topic in junior high school level. None of these studies evaluated the implementation of the online authentic assessment. Therefore, the current research aims to evaluate the implementation of the online authentic reading assessment in the University of Muhammadiyah Malang, Indonesia. Furthermore, this research is expected to contribute to the university stakeholders to improve the implementation of authentic reading assessment during online classroom in the university level in Indonesia.

METHOD

Participants and study location

The current research aims to evaluate the online authentic reading assessment conducted at the University of Muhammadiyah Malang. A quantitative approach through descriptive analysis was conducted to evaluate the program. In this case, the participant's perspective was considered. The participants were asked to rate the program in several aspects, namely the program planning, the program teaching and learning aspect, the students involvement in the program aspect, the program coursework aspect, and the program course description aspect. A total of 170 students are involved in the current research. They were participants in the program and had finished it.

Instrument

A social survey refers to a technique for collecting statistics information regarding the attributes, attitudes or behaviours of a population by providing standard question items for all its members (Buckingham, A; Saunders, 2004). The data was collected through a survey after the students finished the program. The survey was adopted from the evaluation report for instructor in the University of Muhammadiyah Malang and consists of 28 items. 5 items in program planning, 6 items in teaching and planning, 6 items in student involvement in the program, 5 items in program coursework, and 6 items in the program course description. The questionnaire items were evaluated for validity and reliability through content and face validity and Cronbach alpha to assess reliability.

In the current research, three experts from the University Pendidikan Sultan Idris Malaysia evaluated the questionnaires in order to confirm their content validity. The result indicated that the majority of experts agreed with the constructs and items utilized in the questionnaire (80%–100%). However, the researcher removed 'item 3' since two of the three experts stated that the item was not essential. Finally, there were 27 of the total 28 questionnaire items to be used in getting data. The suggestion for changes was successfully conducted before the pilot study process.

In terms of reliability, the questionnaires were tested in a pilot study involving 30 students. In this case, the questionnaires were distributed online and checked for reliability through Cronbach alpha. The result of the pilot study can be seen in Table 1.

Table 1. Reliability Coefficient of Questionnaire

Dimension	Number of items	Cronbach alpha value
Planning	4	0.688
Teaching and learning	6	0.642
Students involvement	6	0.679
Coursework	5	0.715
Course description	6	0.646

Table 1 displays the results of the reliability test. The Cronbach alpha for the planning dimension was 0.688, the Cronbach alpha for the teaching and learning dimension was 0.642, the Cronbach alpha for the student involvement dimension was 0.679, the Cronbach alpha for the coursework dimension was 0.715, and the Cronbach alpha for the course description dimension was 0.646. According to

(Creswell & Creswell, 2018), an instrument is said to be reliable if the coefficient value is greater than 0.6, which means that the questionnaire can be performed. In the current analysis, the value of each dimension in the instrument was higher than 0.60. Therefore, it can be stated that the questionnaires are reliable and can be used in the actual research.

Analysis

The current research examines the students perspective on authentic online reading assessment at the University of Muhammadiyah Malang. Students perspectives were obtained through a quantitative approach. The data was analysed through Statistical Product and Service Solutions (SPSS) version 27. A feature in SPSS was utilized to conduct the descriptive analysis. In this case, the percentage, total number of participants, and frequency were reported.

The objective of the study was to identify and to confirm the reliability of the scale applied in the questionnaire as purposed by (Ary, Donald; Jacobs, Lucy Cheser; Sorensen, Chris; Razavieh, 2010). The students were asked to rate the program based on a five-point scale consisting of strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). The percentage of students who valued the options 'Strongly Agree' and 'Agree' indicated that students showed positive attitudes with the calculation of frequency and percentage for high agreement. Otherwise, the students' percentages who rated the options 'Strongly Disagree' and 'Disagree' indicated that students showed negative attitudes with a calculation of frequency and percentage for high disagreement. Lastly, the percentage of students who valued 'Neutral' is shown separately and applied to illustrate the above two extremes.

Ethical consideration

This research concerns the research ethic, which obtained research ethic permission from the institute of graduate study at the University Pendidikan Sultan Idris Malaysia. Other than that, this research obtained permission from the director of the Language Center at the University of Muhammadiyah Malang.

DISCUSSION

The current research aims to evaluate the implementation of online authentic reading assessments at the University of Muhammadiyah Malang. The program was evaluated based on the students, who join the program, perspective. Therefore, descriptive analysis was employed to analyse the data. Several aspects of the program were evaluated, namely the planning, teaching and learning, student involvement, coursework, and course description aspects. The results are as follows:

Planning aspect

In the planning aspect, there are five criteria concerned: whether the course outline was explained at the beginning of the learning, whether the learning material was listed in the course outline, whether the learning material was uploaded to the learning and management system, and whether the learning topic included the whole course content. The result of the planning aspect can be seen in Table 2.

Table 2. Planning

No	Questionnaire Items	Scales	Students' Responses	
			Frequency	**Percentage (%)**
1.	*Course outline of this course was explained at the beginning of teaching and learning sessions*.	Strongly Agree	51	30
		Agree	48	48.2
		Neutral	22	12.9
		Disagree	9	5.3
		Strongly Disagree	6	3.5
	Total		170	
	Mean		**3.9**	
2.	*The learning materials listed in the course outline.*	Strongly Agree	46	27.1
		Agree	73	42.9
		Neutral	27	15.9
		Disagree	15	8.8
		Strongly Disagree	9	5.3
	Total		170	
	Mean		**3.7**	
3.	*Learning materials are uploaded or provided link to Learning Management System (LMS).*	Strongly Agree	45	26.5
		Agree	74	43.5
		Neutral	41	24.1
		Disagree	10	5.9
		Strongly Disagree	0	0
	Total		170	
	Mean		**3.9**	
4.	*Learning topics include the whole course content.*	Strongly Agree	45	26.5
		Agree	61	35.9
		Neutral	48	28.2
		Disagree	14	8.2
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.7**	
	Total Mean		**3.8**	

Based on table 2, most of students (48.2% of students) agree that the course outline of the program was explained at the beginning of the teaching and learning session; the students (42.9%) agree that the learning materials were listed in the course outline; the students (43.5%) agree that the learning materials are uploaded or provided a link to the learning management system (LMS); and the students (35.9%) agree that the learning topics include the whole course content. Based on the criteria given, the average student agreed that the planning section of the reading course was managed accordingly.

Teaching and learning aspect

The second aspect evaluated was the teaching and learning aspect of the program. In order to evaluate, several criteria were given, namely whether the teaching and learning session applied a variety of teaching and learning approaches, whether the teaching and learning session required students to engage in critical and creative thinking, whether the teaching and learning session helped students understand the course content, whether the teaching and learning session helped students relate theories and applications in everyday life, whether flexibility in

delivering the teaching and learning session encouraged students to learn the course, and whether the students were encouraged to search for information from a variety of resources or not. The results of the descriptive analysis regarding the perspective of the program participants is reported in Table 3.

Table 3. Teaching and Learning

No	Questionnaire Items	Scales	Students' Responses	
			Frequency	**Percentage (%)**
1.	*Teaching and learning (TnL) sessions applied a variety of TnL approaches.*	Strongly Agree	45	26.5
		Agree	60	35.3
		Neutral	49	28.8
		Disagree	13	7.6
		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.7**	
2.	*Teaching and learning sessions require me to involve in critical and creative thinking.*	Strongly Agree	38	22.4
		Agree	64	37.6
		Neutral	46	27.1
		Disagree	19	11.2
		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.6**	
3.	*Teaching and learning sessions help me to understand my course content.*	Strongly Agree	50	29.4
		Agree	60	35.3
		Neutral	38	22.4
		Disagree	20	11.8
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.8**	
4.	*Teaching and learning sessions help me to relate theories and their applications in everyday life.*	Strongly Agree	46	27.1
		Agree	72	42.4
		Neutral	37	21.8
		Disagree	13	7.6
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.8**	
5.	*Flexibility in delivering Teaching and learning sessions encourage me to learn the course.*	Strongly Agree	40	23.5
		Agree	66	38.8
		Neutral	42	24.7
		Disagree	19	11.2
		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.7**	
6.	*I was encouraged to search information from a variety of resources.*	Strongly Agree	36	21.2
		Agree	65	38.2
		Neutral	40	23.5
		Disagree	26	15.3
		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.6**	
	Total Mean		**3.7**	

Based on table 3, most of students (35.3%) were agree that the teaching and learning session in the program applied variety of teaching and learning approach, the students (37.6%) were agree that the teaching and learning session in the program require the students to involve the critical and creative thinking, the students (35.3%) were agree that the teaching and learning session help the students to understand the course content, the students (42.4%) were agree that the teaching and learning session help students to relate theories and the application in everyday life, the students (38.8%) were agree that the flexibility in delivering teaching and learning session in the program encourage students to learning the course, and the students (38.2%) were agree that the students was encouraged to search information from variety of resources. From the six criteria given for the teaching and learning in the program, most students agreed. Therefore, it can be stated that the teaching and learning implemented in the program were good enough.

Student`s involvement in the program

The third aspect evaluated was related to the involvement of students in the program. In this case, several criteria were given, namely: whether the students were given the opportunity to ask about the learning in the inline classroom; whether the instructor asked questions to encourage the students involvement in learning; whether the students were given the opportunity to discuss with their friends; whether the activities conducted in the teaching and learning session encouraged the students participation; whether the students were given the opportunity to give an opinion during the teaching and learning session; and whether the students were given sufficient time to practice self-learning through the learning process. The result of the students' perspective regarding their involvement in the program based on the criteria given can be seen in Table 4.

Table 4. Students' Involvement

No	Questionnaire Items	Scales	Students' Responses	
			Frequency	**Percentage (%)**
1.	*I was given the opportunity to ask about learning through online classroom.*	Strongly Agree	41	24.1
		Agree	65	38.2
		Neutral	45	26.5
		Disagree	15	8.8
		Strongly Disagree	4	2.4
	Total		170	
	Mean		**3.7**	
2.	*Instructor asked questions to encourage my involvement in learning.*	Strongly Agree	40	23.5
		Agree	72	42.4
		Neutral	38	22.4
		Disagree	18	10.6
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.7**	
3.	*I was given the opportunity to discuss with my friends.*	Strongly Agree	46	27.1
		Agree	68	40
		Neutral	40	23.5
		Disagree	13	7.6

		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.8**	
4.	*The activities conducted in Teaching and learning sessions encourage my participation.*	Strongly Agree	42	24.7
		Agree	69	40.6
		Neutral	40	23.5
		Disagree	15	8.8
		Strongly Disagree	4	2.4
	Total		170	
	Mean		**3.7**	
5.	*I was given the opportunity to give opinion during Teaching and learning sessions for this semester.*	Strongly Agree	36	21.2
		Agree	71	41.8
		Neutral	51	30
		Disagree	12	7.1
		Strongly Disagree	0	0
	Total		170	
	Mean		**3.7**	
6.	*I was given sufficient time to practice self-learning through the learning process.*	Strongly Agree	38	22.4
		Agree	66	38.8
		Neutral	44	25.9
		Disagree	20	11.8
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.6**	
	Total Mean		**3.7**	

Based on table 4, most of students (38.2%) were agree that they were given opportunity to ask about the learning through online classroom, the students (42.4%) were agree that the instructor asked question to encourage the students involvement in the learning, the students (40%) were agree that the they were given opportunity to discuss with friends, the students (40.6%) were agree that the activities conducted in the teaching and learning session encourage students participation, the students (41.8%) were agree that they were given opportunity to give opinion during the teaching and learning session, the students (38.8%) were agree that they were given sufficient time to practice self-learning through the learning process. From six criteria evaluating the students' involvement in the program, most students agreed. Therefore, it can be stated that the program involved students in its activities.

Program coursework aspect

The fourth aspect evaluated was the course aspect of the program. In this case, five criteria were given: whether the coursework given is related to the course content or not; whether the coursework given is suitable for students learning time or not; whether the coursework given helps students relate the course content to the real world or not; whether the coursework conducted is guided by the instructor periodically or not; and whether the coursework is evaluated based on rubrics as informed earlier or not. The student`s perspective on the program coursework based on the criteria given can be seen in Table 5.

Table 5. Program Coursework

No	Questionnaire Items	Scales	Students' Responses	
			Frequency	**Percentage (%)**
1.	*Coursework given is related to the course content.*	Strongly Agree	53	31.2
		Agree	64	37.6
		Neutral	31	18.2
		Disagree	21	12.4
		Strongly Disagree	1	0.6
	Total		170	
	Mean		**3.8**	
2.	*Coursework given is suitable to Student Learning Time (SLT).*	Strongly Agree	35	20.6
		Agree	78	45.9
		Neutral	41	24.1
		Disagree	10	5.9
		Strongly Disagree	6	3.5
	Total		170	
	Mean		**3.7**	
3.	*Coursework given helps me to relate the course content to the real world.*	Strongly Agree	34	20
		Agree	82	48.2
		Neutral	42	24.7
		Disagree	9	5.3
		Strongly Disagree	3	1.8
	Total		170	
	Mean		**3.7**	
4.	*Coursework conducted is guided by the instructor periodically.*	Strongly Agree	35	20.6
		Agree	76	44.7
		Neutral	41	24.1
		Disagree	12	7.1
		Strongly Disagree	6	3.5
	Total		170	
	Mean		**3.7**	
5.	*Coursework is evaluated based on rubrics as informed earlier.*	Strongly Agree	30	17.6
		Agree	87	51.2
		Neutral	37	21.8
		Disagree	15	8.8
		Strongly Disagree	1	0.6
	Total		170	
	Mean		**3.7**	
	Total Mean		**3.7**	

Based on table 5, most of the students (37.6%) agreed that the coursework given is related to the course content; the students (45.9%) agreed that the coursework given is suitable for their learning time; the students (48.2%) agreed that the coursework given helps students relate the coursework content to the real world; the students (44.7%) agreed that the coursework conducted is guided by the instructor periodically; and the students (51.2%) agreed that the coursework is evaluated based on rubrics as informed. From the five criteria for evaluating the coursework in the program, most students agree. Therefore, it can be stated that the coursework in the program was suitable for the students.

Course description aspect

The fifth aspect evaluated was the course description. In this case, there are several criteria given, namely whether the course content depicts the body of knowledge or not, whether the students learning time corresponds to the credit hours or not, whether the course content is relevant to their program or not, whether the course is important to the program or not, whether the course offered in accordance with the program or not, and whether the students were satisfied with the course or not. The student`s perspective on the program course based on the criteria given can be seen in Table 6.

Table 6. Course Description

No	Questionnaire Items	Scales	Students' Responses	
			Frequency	Percentage (%)
1.	*Course content depicts the body of knowledge.*	Strongly Agree	37	21.8
		Agree	69	40.6
		Neutral	44	25.9
		Disagree	15	8.8
		Strongly Disagree	5	2.9
	Total		170	
	Mean		**3.6**	
2.	*The student learning time corresponds to the credit hours.*	Strongly Agree	41	24.1
		Agree	67	39.4
		Neutral	50	29.4
		Disagree	11	6.5
		Strongly Disagree	1	0.6
	Total		170	
	Mean		**3.8**	
3.	*Course content is relevant to my programme.*	Strongly Agree	44	25.9
		Agree	55	32.4
		Neutral	51	30
		Disagree	19	11.2
		Strongly Disagree	1	0.6
	Total		170	
	Mean		**3.7**	
4.	*This course is very important for my programme.*	Strongly Agree	49	28.8
		Agree	65	38.2
		Neutral	43	25.3
		Disagree	12	7.1
		Strongly Disagree	1	0.6
	Total		170	
	Mean		**3.8**	
5.	*This course is offered according to programme structure.*	Strongly Agree	47	27.6
		Agree	71	41.8
		Neutral	43	25.3
		Disagree	7	4.1
		Strongly Disagree	2	1.2
	Total		170	
	Mean		**3.9**	
6.	*Overall, I am satisfied with this course.*	Strongly Agree	56	32.9
		Agree	75	44.1
		Neutral	25	14.7
		Disagree	14	8.2
		Strongly Disagree	0	0

Total	170
Mean	**4**
Total Mean	**3.8**

Based on table 6, most of the students (40.6%) agreed that the course content depicted the body of knowledge, the students (39.4%) agreed that the students learning time corresponded to the credit hours, the students (32.4%) agreed that the course content was relevant to the students program, the students (38.2%) agreed that the course was important for the program, the students (41.8%) agreed that the course was offered in accordance with the program structure, and the students (44.1%) agreed that they were satisfied with the course. From the five criteria for evaluating the course in the program, most students agree. Therefore, it can be stated that the course in the program was sufficient.

DISCUSSION

The current research aims to evaluate the implementation of online authentic reading assessments at the University of Muhammadiyah Malang, Indonesia. The participants of the authentic online assessment were asked to rate the program based on five criteria: the planning aspect, the teaching and learning aspect, the student involvement aspect, the coursework aspect, and the course description aspect. The results indicated that the majority of participants rated the implementation of online authentic reading assessments as good. In the planning aspect, the program was stated and outlined at the beginning of the program so the participants could have an overview of its implementation. The complete materials used throughout the program were listed and uploaded in the learning management system, making it easier for participants to access and download the materials. In the aspect of teaching and learning, the program stated to apply a variety of teaching and learning approaches that trigger students creativity and critical thinking. The teaching and learning were also implemented with flexibility, allowing participants to search for information, which can help students relate theories learned to their everyday lives.

In the aspect of student involvement in the program, the program stated to give participants much space to interact with the instructor by asking questions through the online classroom and discussing with classmates. The instructor also tries to encourage participant involvement by giving sufficient time for participants to express their opinions and practicing self-learning. That encourages the engagement of the participants throughout the program implementation. In terms of the coursework aspect, the program stated that it would be able to give an overall overview regarding the course content. The coursework also considers students conditions, such as setting aside sufficient time for students, which is set up by the instructor periodically. Therefore, following the coursework given in the program, students were said to be able to relate the content in the program to their real-life situation. In terms of course description, the program arranged the description in a way that can help participants understand the program flow easily; it also arranged it based on the program's aim and purpose. Therefore, the participants agree that the program is relevant, corresponds with the credit hours, and the course offered is important for the program.

The current research proves the sufficiency of an online authentic reading assessment. This is significant since much of the literature regarding authentic assessment was disarticulated with little or no references to the significance of philosophical discussion of the assessment process (McArthur, 2023). The result of the current research can depict the literature on authentic assessment with empirical data gained through the program participant`s overview. Other than that, the participants perspective on the current research proves the contribution of the current research to the body of literature regarding authentic assessment. It is because Ajjawi et al. (2020) reported that less is known about the participants perspectives on the authentic assessment program. Ensuring the program alignment and authenticity based on the staff perspective is familiar, but evaluating the authentic assessment program based on the participant perspective is scarce. So, the current research helps to evaluate the main purpose of assessment evaluation, such as whether the student or the program participants perceive that there is alignment between the program implementation and what actually should be assessed in the authentic assessment program (Ajjawi et al., 2020). It is important since the assessment program should exactly align with the material already taught during the teaching and learning process (Hopwood et al., 2020).

The significance of the online authentic reading assessment conducted at the University of Muhammadiyah Malang proved through this research can give an overview of other similar programs. It can be an example in terms of the implementation and the evaluation criteria used. Other authentic assessments or online authentic assessments can adopt the program principle in terms of its implementation and the assessment indicators. It is because, according to Zaim et al. (2020), the average teacher or educational practitioner in Indonesia heavily relies on and is accustomed to the traditional assessment method, namely pencil and paper assessment. It was emphasized by Adnan et al. (2019), who found that even Indonesian teachers have sufficient knowledge of authentic assessment but do not have adequate competency in conducting authentic assessment. Research conducted in West Java, Indonesia, by Saputra et al. (2019) reported that the teachers faced the usual implementation difficulties in authentic assessment, which included concerns relating to the students, time and effort requirements, validity and reliability problems, resource management, the transformation of evidence, and subjectivity. Pardimin (2013) reported that Indonesian teachers still have difficulties developing the authentic assessment instrument. Lastly, Ekoati et al., (2022) also stated that although the teachers have long years of service, it does not mean the teachers understand and promote the authentic assessment appropriately. Therefore, the current research is significant in order to provide empirical examples related to authentic assessment implementation and evaluation.

CONCLUSION

The aim of the current research was to evaluate the online authentic reading assessment at the University of Muhammadiyah Malang, Indonesia. The current research considers the program participants to evaluate the program. Therefore, the program participants were asked to rate and evaluate the assessment program based on five criteria: the planning aspect, the teaching and learning aspect, the student involvement aspect, the coursework aspect, and the course description

aspect. Descriptive analysis in Statistical Product and Service Solutions (SPSS) version 27 was used to analyse the data. The result of the current research indicated that the participants rated the program in a good category in all aspects of the criteria given, namely in the aspects of planning, teaching and learning, student involvement, coursework, and course description. Therefore, the online authentic reading assessment at the University of Muhammadiyah Malang was conducted sufficiently.

Aside from its limitation of conducting the research in the Language Center of University of Muhammadiyah Malang, the researcher considered that this research has benefits for university lecturers as learning prototype to improve the quality of online authentic assessment for reading course. Based on the results of the study, the future researchers are expected to conduct the study about online authentic assessment with various English courses, large sample, and different object of study in Indonesia. Furthermore, the researchers are suggested to perform a study regarding the effectiveness of authentic assessment in reading course during online classroom. The findings may be compared to this research.

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THE EFFECTIVENESS OF USING DUOLINGO IN TEACHING VOCABULARY TO CAMP CLASS AT LANGUAGE CENTER

[1]Muhammad Miftahul Hia*, [2]M. Syaichul Muhyidin, [3]Wawan Herry Setyawan
[12.3]English Department, Faculty of Teacher Training and Education, Universitas Islam Kadiri

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*Correspondence:
masmiftah3523@gmail.com

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ABSTRACT

This study seeks to determine the effectiveness of the Duolingo app as a gamification-based learning tool for teaching vocabulary in order to assist students in improving their English language skills. This study used a quasi-experimental design with a Nonequivalent Control Group Design, which splits the class into two groups: experimental and control. The data was collected by developing vocabulary questions for both pre- and post-tests. The statistical tool from SPSS version 22 was used to analyse the data. The study's findings demonstrate how effective the Duolingo program is in helping students improve their English vocabulary. The independent sample t-test resulted in a Sig. (2-tailed) value of 0.000, which is statistically significant and less than 0.05. Furthermore, the average pre-test score (69.44 before using the Duolingo app) and post-test score (85.83 after using the Duolingo app) increased. This shows that students who were taught using the Duolingo app had different vocabulary mastery outcomes than those who were taught using traditional techniques or without the app. The Duolingo software is significantly more effective in helping students improve their vocabulary. Following the adoption of the Duolingo program, the Language Center noticed an improvement in its pupils' vocabulary.

Keywords: *English Teaching; Duolingo Application; Vocabulary Mastery;*

ABSTRACT

Studi ini berupaya untuk menentukan efektivitas aplikasi Duolingo sebagai alat pembelajaran berbasis gamifikasi untuk mengajarkan kosakata guna membantu siswa dalam meningkatkan keterampilan bahasa Inggris mereka. Studi ini menggunakan desain kuasi-eksperimental dengan Nonequivalent Control Group Design, yang membagi kelas menjadi dua kelompok: eksperimen dan kontrol. Data dikumpulkan dengan mengembangkan pertanyaan kosakata untuk tes pra dan pasca. Alat statistik dari SPSS versi 22 digunakan untuk menganalisis data. Temuan studi menunjukkan seberapa efektif program Duolingo dalam membantu siswa meningkatkan kosakata bahasa Inggris mereka. Uji-t sampel independen menghasilkan nilai Sig. (2-tailed) sebesar 0,000, yang secara statistik signifikan dan kurang dari 0,05. Lebih jauh lagi, skor pra-tes rata-rata (69,44 sebelum menggunakan aplikasi Duolingo) dan skor pasca-tes (85,83 setelah menggunakan aplikasi Duolingo) meningkat. Hal ini menunjukkan bahwa siswa yang diajar menggunakan aplikasi Duolingo memiliki hasil penguasaan kosakata yang berbeda dibandingkan dengan mereka yang diajar menggunakan teknik tradisional atau tanpa aplikasi. Perangkat lunak Duolingo secara signifikan lebih efektif dalam membantu siswa meningkatkan kosakata

mereka. Setelah penerapan program Duolingo, Language Center melihat adanya peningkatan dalam kosakata siswanya.

Keywords: *Penguasaan Kosakata ; Aplikasi Duolingo; Pengajaran Bahasa Inggris*

INTRODUCTION

In the era of globalization nowadays, foreign language skills are one thing that is very important to master in order to interact and compete globally, especially the ability to speak English which is crowned as an international language. English language skills are a must for everyone today. However, in fact, mastering English is often considered difficult and a big challenge by many people, especially beginners of various ages. This is mainly due to the limited number and understanding of their English vocabulary (Fatmawati, 2021). Pengembangan Video Animasi Powtoon Sebagai Media). One of the linguistic skills required to acquire a foreign language is command of vocabulary (Ulfah, 2021).

Everyone needs to have a strong vocabulary in order to become proficient in other areas including speaking, writing, listening, and reading. Learning a language's vocabulary is equivalent to learning the language itself. According to this theory, vocabulary is crucial to language acquisition. The quality of a person's vocabulary determines the quality of their language. Their likelihood of being proficient in the language increases with the depth of their vocabulary (Sasmitha & Thamrin, 2022). For students to improve their language skills, vocabulary is essential (Zakaria et al., 2022). The media utilized in the classroom is one resource that can help them expand their vocabulary. For language learners, media is essential to vocabulary development. Students' interest and engagement in vocabulary learning have been proven to be improved by a variety of interactive media, including games, songs, and pictures (Permana, 2020).

One of the main challenges in teaching English vocabulary, especially for beginners, is creating effective and interesting learning methods to increase motivation and language skills. For students who are interested in learning English, learning vocabulary is very important (Ajisoko, 2020). However, most teachers still tend to use conventional learning methods. Therefore, innovations are needed that utilize digitalization. In recent decades, studying English as a foreign language has undergone significant changes due to the advancement of digital technologies. Advances in technology make it essential to use when learning vocabulary and there is no denying that the use of apps affects learning outcomes (Puspitasari et al., 2022). Finding entertaining material that inspires students to study English can be made easier for teachers with the help of useful web resources. In the meantime, teachers play a crucial role in introducing and guiding pupils' usage of technology (Nasrul et al., 2023). Using the Duolingo app to teach vocabulary is one of them.

Duolingo is very effective for hourly language tests that can be implemented by teachers in the classroom, especially in Indonesia (Harahap & Daulay, 2023). The Duolingo application is becoming more and more popular as the primary option for learning. An application-based language learning platform called Duolingo was created with the idea of gamification in mind, which makes learning more engaging and user-focused. Because the Duolingo site offers users interactive games and

graphics, it is thought to be more entertaining and interactive, thus students will spend a lot of time learning a language. With its abundance of images and colors, the application's visual activity boosts students' motivation to learn (Saraswati et al., 2021).This application also provides interactive exercises that cover vocabulary, grammar, and listening and speaking skills, with automatic evaluation and feedback that help students understand their progress.

When learning a language, the Duolingo app is ideal for novices or people who do not know much about the fundamentals of English. One of the languages that can be expanded using this application is English (Tiara et al., 2021). This application is intended for all ages, from children to adults (Sari et al., 2023). Because of the way the Duolingo program is made, users can keep getting better at the language at any time and from any location. Duolingo is a game-like learning platform that makes learning engaging and simple. Duolingo was able to win award for this innovation because of how well the gamification strategy works to help a lot of people learn new things (Widyastuti & Kusumadewi, 2018).

The Duolingo application has become a novelty in the world of digital-based education for learning foreign languages and for those who want to become proficient in English. According to Jaskova (2014), Duolingo is the way of the future for language learning and communication worldwide. An program called Duolingo makes learning languages enjoyable and simple, allowing users to play with the app instead of feeling like they are studying. There are many languages on offer, and most importantly Duolingo can be used for free. This application has been used in various countries around the world, especially in learning English.

Numerous earlier academics have examined and tested the efficacy of the Duolingo program in teaching English vocabulary. Some studies that are relevant to this study are studies conducted by (Hardiyanti et al., 2021). In this study, the author taught seventh-grade pupils at MTs Mahyajatul Qurra' Lassang in Takalar English vocabulary using the Duolingo app. The author successfully used a test to gather data in an attempt to address the questions posed by the author. To determine the efficacy of the study findings, the author provides the following explanation. Students' vocabulary skills are undoubtedly improved by Duolingo. This is because Duolingo is a cutting-edge tool for teaching novices English vocabulary.

Additionally, as demonstrated by several features of the application, students in Class 3 A MI Tarbiyatul Islam can benefit from using the Duolingo software by expanding their English vocabulary, such as the evaluation of pupils' starting skills which then greatly affects the level to be passed, then features that can attract students' interest, then the repetition and practice question features.. Only then was it decided to be applied in selected classes. The trial class was initially chosen as an experiment, it turned out that the results were extraordinary, the increase was quite high as a result of using the Duolingo application (Aisyah & Hidayatullah, 2023). Other researchers explain that Duolingo program works well for teaching vocabulary (Indrasari et al., 2024; Aulia et al., 2020; Yuwono, 2022; Ananda et al., 2024),

Even yet, there are numerous pertinent studies that demonstrate how well the Duolingo program works to help students' vocabulary in a variety of learning contexts. Nevertheless, despite the relatively modest number of studies, there are also others that report the opposite findings. Loewen et al.'s (2019) research is

either the opposite of or inconsistent with earlier research that has been previously explained. According to the study's findings, participants chose to discontinue their language learning before the predetermined timetable because they were dissatisfied with the learning resources offered by the Duolingo app.

The differences in the results of previous studies cause and create the gaps. The gap is a condition where previous research has been conducted, but there are still areas that have not been studied properly so that this triggers researchers to carry out additional studies regarding the efficacy of Duolingo in vocabulary instruction.

Thus, the purpose of this study is to evaluate how well Duolingo works for teaching English at the Language Center. This study's primary goal is to assess how much vocabulary learning using Duolingo is superior to more conventional teaching techniques used in camp classes. It is anticipated that this project will yield hard data on Duolingo's efficacy in high-stakes learning scenarios like camp classes, as well as its implications for future English language instruction.

METHOD

The Nonequivalent (Pretest and Posttest) Control Group Design is the most often utilized paradigm in quasi-experimental research, claims Creswell (2018). The experimental group, which got treatment, was compared to a control group in the study.

During the Camp class activities, which took place from 5 to 6 a.m. and 6-7 p.m., this study was carried out at the Language Center In Kediri. Students that were enrolled in Language Center made up the study's participants. They were Mena and Bidan classes. Eighteen students from the class Bidan made comprised the experimental group. Eighteen pupils from class Mena made up the control group.

Both the class of Mena and Bidan took pretests and posttests; only the experimental class got treatment. The experimental class learned English vocabulary with the Duolingo app. In contrast, the control group They either received no treatment at all or received some treatment traditional English vocabulary instruction without the use of the Duolingo app. Thus, a quasi-experimental study was the research design employed.

Table 1. Research Design of Nonequivalent Control Group Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class	01	X	03
Control Class	02	-	04

Source: Sugiyono (2012)

A sentence completion test served as the study's research tool. The researchers modified a vocabulary mastery test at the B1–B2 level to use in this investigation from the British Council through the websitehttps://learnenglish.britishcouncil.org/vocabulary/b1-b2-vocabulary. The posttest and pretest consisted of ten questions each.

Two data analysis tests were performed in this study using the statistical tool of SPSS version 22: the analysis precondition and hypothesis tests. The analysis precondition test involved verifying whether the subjects in the Mena and Bidan

class were normal and homogenous prior to conducting a hypothesis test between the Mena and Bidan class using the independent sample t-test.

FINDINGS

At a Language Center, a thorough data analysis comparing the impact of traditional teaching methods and the Duolingo app on students' acquisition of English vocabulary produced some intriguing and significant results.

In order to improve students' vocabulary competency, this study attempts to find out how well the Duolingo program teaches English vocabulary. Pre- and post-test results for vocabulary knowledge varied between the 18-student Mena class, which was the control group, and the 18-student Bidan class, which was the experimental group. While the control group received education without the Duolingo program (conventional), the experimental group of students was taught using the Duolingo application. To evaluate the students' initial vocabulary, the experimental and control groups received identical pretest questions. Additionally, the Duolingo application was used to teach vocabulary to the experimental class, whereas more conventional methods or no Duolingo program were used to teach vocabulary to the control group. The identical posttest questions were given to each class in order to gauge the students' ultimate vocabulary ability.

Students were given a series of questions regarding their proficiency with English vocabulary at levels B1–B2 in both the pre-test and post-test. The experimental class's pre-test and post-test results are shown in Table 1, whereas the control class's results are shown in Table 2.

Table 2. Scores of Students' Pre-Test and Post Test in Experimental Class

No	Student's Initial	Pre-Test	Post-Test	Gained
1	IHFB	70	80	10
2	MRM	60	85	25
3	MARA	60	80	20
4	EA	70	80	10
5	MAG	75	85	10
6	MAR	85	90	5
7	MUH	85	90	5
8	OAL	75	95	20
9	RJST	80	95	15
10	RHH	60	80	20
11	RACE	70	85	15
12	ZMA	75	80	5
13	IBTYR	85	90	5
14	PR	50	75	25
15	ASA	70	85	15
16	AAN	80	85	5
17	ALDA	45	90	45
18	MRM	55	95	40

The Bidan class's pre-test and post-test results are shown in Table 2. Prior to using the Duolingo program, the pre-test score was acquired, and following therapy, the post-test score was acquired which entailed using the Duolingo program to teach vocabulary, was administered. One individual obtained the lowest post-test score of 75, while three others obtained the highest score of 95.

Table 3. Scores of Students' Pre-Test and Post Test in Experimental Class

No	Student's Initial	Pre-Test	Post-Test	Gained
1	ATT	55	60	5
2	NM	45	55	10
3	DBPY	70	80	10
4	NK	65	70	5
5	RNY	60	65	5
6	SNF	50	60	10
7	TRN	60	75	15
8	DHT	75	80	5
9	DRM	70	70	0
10	J	65	75	10
11	KAR	70	80	10
12	DFJSM	65	70	5
13	DZL	60	75	15
14	NASS	40	55	15
15	RN	65	75	10
16	SK	55	65	10
17	AQKP	65	75	10
18	BAR	60	70	10

Although the Duolingo program was not utilized in the learning activities, the pre-test and post-test results for the Mena class were obtained after the teaching and learning process, as indicated in Table 3 above. This class does not receive the same treatment as the experimental class because it is a control class. Using traditional methods, teachers are the only ones who provide guidance. Three people received the highest post-test score of 80, while one person received the lowest score of 40.

Using the SPSS Version 22 statistical program, the researcher initially displays the descriptive statistics of the study for further information.

Table 4. Output of Descriptive Analysis of Experimental Class and Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	18	45	85	69.44	12.113
Post-Test Experiment	18	75	95	85.83	6.002
Pre-Test Control	18	40	75	60.83	9.115
Post-Test Control	18	55	80	69.72	8.130
Valid N (listwise)	18				

The pre-test Bidan's average score for the experimental class was 69.44, its greatest score was 85, and its lowest score was 45, as shown in the above table. The Bidan class received an average score of 85.83, a maximum score of 95, and a minimum score of 75 in the post-test trial. Every student does more than what is required of them. The average score of the students in this Bidan class increased significantly when vocabulary was taught using Duolingo, indicating that the students' English improved. The average pre-test and post-test findings served as the foundation for this conclusion. With a minimum score of 55, a maximum score of 80, and an average of 69.72, the post-test Mena class performed better than the

pre-test Mena class, which had a minimum score of 40, a maximum score of 75, and an average grade of 60.83.

The following diagram compares the Bidan and Mena classes' pre-test and post-test outcomes. It is evident that students' English vocabulary has increased as a result of using the Duolingo app in comparison to more conventional teaching methods. Examining the bar graphs for the pretest and posttest:

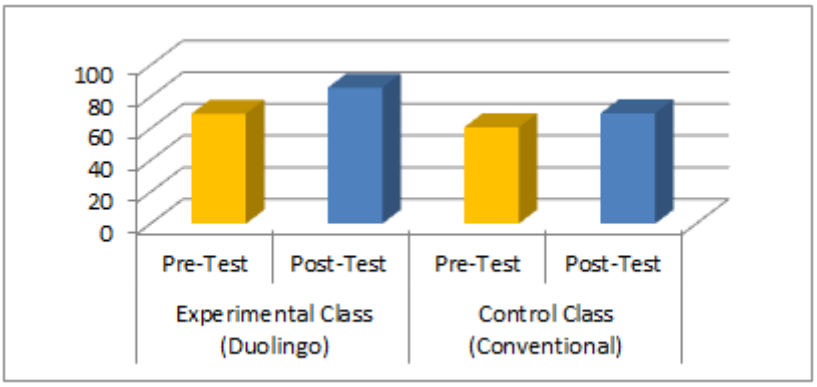

Figure 1. Diagram of Pre-Test and Post-Test Results for Experimental and Control Classes

The next step is to do prerequisite tests and hypothesis testing as follows, following the completion of the Bidan and Mena classes' pre-test and post-test:

Normality Test

In this study, to test data normality through SPSS version 22. However, in this study only Shapiro-Wilk will be used, this is because of the number of samples (n <50).

Table 5. Normality Test Output

Tests of Normality

Class		Kolmogorov-Smirnova			Shapiro Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Results	Pre-Test Experiment (Duolingo)	.185	18	.105	.934	18	.230
	Post-Test Experiment (Duolingo)	.168	18	.195	.918	18	.117
	Pre-Test Control (Conventional)	.186	18	.101	.933	18	.223
	Post-Test Control (Conventional)	.186	18	.099	.908	18	.080

a. Lilliefors Significance Correction

The aforementioned result indicates that the Shapiro-Wilk test's significance value (Sig.) is greater than α = 0.05 (5%) for all data, including controls and pre- and post-test experiments. The Shapiro-Wilk test indicates that the Bidan class pre-test sig. value is 0.230>0.05 and the Bidan class post-test sig. value is 0.117>0.05. Additionally, the Mena class's pre-test sig. value is 0.223>0.05, and its post-test sig. value is 0.080>0.05.

Given that the pre-test and post-test findings from the Bidan and Mena classes satisfy the normality test criteria, it can be said that the study data utilized is normally distributed.

Homogeneity Test

Researchers use SPSS version 22 in testing data homogeneity with the Levene Statistics formula.

Table 6. Homogeneity Test Output

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	1,387	1	34	.247
	Based on Median	1.385	1	34	.247
	Based on Median and with adjusted df	1.385	1	31,666	.248
	Based on trimmed mean	1.176	1	34	.286

According to the mean value, the post-test significant value for the Bidan and Mena classes is 0.247, as indicated in Table 6 above. At 0.247, the significance threshold is greater than 0.05. Therefore, it can be concluded that the Bidan and Mena groups' post-test variances are equivalent or homogeneous.Thus, this study can proceed to the hypothesis test using homogeneous data.

Hypothesis Testing (Independent Sample T-Test)

The independent sample-t test is then used to test the hypothesis in order to ascertain whether the vocabulary mastery of the pupils in the experimental class and the Mena class differs significantly with the Duolingo application and without the Duolingo application (conventional) after normality and homogeneity tests have been completed and the data in this study have satisfied the requirements for these tests. The researcher employed the findings of the independent sample t test computation using SPSS to address the formulation of the research topic and ascertain if the Duolingo program is beneficial in enhancing students' vocabulary knowledge.

Table 7. Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Results	Experimental Class Post-Test (Duolingo)	18	85.83	6.002	1.415
	Post-test Control Class (Conventional)	18	69.72	8.130	1,916

The average post-test scores of the Bidan class that received therapy in the form of learning English vocabulary via the Duolingo application, which is 85.83, differ significantly from the group statistics table above. However, the Mena class, which using conventional means without the use of the Duolingo app, had average post-test scores of 69.72.

Table 8. Independent Sample T-Test Output

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Results	Equal variances assumed	1,387	,247	6,764	34	,000	16,111	2,382	11,270	20,952
	Equal variances not assumed			6,764	31,288	,000	16,111	2,382	11,255	20,967

Based on the independent sample t-test computation above, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected with a Sig. (2-tailed) value of 0.000 <0.05. This suggests that teaching vocabulary mastery to students using the Duolingo app has different results than teaching them using traditional techniques or without the app. The average post-test score of the Bidan class is significantly higher than that of the control group, indicating that the Duolingo app is a very effective tool for assisting students in improving their vocabulary in English.

DISCUSSION

The key findings of this study reveal that the use of the Duolingo app for teaching English vocabulary significantly enhances students' vocabulary skills compared to both the traditional teaching method and no treatment at all. The experimental group, which used the Duolingo app, demonstrated a significant improvement in their vocabulary skills, as evidenced by a notable increase in their post-test scores. Statistical analysis using SPSS (independent sample t-test) showed a p-value of 0.000, indicating a statistically significant difference between the experimental and control groups. The average pre-test score of the experimental group increased by 69.44 points, while the post-test score improved by 16.39 points, further confirming the effectiveness of the Duolingo app as a tool for vocabulary acquisition.

The results suggest that the Duolingo app is a highly effective tool for enhancing vocabulary acquisition among students. The statistically significant improvement in vocabulary scores among the experimental group points to the benefits of gamification and interactive learning environments provided by the app. The nature of the app, which integrates visual aids, audio prompts, and game-like exercises, likely contributed to the increased engagement and motivation of students. By moving away from traditional teaching methods, the Duolingo app seems to offer a more engaging and efficient way for students to acquire and retain vocabulary, especially for language learners at the B1-B2 level. The increase in post-test scores, albeit slightly smaller than the pre-test improvement, suggests that the app had a sustained positive effect on vocabulary retention.

These findings align with previous research that supports the use of technology and gamification in language learning. For instance, studies by Lutfi (2021) and Hidayati et al. (2021) have highlighted the positive impact of Duolingo and similar applications on language acquisition, particularly in vocabulary learning. Gangaiamaran and Pasupathi (2017) and Taalas et al. (2018) also emphasize the advantages of incorporating technology into language instruction, noting how it enhances student engagement and language proficiency. Additionally, research by Aisyah & Hidayatullah (2023), Indrasari et al. (2024), and others corroborates the idea that Duolingo's gamification features provide a fun and interactive way for students to enhance their language skills, reinforcing the results found in this study.

The implications of this study are significant for both educators and students. For educators, this research suggests that incorporating technology, specifically gamified platforms like Duolingo, can be an effective strategy to enhance vocabulary instruction and improve student engagement. By integrating such tools into their teaching practices, teachers can provide a more interactive and enjoyable learning experience, which could lead to better student outcomes. For students, the use of Duolingo offers a self-paced and less intimidating approach to learning vocabulary, which could increase their motivation and confidence in language learning. The results also suggest that students may continue to use the app outside of the classroom, further reinforcing their learning and fostering independent study habits.

Despite the promising results, there are a few limitations to consider. First, the sample size in this study was relatively small, consisting of only 36 students, which may limit the generalizability of the findings. Additionally, the study was conducted in a specific educational context (the Mena Class), and the results may not necessarily apply to other groups or language levels. The study also focused solely on vocabulary acquisition, so the effectiveness of Duolingo in improving other language skills, such as grammar or speaking, remains unclear. Furthermore, the study did not track long-term retention of vocabulary, so it is unknown whether the improvements observed were sustained over time. Lastly, the study did not explore how students' prior experience with language learning apps might have influenced their results.

Future research should aim to address the limitations identified in this study and explore several directions. Expanding the sample size and conducting the study in diverse educational settings could provide a more comprehensive understanding of Duolingo's effectiveness across different contexts. Longitudinal studies could be conducted to assess whether the improvements in vocabulary retention are sustained over time. Moreover, future studies could examine the impact of Duolingo on other language skills, such as speaking, listening, and writing, to determine its overall effectiveness as a language-learning tool. Finally, investigating the influence of students' prior familiarity with gamified learning platforms or their intrinsic motivation could help further explain the variation in outcomes and improve the design of future interventions.

CONCLUSION

Considering the findings of the researchers' statistical analysis using SPSS version 22 and the previously described debate, significant and fascinating conclusions may be taken from this study. In particular, it has been demonstrated that the Duolingo program works well for improving pupils' English vocabulary. The independent sample t-test calculation provides a statistical demonstration of this (Sig. (2-tailed) value of 0.000 <0.05), indicating a difference in vocabulary mastery outcomes between students taught with the Duolingo application and those taught with traditional methods or without the Duolingo application. Furthermore, according to the descriptive test, the Bidan class's average pre-test score (69.44 before using the Duolingo program) and post-test score (85.83 after using the Duolingo application) increased by 16.39 and 16.39, respectively.

The rise in these outcomes when compared to simply employing conventional techniques suggests that the Duolingo app, which employs a gamification strategy that incorporates the idea of learning while having fun, is highly successful in teaching English vocabulary in the classroom, particularly in terms of enhancing students' vocabulary abilities.

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A SOCIOPRAGMATIC ANALYSIS OF SYMPATHY AND EMPATHY EXPRESSIONS ON INSTAGRAM: INSIGHTS FROM A VIDEO OF CHILDREN IN GAZA

Mawar Puspitasari[1]*, Siti Zuhriah Ariatmi[2]
[1,2]Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta, Indonesia

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*Correspondence:
mawarrrp05@gmail.com

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ABSTRACT

The genocide committed by Israel in Gaza is still ongoing to this day. This action has received enormous attention from people from all over the world because it has claimed many victims ranging from children, adults, to the elderly. The purpose of this study is to describe the types of expressions of sympathy and empathy and to clarify the intention of sympathy and empathy expressions given by Instagram users to videos of children in Gaza. This study used a qualitative descriptive method. This study used observation and documentation methods to find the data. Research reveal that there are 2 types of sympathy, namely passive sympathy and active sympathy. This study also reveals that there are 3 types of empathy, namely cognitive empathy, emotional empathy, and compassionate empathy. As for the type of intention, 13 speech acts were found in this study, namely requesting, begging, proposing, vowing, thanking, apologizing, regretting, lamenting, blaming, praising, wishing, condoling, and criticizing. The findings of this study can be used to broaden understanding and make it easier for readers to distinguish expressions of sympathy and empathy.

Keywords: *Empathy; Instagram; Socio-pragmatics; Speech act; Sympathy*

ABSTRAK

Aksi genosida yang dilakukan oleh Israel di Gaza masih terus berlangsung hingga saat ini. Tindakan ini mendapat perhatian yang sangat besar dari masyarakat dari seluruh dunia karena telah memakan banyak korban mulai dari anak-anak, orang dewasa, hingga orang tua. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis ungkapan simpati dan empati serta memperjelas maksud ungkapan simpati dan empati yang diberikan oleh pengguna Instagram terhadap video anak-anak di Gaza. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini menggunakan metode observasi dan dokumentasi untuk mencari data. Hasil penelitian menunjukkan bahwa terdapat 2 jenis simpati, yaitu simpati pasif dan simpati aktif. Penelitian ini juga mengungkapkan bahwa terdapat 3 jenis empati, yaitu empati kognitif, empati emosional, dan empati kasih sayang. Sedangkan untuk jenis maksud, ditemukan 13 tindak tutur yang ditemukan dalam penelitian ini, yaitu meminta, memohon, mengusulkan, bersumpah, berterima kasih, meminta maaf, menyesal, meratapi, menyalahkan, memuji, mendoakan, berbelasungkawa, dan mengkritik. Temuan penelitian ini dapat digunakan untuk memperluas pemahaman dan memudahkan pembaca dalam membedakan ungkapan simpati dan empati.

Kata Kunci: *Empati; Instagram; Sosio-pragmatik; Simpati; Tindak tutur*

INTRODUCTION

The current situation in Palestine, especially in Gaza, as of September 2024, is extremely dire and heartbreaking. It is marked by massive genocidal attacks carried

out by the Israeli army, which often hit civilian infrastructure such as schools, residences, and even refugee camps. Genocide is a flagrant breach of the law and is considered an international crime, according to Mangku & Narayani (2022). More than millions of Palestinians have been killed, many of the civilians were displaced. The humanitarian crisis is worsening due to the lack of clean water sources, food supplies, and medical supplies for the local residents. The Gazan people are unable to flee the atrocities that take place every day and are caught in a never-ending cycle of poverty and violence.

Following the conflict, mental health problems have increased, especially among children and adolescents, and symptoms connected to trauma are predicted to last, Beiraghdar et al., (2023). The lack of access to essential services exacerbates the situation even further, making it difficult for the Palestinian population to survive. According to Buheji (2024), bombings have reportedly destroyed or seriously damaged commercial stores and warehouses that hold food and other necessities. The suffering experienced by the Palestinians, especially in Gaza, has actually started since 1948, but has not received massive attention from the international community.

Recently, the issue of genocide committed by the Israeli army against the people of Gaza has become a hot topic of discussion and has opened the eyes of the international community, both online and in the real world. Majeed (2023) state that human rights activists see the Palestinian issue as a humanitarian crisis that is developing rather than just a political conflict. Millions of people throughout the world are now actively calling for justice for the Palestinians as a result of the tragedy in Gaza. A general awakening has also resulted from this newfound focus, with more people realizing the seriousness of the issue and the pressing need for international engagement both online and offline.

In the real world, many internationals have announced their support for Palestine. This can be seen from the many demonstrations and humanitarian movements to fight against the atrocities committed by Israel against the Palestinians. Many people also raise humanitarian donations to help the food and medical equipment crisis for the Palestinians. On the other hand, in cyberspace, people also often voice their support for Palestine through posts on social media.

According to Gupta (2021), people are spending more time interacting online than in person, which appears to be a result of the constant rise of social networking services. One of the social media users, especially Instagram users, @motaz_azaiza, who is also a Palestinian reporter and journalist, often posts the latest conditions experienced by the Palestinians, ranging from bombings, civilian deaths, and even the brutality of the Israeli army. With almost 17.7 million Instagram followers, in every post about the latest conditions in Palestine, Motaz gets many comments from netizens, both comments expressing support, sadness, condolences, and also sympathy and empathy for what the Palestinians are experiencing.

The most common comments expressed by Instagram users on Motaz's posts about the conditions in Gaza are expressions of sympathy and empathy. In social life, people often cannot distinguish the difference between sympathy and empathy. In fact, they are two different things. Sympathy refers to such sentiments of pity and sadness for another person’s unfortunate circumstance, while empathy refers to the capacity to comprehend and experience another person’s feelings. According to

Lishner et al., (2011), sympathy is the sharing of feelings with another person. According to Darwall (1998), empathy is the capacity to comprehend the feelings, ideas, and emotions of another individual. Svenaeus (2015) states that empathy is usually evoked when we see somebody displaying intense emotions, most frequently connected to suffering.

Expressions of sympathy and empathy are a form of expressive speech act. According to Yule (1996), speech acts are actions carried out through utterances. Ilie & Norrick (2018) define an expressive speech act as a speech action that serves to convey the speaker's emotions toward a circumstance or occurrence that is mentioned in the propositional substance of the utterance. Other examples of expressive speech acts are thanking, condoling, apologizing, sympathizing, and any others.

In interpersonal communication, the terms "sympathy" and "empathy" can be used to describe a wide range of emotions and situations, including grief, anguish, regret, and many more. In those circumstances, people typically use words to express their feelings and to show empathy and sympathy. Empathy and sympathy can be indicators of a person's humanity. Empathy and sympathy are therefore necessary in society since humans are social creatures. However, in terms of terms, they are not the same.

To know the intention behind expressions of sympathy and empathy, listeners must know what they mean. Dey (2023) states that context of speech is the situation in which a discussion is occurring, encompassing elements like the geographical location, the speakers' connection, and their individual goals. Depending on the language use environment, the goal changes. Language is used to convey meaning and fulfill purpose. Depending on what the listener perceives, intent can mean several things. The goal is to understand the listener based on the subject of the conversation and the context of the utterance. Speech acts in an utterance can express intent.

A lot of interesting study has been done in the past by researchers on the investigation of sympathy and empathy. It includes Sari et al., (2014) which was aimed to explain the empathy and sympathy techniques as well as their purpose. According to the study's findings, six data points were identified as empathy utterances and 37 data points as sympathy utterances.

Study conducted by Vossen & Valkenburg (2016) which was aimed to examine whether and how using social media affects empathy. The results demonstrated that social media use is associated with a gradual rise in affective and cognitive empathy. In particular, those who used social media were better able to share their friends' emotions (affective empathy) and comprehend them (cognitive empathy).

Study conducted by Basra & Thoyyibah (2017) which was aimed to discover the speech act classifications that EFL teachers most frequently utilize in their instruction, the rationale behind their preference, and the implications of the chosen classification for the teaching and learning process. Three speech acts were identified by the findings: directive, representational, expressive, and commissive. The instructor uses directive speech acts mostly because they embrace the Communicative Language Teaching concept. The application of directed speech acts seems to have implications for raising pupils' levels of productivity.

Study conducted by Rahayu et al., (2019) which was aimed to examine the speech acts in the Frozen movie script. The results indicated that there are directives (32), expressives (10), representatives (37), and commissives (3). Every kind of speaking act conveys a distinct message.

Study conducted by Ariatmi (2021) which was aimed to explain the various forms of empathy and sympathy as well as their implicature. The theories of implicature by Grice, empathy by Goleman, and sympathy by McDougall were used to examine the research results. Users of the Facebook app provided the research's data. The results demonstrated that there are two varieties of implicature and two varieties of compassion.

Study conducted by conducted by Albashrawi et al., (2022) which was aimed to examine how people's demographics and social media usage affect Saudi Arabians' capacity for empathy, compassion, and well-being. The results indicated that social media use is significantly correlated with both age and income. Furthermore, there is an indirect correlation between social media use and people's wellbeing. Sympathy, not empathy, is a better way to express this indirect relationship.

Study conducted by Rusda, (2022) which was aimed to disclose the different forms of empathy and compassion and make clear the purpose of these expressions. Facebook users utilize 10 different types of intention, three different types of empathy, and two different types of compassion, according to the data.

Study conducted by Ambarwati and Ariatmi (2023) which was aimed to describe the various ways that empathy and sympathy are expressed, as well as their implicature. According to the results, there are 31 data points of manifestations of sympathy, of which 12 are active and 19 are passive. 2) There are twenty data points on empathy, nine of which are cognitive, six of which are emotional, and three of which are compassionate. 3) The ten implicature data are divided into two categories: two conventional implicature data and eight conversational implicature data, which are further subdivided into three generalized conversational implicature data and five particularized conversational implicature data.

Study conducted by Alam (2023) which was aimed to examine illocutionary speech acts in speeches about the national capital's move. The findings of this study indicate that speaking acts can be categorized. In other words, directive, declarative, aggressive, and commissive. According to the study's findings, one function of these speaking acts is to persuade a large audience with the viewpoints.

Study conducted by Yulian & Mandarani (2023) which was aimed to determine and explain the speech act forms using Searle's illocutionary act theory, as created by the seventh-grade international class instructor at SMP Muhammadiyah 1 Sidoarjo. The English as a second language teacher's speech was the main topic. The results demonstrated that in the English as a second language classroom, the teacher generates 266 utterances and four types of Searle's illocutionary acts.

Although there are many studies that investigate the analysis of sympathy and empathy, there are no studies that examine the sympathy and empathy given to children in Gaza, Palestine. The distinction is in the researcher's attempt to examine the sociopragmatics of the types and the intention of expressions of empathy and sympathy made by Instagram users in response to the video of children in Gaza that @motaz_azaiza posted on Instagram. This study examines the expressions of

sympathy expressed by Instagram users for children in Gaza, with the focus of the study being to describe the types of sympathy and empathy expressions and to explain the intentions of the expressions of sympathy and empathy given by Instagram users to the video of children in Gaza. The researcher hopes to finish earlier studies on social media comment analysis, particularly on Instagram, where the focus was on expressions of sympathy and empathy.

This study can have 2 points of view of benefits, namely theoretical benefits and practical benefits. Theoretically, this study will be useful for: (1) enhance theories in socio-pragmatic studies, particularly with regard to how sympathy and empathy expressions are created in a digital environment, and (2) discover how pragmatic elements of language, such as speech acts, implicature, and social context, affect how sympathy and empathy are conveyed. Practically, this study will be useful for: (1) English learners, (2) lecturer, and (3) future researcher.

METHOD

The researcher conducted a descriptive qualitative research. According to Creswell (2007), qualitative research is a research method to get the complexity of a problem in a study. Since this research does not involve the use of a statistical formula, descriptive qualitative research is employed. Because the data is verbally described and analyzed, qualitative research emphasizes processes and meanings (the subject perspective) and is descriptive in nature. The researcher uses qualitative type because the goals of this research are to describe the types of sympathy and empathy and to describe its implicature and its meaning.

The object of this study are sympathy and empathy expressions found on instagram comment section about the video of children in Gaza. The data of this study were written utterances containing sympathy and empathy expressions on the Instagram comment section which was posted by @motaz_azaiza that addressed to the children in Gaza. The data source of this study was taken from an Instagram video which was posted by @motaz_azaiza on 18th September 2024.

In this study, the data were gathered by the writer through methods of documentation and observation. The following were steps that were taken to collect the data: 1) observing all of the comments that given by Instagram user to the video of children in Gaza uploaded by @motaz_azaiza, 2) collecting and analyzing the comments that contains sympathy and empathy expressions, 3) analyzing the data that contains intention, and 4) making conclusions based on the objective of the research.

Triangulation employed in this study to get the validity of the data. Triangulation of data sources and data collection techniques through expert's judgment was conducted to obtain data validity. Three main theories were applied to analyze the data in this study, namely: 1) to describe the types of sympathy, the researcher uses the theory of sympathy by McDougall (2003). There are two types of sympathy, that are: active and passive sympathy, 2) while to describe the types of empathy, the researcher uses the theory of sympathy by Goleman (1996). There are three types of empathy, that are: cognitive, emotional, and compassionate, and 3) to describe the types of intention, the researcher uses the theory of intention by Searle (1979).

FINDINGS

The goal of this chapter is to address the problem statement that was developed in the first chapter. Data show that Instagram users expressed sympathy and empathy for children in Gaza, Palestina. The type of sympathy and empathy and its intention are examined.

Types of Sympathy and Empathy

Sympathy

Table 1. Types of Sympathy Expression

Sympathy Types	Frequency
Passive Sympathy	74
Active Sympathy	10
Total	**84**

Passive Sympathy

Passive sympathy is an expression of having feelings for other people without intending to assist them. Seeing someone else in suffering, fear, or discomfort can elicit this kind of sympathy, which is frequently symbolized by simple emoticons. Thus, passive sympathy is defined by the experience of grief or suffering that focuses on sentiments of pity.

(1) Ultraviolet: "*Poor babies*. They did not deserve this. Nobody does, but these innocent lives didn't even have a chance…"

(2) Dotmeem: "Ya Allah!! It is *hard to see these faces and knowing they are caught by terrorist attacks and lost their lives to genocide*."

(3) Fafezo: "Every single child had a life, dreams, hopes, parents who loved them. *Now they are gone, and they died in a cruel way that no one deserves to die in.* Still, there is no stopping this. I am ashamed of the indifference and of the lack of empathy that some people stand for!"

(4) Dellabruw: "Shame on us, shame on human kind, *extremely sad* that the good people do not outnumber the bad to stop the killing of 16000 innocent lives."

The four data representations above show Instagram users sympathizing with children in Gaza. In the first comment, the speaker uses the word *poor babies* to refer to the poor children in Gaza who lost their lives due to genocide. In the second comment, the speaker reveals that she can't bear to see photos of children in Gaza. In the third comment, the speaker expresses her pity for the poor children in Gaza who died in a very cruel way. In the fourth comment, the speaker expresses his sadness by emphasizing the number of deaths in Gaza. From all the data above, it can be concluded that Instagram users only feel pity and compassion for the children in Gaza without any willingness to help them, so the data is categorized as passive sympathy.

Active Sympathy

Active sympathy is the opposite of passive sympathy. Active sympathy is the urge to console, support, and defend someone and share feelings with others. Active sympathy encompasses sympathy and a readiness to comfort, support, or protect the victim.

(5) _rana_ abbas_: "*Prayers* to all those under the Gazan sky"

(6) aplus3nya: "They deserved Jannah, this world had nothing good to offer them. *My duas* go to their parents."

(7) only1catmorales: "*I will continue to pray over this region and to every person just...* what do you say it is absolutely horrific. The devil is seeking to destroy mankind. All I can do it pray for healing to happen. *I pray for peace. I pray for those feeling crushed.* I just cry for those babies even though I know they are with God at his feet in a better place. Yet still, it doesn't make it less that I ask God why. Why does it have to be like this. The devil is out to destroy all of mankind. Thank you, young man for getting these images out there for the work to see. I pray that continue to be protected so you can continue to do this."

(8) steph_9133: "I am so sorry little ones. Rip *we will continue to do what we all are doing in your memory*"

In the four data representations above, Instagram users expressed their sympathy and also the actions they took for the children in Gaza. In the first comment, the speaker wrote *Prayers*, which means that he acted to help children in Gaza through his prayers. In the second comment, the speaker wrote *Duas*, 'Duas' is a term in Islam that refers to a religious act in which we pray to Allah for His kindness and forgiveness, asking Him to grant us His favors and grant our wishes. In the third comment, the speaker emphasizes the word *pray* for the children in Gaza. In the fourth comment, the speaker writes that he will continue the humanitarian action to get justice for the people in Gaza. From the data above, it can be concluded that Instagram users not only express their sadness and compassion for the children in Gaza, but they have actions taken to help them, so the data is categorized as active sympathy.

Empathy

Table 2. Types of Empathy Expression

Empathy Types	Frequency
Cognitive Empathy	1
Emotional Empathy	59
Compassionate Empathy	3
Total	**63**

Cognitive Empathy

The ability to understand another person's emotional process, from an objective point of view, is known as cognitive empathy. It suggests that cognitive empathy considers people's circumstances from a variety of angles. It means that a

person with cognitive empathy may observe a situation from another person's point of view and comprehend what that person might be thinking or experiencing, even if they don't feel the same emotions.

(9) fi_ohall1: "Even though you see the images from Palestine everyday, *it's still hard to comprehend*"

From the data above, the speaker wrote that he tried or tried to understand the feelings or suffering of children in Gaza without any indication of feelings or direct emotional involvement, so the data is categorized as cognitive empathy.

Emotional Empathy

The ability to comprehend and experience another person's emotions is known as emotional empathy, or affective empathy. Some have referred to it as "someone pain in my heart." In addition, according to Ioannidou & Konstantikaki (2008), emotional empathy is the "ability" to share and understand another person's state of mind or emotions. This kind of empathy facilitates the growth of interpersonal emotional bonds.

(10) roamingproducer: "I physically feel pain in my heart. I'm not just saying it. *There's real pain*."

(11) amabtr: "*Feeling each and every one of those lives as my very own*. Never did imagined witnessing such horrors…"

(12) mom_and_a_half: "Can't stop crying! My god help gaza help humanity. *My heart is broken, I'm stressed and anxious, they are killing us mentally and physically*"

(13) burhanmeriam:"*I can't describe the rage I feel watching this*. Which other country in the world can kill so many innocent children without any kind of punishment nor condemnation."

From the four data above, Instagram users express their empathy for the children in Gaza which is marked by feeling sad and feeling the pain felt by them. In the first comment, the speaker wrote There's a real pain, which indicates that he really feels sad and hurt. In the second comment, the speaker wrote that he felt that the life was his and felt sad and hurt. In the third comment, the speaker wrote that he not only felt heartache, he even felt anxious and stressed when he saw the conditions in Gaza. In the fourth comment, the speaker wrote that he could not even describe how angry he was when he saw the genocide committed by Israel against Gaza. From all the data, it can be concluded that the speaker feels the same emotions as the victim, ranging from feeling sad, anxious, stressed, and even angry, so the data is categorized as emotional empathy.

Compassionate Empathy

Empathy that balances emotional and cognitive empathy and inspires one to take action to assist others is known as compassionate empathy. Beyond just comprehending and sharing the emotions of others, compassionate empathy, inspires us to take action and offer assistance in any way that we are able.

(14) marimar_35: "This is not ok, *pain fills my heart. I pray to Jesus everyday to put an end to this*... no words.... Lord we need you... we are one made in your image, protect the innocent #love #humanity #caring This is NOT ok!!!!"

(15) erinnarcise: "*My heart hurt for this world*. So much hate and evil on our precious children are paying price for another man's hates!!! *Prayers are with you all*!!!"

(16) veganmamaraquel:"Documented death. *The number is vastly higher.* RIP Angels. *We are working tirelessly for your justice*."

From the three data above, Instagram users expressed their empathy for the children in Gaza. Not only that, they also took action to help the victims there. In the first comment, the speaker said that she felt pain in her heart and wanted to continue praying to Jesus. In the second comment, the speaker said that he felt very hurt when he saw the conditions in Gaza and he prayed to God for the good of all the people there. In the fourth comment, the speaker said that he was saddened to see the number of deaths increasing and he promised to continue to fight for justice for the people of Gaza. From all the data above, it can be concluded that the speakers not only feel the same emotions as the victims, but they also take action to help the victims through prayer and also humanitarian actions to fight for justice, so the data is categorized as compassionate empathy.

Types of Intention

Table 3. Types of Intention

Speech Act Types	Intention	Frequency
Directive Speech Act	Requesting	2
	Begging	5
Commissive Speech Act	Proposing	1
	Vowing	1
Expressive Speech Act	Thanking	3
	Apologizing	7
	Deploring	23
	Lamenting	63
	Blaming	3
	Praising	2
	Wishing	15
	Condoling	9
	Criticizing	13
Total		143

Requesting

According to Searle and Vanderveken (1985), a request is an illocutionary act that gives the hearer the choice to accept or reject the action being asked.

(1) vegan.karenu: "So many beautiful soul – my heart breaks. *Is there no one in this world who will stop Israel/ US*?"

In the data above, the speaker wants to ask or make a request that there are people or countries that can stop the attacks carried out by Israel and the US for people in Gaza. The speaker expresses his request in the context, so it can be categorized as requesting.

Begging

John Searle and Vanderveken (1985) define begging as a modest request made in response to a strong need or desire.

(2) daniella639_: "*Please* God don't leave these beautiful children alone. *Please* bring the people of Palestine justice. Bring them peace and healing. And the ones that are now angels, please wrap them in your love forever. I'm just screaming into the void every single day. I don't understand how this can be the world we live in."

In the data above, the speaker wrote the word *please which* means a pleasant addition to orders and commands, if the speaker would be so accommodating, which indicates that the speaker wants to ask God for justice and also peace for the people of Gaza. The speaker expresses his strong request to God in the context, so it can be categorized as begging.

Proposing

A proposal is an act in which the speaker promises to do something in the future, usually in relation to agreements or choices

(3) _bby.jvybvck: "Is there any way a family can *adopt* a child whom survived? I'd truly love to"

In the data above, the speaker wrote the word *adopt* which means the action to choose to enter into a relationship with (someone or something) legally, which indicates that the speaker is questioning whether adoption is possible. The speaker proposes his desire to adopt the children in Gaza in the context, so it can be categorized as proposing.

Vowing

According to Searle and Vanderveken (1985), making a vow is an act that is driven by a particular desire but hasn't been carried out. Vowing refers to making a significant, frequently public commitment to do something or see something happen in the future.

(4) Oussamaqhse: "Birds of Jannah, *Israel and US will pay for it someday.. It may take time, but the day is coming*."

In the data above, the speaker conveys a sense of commitment to a future conclusion by expressing a strong intention or belief that Israel and the US will eventually face consequences. The speaker is declaring with certainty what the future holds in that context, so it can be categorized as vowing.

Thanking

According to Searle (1976), expressing gratitude for the assistance of others is what is meant by being thankful. Moreover, Vanderveken and Kubo (2001) define saying "thank you" as expressing thankfulness (sincerity criterion).

(5) Bizzyleecham: "So heartbreaking, *thank you* for creating this to help document lives lost in horrible violent circumstance"

In he data above, the speaker is grateful to Motaz Azaiza (the owner of the Instagram account) for documenting the death of many lives who died in a cruel way and publishing it on Instagram in order to get attention from the outside community. Speakers thank others for what they have done in that context, so it can be categorized as a speech act thanking.

Apologizing

An apology is essentially a statement of regret. It is used when a speaker expresses remorse or sadness about an activity for which they bear responsibility (Searle & Vanderveken, 1985).

(6) Its.sandralis: "I can't stop weeping! My heart has never felt so heavy. *I'm so sorry that we are efforts have failed every child in Gaza*."

In the data above, the speaker apologizes to the children in Gaza because she feels that her efforts to save the children in Gaza have failed. The speaker apologizes to children in Gaza in this context, so it can be categorized as a speech act of apologizing.

Deploring

Deploring is the act of weeping or moaning to convey feelings of indignation, sadness, disappointment, or deep regret (Searle & Vanderveken, 1985).

(7) Cyckateechel:"Unbelievable and terrifying this is happening in this world and *people are turning a blind eye*"

In the data above, the speaker emphasizes the lack of attention or action from others while also expressing a profound sense of shock, terror, and annoyance about a cruelty that is taking place in Gaza. The speaker expresses her sadness, regret and disapproval of people who do not sympathize with what is happening in Gaza, so it can be categorized as a speech act deploring.

Lamenting

According to Searle and Vanderveken (1985), lamenting is classified as an expressive illocutionary act that entails expressing regret or sadness for a situation that has happened in the past or present.

(8) silv.iaaa: "The way these are literally just babies, *just children that didn't get to grow up*"

In the data above, the speaker evokes feelings of sadness and melancholy over the innocence and potential loss of children in Gaza. The speaker shows a strong emotional response by expressing sadness for the tragedy that befell the children in Gaza in the context, so it can be categorized as a lamenting.

Blaming

According to the Oxford Dictionary, "blaming" is the act of believing or stating that someone is to blame for anything negative.

(9) 3012zainab: "I can't look at this video without lowering my gaze. Can't look at all these beautiful children *we failed badly*!"

In the data above, the speaker considers themselves (and perhaps others) responsible for the failure, as evidenced by the use of the pronoun we. In his utterance, the speaker blames herself and others for feeling like they failed to save the children in Gaza, so it can be categorized as a speech act of blaming.

Praising

In general, praise expressions are affirmative remarks that indicate appreciation or approval for individuals, things, or concepts. According to the Oxford Dictionary, praising someone is a way to demonstrate agreement or respect for them.

(10) Fennyisnaedi: "They were *too beautiful and pure* for this world"

In the data above, a form of appreciation for the positive qualities or traits possessed by the person being talked about, in this case, the children. The expression of the speaker aims to appreciate or admire the Palestinian children in the context, so it can be categorized as a speech act praising.

Wishing

According to Searle (1976), a wish is a statement of the speaker's hope or desire for it to come true.

(11) Tariqsidrah: "I do not know what to say. *May Allah protect you all*"

In the data above, the speaker expresses a hope or prayer for the safety of people in Gaza. The speaker shows a desire for something good to happen to the people in Gaza, in this case the protection of Allah. The speaker express a hope or prayer for something that is desired in that context, so it can be categorized as wishing.

Condoling

According to Martinez (2013) condoling someone who has suffered grief due to loss or disaster is a gesture of sympathy.

(12) Karenbyrnetcm: "So sad that there doesn't appear to be any justice and peace in sight. *Rest in peace little angels*"

In the data above, the speaker express compassion or mourning for the loss of others, recognizing the anguish that comes with a tragic incident. In the context, the speaker expresses her condolences for the children in Gaza or what he calls little angels, so it can be categorized as a condoling speech act.

Criticizing

According to Searle (1976), criticism includes a wide range of evaluative assessments and analyses used to appraise, interpret, or evaluate many facets of concepts, works, performances, or behaviors.

(13) chistabelp147: "Children should not be involved in government wars and neither should any regular citizen in general this all bc of the government "leader" having petty disagreements and arguments and instead of coming to senses communicating like leaders should they just start wars and involve innocent people like it's fucking crazy how these people get to be leaders"

In the data above, the speaker criticizes the behavior of the leaders, calling them *petty* and *crazy*, and laments that they are allowed to hold such positions of authority. In this context, the speaker expresses his disapproval of the leaders and the government, so it can be categorized as a speech act of criticism.

DISCUSSION

Social media has become one of the most important tools to increase awareness of phenomena or events that occur in the outside community. This statement is supported by the findings of this study, which show that expressions of sympathy and empathy can be found on social media, especially Instagram. By applying McDougal's (2003) sympathy theory and Goleman's (1996) empathy theory, the types of sympathy and empathy in the Instagram comment section of Motaz Azaiza's post were managed to be found in this study.

For the first objective, this study found that there are 2 types of sympathy found in Motaz Azaiza's Instagram comment section, namely passive sympathy and active sympathy. Passive sympathy has 74 data. As for the type of active sympathy, there are 10 data. As for the type of empathy, researchers found that there are 3 types of empathy found in Motaz Azaiza's comment column, namely cognitive empathy, emotional empathy, and compassionate empathy. Cognitive empathy has 1 data, emotional empathy has 59 data, and compassionate empathy has 3 data. The results of this study have a correlation with previous research. First, research by Vossen and Valkenburg (2016) which aims to examine whether and how social media use impacts empathy. The theory of Computer Mediated Communication (CMC) was used to analyze the data. 516 families with at least two children between the ages of 10 and 14 made up the study's data. A questionnaire was employed as the data collection method. The findings demonstrated that over time, social media use was linked to higher levels of affective and cognitive empathy. Teenagers' usage of social media, in particular, improves their capacity for comprehension (cognitive empathy) and emotional sharing with their peers (affective empathy). Second, research by Rusda (2022) which aims to identify the various forms of empathy and compassion and to make clear the meanings behind these expressions. Searle's purpose theory, Goleman's empathy theory, and McDougall's sympathy theory were used to examine the study data. Facebook comments serve as the research's data source. Both documentation and observation were employed as data collection methods. The findings indicate that Facebook users employ 10 different types of intentions, three different forms of empathy, and two different types of compassion.

For the second goal of the study, this study tries to identify the intention behind the expressions of sympathy and empathy expressed by Instagram users in the comments section about the video showing children in Gaza uploaded by Motaz Azaiza. The meaning of a language in accordance with its context is called intent. The speech acts contained in the utterance can be used to determine the intent. Speech

acts are categorized using Searle's theory (1979). Declarative, assertive/representative, commissive, directive, and expressive are the five categories of speech acts he mentioned. In this study, 3 speech acts were found, namely commissive, directive, and expressive, except assertive/ representative and declarative. The declarative speech acts found in this study are requesting and begging. Then for commissive speech acts, proposing and vowing are found. The expressive speech acts found in this study are thanking, apologizing, deploring, lamenting, blaming, praising/flattering, wishing, condoling, and criticizing. The result is that the researcher found 147 intentions. These are: 63 data of lamenting, 23 data of deploring, 15 data of wishing, 13 data of criticizing, 9 data of condoling, 7 data of apologizing, 5 data of begging, 3 data of thanking and blaming, 2 data of requesting and praising, then the last or the least data is vowing and making requesting which only have 1 data. From the overall data, it can be seen that the most used intention by Instagram users in expressing sympathy is lamenting, while the least is vowing and requesting.

CONCLUSION

This study concludes several points from the analysis of the expressions of sympathy and empathy found in Motaz Azaiza's comment column about the video of children in Gaza. Researchers can conclude that there are 2 types of sympathy expressions, namely passive sympathy and active sympathy. From the results of the analysis that has been done, it can be seen that passive sympathy is more dominant than the active sympathy. It can be concluded that most social media users just want to express their sympathy for the people they see in the video post, without any desire to help them. Researcher also found 3 types of empathy, namely cognitive empathy, emotional empathy, and compassionate empathy. The most dominant type is owned by emotional empathy, followed by compassionate empathy, and the last or lowest is cognitive empathy.

This study found 13 types of intention, namely requesting, begging, proposing, vowing, thanking, apologizing, deploring, lamenting, blaming, praising/flattering, wishing, condoling, and criticizing. The most dominant intention expressed by Instagram users is lamenting, while the least is vowing and proposing. This indicates that most Instagram users want to lament their sadness and loss of Palestinian children.

This study only focuses on how Instagram users show sympathy and empathy, as well as the intentions behind the expressions of sympathy and empathy. Future researchers who want to study the same topic can compare expressions of empathy and sympathy on Instagram with other social media platforms (e.g. TikTok, Twitter, or Facebook) to get more comprehensive results and broaden the knowledge about sosciolinguistics, or more specifically knowledge about expressions of sympathy and empathy.

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QUESTIONING ALIENATION OF HUMANITIES DISCIPLINE IN ENGLISH EDUCATION CURRICULUM

[1]Rahmat Setiawan, [2]Ferra Dian Andanty*
[1,2] English Language Education Department, Faculty of Teaching, Universitas PGRI Adi Buana Surabaya

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*Correspondence:
ferradian@unipasby.ac.id

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ABSTRACT

The English language education curriculum tends to focus on technical language issues (skills) and educational aspects. In fact, language proficiency is acquired through practice, training, and habit. Educators must have cognitive, psychological, and sociological understanding. This is the problem: English language learning tends not to involve the humanities in its curriculum. This research aims to explore the factors that make the English Education curriculum less likely to include humanities disciplines while it has crucial impact to the quality of English teaching and learning. In methodology, the type of research is qualitative. The approach in this research is case study. The data collection technique in this research is Focus Group Discussion (FGD). The type of FGD used in data collection is Single Focus Group which supports an explorative space to support the provision of data in the analysis. There are three parts to conducting FGDs: pre-activity, activity, and post-activity. The research employs the thematic analysis technique. There are three main results can be drawn implicitly by the researcher from the perspective of the English Education lecturers: Theoretical-Based Orientation, Skillset Target, and Positivistic Ideology. Firstly, the English Education curriculum processes English language learning through theories. Secondly, the English Education curriculum focuses on the English language skillset. Thirdly, the English Education curriculum aims to produce English teachers who will teach English focusing on the learning process and the learners' internal problems in the classroom, not the learners' external problems.

Keywords: *Curriculum; English Education Department; Humanities*

ABSTRAK

Kurikulum pendidikan bahasa Inggris memiliki kecenderungan untuk difokuskan pada masalah teknis bahasa (*skill*) dan aspek kependidikan. Padahal kemampuan berbahasa didapat dari praktik, latihan, dan kebiasaan. Pendidik harus memiliki pemahaman kognitif, psikologis, dan sosiologis. Ini yang jadi permasalahan pembelajaran bahasa Inggris cenderung tidak melibatkan disiplin humaniora dalam kurikulumnya. Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang menyebabkan kurikulum Pendidikan Bahasa Inggris kurang memasukkan disiplin ilmu humaniora, padahal ini memiliki dampak krusial bagi pengajaran dan pembelajaran bahasa Inggris. Secara metodologis, jenis penelitian ini adalah kualitatif. Pendekatan dalam penelitian ini adalah studi kasus. Teknik pengumpulan data dalam penelitian ini adalah Diskusi Kelompok Terbatas (FGD). Jenis FGD yang digunakan dalam pengumpulan data adalah *Single Focus Group* yang mendukung ruang eksploratif untuk mendukung penyediaan data dalam analisis. Ada tiga bagian dalam melaksanakan FGD: pra kegiatan, kegiatan, dan pasca kegiatan. Penelitian ini menggunakan teknik analisis tematik. Ada tiga hasil utama yang secara implisit dapat ditarik peneliti dari sudut pandang

dosen Pendidikan Bahasa Inggris: Orientasi Berbasis Teori, Target *Skillset*, dan Ideologi Positivistik. Pertama, kurikulum Pendidikan Bahasa Inggris memproses pembelajaran bahasa Inggris melalui teori. Kedua, kurikulum Pendidikan Bahasa Inggris berfokus pada keahlian bahasa Inggris. Ketiga, kurikulum Pendidikan Bahasa Inggris bertujuan untuk menghasilkan guru Bahasa Inggris yang akan mengajar Bahasa Inggris dengan fokus pada proses pembelajaran dan permasalahan internal peserta didik di kelas, bukan permasalahan eksternal peserta didik.

Kata Kunci: *Kurikulum; Jurusan Pendidikan Bahasa Inggris; Humaniora*

INTRODUCTION

Professional development is an important aspect of teaching that allows educators to stay up-to-date with the latest trends. It is a never-ending process that helps teachers improve their skills and become more proficient in their work (Avalos, 2011; Molla & Nolan, 2020; Postholm, 2018). Of course, this competence allows teachers to achieve certain skills to deal with emerging situations, starting from the disruption of education technology (especially during the COVID-19 pandemic) (Chin et al., 2022), The dynamics of the transformation of curriculum guidelines and standards, to non-technical issues outside the classroom such as psychological, social, and even cultural factors. It is this last point (the discipline of humanities) that is crucial to discuss because its existence is not considered crucial, even though its consequences are felt quite strongly.

Educational psychology is a very important field for teachers as it provides them with knowledge of psychological theories and principles to guide their practice in the classroom. Educational psychology studies how students learn in different settings to identify approaches and strategies to make learning more effective (Schutz & Muis, 2023). They apply the science of psychology to improve the learning process and increase educational success for all students. Understanding educational psychology is important for teachers as it helps them understand students' motivations, social and environmental contexts, their learning history, and their strengths and weaknesses. Educational psychology helps teachers understand what students need to succeed in school and meet their specific needs. By applying theories of human development, educational psychologists help teachers understand individual learning and inform the learning process. In short, educational psychology is important for teachers because it helps them create a positive learning environment, understand students' needs and develop effective teaching strategies (Koyyada, 2020; Patrick et al., 2011; Poulou, 2005; Woolfolk Hoy, 2000).

Besides Psychology, Sociology is also an important subject for teachers to learn as it helps them understand the complex human relationships that exist within the classroom and outside of it. The sociology of education helps teachers to be aware of certain outcomes of group behaviour, and to understand the attitudes, values, and beliefs of the people around them, enhancing effective teaching and learning processes. This explains that the sociology of education has provided important insights into the way schools affect individuals and groups, and it is vital for teachers to study the sociology of education. Through the study of sociology, teachers can develop an understanding of individual differences and detect what is wrong with students. By studying sociology, teachers can think about each student on an

individual level and cater the curriculum to the needs of each student (Doherty et al., 2013; Guerrero Serón, 2007; Molla & Nolan, 2020; Shimbori, 1979). Therefore, sociology is an important subject for teachers to learn as it helps them understand the society around them and the individuals in it, which in turn can help them make better decisions in the classroom.

Apart from Psychology and Sociology, Cultural Studies is also very important for teachers as it helps them understand their students' diverse backgrounds and create an inclusive learning environment. By studying the culture of their students, teachers can gain a deeper understanding of their students' experiences, beliefs and values. This understanding can help teachers adapt their teaching methods to meet the needs of their students and create a more equitable learning environment (Cook et al., 2022; Green & Hickey, 2022; Trifonas, 2020). Cultural Studies can also help teachers recognise and challenge their own biases and assumptions, which can lead to more effective teaching practices. In addition, teaching cultural heritage can inspire students to learn more about their own culture and the cultures of others, promoting a more tolerant and accepting society (Dilekli & Tezci, 2020; Huang et al., 2021; Watkins & Noble, 2022; Webber, 2021).

Of course, there are many humanities disciplines that cannot be described here in detail, but we can see that their role is not considered as crucial as issues or topics about Learning Plans, Instructional Design, Learning Assessment and so on, as if teachers must understand these to be professional, even though teachers are service traders and they sell services to students. Students have various psychological, sociological, and cultural backgrounds. It can drive their critical and creative thinking. That is the essence of [critical] pedagogy. If we only focus on the technicalities of learning, we are indoctrinating them, whereas schools should liberate them towards their potential, thus, the absence of humanities approaches or disciplines is important to emphasise (Apple, 2012; Biesta, 2015; Utami & Alfian, 2017; Wattimena, 2018).

In other words, the purpose of this research is to expose the problem of the absence of humanities in Education study departments, even though Education study departments produce prospective educators. The absence of humanities disciplines could be one of the roots of how our generation has competence but is less able to develop due to teachers who do not understand students psychologically, socially, and culturally.

The novelty of this research can be seen from its comparison with research that explores the same field. The first is research written by (Hrastinski, 2021), entitled *Digital Tools to Support Teacher Professional Development in Lesson Studies: A Systematic Literature Review*. This research aims to investigate the use of digital tools to support teachers' professional development in lesson study. While lesson study models are typically based on the premise that teachers prepare and observe lessons in schools, the research reviewed suggests that digital tools open up new ways of conducting lesson study. Six themes on using digital tools to support teachers' professional development in lesson study were identified: analysing video from teachers' classrooms, analysing external video resources, fictional animation as a complement to video, structured digital lesson study work, hybrid teacher collaboration and digital teacher collaboration. In other words, the use of digital tools to support teachers' professional development in lesson study is important.

The next research is research written by (Hiew & Murray, 2021), entitled *Enhancing Huber's Evaluation Framework for Teacher Professional Development Programme*. This research presents a framework for evaluation through teacher professional development programs, which is based on Huber's (2011) evaluation theory. This research draws on a study of the English Language Teacher Professional Skills Enhancement (ProELT) programme in Sabah (Borneo), Malaysia. The research adopted an exploratory sequential design with mixed methods: questionnaire survey, individual interviews, and focus group discussions (FGDs). From the findings, four new components have been added to Huber's evaluation framework, namely: (1) participant selection, (2) incorporation of Adult Learning principles, (3) follow-up support, and (4) programme impact assessment. This enhanced framework makes a significant contribution to programme designers and providers, in providing them with additional guidance to consider when designing the pre, ongoing and post phases of a teacher professional development programme.

Other relevant research is written by (Giraldo, 2021), entitled *A Reflection on Initiatives for Teachers' Professional Development through Language Assessment Literacy*. This research examines the language assessment literacy initiative and its possible impact on teachers. It seeks to discuss the relationship that exists between language assessment literacy and teacher professional development. Language assessment literacy training can nurture teachers' knowledge and skills. In conclusion, advancing teachers' overall language assessment literacy can contribute to their professional development.

From the three studies presented above, it can be seen that teacher professional development always revolves around technical matters, or teaching and classroom matters, some see technology as a tool or instrument (media), some see evaluation as important, and some see improving language literacy as a crucial factor. All are technical and none look at the nontechnical factors that this study seeks to explore. This means that there is a newness to this research that tries to go beyond existing research related to teacher professional development.

This research novelty uniquely explores nontechnical factors in teacher professional development, an aspect that has been largely neglected in earlier studies. This study diverges from the prevalent emphasis in existing research on technical aspects—such as the use of technology as a teaching tool, classroom management strategies, evaluation techniques, and language literacy improvement—by also disseminating the teaching concentration on the humanistic, psychological, and sociocultural dimensions. This distinctive viewpoint provides a new insight into the ways in which teachers' professional development and teaching efficacy. On the other edge, detailed contributions are scattered on an area: expanding the scope of English teacher professional development and curriculum. It refers to developing the teachers' psychological repertoire, which transforms their teaching wisdom to innovate, teachers' sociocultural perspective, including diversity, equity, and inclusion in teacher-student interactions, which contributes in providing a more holistic approach to understanding students' growth. The curriculum, which is believed in years, contribute to the result of English the low-literacy in Indonesia, that is the point, why did not they try to drag back the essence of learning by providing humanistic literacy to the teachers and focusing on practical experiences? Humanities disciplines can a transformation, Language, in this context

is English, is doing, not knowing. In this point, this research conclusively proposes a provocative question: What systemic and ideological factors contribute to the marginalization/alienation of humanities in English education curricula?

METHOD

Approach

This type of research is qualitative. The approach in this research is case study. This approach was used because it is characterised by fundamental features such as intensive entailing the comprehensive collection and analysis of a substantial amount of data. Qualitative research primarily aims to comprehend the subjective experiences, interpretations, and viewpoints of individuals involved in the particular situation.

Data

The data in this study are statements which are coded by Q1 to Q5 with initialised name of the sources. The statements are taken from FGD (Forum Group Discussion) conducted with lecturers in an English Language Education Department. The source of data in this research is the transcripts of the FGD.

Participants

There are 3 lecturers (1 senior lecturer who have been teaching over 20 years, 2 novice lecturers who have been teaching for 5 years), who will be interviewed and they are from English Language Education Department in a university in Surabaya. All participants are English Language Education Lecturers with English Language Education Background in the level of Bachelor and Master. They are initialised with faked names: Sky, Sea, and Sun. Five main questions (Q1-Q5) were posed to the participants as discussion starters: 1) why is the English language competence index of our society (Indonesia) low? 2) What is the main purpose of planning an English Language Education curriculum? 3) Why unlike Indonesian Language Education which involves many sciences, such as psychology, sociology, literature, and linguistics, English Language Education tends to prioritise linguistics over literature, even though in literature, we learn morals, environmental criticism, gender equality, social issues, and so on? 4) What do English teachers expect? Whereas to be able to speak English, people can choose more intensive Tutoring Institution options? and 5) what do you think about humanities disciplines in the universe of English Education?

Data Collection

The data collection technique in this research is FGD. The type of FGD used in data collection is Single Focus Group which supports an explorative space to support the provision of data in the analysis. There are three parts to conducting FGDs: pre-activity, activity, and post-activity. In the pre-activity phase, what was prepared were: 1) Determining the objectives, 2) Developing a list of questions to lead the discussion, 3) Recruiting discussion participants relevant to the topic, 4) Scheduling and preparing the date, time, and location, as well as agreement, consent, and determination of the method for recording. In the activity phase, what was done were: 1) Welcome and introduction, 2) Asking questions, 3) Responding to maintain objectivity, 4) Recording key points and quotes, and 5) Summarising key points. In the post-activity phase, what was done was: 1) Reviewing the recordings/notes, and

2) Transcribing the recordings or analysing the notes to identify themes (looking for patterns, recurring points, and contrasting perspectives).

The research employs the thematic analysis technique. It is utilized due to its adaptability in addressing the thematic issues encountered in the data mining process, allowing for the adjustment of data exploration based on the categorized discoveries (Christou, 2023; Majumdar, 2022; Rosairo, 2023). The process of data analysis involves the following steps: (1) becoming acquainted with the data; (2) converting the data into numerical form and masking the names of subjects; (3) constructing themes; (4) verifying the themes; (5) defining the themes at the start of each exploration segment; and (6) doing the analysis.

FINDINGS

It is crystal clear, in the FGD that has been conducted, there are five key questions to spark the discussion. The first question was related to the reasons why Indonesian people have low English literacy. The second question was related to the most substantive aims and objectives of the English Education study programme. The third question related to the comparison between Indonesian and English Education which is quite contrasting, where Indonesian Education involves more linguistic and literary studies, compared to English Education which focuses too much on skills. The fourth question refers to the expectations of the lecturers who created the curriculum to produce reliable English educators, if only to be able to speak English, many tutoring institutions offer the same thing. The fifth question refers to what their views are related to expertise in the humanities which actually supports the completeness of teaching competencies for educators, including English educators. From the long and rigorous discussions that have been conducted based on the five main questions, three main results can be drawn implicitly by the researcher from the perspective of the English Education lecturers: *Theoretical-Based Orientation*, *Skillset Target*, and *Positivistic Ideology*.

In the first question, related to the low English literacy of Indonesians, Sky said that the government is not serious in mobilising English literacy, so the environment and society are not supportive. He also added that the school and its curriculum cannot guarantee competence if it is not supported by the environment. This can be seen from the following quote, "... uhm, it's difficult. In Indonesia, it seems that the government is not serious about creating an ecosystem that builds English literacy organically ... speaking English, being made fun of by friends, parents don't care ... the teacher's job is already heavy, we also have to teach English optimally ..." (Sky, Q1). This is also supported by the opinion of Sea, who stated that the quality of language should be practice, but here, it is difficult to create a system or environment that makes them practice English. This is evidenced by the statement, "... students here [English Education Department] are also reluctant to talk to friends in English, when I asked, they replied that they were embarrassed. This is a weird phenomenon ... there is something I don't understand, why they are currently shy, when they should be able to ..." (Sea, Q1). Sun went deeper by pointing out that it is the education system and perspectives that make the English literacy of Indonesians low. This is revealed in the following statement, "The system here doesn't seem to

work, it doesn't fit the purpose. You can imagine, those who study here [English Education Department], do not want to study diligently, even though they are the candidates of English teachers. If they lack competence, teaching 50 students per class, how many hundreds of thousands or millions of generations will be damaged with the *low-standard* teachers? With their status [the teachers], they should see, they are the example and pride of their students ... there is also a bizarre thing, when they cannot speak English, I have heard statements that they are nationalists, they stated that the important thing is to be able to speak Indonesian ..." (Sun, Q1). In conclusion, the discussion on the first issue or question is that the problem of low English literacy in society is due to the education system and environment, as well as perspective. This perspective, if unravelled, can be rooted in a manipulative process of turning incompetence into nationalistic pride.

In the second question, related to the main purpose of planning an English Language Education curriculum, Sea said that the plan of English Education is to produce prospective English teachers who have good English competence. This can be observed from Sea's statement, "...Of course, the goal is for their competence" (Sun, Q2). This was also affirmed by Sky. She said, "... An English teacher must be able to speak English, especially skills, because that is what is taught to students" (Sky, Q2). In line with Sea and Sky, Sun also said the same thing, "Skills are important, that's why the curriculum always involves learning more skills" (Sun, Q2). However, when the researcher tried to spark with the question, "Isn't language learning not supposed to be technical, for example, children are told to practice pronunciation, memorise vocabulary, understand sentence formulas, and so on, but they lack practice? Didn't we learn our mother tongue when we were young, we didn't memorise vocabulary, understand which is subject, which is predicate, and so on?" Sea replied, "What else, they have to master the skills ..." (Sea, Q2). Sky added, "We should all realise and agree that skills are crucial ..." (Sky, Q2). However, Sun did not respond and did not provide clarification regarding the researcher's question. From the second question, it can be inferred that they believe that the preparation of the English Education curriculum for students who are projected to become English teachers is to make them able to speak English and teach it to their students. This goal is accommodated with the rationality of English skill mastery (vocabulary, pronunciation, grammar, and so on).

In the third question, related to the comparison between Indonesian Language Education which involves many sciences, such as psychology, sociology, literature, and linguistics, English Language Education tends to prioritise linguistics over literature, even though in literature, we learn morals, environmental criticism, gender equality, social issues, and so on. Sea said that in Indonesian Language Education, they can already speak Indonesian, so they focus on scholarship, while in English Language Education, they have to have English skills first, then scholarship. This is what Sea said, "... they [students] can already speak Indonesian, but English? They have to focus on that [English language skills] first" (Sea, Q3). This was also echoed by Sky, "How can you understand if you can't communicate?" (Sky, Q3). While Sun believes that, "... ideally we should be able to make them learn science

while improving their English competence. But how? The environment must be supportive" (Sun, Q3). When the researcher asked a reactive question, why not provide literary works, such as novels or short stories, discussing moral values, issues, and various other topics? Don't they automatically read the text? As they read, they familiarise themselves with vocabulary, sentence structure, and certainly language learning practice?" Sea responded, "None of us like novels?" (Sea, Q3). Sky explained, "Since we were in college, we had this kind of curriculum, the biggest portion was English education and skills, second was linguistics, and the least was literature" (Sky, Q3). Meanwhile, Sun explained, "It seems like our culture is not about reading literature" (Sun, Q3).

The researcher also asked responsive questions by questioning their insights on the importance of a teacher understanding psychology, social science, and culture. Sea said that, "Teachers work on rubrics, questionnaires, assessments, learning media, and anything related to the learning process in the classroom" (Sea, Q3). The researcher asked, "is learning only in the classroom?", Sun responded, "Of course not, we give them [students] assignments and the assignments are part of learning at home" (Sun, Q3). The researcher gave a bold statement about, social class differences and students' *non-classroom* conditions, "For example, there are students who look *lazy* to do assignments, in class they always sit at the back, never actively involved in class, how do you *judge* students like that?" Sky replied, "We work based on assessment and curriculum. If they can't write, memorise vocabulary, can't do English speaking, and other skills, that's what we assess. Moreover, if they are lazy, or have disrespectful behaviour such as sleeping in class, or not actively discussing, their grades might be low" (Sky, Q3). The researcher continued the question, "Are you familiar with them? I mean, their social life background? Who is their family, what neighbourhood are they in?" Sun replied, "Of course we know, we have the data in our school" (Sun, Q3). The researcher continued to ask with a supposition, "Just in case, if someone falls asleep in class, because this morning they helped their parents sell food at the market? If there are students who sit at the back and are passive because their children feel uncomfortable in class? If there are students who excel but in English class they are like very bad students? Is there an assessment to assess these external things?" Sea gave a simple statement, "There is a counselling service, we focus on our obligation to teach English" (Sea, Q3). From this, it can be concluded that they have a *positivistic* perspective that there is X and X is English skill as if English skill is a different universe from linguistics, literature, or other disciplines, although in fact, the media or reading texts used to learn the skill come from other disciplines. Moreover, they see that the learning space is the classroom and the task, the external problems of the learners are not included as issues in the learning process. How can a teacher have this perspective? The answer is simple, because the curriculum moulds teachers with a rigid and frozen perspective, and those teachers educate students in the same way. In fact, professions related to education should understand and implement a humanist approach.

In the fourth question, related to English teachers' expectation. The researcher poured a triggering question, "If it is just about learning English, people can choose more intensive Tutoring Institution options than joining School or English Department?" Here, Sea replied, we provide a different learning experience" (Sea, Q4). Sky continued, "In the Tutoring Institute they don't get a bachelor degree or Education Certificate" (Sky, Q4). The researcher responded, "Is the certificate important when students are not competent?" Sun replied, "I realise that a certificate should represent competence" (Sun, Q4). The researcher reviewed Sea's statement, "Can you give specific examples of the different experiences?" Sea said, "Everyone clearly knows that the learning experience in the classroom and in the Tutoring Institute are different." This answer seems to infer that there are abstract things that they have not been able to infer. From all the statements, it can be concluded that they see that the main purpose of providing the curriculum is to make them able to speak English and they believe that what the school or college provides is different from the Tutoring Institution.

In the fifth question, related to their opinion about humanities disciplines in the universe of English Education, Sea replied, "Psychology, Sociology, Culture, and other Humanities disciplines are actually very interesting to learn, but I'm afraid they will interfere with the educational portion of the curriculum. A teacher should be able to manage classroom, instructional design, making lesson plan, innovating with learning media, technology, and other things" (Sea, Q5). Sky continued that, "We might be able to include Educational Psychology, Sociology of Education, and so on, but we have to see that the curriculum that is schemed by the English Language Education Department is to produce prospective English teachers, not prospective psychologists or sociologists, or culturalists. So, I think, the status might be there, but it is not crucial" (Sky, Q5). Sun concluded this statement with, "Maybe we should evaluate the main purpose of the curriculum first, if it is in English Language Education, then the focus should be on English skills" (Sun, Q5). From the statements, it can be concluded that they think that humanities disciplines are not as crucial as education issues related to classrooms, learning media, lesson plans, and the like.

DISCUSSION

There are three main results can be drawn implicitly by the researcher from the perspective of the English Education lecturers: *Theoretical-Based Orientation, Skillset Target, and Positivistic Ideology*. This result is actually taken from the interpretation of the researcher to the statements of the interviewees. For sure, the interpretation delves into the space of implied meanings elaborated by the interviewees. Thus, this subjective perspective crystalises the result of the research. The implication of results can be elaborated here.

Theoretical-Based Orientation here refers to proficiency. Basically, language learning does not focus on understanding, mastering theories or formulas, because the spirit of language is a means of communication and language is mastered from practical habituation, not theory. Many adults struggle with acquiring languages

through theory rather than experience. Traditional methods of conscious learning, such as rote memorization, are less efficient in adults than in children. Adults' learning styles and cognitive structures differ from those of children. Adults tend to use *System Two* of the mind, which is connected with conscious effort and slower learning, whereas children use *System One*, which is associated with automatic and unconscious learning. Furthermore, people frequently fight with the tyranny of their mother tongue, which can result in cross-translation and the development of a second language system highly impacted by the first. This can lead to a less effective and accurate learning process.

Additionally, adults may not receive the same quantity of intelligible information as children, which is critical for language learning. To overcome these obstacles, it is necessary to take a different approach to language learning. This may include subconscious training, which enables adults to learn language skills as System One, making the learning process more efficient and stress-free. It is also crucial to create a stress-free learning atmosphere that promotes fun and meaningful interactions, as this can help with language acquisition. This can be maximised when we use creative learning media such as literary texts, or technology that stimulates them to actively and productively create something from their imagination. Teachers should understand that there are extroverts and introverts, so children who are good at writing should be directed towards writing, not public speaking, and vice versa. In other words, when teachers have a baseline of humanistic thinking, they will definitely not focus on theory, they focus on their students to be able to practice English competence. To summarize, the challenge of learning languages through theory without practice is a difficult one that requires a different method for adults than for children. Understanding the particular hurdles that adults encounter and implementing a more effective learning technique can help them overcome these obstacles and attain fluency in a second language.

There some implications of this point. First, there is absence of Practical Implementation. A theory-centric curriculum often generates a disparity between the instruction provided and the practical requirements in the field. Language, as a medium of communication, necessitates a practice-oriented methodology and practical experience, rather than solely theoretical understanding. Second, there is insufficient interdisciplinary comprehension. Humanities disciplines, including the philosophy of language, culture, and communication ethics, are frequently marginalised due to an emphasis on targeted orientation: language competence. Learning language is not just about the structure, the theory, the formula, nevertheless, it is about the practice and experience. Here, the humanities can enhance language instruction by highlighting the social and cultural contexts of language. This can warn a pivotal point, third, static curriculum formulation. Theoretical frameworks frequently yield inflexible curriculum, hindering adaptation to the evolving requirements of students or shifts in the global landscape. The point is, teaching cannot be focused on the material textbook-ally, especially in language teaching, specifically, in English language learning.

Studies have shown that when teachers are trained, they focus too much on technical things like learning goals, grading methods, and literacy, and not enough on the non-technical things that make education work well. For instance, (Shkedi, 2009) talked about how curriculum designers need to think about more than just the material. They also need to think about how to get students interested in learning through different teaching methods and resources. This method is different from what you found about how the English program does not pay enough attention to non-technical factors.

Skillset Target here refers to the English skills that must be mastered. For example, speaking, learners are encouraged to speak English while they have no insights to talk about. People are able to speak not because their tongue is capable, but because they have thoughts or feelings to express, so they can convey what is inside them, or the insights they have. Similarly, with writing, learners have to have something to write about, because it is impossible for people to write from nothing. Then what often happens, just like what we experienced when we were in high school, is that teachers are oriented towards memorising Tenses formulas and vocabularies. In fact, the researcher learnt all that from reading. In other words, there is no need to separate skills and insights or multidisciplinary. The two should go hand in hand and be allies.

There are some implications of this point. First, false assumption of language to solely technical proficiency. An overemphasis on abilities like grammar or speaking proficiency frequently overlooks the creative and expressive dimensions of language. This constrains students' comprehension of language as a medium for articulating ideas, culture, and personal experiences. Second, insufficient development of soft skills instruction that emphasises only technical skills fails to foster the development of competencies such as empathy, critical thinking, or problem-solving, which are essential in cross-cultural relationships. Third, decreased student engagement in the humanities a curriculum without opportunities for humanities exploration may diminish students' interest in comprehending language within a sociocultural framework, leading to the detachment of language from real-life contexts.

There is comparable research to consider, Research in *Critical Pedagogy: Implications for English Language Classrooms in Asia*, written by (Valdez, 2020). This research underscores the significance of integrating components like multicultural education and critical literacy into English language instruction. Numerous courses prioritise language proficiency while neglecting the social and cultural contexts of students. This research demonstrates that a more inclusive teaching approach, incorporating diverse literacies (visual, digital, social), can improve students' learning experiences. This study challenges the conventional methodology of language instruction that emphasises procedures and technical competencies. The author asserts that language instruction should encompass wider social and cultural concerns. Employing critical pedagogy in English language instruction fosters active student participation, enhances comprehension of social realities, and equips them to become more socially literate generation.

Positivistic Ideology is a science-based way of understanding the world. Positivists believe that there is little (if any) difference between the social sciences and the natural sciences, as society and social life operate according to rules, as does nature. This term, if understood simply, can be seen from its syllable, positive, which means true, absolute, and has a definite size. In the context of this research, the curriculum is shaped by positivistic people, who see that in order to be able to speak English, the focus is on the English skillset. Whereas empirically and in practice, they have to *fight* with external problems such as psychological, sociological, and even cultural. This means that the size of the English Education curriculum should consider the humanities disciplines, in order to maximise the potential of the curriculum to produce prospective English teachers who can understand the situation of students and their potential, without having to impose what is not suitable for their circumstances.

There are some implications of this point. First, simplification of language as a scientific entity. This ideology neglects the fact that language is a social construct that develops via interaction, practice, and experience. The positivistic approach emphasises quantifiable elements like exam scores or numerical evaluations, neglecting the nuances of authentic communication. Second, the lack of space for humanistic reflection. This perspective posits that pupils are instructed to adhere to objective criteria, such as examinations or rubric-based evaluations, without the chance to investigate the personal, social, and cultural aspects of language. Third, neglect of affective dimensions in learning. Positivist worldview diminishes focus on emotional components, including motivation, feelings, and individual student experiences, which are essential for substantive language acquisition.

Several studies, like a research written by Lees' (2007) , entitled *Beyond positivism: Embracing Complexity for Social and Educational Change*. Lees implied that the role of multiliteracies in language education, point to the need to teach English in a way that is not just formal. These works disagree with the idea that education should only focus on technical skills like language skills or ways to teach. Instead, they support a more complete approach that takes into account culture and social factors in language learning. This might help to set the tone for your positivist view, which puts a lot of weight on standard and measured results in education. Another shows that a purely positive view of education has its limits. A work written by Zembylas (2007), entitled *Risks and pleasures: A Deleuzo-Guattarian Pedagogy of Desire in Education*, exposed a deeper understanding of the complicated human experience in schools. This point of view questions the curriculum growth you are looking at and shows how it does not take into account the mental, emotional, and political aspects of teaching

CONCLUSION

Language is a medium of communication and the process of mastering language is through practice, this also applies to the process of mastering English. The problem is that the English Education curriculum tends to focus on theory, skills, and a positivistic view of the basis of curriculum formation which makes the

English Education curriculum disengages the involvement of humanities disciplines. There are three main results can be drawn implicitly by the researcher from the perspective of the English Education lecturers: *Theoretical-Based Orientation, Skillset Target, and Positivistic Ideology*. Firstly, the English Education curriculum processes English language learning through theories. Secondly, the English Education curriculum focuses on the English language skillset. Thirdly, the English Education curriculum aims to produce English teachers who will teach English focusing on the learning process and the learners' internal problems in the classroom, not the learners' external problems.

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POST-EDITING MACHINE TRANSLATION OF ENGLISH-INDONESIAN BY EFL STUDENTS: A STUDY ON GRAMMATICAL COHESION IN ABSTRACT TRANSLATION

[1]Atsani Wulansari*, [2]Syihabuddin, [3]Sri Waluyo
[1] Doctoral program in Linguistics, Universitas Pendidikan Indonesia, Bandung, Indonesia
[1] Department of English Education, Universitas Tidar, Magelang, Indonesia (Corresponding*)
[2] Universitas Pendidikan Indonesia, Bandung, Indonesia
[3] STMIK Bina Patria, Magelang, Indonesia

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*Correspondence:
atsaniwulansari@upi.edu

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ABSTRACT

Machine translations offer several features that simplify the translation process. These include the ability to automatically adjust grammar and vocabulary from the source language to the target language, store word banks, and tailor the target language to specific fields. However, machine translation outputs still contain errors. Therefore, it is essential to perform post-editing to ensure grammatical and lexical cohesion and alignment between the source and target languages. This research aims to observe the quality of Google Translate and the result of Post-editing machine translation by EFL learners in terms of grammatical cohesion. This study used a descriptive qualitative. This study applied purposive sampling to choose the data. Three abstracts from three different Translation and Interpreting classes were chosen for the data. Then, the data were analysed by using the theory of grammatical cohesion and translation quality assessment. The result of the study shows that the grammatical cohesions found are mostly reference and conjunction. This study also finds that the quality of post-editing is better than the result of Google Translation as machine translation. The samples of data provides that mostly the score of post-editing is better observed from translation acceptability and readability. This study is restricted to the translation result of three abstracts only and the students' post-editing effort which means that the findings may not fully represent the overall quality of translations from a grammatical cohesion. Future research could delve deeper into this topic by expanding the data sources and incorporating machine translation tools other than Google Translate.

Keywords: *abstract translation, Google Translate, grammatical cohesion, post-editing machine translation*

ABSTRAK

Terjemahan mesin menawarkan beberapa fitur yang menyederhanakan proses penerjemahan. Hal ini mencakup kemampuan untuk secara otomatis menyesuaikan tata bahasa dan kosa kata dari bahasa sumber ke bahasa sasaran, menyimpan bank kata, dan menyesuaikan bahasa target ke bidang tertentu. Namun, hasil terjemahan mesin masih mengandung kesalahan. Oleh karena itu, penting untuk melakukan penyuntingan dari hasil terjemahan mesin untuk memastikan kohesi secara gramatikal dan leksikal serta keselarasan antara bahasa sumber dan bahasa sasaran. Penelitian ini bertujuan untuk melihat kualitas terjemahan dari Google Terjemahan dan hasil penyuntingan dari mahasiswa dalam hal kohesi

gramatikal. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini menggunakan *purposive sampling* untuk memilih data. Data dalam penelitian ini adalah tiga abstrak dari tiga kelas *Translation and Interpreting*. Kemudian, data dianalisis dengan menggunakan teori kohesi gramatikal dan penilaian kualitas terjemahan. Hasil penelitian menunjukkan bahwa kohesi gramatikal yang ditemukan sebagian besar adalah *reference* dan *conjunction*. Penelitian ini juga menemukan bahwa kualitas penyuntingan dari terjemahan mesin lebih baik dibandingkan hasil terjemahan Google Terjemahan. Sampel data dalam penelitian ini menunjukkan bahwa sebagian besar nilai penyuntingan lebih baik dilihat dari keberterimaan dan keterbacaan terjemahan. Penelitian ini terbatas pada hasil terjemahan tiga abstrak saja dan upaya penyuntingan yang dilakukan oleh siswa, yang berarti bahwa temuan-temuan yang ada mungkin tidak sepenuhnya mewakili kualitas terjemahan secara keseluruhan dari segi kohesi gramatikal. Penelitian lebih lanjut dapat menggali lebih dalam topik ini dengan memperluas sumber data dan menggunakan alat penerjemahan mesin yang lain selain Google Translate.

Kata Kunci: *Google Terjemahan*, *kohesi gramatikal, penerjemahan abstrak, penyuntingan hasil terjemahan mesin*

INTRODUCTION

Translation practices have drastically changed today from two three decades ago. During that period, translators used printed bilingual dictionaries as the only assistance tool to overcome their problems in translating dealing with vocabularies (Harto et al., 2022; El-Sayed & Siddiek, 2013). This "traditional" method definitely takes more time and requires more efforts to produce high quality translation output. Nowadays, the role of translation machines is increasingly shifting from initially only being an additional tool to now becoming the main instrument that is really needed in the world of translation (Sugiarto & Siregar, 2023;Sipayung, 2023) It can even be said that the level of dependence on machine translation is significantly increasing. This can be seen from the proliferation of translation applications appearing, both paid and free. Some examples are Google Translate, DeepL, Microsoft Translator, Yandex, Amazon Translate, etc. The utilization of these machine translations definitely save more time and energy in the works of translations.

Machine translations have various capabilities that also make translation works easier with various advantages, such as being able to automatically adjust grammatical and lexical and source language to target language, being able to store word banks, and even being able to adjust the target language with specific fields (Haiyudi et al., 2023;Fitria, 2021; Wang et al., 2022). Machine translation can adapt language for special fields such as scientific articles, law, accounting, and so on. This of course makes translation works easier in various fields. Everyone can operate machine translations based on their needs from professional translators, teachers, and not to mention students.

However, errors are still found the machine translation outputs. Thus, it is necessary to continue to carry out the post editing process of machine translation results to ensure grammatical and lexical cohesion and conformity between the source language and the target language, especially if it is related to cultural specific terms dan language behaviour. This stage is crucial to minimize the errors and ensure that the message is delivered accordingly and the translation output is

readable to the target audience (Pudjiati et al., 2022; Alawi & Abdulhaq, 2017; Putra, 2022) Post-Editing Machine Translation (PEMT) is not new phenomena since the emergence of machine translation. PEMT can be said as the win-win situation to combine the human quality and machine efficiency in translation field (Carl,et.al, 2015). Further, Almaaytah (2022) coined that post-editing is a process that improves the output produced by machine translation (MT) software to enhance the content quality.

Paying attention to the grammatical cohesion in translation output, although post-editing in machine translation has been widely discussed in the higher education institution, little empirical evidence found regarding the quality of post editing of machine translation in dealing with academic abstracts made by students published in the scientific journal article. Many universities in Indonesia require their students to publish their scientific works in a scientific journal article whether it is as a compulsory to pass a course or as a final project before graduating. For those EFL students, the article must be in English. Although the EFL students have acquired the knowledge and skills, it is still often found that students have difficulties writing a well-structured scientific article in their own language, Indonesian, let alone in English. Many of them preferred to write a manuscript in the Indonesian language first due to lack of confidence to instantly write in English. Only after that, they utilize machine translation, Google Translate, to make the manuscript into English. This study attempts to capture the academic abstracts by students published in scientific article. Academic abstracts depict the overall content of the article. The grammatical cohesion can also be analysed from the abstracts. Thus, here the process of post editing in machine translation is scrutinized in depth to provide empirical evidence on the quality of translation output produced by EFL students in academic abstract.

Grammatical cohesion is substantial in academic writing because it can help ensure a linguistic sense in the discourse or text, aid in interpreting the message, and negotiate the meaning within the texts (Ahmad, et.al, 2019; Afrianto, 2017; Trisnaningrum et al., 2019). There are several ways to achieve cohesion in texts, and these cohesive devices are traditionally classified at the levels of lexis, grammar, and discourse or rhetoric (Thornbury, 2005). Grammatical cohesion based on Halliday and Hasan consists of reference (personal, demonstratives, comparative), Substitution (nominal, verbal, clausal), conjunction (additive, adversative, temporal, causal) and ellipsis (nominal, verbal, clausal). Therefore, the cohesiveness of grammatical can be achieved through reference (pronouns and articles), substitution of clause elements using so, not, do/does/did, ellipsis of clause elements, conjuncts (also linkers), comparatives, and tense (Episiasi,et.al, 2022; Ajam et al., 2023; Lulu, 2015; Trisnaningrum et al., 2019).

Several preliminary studies have discussed about post editing machine translation and grammatical cohesion translation. Adawiyah et al., (2013) examined the naturalness of post-edited translations using Google NMT and Yandex NMT by English Department students and to determine which of the two NMT tools produces a translation closest to the naturalness of a short story. Hou & Sun, (2019); and Lulu, (2015) observed the translation of cohesive devices in two different genres. Hou & Sun (2019) observed the use of cohesive devices in translation version of The Analects of Confucius and the quality of the translation. Then, Lulu

(2015) attempted to identify the translation techniques used to translate English grammatical cohesive markers from English into Arabic text. In addition, Sugiarto & Siregar, (2023) conducted research on manual post-editing of lexical cohesion and translation equivalence of Harry Potter and the Order of the Phoenix series from English into Indonesia. Aliurridha (2019) explored the post-editing of GT in translating informative and expressive text from English to Indonesia. Meanwhile, the studies about post-editing machine translation have been conducted in translation training class such as in Anggrina et al., (2017); Arenas & Toral, (2020); Harto et al., (2022). Anggrina (2017) investigated the way of the EFL learners used post-editing on Google English-Indonesian translation output, Arenas & Toral (2020) observed the result of machine translation, post editing machine translation and translation without aid of 88 cohort participant. The studies showed that translation without aid presented a higher creativity score if compared to post editing and machine translation. Harto, et al (2022) mentioned that post-editing process provides the students' high awareness and sensitivity to the academic text. In addition (Plaza-Lara, 2020) analysed how machine translation and post editing affect the factors that project managers must keep in mind when managing projects. It resulted to the new challenges should face by the translation industries in dealing with the translation project.

Based on the aforementioned studies, the previous researches have not elaborated the post-editing machine translation (PEMT) in academic abstract done by EFL learners. Therefore, this study tried to complement the previous research related to PEMT in grammatical cohesion as it is crucial in academic text. This research emphasises on grammatical cohesion in the post-editing of machine translations by students, an area that has not been extensively explored in previous studies. While past research has examined cohesive devices, lexical cohesion, and general post-editing practices, there has been limited focus on how students address grammatical cohesion issues in machine-translated texts during post-editing. By evaluating the enhancements made to grammatical cohesion markers and identifying the challenges students encounter, this study fills a significant gap in both PEMT and grammatical cohesion research. Furthermore, it provides practical insights for translation training, suggesting pedagogical strategies to improve student proficiency in post-editing and translating academic text. Thus, this research would like to observe the quality of Google Translate and the result of PEMT by EFL learners.

METHOD

This study employed descriptive qualitative approach to identify the grammatical cohesion in the source text, Google Translate, and Post Editing result by EFL students and to explain the quality of the Google Translate and post-editing result. The results of students' post editing and Google Translate (GT) of English abstracts were the data in this study. The students edited the GT's result of abstract which published in *Metathesis: Journal of English Language, Literature and Teaching.* This study applied purposive sampling to choose the data as the researchers identified what information needed and found out individuals who could provide the information based on their knowledge or experience (Tongco, 2007). The researcher chose three abstracts from three different Translation and Interpreting

classes. The three abstracts were chosen from the students who got higher score in doing the post-editing machine translation project.

Subsequently, the data were analyzed by using the theory of grammatical cohesion by Halliday & Hasan (1976) which include reference, substitution, ellipsis, and conjunction. Moreover, the data were also analyzed by using the translation quality assessment observed from acceptability and readability aspects. The criteria for assessment were taken from Winiharti et al., (2021) as written in the following table.

Table 1. acceptability scale (modified based on Nababan, Nuraeni, and Sumardiono, 2012)

Grades	Description
5	Translation is natural; the technical terms used are common and are familiar to the readers; phrases, clauses and sentences used are in accordance with Indonesian rules.
4	Generally, the translations are natural; however, there is a slight problem on the use of technical terms, or a slight grammatical error occurs.
3	Translation is quite natural, but there are many unusual uses of technical terms or there are many grammatical errors.
2	Translation is not natural; the translation sounds like a translated work. There are quite a lot of technical terms that are not common; the use of phrases, clauses and sentences are not in accordance with the rules of the target language.
1	Translation is very unnatural, or the translation sounds very much like a translated work; the technical terms used are not common and are not familiar to the readers; phrases, clauses and sentences used are not in accordance with the rules of the target language.

Table 2. readability scale (modified based on Nababan, Nuraeni, and Sumardiono, 2012)

Grades	Description
5	Clear and intelligible; has no or very few non-standard words, expressions or grammar. Readers can easily understand the words, technical terms, phrases, clauses, sentences or translated texts.
4	Mostly clear and intelligible; contains some non-standard words, expressions or grammar**.**
3	Generally intelligible; contains many non-standard words, expressions or grammar. In general, readers can easily understand the translation; but certain parts must be read more than once to understand it.
2	Generally unintelligible; contains many non-standard words, expressions or grammar.
1	Unintelligible; dominated by non-standard words, expressions or grammar. Readers are difficult to understand the translation.

To assess the translation quality, this study used three raters from different background: two were the translation practitioners in Central Java and the rest was the lecturer of translation in one of university in Central Java. The result of the assessment was then calculated and analyzed to describe the quality of GT result and post editing result.

FINDINGS

The finding shows the quality of google translate and students' post-editing related to grammatical cohesion in academic abstract. Below are the samples of the data.

Table 3. Data 2 Abstract 1 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
This study aims to investigate **the** difficulties **experienced** by EFL students in speaking.	Penelitian **ini** bertujuan untuk menyelidiki kesulitan yang **dialami** oleh siswa EFL dalam berbicara.	Penelitian **ini** bertujuan untuk menyelidiki kesulitan yang **dialami** oleh siswa EFL dalam kemampuan berbicara.

The grammatical cohesion shown in the table above is demonstrative reference and verbal ellipsis. The translated version of the word 'this' in GT or Post-editing is '*ini*', meanwhile the demonstrative reference 'the' is not translated by GT or in post-editing version since it has no equivalence meaning in Indonesia. It can be translated into *'itu', 'ini', 'sesuatu'* or not translated based on the context of the sentences. Verbal ellipsis is shown in the passive sentence 'the difficulties experienced by EFL students in speaking'. The ellipsis is seen from the omission of 'is'. The translation version of that sentences is equivalence because GT and post editing version translated it into passive voice which is marked with '*di*' in Indonesian. In line with the accuracy and readability quality, the result from the three raters is elaborated below.

Table 4. Data 2 Abstract 1 (assessment result)

Source Text	Google Translate	Post-editing
This study aims to investigate **the** difficulties experienced by EFL students in speaking.	Penelitian **ini** bertujuan untuk menyelidiki kesulitan yang **dialami** oleh siswa EFL dalam berbicara.	Penelitian **ini** bertujuan untuk menyelidiki kesulitan yang **dialami** oleh siswa EFL dalam kemampuan berbicara.
Acceptability average score	3,67	4
Readability average score	3,67	4,67

The table above shows that the acceptability of GT is in the score of 3,67 which means that translation is quite natural, but there are many unusual uses of technical terms or there are many grammatical errors. Although there is no problem in grammatical cohesion translation, there is a slight grammatical error as seen in "in speaking" which is translated into "dalam berbicara". Moreover, the result of GT also contains non-standard abbreviation in the word "EFL", which is not explained further. In post-editing, the raters give the score 4 which means that generally, the translations are natural; however, there is a slight problem on the use of technical

terms, or a slight grammatical error occurs. The result of post-editing from students shows the naturalness of translation although it contains non-standard abbreviation in the word 'EFL'. Furthermore, the readability of GT is 3,67 and the post-editing result is 4,67. It proves that the result of post-editing is mostly clear and intelligible in spite of containing some non-standard words.

Table 5. Data 6 Abstract 1 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
Then, eight students were interviewed to dig **deeper** into **the** data from **the** completed questionnaire.	**Kemudian**, delapan siswa diwawancarai untuk menggali **lebih dalam data** dari angket yang telah diisi.	**Selanjutnya**, delapan siswa diwawancarai untuk mendapatkan **pemahaman yang lebih mendalam** untuk melengkapi kuesioner.

The temporal conjunction 'then' explains the time sequence relationship which exists between sentences. It is translated into '*kemudian*' in GT and then post edited into '*selanjutnya'*. There is no translation problem in Indonesian as those words are synonymous. In addition, the grammatical cohesion of comparative reference is emerged from the use of the word 'deeper' which is translated into *'lebih dalam'* in GT and '*yang lebih mendalam'* in post-editing result. The translation result of GT is not natural as it use the unusual terms *'lebih dalam data'*. If it is compared to the result of post-editing, the result are more natural. Below is the average quality score from the raters.

Table 6. Data 6 Abstract 1 (assessment result)

Source Text	Google Translate	Post-editing
Then, eight students were interviewed to dig **deeper** into **the** data from **the** completed questionnaire.	**Kemudian**, delapan siswa diwawancarai untuk menggali **lebih dalam data** dari angket yang telah diisi.	**Selanjutnya**, delapan siswa diwawancarai untuk mendapatkan **pemahaman yang lebih mendalam** untuk melengkapi kuesioner.
Acceptability average score	3,67	4
Readability average score	4,3	4,3

The acceptability average of post-editing result is higher that GT, therefore it means that the post-editing result performs better translation result, though it has slight problem in the phrase 'to dig deeper into the data from the completed questionnaire' which is translated into '*untuk mendapatkan pemahaman yang lebih mendalam untuk melengkapi kuesioner*'. In connection with readability, it has the same score.

Table 7. Data 8 Abstract 1 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
Some of **the** explanations **identified** by **this** research include **a** lack of English vocabulary, **a** lack of confidence **while** speaking English, **and** nervousness	Beberapa penjelasan yang **diidentifikasi** oleh penelitian **ini** antara lain kurangnya kosakata bahasa Inggris, kurangnya rasa percaya diri **saat** berbicara bahasa Inggris,	Beberapa permasalahan yang **didapat** dari penelitian **ini** antara lain, kurangnya kosakata dalam bahasa Inggris, kurang percaya diri **saat** berbicara bahasa Inggris,

about receiving negative criticism from colleagues **or** lecturers.	**dan** rasa gugup menerima kritik negatif dari rekan kerja **atau** dosen.	**dan** rasa gugup **jika** menerima kritik negatif dari teman kuliah **atau** dosen.

Demonstrative reference is found in the sentences above like 'the', 'a', 'this'. Furthermore, conjunction additive 'and', 'or', and conjunction temporal 'while' are appeared on the sentences. The grammatical cohesion of demonstrative reference 'the' and 'a' identifies a particular individual or subclass within the class designated by noun, in addition demonstrative reference 'this' elucidates a scale of proximity of the noun modified. Meanwhile, the grammatical cohesion of conjunction additive 'and', 'or' contributes to giving additional information without changing information in the previous clause or phrase. Further, temporal conjunctions 'while' in the data above indicates the time sequence relationship between sentences. The ellipsis found in the 'some of the explanations identified by this research' explain the passive meaning that omit the word are and it is translated smoothly into passive in Indonesian.

In fact, there is no translation problem of the grammatical cohesion in the data above. The GT tries to translate all the grammatical cohesion smoothly so it does not need to be post-edited, However, the problem of translation produced by GT occurs in choosing the word such as in '*diidentifikasi', 'berbicara Bahasa Inggris'* and '*rekan kerja*'. Compare to the post-editing, all raters claimed that it is better than GT , even though there is slight problem on the use of expression in *berbicara Bahasa Inggris.* The addition of conjunction *'jika'* in post-editing provides the naturalness of translation result. Hence, the result of post-editing has the higher readability score than GT. The table below explains the quality scores of GT and post-editing result.

Table 8. Data 8 Abstract 1 (assessment result)

Source Text	Google Translate	Post-editing
Some of **the** explanations **identified** by **this** research include **a** lack of English vocabulary, **a** lack of confidence **while** speaking English, **and** nervousness about receiving negative criticism from colleagues **or** lecturers.	Beberapa penjelasan yang **diidentifikasi** oleh penelitian **ini** antara lain kurangnya kosakata bahasa Inggris, kurangnya rasa percaya diri **saat** berbicara bahasa Inggris, **dan** rasa gugup menerima kritik negatif dari rekan kerja **atau** dosen.	Beberapa permasalahan yang **didapat** dari penelitian **ini** antara lain, kurangnya kosakata dalam bahasa Inggris, kurang percaya diri **saat** berbicara bahasa Inggris, **dan** rasa gugup **jika** menerima kritik negatif dari teman kuliah **atau** dosen.
Acceptability average score	3,67	4,6
Readability average score	3,67	4,3

Furthermore, the grammatical cohesion of adversative conjunction, additive conjunction, comparative reference, demonstrative reference, and personal reference are seen from the table below.

Table 9. Data 3 Abstract 2 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
Yet, limited studies have been attempted **too deeply** delineate **and** unravel **its** implication to culture and **the** online learning environment.	**Namun**, penelitian yang terbatas telah mencoba menggambarkan **dan** mengungkap implikasi**nya** terhadap budaya dan	**Namun**, hanya sedikit penelitian telah menggambarkan **dan** mengungkap implikasi**nya** terhadap budaya dan

	lingkungan pembelajaran online secara **terlalu mendalam.**	pembelajaran daring **secara mendalam.**

The adversative conjunction found in the data above is 'yet' and translated into '*namun*' that shows contrary to expectation. The Google Translate provides a good choice of word in target language, therefore, it does not need to be edited by student. The additive conjunction 'and'/'*dan*' represents additional information of the previous information about the research conducted. Personal reference is emerged from the word 'its' which is translated into '*nya*'. This personal reference defines the reference of 'limited studies'. The translation result of those grammatical cohesion indicated to be good since the meaning is equivalence with the source text. However, the problem of GT result is occurred on the comparative reference of 'too deeply' which is translated into *'terlalu mendalam'* then is edited into '*secara mendalam'* by student. The following is the result of the score.

Table 10. Data 3 Abstract 2 (assessment result)

Source Text	Google Translate	Post-editing
Yet, limited studies have been attempted **too deeply** delineate **and** unravel **its** implication to culture and **the** online learning environment.	**Namun**, penelitian yang terbatas telah mencoba menggambarkan **dan** mengungkap implikasi**nya** terhadap budaya dan lingkungan pembelajaran online secara **terlalu mendalam.**	**Namun**, hanya sedikit penelitian telah menggambarkan **dan** mengungkap implikasi**nya** terhadap budaya dan pembelajaran daring **secara mendalam.**
Acceptability average score	3,6	4,6
Readability average score	3,3	4,6

The result of the score denotes that the acceptability result of GT is quite natural, but there are many unusual uses of technical terms. It can be seen from the phrase of '*terlalu mendalam'* which is too literal to be applied in translation. Besides, the GT still use 'online' instead of *'daring'* that is the standard language in Indonesian. Seeing from readability, the result of GT is generally intelligible; however, it contains many non-standard words. Hence, it makes the readers read the sentence more than once to understand it.

The student then edits the phrase '*terlalu mendalam'* into '*secara mendalam*'. Furthermore, the student also edits the phrase ' *penelitian terbatas*' into *'hanya sedikit penelitian'.* The post-editing creates better understanding of the sentence and the readability is mostly clear and intelligible. Consequently, the acceptability and readability of post-editing result is better than GT result.

Table 11. Data 5 Abstract 2 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
This study also suggests **an** analysis and comparison of CP in **the** different cultural backgrounds as **a** promising study especially in Indonesia with **its** abundant cultural diversity.	Kajian**nya** juga menyarankan analisis dan perbandingan CP pada latar belakang budaya yang berbeda sebagai kajian yang menjanjikan khususnya di Indonesia dengan	Kajian **ini** juga menyarankan analisis dan perbandingan pada prinsip Kerjasama dalam latar belakang budaya yang berbeda sebagai kajian yang menjanjikan, khususnya di

	keragaman budaya yang melimpah.	Indonesia dengan keragaman budaya yang melimpah.

The grammatical cohesion emerged in the data above is demonstrative reference such as 'this', 'an', 'the' and 'a'. The demonstrative reference 'the' ,'a', and 'an' is not translated by GT or in post-editing version since it has no equivalence meaning in Indonesia. The demonstrative reference 'this' is translated into *'nya'* in GT which change the grammatical cohesion into personal reference. This shift produces quite natural translation, however, the reader must read the sentence more than once. This, the student edits the translation result of GT into *'ini'* that make the translation natural and the readability is clear. Then, the personal reference 'its' is not translated in GT or in post-editing as it has not influence the meaning in Indonesian. The result of quality assessment is as follows.

Table 12. Data 5 Abstract 2 (assessment result)

Source Text	Google Translate	Post-editing
This study also suggests **an** analysis and comparison of CP in **the** different cultural backgrounds as **a** promising study especially in Indonesia with **its** abundant cultural diversity.	Kajian**nya** juga menyarankan analisis dan perbandingan CP pada latar belakang budaya yang berbeda sebagai kajian yang menjanjikan khususnya di Indonesia dengan keragaman budaya yang melimpah.	Kajian **ini** juga menyarankan analisis dan perbandingan pada prinsip Kerjasama dalam latar belakang budaya yang berbeda sebagai kajian yang menjanjikan, khususnya di Indonesia dengan keragaman budaya yang melimpah.
Acceptability average score	3,3	4,3
Readability average score	3,3	4,67

In addition to grammatical cohesion problem, the raters explain that the translation result of GT is not comprehensive. It does not explain the CP which stands for Cooperative Principle so that it makes reader must read more than once or back to read the previous sentence to understand CP. The post-editing done by student to translate CP into '*prinsip kerjasama'* in Indonesia shows the far-reaching result of translation, for this reason the acceptability and readability of post-editing is better that GT result.

Table 13. Data 4 Abstract 3 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
Fifty students' questionnaire answers **and the** interview of ten lecturers are grouped and analyzed to identify **their** real needs.	Jawaban angket lima puluh mahasiswa **dan** wawancara sepuluh dosen dikelompokkan dan dianalisis untuk mengidentifikasi kebutuhan nyata **mereka.**	Lima puluh jawaban kuesioner mahasiswa **dan** wawancara dari sepuluh dosen dikelompokkan dan dianalisis untuk mengidentifikasi tentang apa yang sebenarnya **mereka** butuhkan.

The grammatical cohesions obvious in the data above are additive conjunction 'and', demonstrative reference 'the' and personal reference 'their'. Both Google Translate and Post-editing provides natural and intelligible translation of grammatical cohesion. The quality score of GT and post-editing is elaborated on the table below.

Table 14. Data 4 Abstract 3 (assessment result)

Source Text	Google Translate	Post-editing
Fifty students' questionnaire answers **and the** interview of ten lecturers are grouped and analyzed to identify **their** real needs.	Jawaban angket lima puluh mahasiswa **dan** wawancara sepuluh dosen dikelompokkan dan dianalisis untuk mengidentifikasi kebutuhan nyata **mereka.**	Lima puluh jawaban kuesioner mahasiswa **dan** wawancara dari sepuluh dosen dikelompokkan dan dianalisis untuk mengidentifikasi tentang apa yang sebenarnya **mereka** butuhkan.
Acceptability average score	4	5
Readability average score	3,67	5

The table illustrates that the result of post-editing is better than GT in terms of accuracy and readability. The raters convey that the translation result from GT is confusing and not natural especially in the '*Jawaban angket lima puluh mahasiswa dan wawancara sepuluh dosen*'. The student attempt to edit that phrase into '*Lima puluh jawaban kuesioner mahasiswa dan wawancara dari sepuluh dosen'* which is much better than the result of GT. Furthermore, the choice of vocabulary in GT is too literal such as in *'kebutuhan nyata mereka'* which is rarely used in Indonesia. The student then tries to change that vocabulary into '*apa yang sebenarnya mereka butuhkan'.* Hence, the post-editing result shows natural translation; common and familiar technical terms and the phrases, clauses and sentences used are in accordance with Indonesian rules. In line with readability, the result of post-editing is clear and intelligible. It has no or very few non-standard words, expressions or grammar. Therefore, readers can easily understand the words, technical terms, phrases, clauses, sentences or translated texts.

Table 15. Data 8 Abstract 3 (Grammatical cohesion)

Source Text	Google Translate	Post-editing
Therefore, students need listening, structure and written expression materials, and reading skills—**the** essential skills to improve **our** structure and writing.	**Oleh karena itu**, siswa memerlukan materi mendengarkan, struktur dan ekspresi tertulis, serta keterampilan membaca—keterampilan penting untuk meningkatkan struktur dan menulis **kita.**	**Oleh karena itu**, siswa butuh materi mendengarkan, struktur dan ekspresi tertulis, serta keterampilan membaca—keterampilan yang penting untuk meningkatkan struktur dan kemampuan menulis **kita.**

The grammatical cohesion appeared on the data above is causal conjunction 'therefore' and its translation '*oleh karena itu'*. Causal conjunction indicates the relationship between reason, result, and purpose. This sentence marks the result of previous sentence which talks about the problem happened so that the researcher conducted the study. Indeed there is no translation problem on this causal conjunction so it does not need to be post-edited. Then, the demonstrative reference 'the' does not need to be translated in Indonesian as it has no equivalence form. Moreover, the grammatical cohesion of personal reference is emerged on the data above like in the 'our' which is translated into *'kita'*. However, the source text need to be checked since the personal reference is confusing.

Table 16. Data 8 Abstract 3 (assessment result)

Source Text	Google Translate	Post-editing
Therefore, students need listening, structure and written expression materials, and reading skills—**the** essential skills to improve **our** structure and writing.	**Oleh karena itu**, siswa memerlukan materi mendengarkan, struktur dan ekspresi tertulis, serta keterampilan membaca—keterampilan penting untuk meningkatkan struktur dan menulis **kita.**	**Oleh karena itu**, siswa butuh materi mendengarkan, struktur dan ekspresi tertulis, serta keterampilan membaca—keterampilan yang penting untuk meningkatkan struktur dan kemampuan menulis **kita.**
Acceptability average score	3,67	3,67
Readability average score	3,67	3,67

The result of GT and post-editing has the same quality according to the raters' assessment. Aside from grammatical cohesion which shows no crucial problem in translation, the choice of word in GT and post-editing is problematic. The word *'menyimak'* is the standard translated word for 'listening' rather than *'mendengarkan'. In addition, the post-editing version tries to change the word 'memerlukan'* into *'butuh'* which is not proper in academic language. However, the result of GT and post-editing version should be checked and revised so that the translation is natural and the readability is clear and intelligible.

DISCUSSION

The grammatical cohesions found in the three academic abstracts published in *Metathesis: Journal of English Language, Literature and Teaching* are mostly reference and conjunction. Ellipsis is only found in the passive construction and it is only a few numbers. Moreover, there is no substitution emerged in the academic abstract. Otta et al., (2022) claimed that ellipsis is often appeared in spoken language. Then, the previous studies written by Ajam et al., (2023); Setiawan, (2021) ; Dania, (2018) and Afrianto (2017) mentioned that the ellipsis and substitution are rarely found in the academic writing. (Halliday & Matthiessen, 2014) state that reference involves a relationship between entities or facts, which can be established at varying distances. Furthermore, it typically connects individual elements that serve a function within the clause. The reference mostly found the abstract since it is used to keep track of the participants that had been introduced earlier in the text. In addition, conjunction is used to create strong cohesion by the virtue of its specific meanings (Afrianto, (2017). Eggins (2004) described this cohesive pattern as the method by which writers or speakers establish and convey logical connections between different parts of a text. Therefore, the grammatical cohesion found in the abstract as the source text (ST) shows the cohesiveness of the text.

The result of this study proves that mostly there is no differences in grammatical cohesion used in the ST, GT, and PE outputs. Overall, it can be said that the ST, GT, and PE have similar levels of grammatical coherence. The study found a few numbers of problematic GT result of grammatical cohesion such as in data 6 Abstract 1 and in data 3 abstract 2. Both of them talked about comparative reference which is translated too literal by GT. Therefore, the students try to edit the result to get a better translation result. In addition, the translation problems mostly appears in word, above word, and grammatical level equivalence, instead of grammatical cohesion. Baker in Anzani et al., (2021) urged that translation should equivalence in

terms of word, above word level, grammatical and textual. The equivalence can be seen from the result of quality translation observed from accuracy and acceptability. The raters highlighted that the problem found in GT is the choice of word and grammar. Hence, the result of GT should be edited so that it can convey the meaning. Translating is more complex than merely swapping words based on their literal meanings. The goal of a translation is to convey the information in the target language accurately without altering the meaning of the source language. For that reason, translation requires a solid grasp of grammar, linguistic nuances, and a keen sense of semantic analysis (Wicaksono & Wahyuni, 2018).

From the quality finding, it is evident that the quality of post-editing is better than the result of Google Translation. The samples of data provides that mostly the score of post-editing is better seen from translation acceptability and readability. This finding is supported by Pudjiati et al., (2022) that claimed post-editing result improves the quality translation of cultural terms. Translation as an educational activity should verify students' comprehension and accuracy. Translation courses as a pedagogical assessment designed to test and strengthen grammatical competence (Cordeo, 1984). Further, Farah et al., (2017) coined that translation as an effective tool to teach English as second language in terms of clarifying new vocabulary , discussing grammatical issues , teaching idiomatic expressions , explaining reading passages , comparing and contrasting between L1 and L2 as well as checking the students' reading and listening comprehension. Accordingly, translation as second language acquisition should comply communicative approach. Communicative approach has four communicative competence such as grammatical competence, discourse competence, sociolinguistics competence, and strategic competence (Seran & Nalenan 2022). Seeing from the result of translation quality, it evinces that students perform satisfactory grammatical competence as they can construe the grammatical cohesion in target language well.

Regarding Google Translate, Yang et al., (2023) mentioned that machine translation cannot interpret semantic connotations, deep logic of sentences, as well as the tense and modality. Therefore, it needs post-editing to create a slightly better result. This study also demonstrates that post-editing machine translation (PMET) is able to find the weakness of GT by applying the assessment of quality translation. The previous research by Harto et al., (2022) said that the practice of PEMT in class has given students valuable experiences that enhance their translation skills. Furthermore, it identifies the linguistic weaknesses in GT's outputs, improve word usage accuracy, refine sentence structure in the target language, and learn how to appropriately choose and apply various translation techniques and methods.

CONCLUSION

This research underscores the grammatical cohesion of English abstract, the translation result performed by GT and manual post-editing by EFL students in Translation and Interpreting class. The study emphasized that the grammatical cohesions in source text, Google Translate, and Post-Editing are almost similar. The problematic translation result performed by GT is comparative reference which is translated too literal by GT.

Machine translation, indeed, can be used in this modern era as the translation technology is growing rapidly. However, the post-editing is needed to maintain a

good translation result. The result of the study verifies that the quality of translation result observed from acceptability and readability is lower than the post-editing ones. It means that the result of GT should be checked more than once.

This study is limited to only three abstracts and the translation result from GT and students' post editing. The result of the study may not represent the general result of the translation quality seeing from grammatical result. Thus, the future research can explore deeply about this by enlarging the source of the data and another machine translations. Further, future research is able to elaborate the translation quality of machine translation and post-editing by using another theory of translation quality as this study only explain the accuracy and acceptability of translation.

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A COMPARATIVE ANALYSIS OF LANGUAGE FEATURES ACROSS COMMUNICATIVE ENGLISH SKILLS AND GARMENT VOCATIONAL TEXTS

[1]Gashaw Shewangizaw*, [2]Alemu Hailu, [3]Wondu Haile
[1,2,3] Department of Foreign Languages and Literatures Addis Ababa University, Addis Ababa, Ethiopia

ABSTRACT
Linguistic variations across academic and professional domains highlight the need for English for Specific Purposes (ESP) curricula tailored to technical communication demands. This study aims to analyze discourse characteristics in Communicative English Language Skills texts and Garment and Apparel Fashion materials to identify genre-based distinctions. Purposive sampling was used to select relevant courses, and quantitative register analysis was conducted using adapted multidimensional frameworks to identify patterns in vocabulary, grammar, and discourse types. The findings revealed that Garment and Apparel Fashion texts emphasized descriptive, instructional, and analytical functions essential for skill development, while Communicative English Language Skills texts incorporated a broader range of genres to foster versatility. These variations in discourse features were contextually driven and informed the need for curriculum refinement. The study emphasizes the importance of evidence-based, context-sensitive English instruction to address disciplinary discourse differences.

Keywords: *apparel fashion, discourse, EAP, ESP, garment industry, register*

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*Correspondence: Corresponding gashawshoa@gmail.com

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ABSTRAK
Variasi linguistik di berbagai domain akademik dan profesional menyoroti kebutuhan akan kurikulum Bahasa Inggris untuk Tujuan Khusus (ESP) yang disesuaikan dengan tuntutan komunikasi teknis. Penelitian ini bertujuan untuk menganalisis karakteristik wacana dalam teks Keterampilan Bahasa Inggris Komunikatif dan materi Garment dan Fashion Pakaian untuk mengidentifikasi perbedaan berbasis genre. Pengambilan sampel purposif digunakan untuk memilih mata kuliah yang relevan, dan analisis register kuantitatif dilakukan menggunakan kerangka multidimensional yang diadaptasi untuk mengidentifikasi pola dalam kosakata, tata bahasa, dan jenis wacana. Hasil penelitian mengungkapkan bahwa teks Garment dan Fashion Pakaian menekankan fungsi deskriptif, instruksional, dan analitis yang penting untuk pengembangan keterampilan, sementara teks Keterampilan Bahasa Inggris Komunikatif mencakup berbagai genre untuk mendorong keberagaman. Variasi dalam fitur wacana ini didorong oleh konteks dan memberi informasi terkait perlunya perbaikan kurikulum. Penelitian ini menekankan pentingnya pengajaran bahasa Inggris berbasis bukti dan sensitif terhadap konteks untuk mengatasi perbedaan wacana disiplin.

Kata kunci: *fesyen pakaian, wacana,, EAP, ESP, industri garmen, register*

INTRODUCTION

The study of academic discourse, genre, and register is essential for understanding the linguistic demands in specialized fields, particularly within English for Specific Purposes (ESP) as it applies to the garment and textile industries. This section synthesizes significant research on vocabulary usage, discourse functions, and grammatical structures within Technical and Vocational Training (TVT), with a specific focus on garment programs. Through the analysis of corpus-based studies and genre

analysis, scholars offer a comprehensive view of how language operates across academic and professional contexts, scholars offer comprehensive view of how language operates across academic and professional contexts (Biber & Conrad, 2019; Hyland & Tse, 2007; Jones, 2024), highlighting unique challenges for students and professionals navigating these fields (Kessler & Polio, 2023).

Research on vocabulary demands within TVT highlights the necessity of specialized lexicons (Bobyreva, 2015; Hamdoun, 2024; Mayer, 2024; Negoescu, 2019). Studies by Hou (2014), Schmitt and Schmitt (2020), and Zhang (2013) emphasize the importance of technical word lists tailored to industry-specific terminology, noting significant variations in word patterns and collocations across disciplines. Merrita (2021) extends this by showing that effective vocabulary learning requires not only understanding new words but also grasping their pragmatic and functional uses within specific contexts.

A recurring theme in recent studies is the role of academic discourse within multilingual and cross-cultural environments, where learners often face additional linguistic hurdles. For instance, Cheng (2016), and Parkinson (2016) investigate the nuances of English for Academic Purposes (EAP) and the challenges faced by multilingual learners, particularly in non-native English contexts. These studies emphasize that academic discourse is not only linguistically complex but also culturally specific, affecting students' ability to meaningfully engage with English as an academic language. Complementing this research, Salager-Meyer et al. (2016) examine academic language practices, emphasizing how cultural factors shape discourse expectations. This has practical implications for students in specific fields like garment and textile studies, where disciplinary expectations and cultural variations intersect to create a distinct linguistic environment (Gray, 2022; Hyland, 2023).

In the context of the garment industry, effective communication relies heavily on the use of formulaic language—fixed phrases and conventional expressions—which supports clear, contextually appropriate interactions in academic and vocational settings. Wang and Chan (2024) study on formulaic language reveals a gap between traditional EAP instruction and authentic language use in English as a Lingua Franca (ELF) settings, such as international seminars. They argue for the incorporation of more authentic formulaic language in EAP curricula to improve students' communicative competence and participation in academic discussions, particularly in vocational fields like garment studies, where precision and clarity are crucial. Additionally, this perspective aligns with findings which highlighted the importance of genre-specific language training in preparing students for professional discourse (Hyland, 2004; Lumaela & Que, 2021; Sevy-Biloon, 2018; Swales, 2004).

Another dimension of academic discourse in vocational training is the use of genre and metaphor, both of which contribute significantly to the construction of meaning within specialized fields. Marr (2020) explores how metaphors—whether interpersonal, logical, or grammatical—facilitate nuanced expression, allowing authors to present complex ideas in ways that create logical connections and appropriate interpersonal tone. Her findings suggest that metaphorical language in EAP enables students to manage both literal and metaphorical meanings, a skill that is essential in specialized fields where technical and abstract concepts are prevalent. Integrating metaphor training into EAP instruction could thus better equip garment industry students to communicate both technical and abstract ideas effectively. Martin et al. (2019) also underscore how genre and metaphor, when analyzed through systemic functional linguistics (SFL), reveal the depth of communicative skills required within specific vocational contexts, such as garment and textile industries.

The grammatical structures prevalent in academic discourse vary widely across genres and registers, with specific features that are particularly prominent in technical and scientific writing. For example, Tarasova and Beliaeva (2024) emphasize the role of morphological knowledge in vocabulary acquisition and accuracy in EAP, noting that morphological awareness enables students to decode complex technical terminology and construct sophisticated arguments. Besides, Casal and Qiu (2024) research on non-finite clause usage in novice and expert academic writing demonstrates that expert writers use these structures to enhance clarity and conciseness, suggesting that non-finite clauses should be prioritized in EAP instruction to align student writing with academic and professional standards. These grammatical skills are essential in the garment sector, where precise language use is needed to convey technical processes and instructions. Agbaglo (2020), and Conrad (2018) further confirm that syntactic complexity and the use of passive voice are central to technical and scientific communication, a critical area for garment industry training.

The balance between stability and evolution in academic genre conventions is another area of interest, particularly in rapidly changing fields. Biber and Conrad (2019) discuss the persistence of certain genres, such as prayers and sermons, while acknowledging that others, like technical communication, adapt to evolving social and technological contexts. This dynamic is particularly relevant in the garment industry, where students must not only acquire technical vocabulary but also develop flexible genre knowledge to keep pace with industry changes. Similarly, Shaw (2016), and Thompson (2016) emphasize the significance of genre conventions in shaping both academic and vocational discourse, underscoring the need for students to understand these expectations to communicate effectively within specialized, fast-evolving fields like garment production. Rose (2014) also stresses that curriculum design should reflect this balance by incorporating evolving genre and discourse practices relevant to students' future professional contexts.

Despite extensive research on vocabulary demands, discourse functions, and grammatical structures in ESP, there is a notable gap in addressing the specific linguistic needs of trainees in the garment and textile industries, particularly in non-Western contexts such as Ethiopia. Most existing studies, including those by Cortes (2013), Hyland and Tse (2007), and Rose (2014) focus on general ESP or Western academic contexts. Consequently, there is limited localized research that explores the unique challenges faced by non-native English speakers in vocational training programs outside the Western sphere. This gap is particularly pronounced in the garment sector, where the specific vocabulary, discourse patterns, and technical language required differ significantly from general ESP or EAP programs (Connor et al., 2016).

Furthermore, while vocabulary and grammar are foundational to academic discourse, few studies address the intersection of discourse functions—how technical vocabulary and grammar are employed to perform specific communicative tasks in vocational settings. In the garment industry, for instance, the practical application of language includes interpreting technical manuals, understanding garment production terminology, and navigating complex diagrams. Research indicates that such tasks demand a high level of inferencing and critical analysis, as well as specialized language skills that go beyond general comprehension (Durrant, 2009; Natsir & Anisati, 2016; Rose, 2014; Yusuf et al., 2018). Current vocational curricula often fail to bridge the gap between classroom instruction and real-world demands, leaving students underprepared for professional communication in their field. Gray (2022), and Pescuma et al. (2023) further support the need for more focused research on register variation and

rhetorical structures specific to understudied vocational fields like garment and textile studies.

This research is aimed to address these gaps by providing a more tailored and context-specific analysis of the linguistic needs of garment industry trainees. By focusing on vocabulary, discourse functions, and grammar within the framework of vocational training, this study will contribute to the development of a curriculum that better prepares trainees for real-world communication demands in the global garment industry. Furthermore, the findings will be particularly relevant for policymakers, educators, and trainers looking to improve the effectiveness of language instruction in vocational education, thereby enhancing the employability and competitiveness of Ethiopian trainees in both local and international markets.

METHOD

Quantitative Text Analysis

This study employed quantitative text analysis methods to systematically analyze discourse features in the course texts. Word frequency counts and grammatical features tagging were conducted to identify patterns in vocabulary usage and grammatical forms.

In addition, the texts underwent content analysis involving the classification and quantification of discourse functions based on the adapted frameworks of (Lytvyn et al., 2016; Manrique-Losada et al., 2019). This involved coding the rhetorical structures and rhetorical moves within paragraphs to identify organizational patterns in the course materials.

Quantifying discourse features in this way offered an objective measurement of variations. Frequency data and coding schemes were then statistically analyzed to draw conclusions about differences in linguistic features between Communicative English Language Skills Texts and Garment and Apparel Fashion texts. Content analysis of the larger corpus also allowed for generalizable insights into how language patterns diverged according to disciplinary contexts and communicative needs.

By systematically categorizing textual elements, this quantitative approach aimed to elucidate patterns that would have otherwise remained hidden, facilitating a rigorous assessment of domain-specific language demands. The techniques allowed for robust comparisons uncovering refined variations in register across technical fields of study.

To systematically examine the discourse features in these materials, this study employed quantitative text analysis across a diverse range of vocational training texts. The corpus included two English language courses—Communicative English Language Skills I and Communicative English Language Skills II—as well as ten major garment-related course texts, selected based on their core relevance to the curriculum and frequent use in vocational programs related to the garment industry. These textbooks, which are predominantly used during the second to fourth years of training, offer a comprehensive overview of the language demands within the garment sector, reflecting the technical and practical skills required in this field.

For the analysis, courses such as Apparel Machinery Maintenance, Patternmaking and Development, Advanced Garment Construction, Embroidery Design, Apparel Costing, Fashion Merchandizing and Marketing, Apparel Prototyping, Fabric Study, and Fundamentals of Fashion Design were analyzed. These courses represent a broad spectrum of the garment industry, ranging from technical skills in machinery and construction to the business-oriented aspects of marketing and costing. This ensures that the study captures the specific terminology and vocabulary essential for learners in the garment field.

The selection process involved identifying the most representative texts that reflect the language demands of the course. Criteria for selection included the importance of the text within the curriculum, the level of technicality in language use, and the coverage of key topics within the garment industry. Furthermore, these courses were crucial and were also focal course for preparing exit exam for prospect graduates. The corpus size totaled approximately 524015 words, ensuring that a substantial amount of data was available for analysis.

Data Analysis Methods

The corpus was divided into two subsets: general communicative English texts and Garment and Apparel Fashion texts. Input from subject matter experts ensured that the garment-related materials represented language from both academic and professional contexts. This comparative analysis revealed key differences between general English language usage and the technical language specific to the garment industry, uncovering distinct patterns of vocabulary and collocations across the two domains.

Through frequency data and coding schemes, the study identified linguistic patterns such as technical jargon, complex noun phrases, and variations in verb usage. These findings highlighted the importance of domain-specific language instruction, enabling educators to tailor their materials to meet the specific vocabulary needs of vocational trainees in the garment sector, improving their overall understanding and success in the field.

To analyze the linguistic features, word frequency counts and grammatical tagging were performed using WordSmith Tools and WordStat software. This allowed for the identification of patterns in vocabulary and grammar, with a focus on key lexical items specific to the garment industry, ensuring that the most critical linguistic features for student success were uncovered. The frequent vocabulary in the garment texts was analyzed using WordStat, while common grammatical structures were identified through MAXQDA software. MAXQDA was also used to determine the most frequent types of Functions and content words within the garment texts, providing insights into how these elements are structured in the field.

FINDINGS

This section presents the key findings from the analysis of linguistic features in the Communicative English Language Skills and Garment and Apparel Fashion course texts.

Register Analysis

Register analysis was conducted to identify patterns in vocabulary usage, grammar, and text types between the Communicative English Language Skills course and Garment and Apparel Fashion course materials.

Vocabulary of Communicative English Language Skills

An analysis of the most frequent words in the Communicative English Language Skills course texts is displayed.

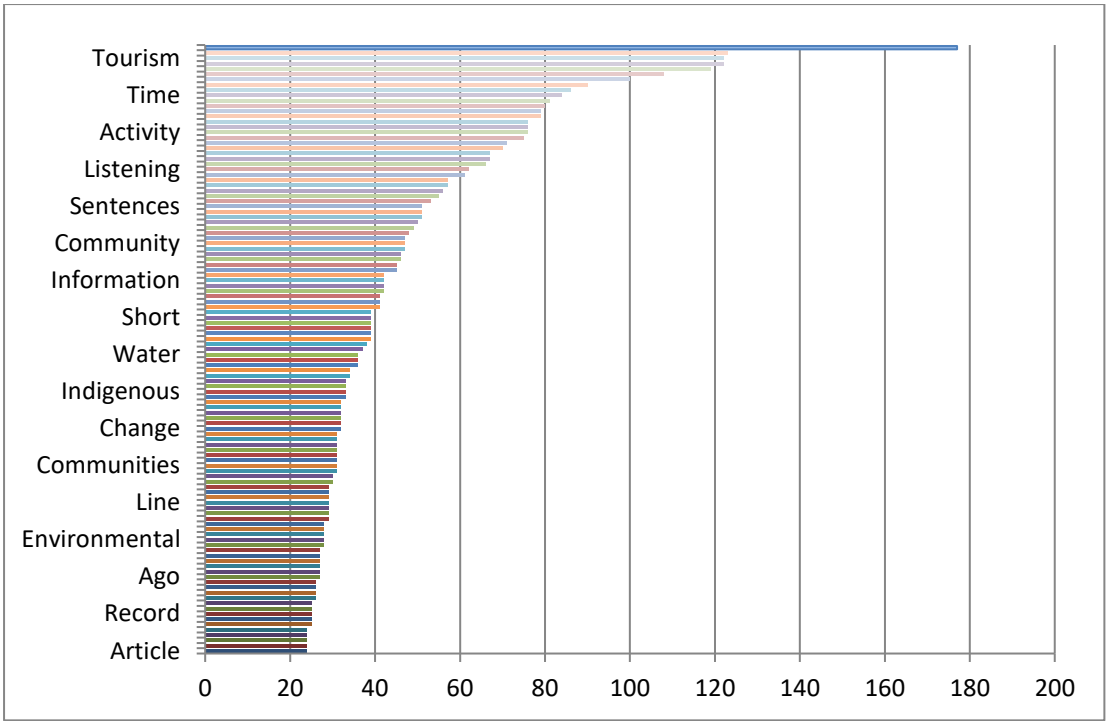

Figure 1. Frequent Vocabulary in English course

The vocabulary frequency analysis of the Communicative English Language Skills course highlights a curriculum that places a strong emphasis on the core language skills of reading, writing, listening, and speaking. The prominence of words such as "Reading," "Read," "Writing," "Listen," and "Speaking" underscores the importance of these skills within the course. It suggests that a significant portion of the curriculum is dedicated to developing students' ability to comprehend, produce, and engage with language in its various forms. The focus on "Reading" in particular indicates that reading comprehension and the ability to interact with different types of texts are likely central to the course's objectives.

In addition to the core language skills, the course appears to prioritize skills development more broadly. Terms like "Skills," "Study," "Knowledge," "Activities," and "Strategies" suggest that students are not only learning language but also acquiring techniques and methods to enhance their proficiency. The frequent mention of "Activities" implies that the course is likely interactive, with practical exercises designed to build these skills. This approach may help students apply their learning in real-world scenarios, making the course both practical and comprehensive.

The integration of cultural and social themes within the course is evident from the repeated appearance of words such as "Cultural," "Tourism," "Heritage," "Community," and "Indigenous." These terms indicate that the course content is designed to raise awareness of cultural and social issues, possibly providing students with a global perspective. The inclusion of terms like "Africa" and "Countries" further suggests that students are exposed to diverse cultural contexts, which may enrich their understanding and application of the English language in various cultural settings.

Grammar and sentence structure are also key components of the curriculum, as evidenced by the frequent occurrence of words like "Grammar," "Paragraph," "Sentences," "Verbs," and "Tense." The course seems to offer detailed instruction in grammatical structures, with a focus on helping students construct well-formed sentences. The specific mention of "Passive," "Present," and "Past" tense indicates that

students are likely being taught the nuances of verb tenses, which are crucial for mastering the English language.

The course appears to involve substantial engagement with texts and information processing, as indicated by the frequent use of terms such as "Text," "Information," "Words," "Notes," "Questions," and "Answers." These words suggest that students are actively involved in reading and interpreting various texts, with an emphasis on comprehension and critical thinking. Activities like summarizing information and responding to questions are likely integral parts of the curriculum, further reinforcing students' ability to analyze and communicate effectively.

Finally, the presence of vocabulary related to practical and interdisciplinary applications, such as "Human," "Work," "Development," "Environment," and "Health," implies that the course content is not limited to language learning in isolation. Instead, it seems to connect language skills with broader social and environmental issues, preparing students to use English in contexts that are relevant to their lives and careers. This interdisciplinary approach likely enhances the practical value of the course, equipping students with the language skills they need to succeed in various fields.

Vocabulary of Garment Major Courses from the Second to Fourth Year

The vocabulary characteristics of the Garment and Apparel Fashion course texts are then examined.

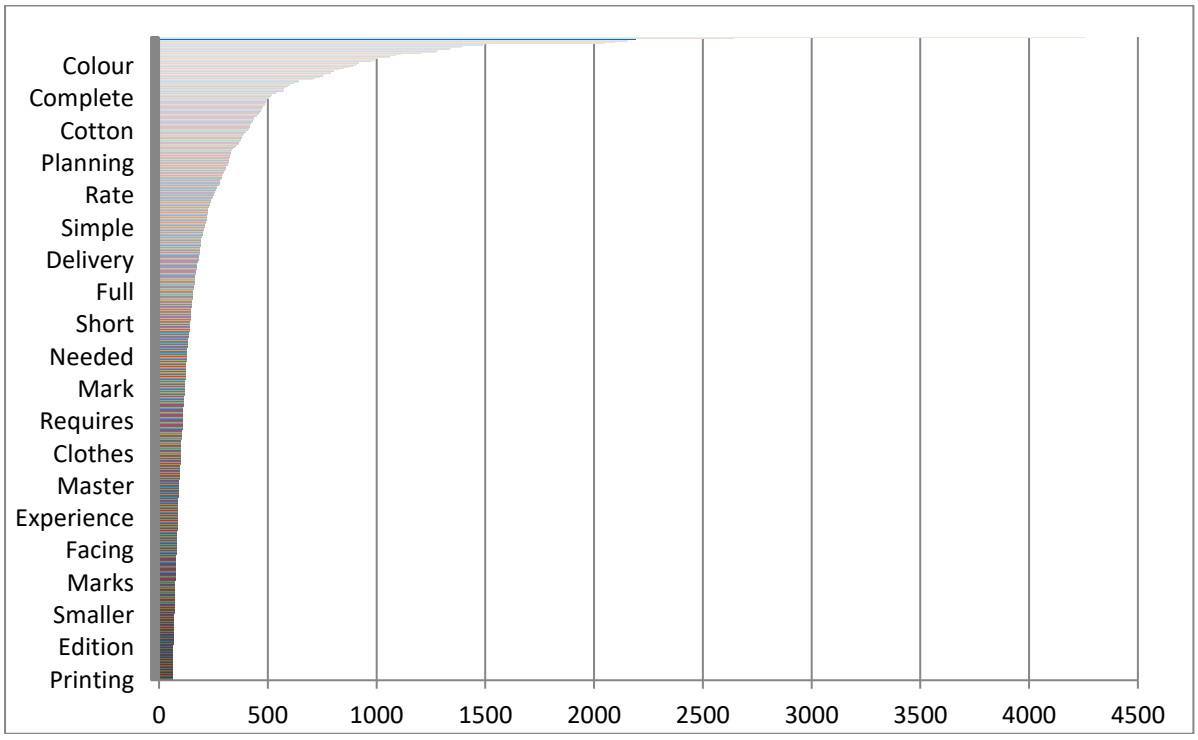

Figure 2. Frequent Vocabulary in Garment and Apparel Fashion Course

The vocabulary frequency analysis for the Garment major courses from the second to fourth year reveals a strong focus on practical and technical aspects of the garment industry. The most frequently occurring word, "Cost," appearing 4,253 times, suggests that cost management and budgeting are central concerns in these courses. This high frequency reflects the importance of financial considerations in garment production, likely encompassing everything from material costs to labor and overhead expenses.

The prominence of terms like "Fabric" (2,639), "Machine" (2,190), and "Process" (2,173) highlights the technical and material aspects of garment production. These terms indicate that students are extensively trained in the use of machinery, the properties of different fabrics, and the processes involved in garment manufacturing. The frequent mention of "Production" (2,154) and "Garment" (2,149) further emphasizes the course's focus on the end-to-end production of garments, from raw materials to finished products.

Words related to materials and production processes, such as "Material" (2,049), "Yarn" (1,201), and "Cutting" (1,110), suggest a detailed exploration of the various components and stages involved in garment making. The presence of "Sewing" (1,272) and "Stitch" (1,006) indicates a focus on the craftsmanship and technical skills required to produce high-quality garments. Additionally, terms like "Pattern" (1,174) and "Design" (1,281) suggest that creative design and pattern-making are integral parts of the curriculum, bridging the gap between technical skills and creativity.

The frequent occurrence of business-related terms such as "Sales" (1,085), "Marketing" (801), "Customer" (638), and "Buyer" (617) points to an emphasis on the commercial side of the garment industry. This suggests that students are not only learning how to produce garments but also how to market and sell them effectively, understanding consumer needs and the dynamics of the fashion market.

The inclusion of words like "Waste" (1,396) and "Labour" (871) reflects a concern with efficiency and sustainability in garment production. These terms likely relate to discussions on reducing waste, optimizing labor costs, and improving the overall sustainability of the production process. The mention of "Quality" (446) and "Control" (323) further underscores the importance of maintaining high standards in production, ensuring that the garments meet certain quality criteria.

Technical terms such as "Overhead" (1,061), "Expenses" (1,059), and "Price" (992) are indicative of the detailed financial management aspects covered in the courses. This suggests that students are being trained to manage both the operational and financial sides of garment production, ensuring profitability while maintaining quality.

In summary, the vocabulary analysis reveals a curriculum that is heavily oriented towards the technical, financial, and commercial aspects of garment production. The frequent mention of terms related to cost, machinery, materials, and production processes indicates that students are being prepared to handle the complexities of garment manufacturing, from the initial design to the final product, while also understanding the market and financial dynamics that drive the industry.

Comparison of Vocabulary

When comparing the vocabulary used in Communicative English Language Skills and Garment major courses, distinct differences in focus and objectives emerge. The Communicative English Language Skills course primarily emphasizes developing language proficiency, with a significant focus on reading, writing, listening, and speaking skills. This course also integrates cultural and social themes, preparing students to use English in diverse contexts. In contrast, Garment major courses concentrate on the technical, financial, and commercial aspects of garment production. The curriculum is designed to equip students with practical skills necessary for success in the garment industry, including cost management, technical production, and marketing.

The skills development in the two courses also shows different priorities. The English course emphasizes the development of core language skills, grammar, and sentence structure, alongside fostering cultural awareness and interdisciplinary applications. On the other hand, Garment courses emphasize technical skills such as

fabric handling, machine operation, and garment design, coupled with financial management and commercial strategies.

Both courses incorporate interdisciplinary elements, but with different focal points. The English course connects language learning with broader social and environmental issues, reflecting its interdisciplinary nature. In contrast, Garment courses focus more on the intersection of technical skills and business practices, integrating elements like cost management, sustainability, and marketing.

In terms of application and practicality, the English course appears to be designed with broad applicability in mind, preparing students to use English in a variety of real-world scenarios. Conversely, the Garment courses have a more specific application, preparing students for careers in the garment industry by providing them with the necessary technical and commercial skills.

When designing new Communicative English Language Skills courses specifically for garment trainees, it would be crucial to integrate technical vocabulary and industry-specific language from the Garment major courses into the English curriculum. This would include terms related to cost management, fabric types, production processes, and marketing strategies. The goal would be to create a course that not only enhances the trainees' general English proficiency but also equips them with the language skills needed to succeed in the garment industry. Incorporating industry-specific vocabulary, such as "Fabric," "Sewing," "Pattern," and "Cost," into the English curriculum would help students become more familiar with the language used in their field. Additionally, designing activities that simulate real-world garment industry scenarios—such as negotiating with suppliers, discussing design specifications, or preparing marketing materials—would make the course more relevant and practical for garment trainees. Maintaining a focus on cultural and social themes, but tailoring them to the garment industry (e.g., understanding global fashion trends or ethical production practices), would further help trainees apply their language skills in a broader, more informed context. Overall, a new Communicative English Language Skills course for garment trainees should blend the emphasis on language proficiency from the existing English course with the technical and commercial focus of the Garment major courses, creating a specialized curriculum that meets the unique needs of garment industry professionals.

Grammar Feature of Communicative English Language Skills

Frequent grammar types in the Communicative English Language Skills texts are identified.

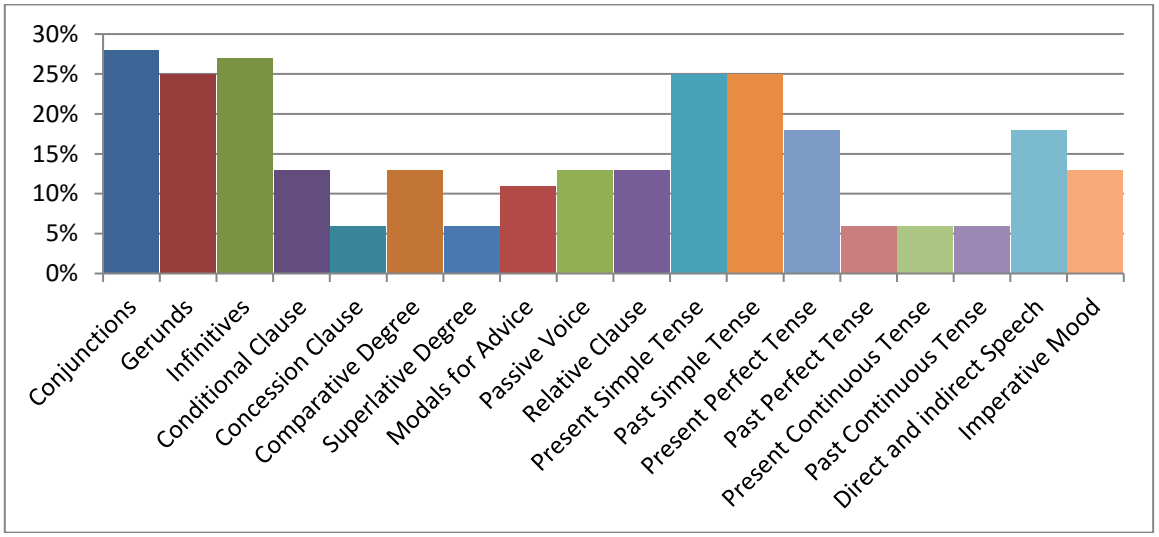

Figure 3. Grammar Features in Communicative English Skills Courses

The analysis of communicative English grammar features reveals a structured approach to language instruction, with a clear focus on high-frequency features that are fundamental to effective communication. Conjunctions, gerunds, and infinitives, which fall within a high-frequency range of 25% to 28%, are particularly emphasized, as these elements are crucial for constructing complex and coherent sentences. Conjunctions, in particular, play a vital role in connecting phrases, clauses, or sentences, reflecting the course's emphasis on helping students develop intricate communication structures essential in both written and spoken English. The frequent use of gerunds and infinitives highlights their importance in expressing actions, purposes, and continuous states, thereby expanding students' ability to convey nuanced meanings in daily interactions. Additionally, the present simple and past simple tenses, each with a frequency of 25%, are frequently used, underscoring their role in describing habitual actions, general truths, and past events, which are foundational to everyday communication.

In terms of moderate-frequency features, which range between 11% and 18%, the analysis indicates a balanced approach that emphasizes critical thinking and comparative skills. Conditional clauses and comparative degrees, each with a frequency of 13%, are important for decision-making and evaluations, essential in both academic and professional contexts. Direct and indirect speech, appearing with an 18% frequency, is particularly noteworthy for its role in narrative and reporting contexts, enabling students to effectively report speech and convey statements in both social and formal communications. Other moderately used features, such as modals for advice (11%), passive voice (13%), relative clauses (13%), present perfect tense (18%), and the imperative mood (13%), are crucial for guiding interactions, providing detailed information, and creating formal tones in communication.

Low-frequency features, including concession clauses, superlative degrees, past perfect, present continuous, and past continuous tenses, each with a frequency of 6%, are used less frequently. Their lower emphasis suggests that these grammar structures may be more specialized, with limited use in everyday interactions and a focus on specific contexts where such forms are necessary.

The analysis reveals a strong emphasis on foundational grammar features such as conjunctions, gerunds, infinitives, and verb tenses (present simple and past simple). These elements are crucial for building a solid base in communicative English. The moderate-frequency features are also important, though used more selectively based on context, while low-frequency features may be considered less central to the communicative goals of the courses, possibly reflecting their specialized or less frequent use in everyday interactions. This balanced approach ensures that students gain a comprehensive understanding of essential grammatical structures while also being exposed to more specialized forms as needed.

Grammar in Garment and Apparel Fashion Courses

Common grammatical forms in the Garment and Apparel Fashion course materials are outlined.

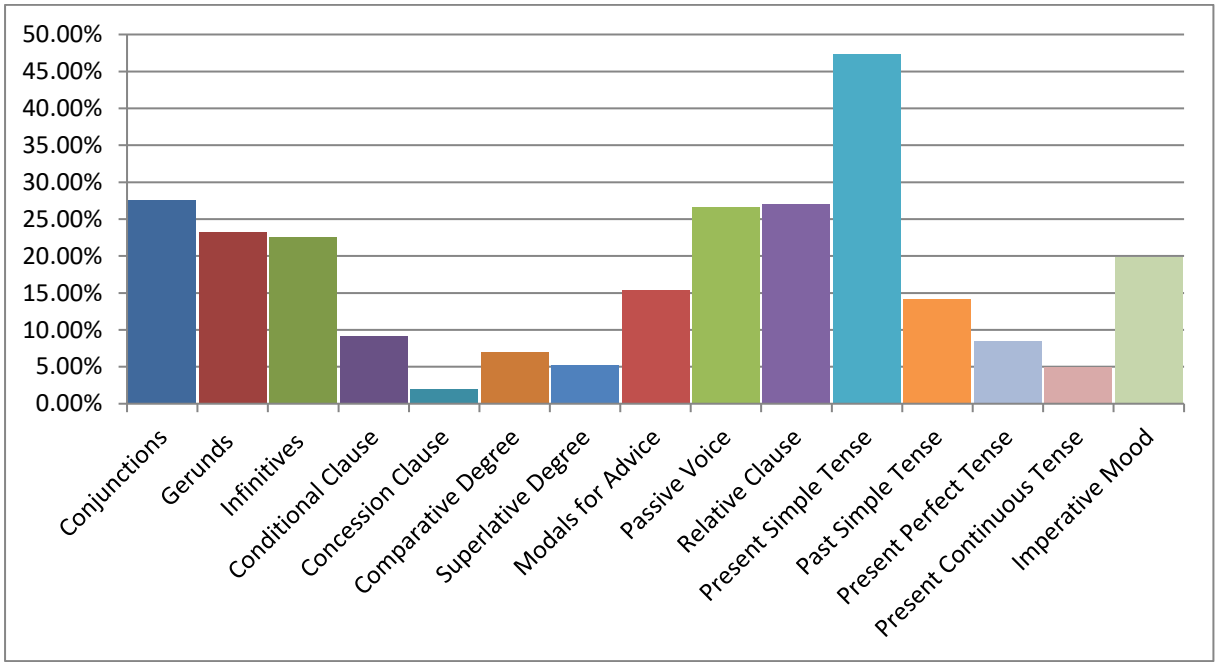

Figure 4. Grammar Features in Garment and Apparel Fashion Courses

The analysis of grammar features in garment courses reveals distinct patterns that reflect the instructional and descriptive nature of the content. The present simple tense is the most frequently used grammatical feature, appearing in 47.333% of the analyzed content. This high frequency underscores the emphasis on presenting general facts, routines, and procedural steps, which are crucial in conveying the foundational principles and consistent practices in garment-making. Similarly, the extensive use of conjunctions (27.500%) highlights the need to connect ideas, explain relationships, and structure information in a coherent manner. This allows for the clear and logical presentation of complex processes and instructions.

Another significant feature is the use of relative clauses (27.000%), which serve to add specificity and detail by providing additional information about particular elements within sentences. This is particularly important in garment courses, where precise descriptions of materials, tools, or techniques are necessary. The frequent use of passive voice **(**26.667%) aligns with the instructional focus of the content, as it shifts the emphasis to the actions and processes rather than the individuals performing them. This is common in procedural texts where the steps or results of actions are prioritized, such as "The fabric is cut into pieces" rather than "Someone cuts the fabric."

The moderate use of gerunds (23.167%) and infinitives (22.500%) further emphasizes the focus on actions and processes within the course content. Gerunds often appear in sentences that describe essential skills or ongoing activities (e.g., "Sewing is an essential skill"), while infinitives are commonly found in instructions (e.g., "To create a seam, align the fabric edges"). The presence of the imperative mood (19.833%) also supports the instructional nature of garment courses, as commands and direct instructions are necessary for guiding learners through specific tasks and procedures.

In addition, the moderate use of modals for advice (15.333%) reflects the need to offer guidance, suggestions, or recommendations within the course material, helping students understand best practices or avoid common mistakes. The past simple tense (14.167%) is used to refer to historical events, case studies, or past experiences in

garment production, providing context and background that enrich the learning experience.

Less frequently used grammar features, such as conditional clauses (9.167%), present perfect tense (8.500%), comparative degree (7.000%), and superlative degree (5.167%), indicate that while these structures are present, they are not the primary focus of the content. Present continuous tense (5.000%) is used sparingly, likely in discussions of on-going actions or current trends. Finally, the low occurrence of concession clauses (2.000%) suggests that there is minimal emphasis on expressing contrasting ideas or exceptions within the course material.

Overall, the grammar features in garment courses reflect a strong focus on clear, precise, and process-oriented language, which is essential for effectively communicating instructions, descriptions, and information in a vocational context.

Comparison of Grammar Features

The comparison of grammar features in Communicative English Language Skills and Garment major courses reveals different focuses and objectives. The Communicative English Language Skills course emphasizes a broad range of grammar features to develop comprehensive language skills applicable in various contexts, with a balanced approach between sentence construction, tense usage, and modality. In contrast, Garment major courses prioritize grammar features that are directly related to the technical and procedural needs of the garment industry, focusing on clarity, precision, and the ability to follow and give instructions effectively.

In the area of tense usage, the Communicative English course employs a variety of tenses, with a strong emphasis on the present simple and past simple tenses, reflecting the need to discuss habitual actions and past events. However, in Garment courses, the present simple tense is overwhelmingly dominant, as it is crucial for describing routines, general principles, and procedures in a clear and consistent manner.

Regarding sentence construction, the Communicative English course has a high frequency of conjunctions, gerunds, and infinitives, supporting the construction of complex and varied sentence structures. In contrast, Garment courses heavily use conjunctions and relative clauses, which are essential for creating detailed, coherent, and specific instructions and descriptions.

The use of the passive voice differs between the two courses as well. In Communicative English, the passive voice is moderately used, indicating its importance in formal or objective contexts. Garment courses, however, place a higher emphasis on the passive voice, reflecting the instructional focus where the process or action is prioritized over the agent.

The imperative mood is moderately used in the Communicative English course, reflecting its role in giving directions or commands in everyday and workplace communication. In Garment courses, it is more frequently used and is essential for guiding students through hands-on tasks and procedures.

Relative and conditional clauses also see varied use. In Communicative English, relative clauses are moderately used to add detail, while conditional clauses are also moderately used to express hypothetical situations. Garment courses, however, make high use of relative clauses to add specificity, with conditional clauses used less frequently, reflecting the practical, process-oriented nature of the course.

To design a Communicative English Language Skills course that better aligns with the needs of garment trainees, several modifications should be considered. The course should increase its focus on the present simple tense, given its dominance in garment

courses, particularly in contexts related to describing procedures, routines, and general principles. Emphasizing the passive voice would also be beneficial, as it is frequently used in garment courses. The new English course should include more exercises that help trainees construct passive sentences, especially in the context of instructions and process descriptions. Additionally, the course should place a stronger emphasis on the imperative mood, incorporating tasks that require trainees to give and follow direct instructions, mirroring the hands-on nature of their field. The use of relative clauses should also be enhanced, reflecting their importance in adding specificity and detail in garment courses. Gerunds and infinitives, though moderately used in garment courses, remain important for expressing continuous actions and purposes, so the new course should include exercises that contextualize these forms within garment-related activities. While conjunctions are frequently used in both courses, the English course for garment trainees should focus on the conjunctions most relevant to connecting ideas in instructional and procedural contexts. Lastly, less relevant grammar features, such as concession clauses, superlative degrees, and certain complex tenses, should be de-emphasized in favor of more practical grammar that aligns with the everyday needs of garment trainees. By incorporating these modifications, the new Communicative English Language Skills course would be better aligned with the practical demands of the garment industry, providing trainees with the language skills necessary to succeed in their field.

Discourse Function of Communicative English Language Skills

Prevalent text types in the Communicative English Language Skills course materials are described.

Table 1. Discourse Functions in Communicative English Language Skills Courses

Discourse Function	*Examples*	*%*
Enumeration	- Listing study habits of highly effective students.	21
Instruction	- Note-taking instructions, how to develop skills - Instructions on how to complete activities.	23
Descriptive	- Descriptions of sports activities.	12
Analysis	- Analysis of reading strategies or note-taking techniques.	14
Problem-Solution	- Discussing study skills and how to improve them.	11
Definition	- Definition of life skills	13
Illustration	- Examples of reading types, examples of personal skills	15
Narrative	- An African researcher has made encouraging progress in using a pesticide..."	4
Cause-Effect	- Treatment is possible although expensive and pointless in communities where reinfection..."	5
Compare-Contrast	- Comparing different reading strategies.	7
Classification	- Classifying types of reading.	6
Argumentative	- Arguing the importance of a particular study skill. - Importance of life skills	3

The analysis of communicative English text styles provides valuable insights into the curriculum's emphasis on different functional areas. This detailed assessment based on the combined average frequency of each discourse function reveals the underlying pedagogical priorities and areas for potential development.

The high frequency of enumeration in the curriculum underscores its importance in organizing content in a structured manner. Enumeration lists items or ideas, which helps in presenting information clearly and systematically. Examples like study skills lists or types of life skills show how enumeration aids students in breaking down complex

concepts into manageable parts. This structured approach is crucial for enhancing comprehension and retention, ensuring that students can effectively categorize and recall information.

Instructional texts, which provide step-by-step guidance, are also highly prevalent. This discourse function is vital for teaching processes or tasks, with examples including note-taking instructions and how to develop specific skills. The frequent use of instructional texts indicates a strong focus on practical application, ensuring that students not only understand theoretical concepts but also can apply them effectively in real-world scenarios. This hands-on approach is essential for building competence and confidence in executing tasks.

Descriptive texts are used moderately, providing detailed explanations and imagery to describe topics or subjects in depth. For instance, descriptions of life skills offer students a way to articulate detailed observations. This moderate emphasis on descriptive texts highlights the need for clear communication and a thorough understanding of subjects, allowing students to engage more deeply with the material.

Analytical texts, which promote critical thinking and deeper understanding, are also moderately used. These texts involve examining and interpreting details, such as discussions and analyses of life skills. The moderate frequency suggests an emphasis on developing students' abilities to evaluate and interpret information. This is crucial in both academic and real-world settings, where critical thinking and data analysis are key competencies.

The moderate frequency of problem-solution texts indicates a significant focus on fostering problem-solving skills. These texts help students identify problems and propose solutions, as seen in examples like improving life skills or note-taking abilities. By encouraging students to think critically about challenges and how to address them, the curriculum supports the development of key competencies needed in both professional and personal contexts.

Definition texts, which explain the meaning of terms, are also used moderately. Examples include defining reading and life skills, emphasizing the importance of clarity and comprehension. The use of definitions ensures that students have a solid understanding of key concepts and terminology, providing a foundation for further learning and effective communication.

Illustrative texts are moderately present, offering examples to clarify points and enhance understanding through practical examples. Illustrations of different types of reading or personal skills help to make abstract or complex ideas more concrete and relatable. This focus on illustration aids students in grasping and remembering concepts, making learning more engaging and accessible.

Narrative texts, which tell stories or describe events, are used infrequently. The low frequency suggests that storytelling or chronological event description is not a primary focus within the curriculum. While narrative can be a powerful tool for engagement and explanation, its limited use might indicate a preference for more direct and functional forms of communication that align closely with the curriculum's specific learning objectives.

The low frequency of cause-effect texts suggests a lesser emphasis on teaching students to explore the logical connections between actions and outcomes. While examples like the benefits of life skills demonstrate this discourse function’s potential value, its infrequent use might suggest an area for further development. Incorporating more cause-effect texts could enhance students’ critical thinking skills, helping them to better understand and articulate the relationships between various factors.

Compare-contrast texts, which highlight similarities and differences between subjects, are also used infrequently. The low occurrence of this discourse function suggests that students may not often engage in activities requiring them to evaluate and differentiate between concepts. Enhancing the emphasis on compare-contrast texts could foster critical thinking and help students develop a more nuanced understanding of different topics, which is valuable for both academic growth and real-world decision-making.

Classification texts, which group items into categories, appear rarely in the curriculum. Despite its usefulness in helping students organize their knowledge, classification is not a major focus. Increasing the use of classification texts could aid students in structuring and organizing information more effectively, which would support their ability to recall and apply knowledge across different contexts.

Argumentative texts, essential for debate and persuasion, are among the least frequently used discourse functions. The rarity of these texts suggests less emphasis on developing students' ability to argue persuasively or critically assess differing viewpoints. Given the importance of these skills in both academic and professional settings, integrating more argumentative texts could better prepare students for situations where they need to advocate for their ideas or engage in critical discourse.

Overall, the data indicates that the curriculum places a strong emphasis on practical and functional discourse functions, such as enumeration and instruction, which are crucial for clear communication and task execution. The moderate presence of descriptive, analytical, and problem-solution texts supports a focus on detailed understanding and critical thinking. However, the low frequency of narrative, cause-effect, and argumentative discourse functions suggests areas where the curriculum could expand. By incorporating more opportunities for students to develop skills in storytelling, logical reasoning, and persuasive argumentation, the curriculum could enhance their overall communicative competence, making them more versatile in various contexts.

Discourse Functions of Garment Courses

Dominant discourse styles in the Garment and Apparel Fashion Course texts are examined.

Table 2. Discourse Functions in Garment and Apparel Fashion Courses

Discourse Function	***Examples***	***%***
Enumeration	- Listing various factors influencing the packing cost of a garment - Enumerate various types of wastes generated in spinning - Enumeration of pattern making tools and equipment	15
Instruction	- Step-by-step instructions for the packing process of garments - How to take body measurements - Instructions on pattern drafting, first pattern, working pattern, revised pattern, graded pattern, master/block pattern, and production pattern	23
Descriptive	- Descriptions of embroidery techniques, materials, designs - Describe the spinning process and its various stages in detail - Provide details about yarn count systems - Describe the production and waste estimation in spinning	26
Analysis	- Analyzing the relationship between digital printing and traditional textile printing methods - Discussing characteristics, suitability, appropriateness of different embroidery styles and designs	25
Problem-Solution	- Issues and solutions in embroidery	15

Discourse Function	***Examples***	***%***
Definition	- Defining the concept of yarn realization - Explain the term "OHS" used in labor cost estimation - Definitions of various terms related to garment costing and packing (e.g., "rigid boxes", "corrugated boxes")	14
Illustration	- Illustrations of body structure, body proportions, measurement landmarks, dart manipulation techniques - Examples and visual references supporting the discussion of embroidery techniques and designs	16
Narrative	- Presenting the history and development of digital textile printing	7
Cause-Effect	- Factors affecting raw material cost and yarn selling price - Impact of waste handling on clean material cost - How style and quality requirements affect the time required for trimming and checking - Explaining how heat causes changes to polymer fibers	12
Compare-Contrast	- Comparison of different types of carton boxes used in packaging - Comparing and contrasting concepts such as "apparel" and "garment"	8
Classification	- Classifying the different inkjet printing technologies - Classify costs in spinning as fixed, variable, and semi-variable	7
Argumentative	- Arguments regarding the importance of different packing methods and their impact on garment cost	3
Explanatory	- Different methods of pattern making, contents of paper patterns, standard pattern symbols	7

The analysis of discourse functions in garment courses reveals a diverse distribution, with each discourse function serving a distinct purpose within the curriculum. This varied approach ensures that students are equipped with both practical skills and theoretical knowledge essential for their field.

Descriptive texts are predominant in garment courses, indicating a significant emphasis on describing concepts, materials, techniques, and designs. This focus on description helps students visualize and understand the intricacies of garment-related content, enabling them to grasp essential details effectively. By engaging with descriptive texts, students can better comprehend the visual and tactile aspects of garment production, which are crucial for their learning and future professional endeavors.

Instructional texts are also highly prevalent, reflecting the hands-on nature of garment courses. These texts provide step-by-step guides, procedures, and instructions on performing tasks, using tools, or creating garments. The emphasis on instructional content ensures that students can follow precise methods and apply their knowledge practically. This practical approach is vital in a field like garment production, where accuracy and adherence to processes are key to success.

The high emphasis on analytical texts suggests that students are encouraged to critically examine and evaluate various aspects of garments, such as fabric types, construction methods, and fashion trends. This analytical approach fosters a deeper understanding of the subject matter and promotes critical thinking, allowing students to engage with the complexities of garment design and production.

Definitions are moderately used in garment courses, reflecting the need to understand specialized terminology. While it is important for students to grasp specific terms, the curriculum prioritizes other areas of learning. This indicates that definitions support the overall learning process without dominating the curriculum, allowing students to focus on applying their knowledge in practical contexts.

Enumeration, or the listing of items, steps, or features, is moderately employed in garment courses. This type of text is likely used in outlining the components of a garment or listing materials needed for a project. By providing structure and clarity, enumeration helps students organize and process information more effectively, facilitating a more systematic approach to their tasks.

The moderate use of illustrative texts, including examples or analogies, suggests that this type of content is employed to clarify complex concepts. Illustrative texts likely support visual or practical learning, helping students better understand abstract ideas through concrete examples. This approach aids in bridging the gap between theory and practice, making the learning process more relatable and engaging.

Narrative texts are moderately present in garment courses, possibly used in case studies, historical contexts, or real-world scenarios related to the garment industry. The use of narrative allows students to connect theoretical knowledge with practical applications, offering insights into how concepts are applied in real-world situations. This helps students develop a more holistic understanding of the industry and its dynamics.

The moderate use of cause-effect texts indicates some exploration of relationships between different factors in garment production or design. For example, students may learn how the choice of fabric impacts the durability of a garment, helping them understand the consequences of their design decisions. This type of text encourages analytical thinking and a deeper exploration of the cause-and-effect relationships within garment production.

The moderate occurrence of problem-solution texts suggests that garment courses may include tasks where students are asked to identify issues in design or production and propose solutions. This type of text promotes critical thinking and problem-solving skills, which are essential in the garment industry. Students are trained to approach challenges methodically and develop effective strategies to overcome them.

The low usage of explanatory texts suggests that while some content aims to clarify or interpret information, this is not the main focus of the course materials. Explanatory texts may be used to support other types of content but are not a primary method of instruction. This indicates that the curriculum favors more direct forms of instruction and analysis.

The low emphasis on compare-contrast texts indicates that there is less focus on directly comparing different garments, techniques, or theories. This suggests that while comparison may be a useful tool, it is not heavily emphasized in the curriculum. Instead, students may be encouraged to engage with content more through description and analysis.

Classification is minimally used in garment courses, suggesting that grouping or categorizing items is not a primary method of organizing information. This could imply that the curriculum favors more descriptive or analytical approaches to content organization, allowing for a more fluid exploration of garment-related topics.

Argumentative texts are also low in frequency, indicating that garment courses may not heavily focus on debates or persuasive writing. This could reflect the practical nature of the field, where hands-on skills and technical knowledge are prioritized over argumentative discourse. The curriculum may emphasize factual learning and application rather than opinion-based analysis.

Overall, the discourse functions in garment courses emphasize practical application and critical analysis, with a strong focus on descriptive, instructional, and analytical content. This approach ensures that students gain both the technical skills and critical thinking abilities needed to succeed in the garment industry. The balanced mix of other

discourse functions supports comprehensive learning, providing students with a well-rounded education that prepares them for the diverse demands of their field.

Comparison of Discourse Functions

The comparison of discourse functions in Communicative English Language Skills and Garment major courses highlights different focuses and objectives. The Communicative English Language Skills course prioritizes practical language use with a focus on enumeration, instruction, and descriptive discourse functions. It aims to develop general communication skills, with a moderate emphasis on critical thinking through analysis and problem-solving. In contrast, Garment major courses focus on the practical and technical skills necessary for garment production, with the curriculum heavily emphasizing descriptive, instructional, and analytical texts. This focus reflects the industry's need for a detailed understanding and precise execution of tasks.

The variety of discourse functions used in the two courses also differs. In Communicative English, a broad variety of discourse functions is exhibited, though some are used infrequently, such as narrative and argumentative texts. Garment courses also show varied use of discourse functions, but the most frequent ones are those directly related to the practical aspects of garment production, with less emphasis on argumentative or comparative discourse.

In terms of practical application, the Communicative English course emphasizes practical language skills that can be applied across various contexts, supported by instructional and enumerative texts. Garment courses, however, emphasize discourse functions that facilitate the practical, hands-on learning required in garment production, with a strong focus on descriptive and instructional texts.

Given the distinct focus of the Garment major courses, designing a new Communicative English Language Skills course for garment trainees would require a tailored approach that integrates the discourse types prevalent in the garment industry. The new English course should increase its focus on descriptive texts, given their high frequency and importance in garment courses. Exercises that require students to describe garments, materials, and production processes in detail would help trainees become proficient in the specific vocabulary and expressions used in their field. Additionally, the course should emphasize instructional and procedural texts, incorporating more exercises such as writing and following garment production instructions to align with the hands-on nature of the garment industry.

Incorporating analytical texts would also be beneficial, as analysis plays an important role in garment courses. The new course should include tasks that require trainees to analyze different aspects of garment production, such as comparing fabrics or evaluating design choices, thereby developing their critical thinking skills within the context of their field. While narrative and cause-effect texts are not as prominent in garment courses, they should still be included in the English course to help trainees understand and articulate the sequences and consequences of production processes, enhancing their ability to communicate effectively about their work. The course should also use industry-specific examples and case studies from the garment industry to make the content more relevant and engaging for trainees. This can be achieved by incorporating illustrative texts that clarify complex ideas through practical, industry-related examples.

Finally, the course should develop problem-solving skills by integrating exercises that challenge trainees to identify and solve problems related to garment design and production, reinforcing their ability to apply language skills in real-world situations. By

incorporating these modifications, the new Communicative English Language Skills course would be better aligned with the needs of garment trainees, equipping them with the language skills necessary for success in their industry. This approach ensures that the course remains relevant and practical while also fostering the critical thinking and communication skills that are essential in the garment field.

DISCUSSION

In tailoring the Communicative English Language Skills curriculum to meet the specific needs of garment trainees, several key linguistic adjustments can be informed by current research on academic discourse, genre, and register within specialized fields. This discussion explores how integrating garment-specific grammar features, vocabulary, and discourse functions aligns with the unique linguistic demands of the garment industry, as evidenced by previous studies in English for Specific Purposes (ESP) and genre analysis.

The importance of grammar features, such as the present simple tense and passive voice, has been highlighted by Hyland (2004), Lumaela and Que (2021), Sevy-Biloon (2018), and Swales and Feak (2004) who all emphasize their relevance in technical and instructional contexts. In garment training, where precision and procedural clarity are essential, using the present simple tense allows trainees to describe habitual actions and general truths that are integral to garment production. Sevy-Biloon's (2018) research on the effectiveness of this tense in conveying routine actions corroborates the need to incorporate it heavily into the curriculum, as it aligns with procedural and instructional discourse. Likewise, the passive voice is particularly advantageous in technical contexts due to its ability to center processes rather than agents, making it ideal for describing technical procedures where the focus is on the action rather than the actor (Hyland, 2004; Swales & Feak, 2004). This aspect is especially relevant to garment courses, where describing steps in garment production often necessitates a process-focused approach to enhance clarity and conciseness. Integrating these grammatical features within the curriculum not only supports clearer procedural descriptions but also reinforces trainees' ability to convey technical processes efficiently. By drawing on Catramado (2004) findings, the curriculum could incorporate relative clauses to enhance the specificity and detail of technical descriptions, providing garment trainees with the precision necessary for effective communication in their industry.

Incorporating garment-specific vocabulary into the curriculum is essential for bridging the gap between general language proficiency and industry-relevant communication. Studies like those by Durrant (2009); Hyland (2023); Hyland and Tse (2007), and Sing (2017) emphasize the value of discipline-specific vocabulary in ESP contexts, which enables students to engage with industry-related content more confidently and effectively. This aligns with content-based instruction models that advocate for the integration of technical terms to create meaningful, relevant learning experiences (Snow & Brinton, 2023). For garment trainees, incorporating terms related to fabric, machinery, production processes, and cost management not only improves their comprehension of industry texts but also prepares them for professional interactions where these terms are commonly used. However, it is essential to balance technical vocabulary with general English language skills to equip trainees for a variety of communication situations. As Connor et al. (2016), Graves and White (2016), and Thompson (2016) have noted, cross-cultural and cross-context adaptability is crucial in ESP, suggesting that garment trainees also need exposure to general communication skills to navigate both industry-specific and broader interactions. This balanced approach

ensures that students can transition seamlessly between technical jargon and everyday communication.

The discourse functions prevalent in garment production texts, such as descriptive, instructional, and analytical functions, align closely with Hyland (2023), and Swales (2004) genre analysis framework, which emphasizes the importance of aligning discourse functions with specific communicative purposes. The English course texts currently encompass a wide range of discourse functions—narrative, descriptive, and illustrative—to build comprehensive language proficiency. However, as noted by Bhatia (2014) technical texts necessitate a more targeted focus on instructional and analytical discourse types, which are critical for conveying technical processes and factual information relevant to garment production.

To make the curriculum more applicable to garment trainees, it could prioritize discourse functions that enhance practical understanding and application. By concentrating on instructional and descriptive discourse functions, the curriculum would better align with trainees' needs to understand technical steps and make precise descriptions, particularly in contexts requiring procedural accuracy. Besides, the use of analytical discourse functions would help trainees develop the ability to evaluate processes and make informed decisions—a skill that is becoming increasingly relevant in industry contexts where critical analysis and problem-solving are valued.

Drawing from the genre-based approaches suggested by Swales (2004), and Yanto and Triastuti (2024) the curriculum could benefit from integrating multimodal literacy components that address the various communicative modes in the garment industry, such as technical manuals, reports, and visual aids. As O'Halloran et al. (2016) suggest, multimodal comprehension is vital in technical settings where digital and visual information is often presented alongside text. Including multimodal literacy training would prepare trainees to interpret and synthesize information from various formats, an increasingly necessary skill in garment production, where diagrams, images, and charts play a critical role in communication.

Connor et al. (2016) emphasize the importance of intercultural rhetoric in professional communication, which is particularly relevant for non-native English speakers in a globally oriented industry like garment production. By incorporating pragmatic language skills and cultural adaptability, the curriculum can help trainees navigate diverse communication scenarios effectively, supporting both local and international engagement. This could involve role-play exercises and simulations that mirror real-world garment production scenarios, where trainees learn to adjust their language to suit different cultural and pragmatic contexts.

While integrating garment-specific content, maintaining the interactive and engaging communication style typical of Communicative English courses remains essential. This approach not only supports understanding technical instructions but also enables trainees to participate in discussions, collaborate on tasks, and engage in problem-solving within the garment industry. As Cortes (2013) demonstrated in her study on business English, combining structural language analysis with social conventions enhances learners' ability to use language pragmatically. Similarly, Pescuma et al. (2023) highlights the significance of register variation in training setting, suggesting that trainees need to engage with both spoken and written English to navigate workplace communication successfully.

In summary, the research supports the adaptation of the Communicative English Language Skills curriculum to better serve garment trainees by integrating specific grammar features, vocabulary, and discourse functions tailored to the garment industry.

Emphasizing practical, descriptive, instructional, and analytical forms of discourse while maintaining interactive learning will prepare trainees for the communication challenges they will encounter in professional settings. By adopting a genre- and register-based approach, as recommended by Martin et al. (2019), this curriculum can meet the linguistic and professional needs of garment industry trainees, thereby enhancing their employability and readiness for real-world industry demands. This curriculum adjustment ultimately aims to bridge the gap between vocational training and workplace communication requirements, equipping Ethiopian garment trainees to thrive in both local and international markets.

Finally, it's important to balance practical and interactive learning in this modified curriculum. While integrating garment-specific content, maintaining the interactive and engaging communication style typical of Communicative English courses will be crucial. This approach will not only help trainees understand technical instructions but also enable them to engage in discussions, offer advice, and participate in collaborative problem-solving within the garment industry. By combining the strengths of both Communicative English Language Skills and Garment Major Courses, this modified curriculum can provide garment trainees with the language skills necessary for both technical proficiency and effective communication within their industry.

CONCLUSION

In conclusion, this study shed light on similarities and differences in linguistic features between EAP and ESP course materials related to Ethiopian garment production programs. Distinct emphases emerged based on the contextualized needs of academic versus occupational preparation. While language skills constitute a universal foundation, ESP refinement calls for empirical recognition of domain-specific demands.

Continued understanding of such localized characteristics better optimizes technical education outcomes through responsive scaffolding. Mixed methods offering qualitative insights could further contextualize quantitative trends for holistic curriculum enhancement. Overall, this research contributes to evidence-based support aligning language proficiency with professionals' diverse practical requirements.

The findings carry implications for practitioners and policymakers. Recognition that specialized discourse varies warrants needs-based ESP curriculum differentiation distinct from general EAP. Instructors should consider domain-specific vocabulary, grammar, and discourse forms highlighted through discipline-informed analysis. Occupationally relevant modifications balancing fluency and practical skills cultivation optimize capability and competitiveness.

Targeted observation and stakeholder consultation sustain evolutionary practices. Research extending methodology to explore social-contextual influences offers more comprehensive understanding. Multidisciplinary collaboration advances shared progress through cooperatively refined, empirically-grounded solutions. With continued nuanced insight, linguistically empowered graduates reinforce economic viability through workplace English mastery.

To build on insights, future work could employ mixed research paradigms integrating emic perspectives. Longitudinal exploration tracking discourse socialization further contextualizes quantitative trends. Studies comparing fields elucidate commonalities and variances informing trans-disciplinary skills transferability.

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EXPLORING THE LEVEL OF SELF-CONFIDENCE AMONG STUDENTS WITH DIFFERENT SPEAKING PERFORMANCE

[1]Linda Dwi Ayu Lestari*, [2]Kuni Hikmah Hidayati, [3]Anita Fatimatul Laeli
[1,2,3] English Language Education, Universitas Muhammadiyah Jember, Indonesia

ABSTRACT
This study aimed to investigate the variation of students' self-confidence level in their speaking performance in English. Using a qualitative approach, live experiences, and influencing factors related to self-confidence in speaking English were explored. Data were collected through classroom observations, reflective journals, and interviews to get a deep understanding of participants' perspectives and behavior. This research was conducted at an English course located in Kaliwates, Jember. The sample consists of two male students and two female students, all at the same CEFR level (A2 Elementary), but with varying levels of self-confidence and speaking performance. The results showed that students with low self-confidence can achieve high scores in speaking performance, while students with high self-confidence do not necessarily achieve high scores. They may still receive a low score in speaking performance, even if they have a high level of self-confidence.
Keywords: *self-confidence; speaking performance*

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*Correspondence:
lindadwiayu1704@gmail.com

ABSTRAK
Penelitian ini bertujuan untuk menyelidiki variasi tingkat kepercayaan diri siswa dalam performa berbicara dalam bahasa Inggris. Pendekatan kualitatif digunakan untuk mengeksplorasi persepsi siswa, pengalaman hidup, dan faktor-faktor yang mempengaruhi yang terkait dengan kepercayaan diri dalam berbicara bahasa Inggris. Data dikumpulkan melalui observasi kelas, jurnal reflektif, dan wawancara untuk mendapatkan pemahaman yang mendalam tentang perspektif dan perilaku peserta. Penelitian ini dilakukan di lembaga pendidilan Bahasa Inggris yang berlokasi di Kaliwates, Jember dengan dua siswa laki-laki dan dua siswa perempuan sebagai sampel. Semua sampel berada di tingkat CEFR yang sama yaitu A2 Dasar tetapi dengan tingkat kepercayaan diri dan tingkat performa berbicara yang berbeda. Hasil penelitian menunjukkan bahwa siswa dengan kepercayaan diri rendah bisa mendapatkan nilai tinggi dalam performa berbicara. Sementara siswa dengan kepercayaan diri tinggi tidak menentukan bahwa mereka akan mendapatkan nilai tinggi dalam performa berbicara. Mereka mungkin bisa mendapatkan skor rendah dalam performa berbicara meskipun memiliki tingkat kepercayaan diri yang tinggi.

Kata Kunci: *kepercayaan diri; performa berbicara*

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INTRODUCTION

In learning English as a foreign language, students are required to master four language skills, which are the basis of language. Among the four language skills, speaking is one of the most important skills, yet challenging. Based on a real-life situation, most of the students in Indonesia have problems with speaking English.

Several studies found that the problems encountered by the students while speaking English caused by two factors, namely linguistic factors and nonlinguistic or psychological factors. For linguistic factors, the major problem encauntered by the students was limited vocabulary, lack of pronunciation, and struggle with grammar and fluency (Ihsan & Wahidah, 2019; Maji et al., 2022). The second factor, the psychological factor, the problem faced by the students was caused by a lack of self-confidence, fear of making mistake, anxiety, and low bravery when speaking English (Fitriani et al., 2015; Inayah & Lisdawati, 2017; Murti & Jabu, 2022).

Budayanti et al. (2023) stated that students felt worried their friends would laugh at them when speaking English. They lack the confidence to speak English and feel inferior because other students have better speaking skills. In addition, Farhani et al. (2020), mentioned in his research that students would be teased and mocked by their friends if they make a mistake when speaking English in public. So that the students afraid to speaking English. Another study proved that it is difficult for students to produce good speaking skills even if they have learned to speak English in a specific class at university, since English is not their first language (Audina et al., 2016). In fact, Aulia and Apoko (2022) found that students are in the red zone as they are currently dealing with problems in speaking and are confused about giving ideas in English. They felt afraid to make some mistakes in speaking English because they did not have sufficient vocabulary. Sometimes the students had prepared words in their minds, but they still found it difficult to express their ideas. Other studies also found that some students had an interest in English mainly in speaking, but still felt nervous, shy, and afraid when speaking English. Several also felt less confident in their abilities in speaking (Komang et al., 2022).

The preliminary study found that most of the students looked too shy to speak in front of people. Even though they already knew each other in the class, they found it difficult to talk about themselves in English in front of the class. The researcher conducted an observation to one of the classes when students were doing speaking practice. The teacher asked the students to make a paragraph that tells about themselves and then they presented it in front of the class. During the speaking performance, most of them focused solely on the notes they had written on paper. Additionally, several students appeared unwilling to participate in oral activities in class. This makes the message or idea that they want to convey cannot be conveyed properly. Besides, speaking is a process of achieving goals and transferring messages, where the speaker not only expresses their ideas in his mind but also expresses their necessity (Audina et al., 2016). In the process of learning English, it is very important for students to master speaking so that they can communicate their ideas properly (Budayanti et al., 2023).

According to Kutub (2019), speaking is a challenging skill in learning English. In speaking English, the students require to knowing grammar more and also the use of English in real context. Moreover, a rich vocabulary to enhance speaking skills is also needed. If students have a broader vocabulary, they will demonstrate greater fluency and accuracy in their speaking performance (Kutub, 2019). Additionally, in order to master speaking, students need to have high self-confidence. Furthermorein, Hasan et al. (2020) stated that speaking does not only involve knowledge but also a psychological aspect, in this case, self-confidence which is the key aspect to success in speaking performance. Besides, self-confidence is a feeling

that can make students brave and always want to try something interesting. It is also an aspect that can raise people to have a strong desire to achieve something. Self-confidence is a personal factor that supports the achievement of students in learning English as a foreign language (Lar & Maulina, 2021). This is consistent with Nadiah et al. (2019) who stated that self-confidence is a positive attitude owned by people to be able to achieve their goals. Therefore, with self-confidence, the students will be able to convey their message and create good communication.

Self-confidence, although not directly correlated with other language aspects, plays a crucial role in speaking performance. Several factors affect speaking skills including linguistic factors and non-linguistic factors. In this case, one of the non-linguistic factors affecting speaking is self-confidence, which does not correlate with any other language aspects, but from personal factors (Kutub, 2019). Without self-confidence, students will not have the bravery to speak to others and a low desire to accomplish something (Hasan et al., 2020).

Aditionally, self-confidence can inspire enthusiasm, courage, and motivation, helping students achieve better speaking outcomes (Lar & Maulina, 2021). Moreover, self-confidence is essential for the success of the learning process as a whole (Christie, 2018, p. 143). As Kanza (2016) stated, "Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in a successful way" (p. 24). Students with high self-confidence will be brave to recognize their abilities. If they can control their confidence, they will be able to do many things, especially in speaking English (Komang et al., 2022). Akbari and Sahibzada (2020) affirmed that students with high self-confidence achieved higher success and performed better in speaking English. In learning English, self-confidence is essential, as it helps students avoid many challenges; it is the key to success in speaking (Hasan et al., 2020). Conversely, students with low self-confidence often struggle to express their ideas, even when they know and have prepared the necessary vocabulary (Bahtiar et al., 2020). They fear making mistakes, particularly in grammar, pronunciation, or vocabulary use (Aulia & Apoko, 2022). Therefore, this research aimed to investigate the variation in students' self-confidence levels and how it influences their speaking performance in English. The study was conducted with students in an informal education class in Jember, who, despite being from different grades, are at the same level of proficiency in English.

There have been several studies that examined students' self-confidence and speaking performance at several levels of education. The first study was carried out by Kutub, (2019), who found that self-confidence has a low significant correlation with speaking performance. The study revealed that fourth-semester students at a university in Malang who have high self-confidence do not affect their speaking performance. Having high self-confidence does not determine that their speaking performance is good. This research aligns with Audina et al. (2016), who found that students who have high self-confidence do not determine they will also achieve high scores in speaking performance. The same case with the students who have medium self-confidence levels does not determine whether they will get average or low scores in speaking achievement.

On the other hand, Komang et al. (2022) investigated 40 students in a the junior high school of Mengwi and found that without self-confidence, the students will always feel afraid and embarrassed to speak English. They need more support

and motivation from their teacher to feel more comfortable and confident in conveying oral expressions. Another study by Aulia and Apoko (2022) inferred that there was a positive relationship between the students' self-confidence and speaking skills at the SMPIT Al Muchtar. The study found out that the students would communicate well if they have high self-confidence. Another study by Novia et al. (2023) indicated that most of the tenth graders at a senior high school in Ogan Ilir had high self-confidence and possibly have higher spoken presentation scores. It showed that their speaking achievement was primarily influenced by their high self-confidence.

Most of the previous studies mentioned above focused on students in formal education settings, such as junior high schools, senior high schools, and universities. However, none of these studies investigated students in informal education institutions. This study addresses that gap, as it examines students in an English course, where learners are placed with others at the same proficiency level. This reduces the potential influence of varying English levels on speaking performance, unlike in formal education settings, where students in the same class often have different levels of English proficiency.

In conclusion, the researchers aim to examine the variation in self-confidence levels among students with differing speaking performance in English. Another reason for investigating this topic is the lack of studies focusing on students in informal education settings, such as English courses. The researcher aimed to explore how students' self-confidence levels influence their speaking performance in front of peers from different age groups and grades across various schools. Specifically, this research seeks to answer the question: How does self-confidence vary among students with different levels of speaking performance in English?

METHOD

This research employs a qualitative research approach with a phenomenological design to explore how self-confidence varies among students with different levels of speaking performance in English. This approach was chosen to explore the student's perceptions, live experiences, and influencing factors related to self-confidence in speaking English. Data were collected through classroom observations, reflective journals, and interviews to get a deep understanding of participants' perspectives and behavior.

Participants

This research was conducted at an English course located in Kaliwates, Jember. The participants in this research were four students in the same class, which consisted of two male and two female students. All the samples are in the same class and the same level of English based on the Common European Framework of Reference (CEFR), which is A2 Elementary. However, all the participants are from different education backgrounds and different level of speaking performance. The characteristics of the participants of this research explained as follow.

Table 1. Characteristics of participants

Participants	Gender	Education Background	Level CEFR	Level of Speaking Performance
Student A	Male	Junior high school	A2	High
Student B	Male	Junior high school	A2	Medium
Student C	Female	Senior high school	A2	Low
Student D	Female	Senior high school	A2	High

Instruments

The researcher collected the data through classroom observation and semi-instructed interviews to explore the students' self-confidence in speaking English. First, the researcher conducted a classroom observation to analyze how the class atmosphere when the students conducted the speaking practice. The classroom observation in this research was carried out twice in a month while joining an internship in an English course. Then, a semi-instructed interview with four students were administered. Several questions were asked related to the student's self-confidence in speaking English. The researcher adopted questions from a study conducted by Urrutia and Vega (2010), who conducted a questionnaire to diagnose students' attitudes and impressions about speaking. Additionally, the data through teacher's journals on students' activities in class and the students' performance were also collected. Students' daily speaking scores and speaking exam scores were collected and analyzed to assess their performance in speaking English.

FINDINGS

The Results of the Observation

An observation was carried out to know the situation of the students in the class. The observation was carried out when the students did the speaking practice in the class. It was found that most of the students in the class felt too shy to speak English in front of their classmates. This condition led to developing some questions about students' self-confidence in speaking English. The following were the topics of questions employed in the interview: 1) Level of self-confidence. 2) Feelings experienced during the speaking test. 3) Skills that were difficult and easy to practice. 4) Factors that made speaking English difficult.

The Results of the Interviews

Following the observation, the interviews were administered. Based on the interview results, the researcher found that students showed different levels of self-confidence when speaking English, and these differences were influenced by several factors.

Related to Point 1 of the interview, which focused on the level of self-confidence, Student A reported that she had low self-confidence. This was mainly due to feeling nervous when speaking in front of others and being unclear about the topic being discussed. Student A admitted that she struggled with performance anxiety, especially in group settings, which further lowered their self-confidence in speaking.

Conversely, Student C had moderate self-confidence, but this was hindered by limited vocabulary. She said that when she had the intention to speak, her ability

was constrained because she felt uncertain about using the correct words. This vocabulary gap created moments of hesitation, making it difficult for her to express her ideas in English. This ultimately affected her overall confidence in speaking.

On the other hand, both Student B and Student D showed high self-confidence in speaking English with different reasons. Student B said that she felt more confident when referring to a text or notes during speaking activities. This external support made her feel more secure, as it provided her with a reference point for her speech. Meanwhile, Student D attributed her strong self-confidence to her regular practice

Regarding Point 2 of the interview, which explored students' feelings when speaking English, most students reported feeling confident in their speaking abilities due to regular practice. The teacher frequently encourages them to practice speaking in class, emphasizing the importance of repetition and real-time feedback to build confidence for the speaking test. One student shared that, despite feeling anxious about her score, she remained confident in her ability to perform well, attributing this assurance to her high self-confidence. This confidence, she explained, stemmed from consistent classroom practices and her belief in her capacity to overcome challenges. Additionally, several students noted that their growing comfort with speaking English in front of others further contributed to their positive feelings during the speaking test, even when faced with uncertainty about the specific content.

Furthermore, the students' perspectives on which skills they considered difficult or easy to practice were explored (Point 3). In this regard, Student A found speaking to be difficult because he often felt nervous when speaking English in front of others, while he considered writing to be easy due to his greater confidence in that area. Student A expressed that his nervousness during speaking situations often made it harder for him to concentrate on expressing his ideas clearly. In contrast, Student C regarded speaking as an easy skill because she enjoyed communicating with others. She mentioned that her natural inclination to engage in conversations made speaking feel more like an enjoyable activity than a challenge.

For the last point of the interview, the researcher explored what are the factors that make the students difficult to speak English. Regarding this topic, the researcher found several factors that affect students' speaking performance. They faced many difficulties expressing their ideas which made it difficult to speak. From the table above, the researcher concluded several factors that make it difficult for students to speak, such as nervousness, lack of vocabulary, and the audience around them. However, one interesting thing that the researcher found was that grammar was not an inhibiting factor for them to speak English. They didn't worry about grammatical errors, as long as their interlocutor could understand them.

DISCUSSION

The findings of this research show that speaking still becomes challenging for students. In a study, Aulia and Apoko (2022) found that students in Indonesia who learn English as a foreign language are faced with problems in speaking English, especially in conveying their ideas in English. In addition,speaking is one of the challenging skills in language learning (Fitriani et al., 2015; Kutub, 2019). This is because speaking is a key component of communicative competence and is

frequently used in daily activities. As part of spoken performance, speaking requires students to demonstrate their ability to communicate, making it a challenging aspect of language learning, particularly in English.

Based on the result, a student thought that speaking was a difficult skill to practice. It was because he felt nervous to speak in front of people, which indicated that he has low self-confidence. Christie (2018) supports this idea, stating that most of people believe that speaking skills are harder than others due to a lack of self-confidence to deliver sentences in English. The researchers also found that the most common problems faced by students are nervousness or low self-confidence and lack of vocabulary. The students' lack of self-confidence and lack of vocabulary make the students think that speaking is a difficult skill (Fatmawati et al., 2020). Furthermore, Kutub (2019) stated that having a rich vocabulary can enhance their speaking skill and support their fluency and accuracy so that they have better speaking performance. Lack of self-confidence and lack of vocabulary are the common problems faced by students in speaking English in that class. Several studies also mention that the major problems faced by the students in speaking were a lack of vocabulary, poor pronunciation, struggle with grammar (Bahtiar et al., 2020; Farhani et al., 2020; Ihsan & Wahidah, 2019; Maji et al., 2022; Novia et al., 2023).

Additionally**,** a student said that the audience was a factor that made it difficult to speak English. In this case, Kansil et al., 2022, p. 15 supports this challege:

"When a person has to speak in front of many people and he is afraid of criticism from the audience or feels embarrassed when speaking in front of many people, his confidence level will affect his speaking ability". It means that, if the students are afraid of the audience it will affect their level of self-confidence and affect their speaking ability. A study by Yumniamatillah (2016) found that the presence of an audience is a significant factor affecting students' self-confidence in speaking, highlighting its influential role. Similarly, Siagian and Pinem (2020) discovered that many students felt intimidated by their listeners, which made them nervous about speaking English. They felt embarrased and afraid they will not understand their speech. Most of students in Indonesia felt nervous, anxious, and shy when they speak English (Fahira, 2022). Another study acrried out by Jaya et al. (2022) also found that some students face difficulties to speaking English in class, especially because they fear of making a mistake. They thought that the teacher or even their friends would give bad comments and laugh at them if they made a mistake . In some cases, the students tried to avoid making eye contact with the audience. They think this way will help them to decrease the nervousness and give a better performance.

Besides, this study found that parents' support can affect students' self-confidence. As a result, the student with high self-confidence said that her parents supported her in practicing speaking English at home which helped her to gain self-confidence. This is in line with Sumanti and Muljani (2021) who stated that parents' involvement will guide the students into a positive attitude towards language which help them to have better performance. Their guidance at home would encourage them to learn English and help them to use the language more effectively. In contrast, unsupportive environments will cause laziness and unmotivated in students (Murti & Jabu, 2022). Regarding the learning of English as a foreign language in Indonesia, parents' participation is an effecctive way to help their

children learn well (Rintaningrum et al., 2022). It can be assumed that the environment can become a factor that influences the students' self-confidence in speaking. This is also included in the psychological problems.

On the other hand, this study also showed that most of the students in that English Course are highly self-confident in speaking performance while a little student has low self-confidence. They felt confident in speaking English and believe that they can pass the speaking test. It is proven that with high self-confidence people can believe themselves to do many things and achieve something. It is supported by Komang et al. (2022) who stated that students with high self-confidence will not be afraid to examine their abilities and will be able to do many things, especially in speaking English. In addition, Novia et al. (2023) stated that students with high self-confidence will feel enjoyable, motivated, unashamed, and believe in their abilities. Based on the results, it was found that all the students believed in their abilities and were not nervous about speaking English. Their regular practice of speaking English in class helped boost their self-confidence, and they believed they would be able to pass the speaking test.

Finally, the aim of this research was to investigate the variation in self-confidence levels among students with different levels of speaking performance in English. Based on the results, Student A had the lowest self-confidence but achieved a high score in speaking performance, while Student B, who had high self-confidence, received a medium score. These findings led to the conclusion that while students with high self-confidence may demonstrate belief in their abilities and speak English well, this does not guarantee a high score in speaking performance. Conversely, students with low self-confidence do not necessarily perform poorly. In fact, students with low self-confidence may surpass those with high self-confidence and could even achieve the highest speaking scores.

CONCLUSION

Based on the discussion above, it can be concluded that high self-confidence does not consistently lead to better speaking performance. Similarly, students with low self-confidence do not always perform poorly; in fact, in some instances, they can deliver strong speaking performances. In conclusion, students with low self-confidence can achieve high scores in speaking performance, while high self-confidence does not guarantee a high score. Students with high self-confidence may still receive a low score, despite their strong belief in their abilities.

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CHILDREN'S LANGUAGE IN THE DIGITAL ERA: ANALYSIS OF CHILDREN'S SPOKEN LANGUAGE VARIETY THROUGH ARTIFICIAL INTELLIGENT AND KAMUS BESAR BAHASA INDONESIA

[1]Nurrahma Restia Fatkhiyati[*], [2]Rizdika Mardiana, [3]Nurina Azyyati, [4]Kevinia Ruth Nathasya Gunawan Barus, [5]Zenith Widhiya Cindar Ratri

[1, 3, 4,5] English Literature Study Program, Universitas Negeri Jakarta, Indonesia
[2] Master Program of English Language Education, Universitas Negeri Jakarta, Indonesia

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*Correspondence: Corresponding nurrahma_fatkhiyati@unj.ac.id

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ABSTRACT

This study examines the variation in children's spoken language, with a particular focus on the use of swear words. It compares how swear words are defined and analyzed by Artificial Intelligence (Perplexity AI) and the electronic form of Kamus Besar Bahasa Indonesia (KBBI). The research adopts a sociolinguistic framework, drawing on Steven Pinker's (2005) theories of swearing, Anderson and Trudgill's (1992) work on language variation, and Natural Language Processing (NLP) techniques. By integrating these approaches, the study aims to explore the variation and transformation of swear words among children. Data were collected through primary sources, including direct observations and voice recordings of children's conversations. The analysis involved categorizing the swear words, identifying their functions, analyzing their use in context, and comparing their definitions in Perplexity AI and KBBI. The study found that the online KBBI struggles to keep up with the rapid development of swear words used by children, whereas Perplexity AI offers a more adaptive and accurate representation of these terms. Seventeen swear words were identified and categorized into four groups: humorous (6 words), expletive (5 words), auxiliary (3 words), and abusive swearing (3 words). These words performed 13 distinct functions in children's conversations. The findings highlight the limitations of traditional dictionaries in capturing contemporary language, while also emphasizing the potential of AI tools in documenting and analyzing evolving linguistic trends. This study also finds the transformation of swear words based on cultural and social context.

Keywords: Language variety; Swear words; Children's spoken language; Perplexity AI; electronic KBBI; Natural Language Processing (NLP)

ABSTRAK

Penelitian ini membahas tentang variasi bahasa lisan anak dengan fokus bahasa makian. Studi ini membandingkan antara makna dan analisis bahasa makian yang dijelaskan oleh kecerdasan buatan (AI Perplexity) dan Kamus Besar Bahasa Indonesia (KBBI) daring. Penelitian ini mengadopsi kerangka sosiolinguistik, yang mengacu pada teori-teori Steven Pinker (2005) tentang kata makian, karya Anderson dan Trudgill (1992) tentang variasi bahasa, serta teknik Pemrosesan Bahasa Alami (NLP). Dengan mengintegrasikan pendekatan-pendekatan ini, studi ini bertujuan untuk mengeksplorasi variasi bahasa makian dan perkembangan bahasa di kalangan anak-anak yang dianalisis menggunakan KBBI daring dan AI Perplexity. Data dikumpulkan melalui sumber primer, termasuk observasi langsung dan rekaman percakapan anak-anak. Analisis dilakukan dengan mengkategorikan kata makian, mengidentifikasi fungsi-fungsinya, menganalisis penggunaannya dalam konteks, dan membandingkan definisinya dalam Perplexity AI dan KBBI daring. Studi ini menemukan bahwa

KBBI daring kesulitan mengikuti perkembangan pesat penggunaan kata kasar oleh anak-anak, sementara Perplexity AI memberikan representasi yang lebih adaptif dan akurat terhadap kata-kata tersebut. Tujuh belas kata kasar diidentifikasi dan dikategorikan dalam empat kelompok: humoris (6 kata), makian (5 kata), kata bantu (3 kata), dan kata kasar yang bersifat menghina (3 kata). Kata-kata ini memiliki 13 fungsi berbeda dalam percakapan anak-anak. Studi ini menemukan keterbatasan kamus tradisional dalam menangkap transformasi makna kata makian, sekaligus menunjukkan potensi *artificial intelligence* dalam mendokumentasikan dan menganalisis tren bahasa yang terus berkembang. Studi ini juga menemukan transformasi kata makian berdasarkan konteks budaya dan sosial.
Kata Kunci: *variasi bahasa; bahasa makian; bahasa anak; Natural Language Processing (NLP); kecerdasan buatan digital; Perplexity; KBBI*

INTRODUCTION

In the digital era, the landscape of language acquisition and development among children has undergone significant transformations. With the influence of technology, children are increasingly exposed to various forms of media that influence their spoken language skills. As a result, they tend to use words gained from digital media in their interaction with their friends in the neighborhood (Chang & Chang, 2023). This article aims to explore how artificial intelligence (AI) and the Kamus Besar Bahasa Indonesia (KBBI) can be used to analyze the diverse linguistic expressions of children.

Recent studies highlight that the digital environment plays a crucial role in shaping children's language development. Also, language usually entails its cultural dimension (Reszy & Yuli, in Syakur, Sudrajat, Sulistyaningsih, & Musyarofah, 2024). For instance, research indicates that interactive media can enhance vocabulary acquisition and comprehension skills among young learners, provided it is used appropriately (Rahayu, 2019). Additionally, when children interact with digital platforms, they often adopt new linguistic styles and vocabularies that reflect their interactions within these spaces into interactions with peers in their environment. This phenomenon necessitates a comprehensive analysis of how children's spoken language varieties, especially Indonesian swear words, manifest in the context of their interaction in the dormitory environment.

The analysis of swear words has been conducted in a study from Setyaningtias, Heriyanto, and Muhid (2023) in order to identify the function of swear words. In function, the study identifies five distinct types of swearing words used by young multicultural students, namely obscenity (words that are considered offensive or vulgar), abusive (words intended to insult or demean others), blasphemy (words that show disrespect towards religious beliefs), expletive (words used to express strong emotions, often without specific meaning), and humorous (words used in a joking manner, often to lighten the mood or bond with friends). Moreover, the research outlines two primary functions of swearing words namely, expressing anger and annoyance (swearing is often used as a way to vent frustration or displeasure) and characterizing intimacy (among friends, swearing can serve to strengthen bonds and create a sense of closeness). In terms of the use of swear words, the author emphasizes the importance of being mindful of language choices. Swearing can hurt feelings and lead to social offense, suggesting that individuals should be careful with their words. Swearing is a part of culture yet cultural elements contribute to identity and self-concept, influencing attitudes, self-esteem, social interactions, language usage, and other behavioral patterns (Reszy & Yuli, in

Syakur, Sudrajat, Sulistyaningsih, & Musyarofah). While expressing emotions is a natural human behavior, the paper argues that swearing should not be the primary means of expression. Many individuals use swearing as an excuse to continue inappropriate language in public settings.

Not only in terms of function, the analysis of swear words is also conducted using a corpus named COCA as the source of data (Andang and Bram, 2018). COCA data is compared with Facebook survey results for profanity frequency. The findings reveal that the most frequent profanities include damn, dick, shit, bloody, and fuck and words like darn, piss, and cock are among the least used profanities. The word bitch ranks sixth, with other profanities appearing less frequently. Personal preferences significantly influence the choice of profanities used. Cultural awareness and knowledge of profanities is essential for effective communication and can enhance English language teaching. English teachers should incorporate cultural knowledge into their teaching practices.

The integration of AI in linguistic analysis offers innovative methodologies for examining children's language. By leveraging Natural Language Processing (NLP) techniques, researchers can analyze large datasets of spoken language to identify patterns and trends that may not be immediately apparent through traditional methods (Crowston, Allen, and Heckman, 2012). This approach not only enhances our understanding of language development in using Indonesian swear words but also allows for real-time assessments of children's linguistic capabilities in producing swear words. Furthermore, the electronic KBBI or e-dictionary of KBBI serves as a vital resource for understanding the standardization and evolution of Indonesian language usage. Electronic dictionaries can be accessed or installed on tablets or computers, smartphone applications, website applications, and with default e-reader functions (Hamidah, Sukya, & Yanuarman) as digital content. As children interact with digital content, their language may diverge from traditional norms, making it essential to reference authoritative sources like the electronic KBBI to gauge these changes accurately. By combining AI-driven analysis with insights from the KBBI, this study aims to provide a nuanced understanding of how children's spoken language is evolving in response to digital stimuli.

This study introduces an approach by integrating Artificial Intelligence (AI) and the electronic Kamus Besar Bahasa Indonesia (e-KBBI) to analyze the evolving linguistic expressions of children, particularly their use of Indonesian swear words in the digital era. While previous research has explored the functions and types of swearing in multicultural contexts and examined swear words through corpora like COCA, this work uniquely combines AI's Natural Language Processing (NLP) capabilities with the authoritative linguistic standardization of the e-KBBI. This integration allows for a comprehensive, real-time analysis of children's spoken language, uncovering patterns influenced by digital media and cultural shifts. By focusing on children's use of swear words, this study not only highlights the interplay between digital exposure and cultural identity but also provides innovative methodologies for understanding how language norms are being currently reshaped.

METHOD

This research investigates a variety of children's spoken language in the digital era, especially the variety of Indonesian swear words produced by children within a low-cost apartment environment. The study aims to understand the contexts in which these words are used, their meanings, and how they reflect social changes among peers. The methodology consists of several key steps, including data collection, transcription, analysis, and interpretation (Bailey, 2008; Lune & Berg, 2017; Flick, 2018).

Data Collection

Data for this study was collected through direct observation and voice recording of children interacting with their peers in a low-cost apartment setting. The participants included elementary and junior high school students who live in low-cost apartments, who were recorded during their informal conversations with friends. The recordings captured natural dialogue in Indonesian, ensuring that the interactions were representative of their everyday language use.

Recording and Transcription

Conversations were recorded using a digital audio recorder to ensure high-quality sound capture. The conversation took place during a training of public speaking as a community service conducted by a public university in Jakarta, Indonesia. The recordings were then transcribed verbatim to create a text-based dataset for analysis. Each transcription included timestamps and speaker identifiers to maintain clarity regarding who was speaking at any given moment.

Data Analysis

The transcription data was analyzed qualitatively to identify instances of swear word usage (Bailey, 2008). The analysis involved the following steps:

1. Identification of Swear Words: Swear words were identified based on the function of swear words from Steven Pinker. In his influential work on language, particularly in *The Stuff of Thought*, he provides a comprehensive analysis of the functions of swearing. His theories highlight the multifaceted roles that swear words play in human communication, particularly in emotional expression and social interaction.
2. Contextual Analysis: Each instance of swear word usage was examined within its conversational context to understand the intent behind its use (e.g., humor, frustration, camaraderie). This contextual analysis helped reveal patterns in how and why children employed these words in their interactions.
3. Comparative Analysis: The meanings of the identified swear words were analyzed using Natural Language Processing (NLP) techniques powered by artificial intelligence (AI) tools, alongside reference to the Kamus Besar Bahasa Indonesia (KBBI). This dual approach allowed for a comprehensive understanding of the linguistic matters associated with each word. These meanings derived from AI were compared with definitions provided by the electronic KBBI (https://kbbi.kemdikbud.go.id/) to determine which interpretations were most appropriate given the context of each interaction. This comparison aimed to highlight discrepancies or alignments between standard dictionary definitions and colloquial usage among children.

FINDINGS

In this section, the researchers identify the spoken language variety used by children, as captured in the collected data. The majority of the data consist of swear words or profanity, which are analyzed based on their functions as outlined in Pinker's theory of swearing. Each instance is carefully identified and categorized to highlight the various purposes these expressions serve in children's communication. The detailed analysis and categorization of these data are presented below.

1. Identification of Swear Words

Andersson and Trudgill (1992) define swear words as a type of language use that refers to something that is considered taboo and/or stigmatized in the culture, should not be interpreted literally, and can be used to express strong emotions and attitudes. Based on this theory, swear words can be categorized into the following forms. ***Expletive Swearing*** is a type of swearing used to express strong emotions such as anger, frustration, shock, or pain. Words in this category often function as spontaneous exclamations and are not directed at anyone in particular. The main function of expletive swearing is to relieve emotional tension, allowing the speaker to vent their feelings without hurting others. ***Abusive Swearing*** is a type of swearing that is used to insult, offend, or demean someone. Words in this category are usually directed at a specific person or group and are used to express anger or hostility. Abusive swearing is often intended to cause emotional pain or humiliate the target. ***Humorous Swearing*** is a type of swearing used with the intention of making a joke or creating a humorous effect. This type of swearing usually occurs in an informal setting, especially among friends or people with whom you have a close relationship. Although the words used in this category may sound harsh, the intent is not to hurt or offend but rather to entertain or create a more relaxed atmosphere. ***Auxiliary Swearing*** is a type of swearing used in everyday conversation to emphasize or strengthen a statement. Words in this category are not necessarily meant to insult or express strong emotions, but rather to emphasize the message being conveyed. As such, auxiliary swearing becomes part of a more intense style of communication without any obvious negative intent.

In terms of function, Steven Pinker (2005) proposed five functions of swearing words. **Dysphemistic swearing** is used to make something sound more offensive, rude, or insulting, often with the intention of making clear dislike or disapproval of something or someone such as "*muka plastik"* and "*ego"*. **Abusive swearing** is used to express anger or hatred directly towards another person such as "*mampus", "bego",* and "*bloon"*. **Idiomatic swearing** is used to use harsh words in everyday conversation without the intention to offend. These words are often used as "fillers" in casual conversation, with no literal meaning to the harsh words themselves such as "*anjir", "anjay", "ege", "blok", "bego", "cok",* and "*jancok"*. **Emphatic swearing** is used to add intensity to the feelings or opinions that are being expressed. Emphatic swearing functions as a rhetorical tool to strengthen a message, although it is not always offensive. There are no Indonesian children's spoken swear words in this study that are categorized in this function. **Cathartic swearing** is used to release strong emotions in sudden or unexpected situations, such as irritation, surprise, or frustration. These curses often arise spontaneously as a response to intense emotional experiences. The Indonesian children's spoken swear words that are categorized into this function are *"anjir", "anying",* and *"jir".*

Table 1. The identification of children's swear words lists based on Andersson and Trudgill (1992) and Steven Pinker (2005)

No.	Indonesian Form of Swear Words in An Utterance	English Form of Swear Words	Category of swear words based on Andersson and Trudgill (1992)	Function of swear words based on Steven Pinker (2005)
1	**Mampus!**	Doomed!	humorous Swearing	To express mockery or teasing
2	Kenapa harus gue yang pake **anjir**	why do I have to be the one to use it, damn it!	expletive swearing	To express their emotion
3	Ini gimana **anjir**	What the heck is this!	expletive swearing	To emphasize the question being asked
4	Nyanyi sepatu kuda, **anjay**!	Sing the horse shoe song, damn it!	auxiliary swearing	To emphasize the invitation to sing a song "sepatu kuda"
5	Berdiri **ege**	Stand up, moron!	auxiliary swearing	To emphasize the instruction
6	Sini kesini, **blok**!	Come here, idiot!	auxiliary swearing	To emphasize the instruction
7	Itu tarik **bego**!	Pull it, dumbass!	humorous Swearing	To emphasize the instruction
8	Lu kenapa dah, **cok**!	What's going on, **bitch**!	humorous Swearing	To asking the situation
9	Tentara emang hitam, **bego!**	Soldiers are indeed black, **idiot**!	humorous Swearing	To cursing someone
10	**Cepuan ego** orangnya	What a fucking snitch person!	abusive swearing	To insult or demean someone / to express disapproval or caution
11	Iya **anying** ga bisa	Yes, I can't do it, shit!	expletive swearing	To express the emotion frustrated or irritated
12	**Bego** pacar lu	Your boyfriend is dumb!	humorous Swearing	To insult or criticize
13	Ini punya gue **anjir**	It's mine, damn it!	expletive swearing	To emphasize possession with assertiveness
14	Lu ada ungu muda **bloon**	You already have the purple, idiot!	abusive swearing	To cursing someone

15	Gue ke nomor tiga, **cok**	I'm going to number three, dude!	humorous swearing	To emphasize the statement / to assert with intensity
16	Yang BTS gasuka ah.. **Muka plastik**!	I don't like BTS, they have plastic faces	abusive swearing	To express contempt or scorn
17	Begimana gue **jir**?!	How the hell am I?!	expletive swearing	To emphasize frustration in a more intense feelings

2. Contextual Analysis

This section focuses on the contextual analysis of data that are listed in Table 1. Each sentence consists of swear words data analyzed within the conversational context. The purpose of this analysis is to understand the intention behind its use in Indonesian children's spoken language. The results of contextual analysis are presented in the following elaboration.

Based on Table 1, data 1 is a word so that this data was not analyzed using contextual analysis. Data 2, according to the rhetorical statement of **"***Kenapa harus gue yang pake,* **anjir"** or **"***why do I have to be the one to use it,* ***damn it****!",* comes from the categorization of animals, particularly "anjing" (dog), and is a form of vulgar language that has changed throughout time in reaction to its surroundings. It is clear from this sentence that the use of "*anjir*" here denotes a disagreement or irritation with a circumstance or request that the speaker feels is unjust. As a result, the speaker uses swear words to highlight their thoughts or sentiments.

The Indonesian swear word in data 4 is "*anjay*". It comes from the animal categorization of "*anjing*" (dog), and it is classified as vulgar language that has been blended. Since the speaker uses the word "*anjay*" to make a point or to get a friend to join in singing the horse shoe song, it does not have a negative connotation. The swear word 'ege' in data 5 comes from the utterance of a child who shouted in Indonesian "Berdiri, ***ege***!" or in English "Get up, ***moron***!" Since "*ege*" is a shortened form of the word "*bego*" or "*moron*", which is regarded as impolite or improper to utter, its usage might be classified as vulgar language. When someone is being reprimanded, the words "*ege*," "*bego*," or "*bodoh*" (moron) are used to disparage their intelligence. Here, "*bego*" is used to highlight the speaker's directive or instruction while also conveying frustration or agitation over a situation in which the speaker believes the other person is not carrying out their assigned tasks. To emphasize their authority, they use vulgar language.

The identified swear word "*bego*" in data 7 is the sentence *"Itu tarik,* ***bego****!"* or *"Pull it,* ***dumbass!****"* The speaker uses the word "*bego*" or "*dumbass*" to disparage their friend in the aforementioned line, which alludes to a person's intellectual capacity. When the word "*bego*" is used, the speaker is expressing frustration at their companion for failing to act as expected. This happens when the other person is still perplexed or takes a long time to react, even though the speaker believes the directions were clear. The Indonesian swear

word "*bego*" is defined as "*dumbass*" or "*idiot*" and is classified as swear words or vulgar language, which can be interpreted negatively.

The Indonesian swear word "*cok*" in data 8 is from the Indonesian utterance *"Kenapa dah lu,* ***cok****!" or "What's going on,* ***bitch****!"* in English. The word "*cok*" in the following sentence is taken from the vulgar word "*jancok*," which is a widespread colloquial expression in East Javanese. At first, "*jancok*" had harsh and unpleasant meanings, but "*cok*" has changed semantically over time, especially in casual social situations. Rather than being used as a grave insult, "*cok*" is now more commonly used as a casual greeting among friends. Here, "*cok*" is used to ask a friend a lighthearted inquiry or reprimand them. Instead of being used to convey anger, it emphasizes the Indonesian phrase *"Lu kenapa*?" (What's going on?), creating a more casual and familiar tone.

There is an Indonesian utterance "**Cepuan *ego*** orangnya!" or (*What a snitch!*) in data 10. In this sentence, the word "*ego*" is derived from the swear word "*bego*" or "dumbass" which is used in Indonesian to refer to someone perceived as *dumbass*. In this context, "*ego*" has been modified from its original form to fit a more informal or sarcastic conversational setting. From this sentence, it can be identified that the use of "*ego*" along with the phrase "*cepuan*" refers to someone considered a "*snitch*," conveyed with a derogatory or insulting tone. In its translation, it is called " What a snitch!"

The swear word "*anying*" in data 12 comes from the utterance *"Iya, anying. Ga bisa."* The word "*anying*" in this sentence belongs to the classification of animal terms, specifically "*anjing*," which falls into the category of vulgar language or profanity. The emphasis on the word "anying" indicates a negative emotion felt by the speaker. This implies that the speaker might be angry or frustrated about the subject at hand. It can happen when someone is unable to do an expected task, which results in unpleasant feelings that are communicated by using the word "*anying*."

The swear word "*bloon"* in data 14 comes from the utterance *"Lu ada ungu muda,* ***bloon****!"* means "You already have the light purple, idiot!" This swear word is often adapted in informal conversation as a form of insult to express dissatisfaction or to belittle someone's ability. The word "bloon" or "idiot" is used in the statement to characterize someone who is thought to be less clever or unable to comprehend something that is thought to be straightforward, in this case the "*ungu muda*" (light purple) that they already possess. The speaker's irritation or anger with the circumstance is highlighted by the use of this profanity.

The Indonesian swear word found in the utterance *"Yang BTS ah gasuka..* ***muka plastik****!*" is in the form of a phrase. This phrase means "face resulting from plastic surgery" which is used to make fun of and downgrade someone's appearance like the appearance of a member of South Korean boy bands. In this context, the word "***plastik***" refers to the stereotype of plastic surgery, which is frequently connected to appearances that are thought to be unnatural or manufactured. The profanity used in this phrase is intended to denigrate someone based solely on their appearance. The speaker uses "*muka plastik*" to disparagingly express how much they despise or disapprove of a South Korean boy band. Additionally, using swear words aim to negatively affect the audience's perspective of the topic under discussion in addition to escalating the speaker's unfavorable feelings.

The swear word "*Jir"* found in data 17 comes from the utterance "*Begimana gue,* ***Jir****?*" "***Jir***" is a contraction of "***anjir***," which is derived from the term "***anjing***," which denotes a specific animal (dog). As time and environment have changed, this word has undergone linguistic blending in culture and has become a more informal phrase in

everyday conversation. "***Jir***" is employed in this sentence to highlight the speaker's feelings of perplexity or annoyance with their current circumstances. The usage of "***jir***" here suggests that the speaker is trapped or unsure of what to do, and they are using profanity to make their feelings more intense.

Overall, the contextual analysis underscores that swear words in Indonesian children's language are not merely expressions of vulgarity but are deeply embedded in social interactions, emotional expression, and cultural contexts. The findings suggest that these terms serve multiple functions, from expressing frustration to fostering camaraderie among peers, while also reflecting broader societal attitudes and changes in language use over time.

3. Comparative Analysis

This section focuses on the results of comparative analysis. The meanings of the identified swear words were analyzed using Natural Language Processing (NLP) techniques powered by artificial intelligence (AI) tools, alongside reference to the e-Kamus Besar Bahasa Indonesia (e-KBBI). The meaning of each swear word based on e-KBBI and AI Perplexity are presented in Table 2.

The comparative analysis results in three points namely unlisted swear words, inaccurate contextual meanings, and contextually appropriate terms. Certain swear words commonly used by Indonesian children, such as *"anjay", "ege", "anying,"* and *"muka plastik"* are not found in the e-KBBI. These words are categorized into unlisted swear words. It indicates a gap in the official lexicon regarding contemporary slang and expressions among younger speakers. Inaccurate contextual meanings are found in the words *"anjir", "blok", "cok",* and *"jir"* listed in the e-KBBI. Their definitions do not align with their actual usage in conversational contexts. This discrepancy highlights the challenges of capturing evolving language use in formal dictionaries. Conversely, certain swear words like *"bloon"* and *"bego"* are both listed in the KBBI and possess meanings that are appropriate to their contextual usage. This suggests that some terms have been successfully integrated into the lexicon with definitions that reflect their colloquial significance.

Overall, the findings suggest that the e-KBBI does not fully encompass the changing of Indonesian children's spoken language, particularly in relation to swear words. There is a notable absence of some contemporary expressions, while others are inaccurately defined. This highlights the need for ongoing updates to linguistic resources to better reflect current language practices and ensure accurate representations of colloquial speech among younger generations.

On the contrary, AI Perplexity provides meanings that are appropriate to the context of the utterance. Moreover, AI Perplexity gives description of the meaning of the swear words in detail based on the context of the utterances. Therefore, the user of this AI can understand how to use these swear words appropriately. The analysis of AI Perplexity's capabilities reveals that it effectively provides meanings and contextual descriptions for Indonesian children's spoken swear words. Unlike traditional dictionaries, which may lack comprehensive definitions or fail to capture the area of contemporary language use, AI Perplexity offers detailed explanations that align with the context of utterances. This functionality enables users to understand how to

appropriately use these swear words in conversation, enhancing their grasp of language changes and cultural significance. Consequently, AI Perplexity serves as a valuable tool for users seeking to navigate the complexities of language use in a culturally informed manner.

The comparative analysis highlights significant differences between electronic KBBI and AI Perplexity regarding their treatment of Indonesian children's spoken swear words. While KBBI may omit some contemporary slang and misrepresent others, AI Perplexity excels in providing contextually relevant meanings and detailed descriptions. This functionality makes AI Perplexity a valuable resource for understanding and appropriately using swear words within the cultural context of Indonesian children's language. The findings suggest a need for ongoing updates to traditional dictionaries to better reflect the changes of language use among younger speakers.

Table 2. The meaning of children spoken swear word based on electronic KBBI and AI Perplexity

No.	Indonesian children spoken swear words	Meaning of Indonesian children spoken swear word based on electronic Kamus Besar Bahasa Indonesia (KBBI)	Meaning of Indonesian children spoken swear word based on AI Perplexity
1.	*mampus* (you should just die!)	(verb) *mati*	According to the Kamus Besar Bahasa Indonesia (KBBI), "*mampus*" is a verb that means "to die" and is classified as a vulgar word. In various contexts, "mampus" is also used informally and coarsely to express extreme or urgent situations, even though its original meaning is simply "dead."
2.	anjir (damn it!)	(noun) *terusan; saluran (air); kanal:* -- *yang dibangun tidak dapat digunakan lagi untuk lalu lintas kendaraan air yang besar* (water channel/ n)	The word "*anjir*" has several meanings and different uses in the context of the Indonesian language: 1) As a channel or conduit: In KBBI, "*anjir*" means a channel or conduit, particularly related to water. An example of its usage is in a sentence stating that a certain *anjir* can no longer be used for large watercraft traffic. 2) As a tree: "Anjir" also refers to a type of tree, specifically the tree from the species *Ficus carica* (fig). 3) As a trap marker: In the context of fishing, "anjir" is used to refer to a marker for crab traps, usually in the form of a brightly painted stick or log. 4) As a colloquial language, "anjir" is often used as an expression to convey shock or surprise, similar to the word "anjay." This term emerged as a play on the word "anjing," and although it was initially considered vulgar, it is now widely used in everyday conversations by younger generations. This word can express various emotions, such as

			annoyance or admiration, depending on the intonation and context of its use.
3	*anjay* (damn it)	(no answer)	In the sentence *"Nyanyi sepatu kuda, anjay!"* (Sing sepatu kuda's song, *anjay*!), the word "*anjay*" is used as an expression that indicates admiration or astonishment. This swear word is part of the colloquial language popular among Indonesian youth and is often used to express a positive reaction to something interesting or impressive. The word "*Anjay*" has three functions: 1) "Anjay" as an expression of admiration. In the context of the sentence, "anjay" serves to express admiration or being impressed by something, in this case possibly related to the song or performance being sung. 2) The swear word "*anjay*" plays on the word "*Anjing*" or "dog" which is often used as a curse word in Indonesian culture. However, in colloquial contexts, "anjay" usage has transformed into a lighter expression that is not overly harsh, making it suitable for casual situations. The swear word "anjay" also carries negative connotations if used in insulting contexts; in many situations, this swear word reflects familiarity and humor among friends. For example, someone might use "*anjay*" to show enjoyment or appreciation for something funny or cool.
4	*ege* (moron)	no answer	The word "ege" in Indonesian colloquial language is a variation of the words "bego," which mean foolish, stupid, or idiotic. This term is often used in everyday conversations, especially among young people, to mock or insult someone in a lighter and more humorous way. It has some functions: 1) As a subtle mockery like the swear word "Ege" is used to deliver a jab that is not too harsh, making it sound funnier and more engaging. For example, in a conversation, someone might say, *"Ege banget sih lu"* (You're so dumb) to express confusion or dissatisfaction with someone else's actions. 2) As humor or sarcasm, meaning that the swear word carries negative connotations, the use of this word is often intended as a joke. For instance, if someone keeps making the same mistake despite being advised, one might say, *"Dasar Ege!"* (You dumb!) 3) As an expression of frustration, meaning that this swear word can also be used to express frustration toward someone who is doing something deemed unreasonable.
5	*blok* (idiotic)	**blok** *n* **1** gulungan (cita dan	In the sentence "Sini kesini, **blok**!", the word "blok" is used as an expression to call out

		sebagainya): *dibelinya kain putih dua --;* **2** deretan beberapa buah rumah yang tidak terpisah-pisah: *rumah -- A disediakan untuk para perwira menengah;* **3** bagian dari kampung yang besar yang dibatasi oleh jalan: *Kebayoran Baru dibagi menjadi beberapa --;* **4** persatuan beberapa negara (partai politik dan sebagainya) untuk memperkuat kedudukannya: *partai-partai kanan merupakan -- penyokong pemerintah*; **5** *Olr* pemukulan bola sebelum bola memantul ke tanah (dalam olahraga tenis); **-- barat** negara-negara penganut ideologi liberalis	people. In this context, “blok” does not mean a roll, a row of houses, or part of a village; rather, it reflects colloquial usage often employed by young generation. Meaning and context: 1) As a casual Call: In this sentence, "blok" functions as an informal call that may be used to invite or summon someone in a more familiar and relaxed manner. This creates a sense of closeness in the conversation. 2) Variation of "Bro" or "Gang": The use of "blok" can be seen as a variation of words like "bro," "geng," or other terms that indicate closeness among friends. It is commonly used in friendship contexts among young generations. 3) Humorous atmosphere: Sometimes, the use of this word may also carry elements of humor or sarcasm, depending on the intonation and situational context when it is spoken.
6	*bego (*dumbass)	**bego***/be·go/* /bégo/ *a cak* sangat bodoh; tolol: *ia selalu berlagak -- , pura-pura tidak mengerti*	In the sentence "Itu tarik bego!", the word "bego" is an Indonesian slang term that translates to "stupid" or "foolish." Therefore, the phrase can be interpreted as "That is a stupid pull!" or "That's a foolish move!" depending on the context in which it is used. Bego: This term is commonly used in informal settings to describe someone or something as lacking intelligence or being silly. It can also be used in a more playful or teasing manner among friends. Contextual Use: The phrase suggests a negative judgment about an action (in this case, "tarik," which means "pull"). The speaker is likely expressing frustration or disbelief regarding the action being referred to.
7	*cok* (asshole)	**cok** *n Lay* alat tambat yang dibuat dari baja tuang, biasanya berbentuk tanduk, digunakan	"Cok" is frequently used as a familiar address among friends, similar to the terms "bro" or "dude." Although it carries negative connotations, its use in a friendly context can indicate closeness. The word "cok" enhances

		untuk melewatkan tali atau tros kapal; sisir	the intensity of the emotion conveyed by the speaker. It can signify frustration, disappointment, or even humor, depending on the tone and context of the conversation. The term "cok" is a shortened form of "jancok," which is an expletive in Javanese, particularly in East Java. This term has gained popularity on social media and in everyday conversations throughout Indonesia.
8	*anying* (shit)	no answer	In the sentence "Iya anying ga bisa," the word "anying" is a variation of the word "anjing," which is often used in Indonesian slang. Although it originally is a vulgar term, its usage in this context has shifted in meaning to become lighter and is frequently employed in everyday conversations, especially among young people. The word "anying" has three functions: 1) "Anying" can be interpreted as an expression of annoyance or disbelief. The speaker may feel frustrated or incredulous about the situation being discussed. 2) "Anying" is a playful alteration of "anjing," which is considered more offensive. The use of this term is often intended to soften the expression, making it sound more casual and friendly, particularly among close friends. 3) For instance, the Sundanese community often uses the word "anying" in various emotional expressions, whether they are annoyed, angry, or even happy. This indicates that despite its negative connotation, it has become part of everyday language used in informal contexts.
9	*bloon* (dumbass)	**bloon** *a* bodoh; tolol; dungu: *ia benar-benar merasa -- ketika pertama kali menghadapi kamera televisi*	In the sentence "Lu ada ungu muda bloon," the word "bloon" is used to indicate that someone is considered foolish or stupid. This term is a form of slang in Indonesian colloquial language that is often employed to express sarcasm or mockery towards someone. In this sentence, "bloon" can be interpreted as an expression of frustration or sarcasm directed at the person mentioned, possibly due to actions or statements deemed silly or unreasonable. For instance, if someone fails to understand something that should be easy, the speaker might use this term to convey dissatisfaction. Although "bloon" carries a negative connotation, its usage is often accompanied by a sense of humor, particularly among young people. This suggests that despite the critical element, the term can be used in a more relaxed context among friends.
10	*Muka plastik* (plastic face)	no answer	In the phrase "Yang BTS gagalkan ah... Muka plastik!" the expression "muka plastik" is used

			as a idiomatic phrase containing a derogatory connotation. Typically, this phrase is employed to describe individuals perceived as fake, manipulative, or lacking authenticity in their actions. The word has some functions: 1) “Muka plastik” as negative Connotations: The phrase "muka plastik" carries significant negative implications. It suggests that the person in question lacks integrity or honesty in social interaction. 2) The word “muka plastik” in comparison to artificial objects: Using the word "plastic" to describe someone's face implies that they do not possess authentic identity. Just as plastic objects are manufactured and non-organic, a "plastic face" is considered artificial and unnatural. 3) It is a controversial use: The usage of this phrase can occasionally be interpreted as harsh ridicule, particularly when applied in an impolite context. Thus, it must be used cautiously and considerate of the audience receiving it. 4) It has a comparative context: Within online discussions or forums, this phrase is frequently utilized to criticize behaviours or opinions deemed untrustworthy or manipulative. For instance, if someone refuses to agree with the popularity of the musical group BTS, this phrase might be used to suggest that they lack independent opinion or merely follow mainstream trends.
11	*jir* (the hell)	**jir** *ark n* sesuatu yang menjadi tujuan; sasaran; jih	In the phrase "Begimana gue jir?!", the word "jir" is used as an informal expression commonly found in colloquial language. In this context, "jir" serves to convey feelings of admiration, astonishment, or surprise. The word “jir” has four functions: 1) “Jir” as an emotional expression: The use of "jir" here indicates that the speaker feels shocked or confused about the situation being discussed. This is similar to the usage of words like "anjay" or "anjir," which are also frequently employed to express emotional reactions. 2) “Jir” is a variation of the word "anjing". "Jir" is a playful alteration of the word "anjing," which in colloquial contexts can have a lighter meaning and is not always considered offensive. Although it originates from a term that can be viewed as a curse, in everyday use, it has transformed into a more relaxed expression. 3) “Jir” can be an informal conversational tool by creating a friendly and casual atmosphere between the speaker and the listener.

DISCUSSION

The result of this study shows how children's use of language, particularly swear words, is evolving rapidly, influenced by both their social environment and digital interactions. The comparison between Kamus Besar Bahasa Indonesia (KBBI) and Perplexity AI highlights the language variety among younger generations and the limitations of electronic dictionary resources in elaborating these changes.

The limitations of electronic KBBI and the strength of Perplexity AI

The study found unexpected results of the electronic Kamus Besar Bahasa Indonesia (KBBI) as a static and formal resource in documenting the evolving language of younger generations. While electronic KBBI remains the authoritative reference for standard Indonesian, its inability to include or accurately define informal and rapidly changing vocabulary illustrates the challenges traditional dictionaries face in keeping pace with linguistic evolution. For example, popular words like "anjay," "ege," and "anying" cannot be found in the electronic KBBI, leaving a gap in understanding how children express themselves in daily interactions. Even when words like "anjir" are included, the definitions fail to align with their modern usage. In informal contexts, "anjir" is commonly used as an exclamation to express surprise or frustration, yet KBBI defines it as a "water channel," a meaning far removed from its contemporary application. This disconnect not only limits the relevance of KBBI for younger speakers but also highlights the need for capable shifting tools to capture language variation.

To clearly understand this change, it is essential to examine the limitations of electronic KBBI in capturing rapidly changing linguistic variations. Swear words, for instance, often carry different connotations depending on the social and cultural context in which they are used. In Javanese culture, the word "jancok" is traditionally considered highly offensive, yet its derivative "cok" has been reappropriated by younger generations as a casual, even affectionate term. This change reflects how children manage cultural norms and adapt language to fit their unique social environments. However, such variations are often overlooked by traditional dictionaries like electronic KBBI, which tend to focus on standardized definitions and fail to account for regional or generational variations in language use. Perplexity AI's ability to manage cultural and contextual factors into its analysis makes it a valuable tool for capturing these details, providing a more holistic understanding of how language evolves across different communities.

Swear words as social interaction

The study also highlights how swear words play a crucial role in the social interaction of peer groups. Swearing, often misunderstood as purely offensive, serves multiple functions that go beyond its literal meaning. Among children, words like "bego," "bloon," and "cok" are frequently used in ways that create intimacy and shared understanding rather than insult. For instance, calling a friend "bego" in a playful tone can signify closeness rather than hostility. Similarly, the word "cok," which originates from the Javanese utterance "jancok," has evolved into a term that can be used affectionately or humorously among peers. These findings align with broader sociolinguistic theories, such as Steven Pinker's (2005) framework and Andersson and Trudgill (1992), which claims that swearing can function as a tool for emotional expression and social bonding. This

study builds on such theories by demonstrating how children transform swear words to navigate their social relationships in informal settings, challenging the traditional view that swear words show a negative atmosphere.

Transformation of swear words influenced by digital media

Another important aspect of the findings is the influence of digital media on the spread and evolution of language among children. Digital platforms, such as social media, gaming communities, and online forums, serve as breeding grounds for new linguistic expressions that quickly gain influence among younger generations. Words like "anjay" and "anying" often originate from viral content or online trends, reflecting how digital culture has become a powerful force in shaping language. These words are then integrated into offline conversations, creating a feedback loop between digital and real-life communication. This phenomenon highlights the limitations of traditional language resources like electronic KBBI, which are slow to adapt to these rapid changes. Perplexity AI, on the other hand, is good at tracking and analyzing language trends in real time, making it a more effective tool for studying the impact of digital media on language development. Perplexity AI provides insights into the ways children use language to negotiate their identities and social roles in an increasingly interconnected world.

CONCLUSION

In summary, this study demonstrates how children's use of language, particularly swear words, is shaped by the interplay of social, cultural, and digital influences. The comparison between KBBI and Perplexity AI highlights the limitations of analysis of formal dictionaries in capturing the meaning and current language transformation. By contrast, AI tools like Perplexity offer a flexible and context-sensitive approach to analyzing linguistic trends, providing new insights into how children adapt language to meet their social and emotional needs. Swearing, far from being only a linguistic taboo, has an impact as a complex and multifaceted phenomenon that plays a significant role in emotional expression, social bonding, and identity formation. It also emphasizes that language, especially among children, is not static meaning that it evolves in response to social and technological influences. While KBBI struggles to reflect these changes, Perplexity AI demonstrates the potential to bridge the gap, offering real-time insights into how language is used in everyday life. However, the study only uses a snapshot of language use at a specific moment, but language is constantly evolving. A longitudinal study can be needed to track how the meanings and usage of specific words change over time. Therefore, this study opens an opportunity for future research into the role of digital platforms in shaping linguistic trends by using longitudinal study.

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VOICES OF CONFIDENCE: AN EMPIRICAL AND LITERATURE REVIEW OF STUDENTS' EXPERIENCES WITH SELF-EFFICACY IN WRITING

[1]Arifin*
[1*]English Education Department, Faculty of Teacher Training and Education, Borneo Tarakan University, Indonesia

ABSTRACT
This article discusses some writing difficulties faced by university students, and experts strategies to improve self-efficacy and the different aspects of self-efficacy in building students' confidence in writing. The purpose of this article is to provide a comprehensive overview of the word "self-efficacy," as well as the effects of writing anxiety and motivation on EFL university students' self-evaluative judgments of corrective feedback. Researcher used an empirical study by delivering questionnaires to 238 university students and strengthening students' experience by stating the relevant experts' perspectives on their paper's findings. The study's findings have implications; first, the results of this study provide implications for lecturers' Pedagogical Practices in improving students' self-confidence competence in writing. Second, lecturers' teaching implementation should encourage and support students' writing development, especially on writing strategies, and individualised support based on students' level of self-efficacy. The last is that an intervention programme is needed for low writing self-efficacy and focuses on building students' confidence, and fostering a growth mindset towards writing. his research highlights the significant role of self-efficacy in student writing success. The findings suggest three key areas for improvement: pedagogical practices that boost writing confidence, teaching strategies that provide individualized support and promote writing development.

Keywords: Self-Efficacy; Students' Experience; Writing Skill

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*Correspondence:
arifin.ubt@gmail.com

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ABSTRAK
Artikel ini membahas beberapa kesulitan menulis yang dihadapi oleh mahasiswa, dan strategi para ahli untuk meningkatkan self-efficacy dan aspek-aspek yang berbeda dari self-efficacy dalam membangun kepercayaan diri mahasiswa dalam menulis. Tujuan dari artikel ini adalah untuk memberikan gambaran yang komprehensif mengenai kata "self-efficacy", serta efek dari kecemasan menulis dan motivasi terhadap penilaian evaluasi diri mahasiswa EFL terhadap umpan balik korektif. Peneliti menggunakan studi empiris dengan memberikan kuesioner kepada 238 mahasiswa dan memperkuat pengalaman mahasiswa dengan menyatakan perspektif para ahli yang relevan pada temuan makalah mereka. Temuan penelitian ini memiliki implikasi; pertama, hasil penelitian ini memberikan implikasi terhadap Praktik Pedagogis dosen dalam meningkatkan kompetensi kepercayaan diri mahasiswa dalam menulis. Kedua, pelaksanaan pengajaran dosen harus mendorong dan mendukung perkembangan menulis mahasiswa, terutama pada strategi menulis, dan dukungan individual berdasarkan tingkat efikasi diri mahasiswa. Terakhir, program intervensi diperlukan untuk efikasi diri menulis yang rendah dan berfokus pada membangun kepercayaan diri mahasiswa, serta menumbuhkan pola pikir yang berkembang dalam menulis. Penelitiannya menyoroti peran penting efikasi diri dalam keberhasilan menulis mahasiswa. Temuannya menyarankan tiga area utama untuk perbaikan: praktik pedagogis yang meningkatkan kepercayaan diri menulis, strategi pengajaran yang memberikan dukungan individual dan mendorong pengembangan menulis
Kata Kunci: Efikasi diri; Pengalaman Menulis; Kemampuan Menulis

INTRODUCTION

Self-efficacy in writing refers to students' confidence in producing quality writing. Ansori, M. (2019) and Bisriyah, M (2022 state that that self-efficacy influences how individuals feel, think, motivate themselves, and behave, particularly in the context of teaching. It encompasses their beliefs in various writing abilities, including generating ideas, organizing thoughts, creating paragraphs, using grammar and punctuation appropriately, and editing and reworking their work. Students with high levels of writing self-efficacy are confident in completing tasks and producing high-quality work. Writing is a vital ability that is essential for education, career, and personal expression, among other parts of our lives. Bisriyah, M (2022) showed that all students improve their essay writing skills with traditional feedback and higher levels of self-efficacy. However, many students need help expressing themselves in writing and more confidence to do so. Their academic performance may suffer, and this lack of confidence may hamper their overall growth and development. Self-efficacy is a powerful idea that can help solve this problem.

"self-efficacy" describes a person's confidence in their ability to do a job or realize a particular goal. Ansori, M. (2019) adds that high self-efficacy demonstrates confidence in using interactive pedagogical, critical thinking and metacognitive techniques, which contribute to successful HOTS (Higher Order Thinking Skills) learning. Self-efficacy is necessary to help students become motivated and confident when writing. Students will be more likely to participate in the writing process, persevere in the face of difficulties, and produce high-quality work when they have confidence in their writing talent. This article discusses the definition, origins, effects, and methods to improve self-efficacy and the different aspects of self-efficacy in building students' confidence in writing.

Self-efficacy is not a natural attribute but is acquired through various means. Myyry, L (2022) indicates that female students have more complex writing ideas than their male counterparts, yet there were no variations in writing self-efficacy beliefs between the sexes. When it comes to writing, several essential factors support students' self-efficacy. Anggraeni, L., Asrori, M., & Setyaningsih, E. (2019) explain that self-efficacy significantly contributes to writing performance. Mastery experience is one of the most important sources of self-efficacy. It is the direct experience of completing a writing task or achieving a writing goal. According to Hun, S., & Sun, H. (2020), mastery experience helps students to improved their writing performance. Students' self-efficacy in writing increases when they enjoy writing and receive encouraging comments or praise for their efforts. However, persistent failure or unpleasant experiences can erode students' self-efficacy and cause them to lose confidence in their writing abilities.

By assigning students writing doable tasks that gradually become more difficult, teachers can encourage mastery experiences. Teachers can help students succeed and increase their self-efficacy by structuring the writing process and providing timely feedback. Myyry, L (2022) states that engaging teachers in the writing process and requiring them to reflect on it can enhance students' self-efficacy as writers. Learning from watching others is referred to as vicarious learning. Students can see friends or role models who are excellent writers when

they write. According to Daniels, S (2022), these activities are beneficial in any classroom across disciplines because they encourage students to consider their attitudes about writing and writer identity. Students can gain confidence in writing by seeing others succeed. For example, if students see their classmates produce an excellent essay and get praise from the teacher, they can be motivated and think they can succeed similarly. By displaying examples of good writing or inviting guest lecturers who are accomplished writers, teachers can provide opportunities to learn from others. Teachers can encourage and inspire students to believe in their writing abilities by exposing them to positive role models.

According to Arifin, Suwarni, et al., (2023), teachers can provide students with constructive criticism, emphasizing their strengths and potential for growth. Zumbrunn, S et al (2022) explains that writing instructors should be more accommodating, and they are perceived as better able to meet the unique needs of students, caring and understanding students, and eager to offer additional support. Teachers can boost students' confidence in writing by praising their achievements and providing specific development techniques. Activities involving group writing and peer review allow students to encourage and support each other, thus increasing their sense of self-efficacy. Students' self-efficacy in writing can be affected by emotional and physical situations. Anxiety and worry can undermine Students' confidence and affect their writing ability. Romrome and Mbato (2023), and Arifin et al. (2023) state that positive emotional states, such as being excited and feeling good, can increase self-efficacy.

Teachers may create a welcoming and positive learning environment that reduces fear and promotes a growth mindset in the classroom. According to Seran, Y., & Nalenan, J. S. (2022) state that regular writing practice contributes to vocabulary expansion and mastery of grammatical structures, essential for second language acquisition. By engaging in activities like mindfulness exercises, relaxation techniques, and reflective journaling, students can learn to regulate their emotions and develop a more positive attitude about writing (Sasmita, Y. V., & Setyowati, L. (2021). Writing self-efficacy has several positive effects on kids' learning and development. Enhancing their writing skills also impacts their overall academic success and personal growth. Some key results of writing self-efficacy are as follows: when students feel confident in their writing ability, they are more likely to be driven and interested in the writing process. They take on writing assignments with a constructive attitude and a sense of ownership, inspiring increased effort and tenacity. Students with a high sense of personal efficacy and who establish challenging goals are more likely to seek feedback and revise their work as necessary. The degree of students' self-efficacy has a direct bearing on their writing skills. Students with high self-efficacy usually produce superior written work compared to those with low self-efficacy. They are more likely to use persuasive writing strategies, be creative, and take risks while writing. Additionally, they actively seek improvement methods and are more conscious of their strengths and weaknesses.

Self-regulation skills and writing self-efficacy are closely related. According to Zumbrunn, et al. (2022) and Arifin (2023), self-regulation in writing is a complex system of interconnected processes that are closely related to a sense of self-efficacy and creates creative writing instruction. Students with high levels of self-efficacy can

better organize their writing tasks, set goals, monitor their progress, and control their writing style. They are more likely to reflect and assess themselves to write more effectively. These self-control skills not only in their writing but also in other facets of their academic and social lives. In terms of overall self-assurance and perception, writing self-efficacy is essential. Students who are confident in their writing abilities positively perceive themselves as writers. These students' self-assurance and self-worth in other areas of their lives are positively impacted by this confidence, carried over from the writing classroom. The writing classroom has a positive impact on their self-assurance and self-worth in other parts of their lives (Yang, Y., & Nazir, S., 2022; Sun, T., & Wang, C., 2020).

Teachers can create a positive learning environment in the classroom that reduces anxiety and promotes a growth mindset. To foster an emotionally supportive, organized, and cognitively engaging learning environment, teachers can encourage the cognitive processes critical to children's learning (Zumbrunn, S et al. et al., (2022). Students can learn to regulate their emotions and develop a more positive attitude about writing by engaging in mindfulness exercises, relaxation techniques, and reflective journaling. For kids' learning and development, having a high level of writing self-efficacy has various positive effects. Their general academic progress, as well as their personal growth, are impacted in addition to how well they can write. In addition, Wardani and Kurniasih (2023) state that the use of multimodal texts positively impacts students' writing performance by enhancing their comprehension and ability to summarize narrative texts effectively. Students demonstrated improved engagement and motivation, leading to better organization and language use in their writing.

Students who are driven and interested in writing are likelier to engage in the process. They approach writing assignments with a constructive attitude and a sense of ownership, which motivates increased effort and tenacity. High self-efficacy students establish challenging goals for themselves, are more likely to actively seek feedback, and revise their work to make it better.

Levels of self-efficacy have a direct bearing on students' writing skills. Prat-Sulaiman, et al. (2023) illustrate the significance of self-efficacy in relation to students' performance, perspective, and self-control by demonstrating the relationship between students' success in writing essays and their level of self-efficacy in reading and writing. With stronger self-efficacy, students usually produce superior written work compared to those with lower self-efficacy. They are more likely to use effective writing strategies, be creative, and take risks. They also actively search for improvement methods and are more conscious of their strengths and weaknesses.

The results of previous research indicate that the role of self-efficacy has an impact on students' writing performance. Thus, in line with this, self-regulation skills and writing self-efficacy go hand in hand. Strong self-efficacy enables students to set goals, organize writing tasks, monitor their progress, and control their writing style. They are more likely to reflect and assess themselves to write more effectively. The skills they have to exercise self-control will improve their writing ability and other aspects of their academic and personal lives, and by understanding the factors that influence writing self-efficacy, students can take control of their writing development and achieve their full potential as writers. Part of overall confidence

and self-perception is writing self-efficacy. Learners' ability to generate self-efficacy will encourage them to have a helpful writing performance. Students who are confident in their writing abilities have a positive self-image as writers. This self-confidence spreads beyond the writing classroom and positively affects students' sense of self-worth and confidence in other areas of their lives.

METHOD

This research used the survey method because it effectively collects information from many participants; surveys are a commonly used research approach to examine self-efficacy in writing. According to Li et al (2020) survey methods and instruments have been shown to provide different evaluation results on social factors and their impacts. The survey was created to evaluate students' perceptions of their writing ability, their perceived self-efficacy, and the variables that influence their confidence. Students were asked to rate their confidence in various writing activities, such as organizing an essay, using acceptable syntax and language, or expressing their thoughts concisely in a survey. The results of this survey were presented in narrative descriptions that provide in-depth information about the elements that influence writing self-efficacy and indicate areas where students may need further assistance.

Instruments

The data was gathered in factual findings, that is, through the students and the existing paper related to the research consent. In addition, there were two kinds of data that the researcher took, namely questionnaires and documents, which are used to get factual information.

Questionnaires

According to McCollet al (2001), questionnaires offer an objective means of gathering information about people's knowledge, beliefs, attitudes and behaviors. Questionnaires are one of the most common instruments used. Questionnaires were applied to the students to survey the data about their writing self-efficacy. It was made based on the objectives of this research. Therefore, the questionnaires for this research were complemented with some options to invite the respondents' opinions.

Existing Information

The purpose of existing information in this research was to utilize any available information to support the research consent. To get valuable educational writing documents such as writing self-efficacy, the researcher selected the related writing papers from the writing experts to support the result of questionnaires or survey that has been done before. Those document collections helped support the writing self-efficacy of respondents.

Table 1. The instruments, data, and respondents

Instruments	Data	Respondent/ Subject
Questionnaires	Students' writing self-efficacy.	Students
The existing information	The availability of documents (papers) from the writing experts to support the result of questionnaires related to writing self-efficacy.	Documents or Papers

Data Analysis

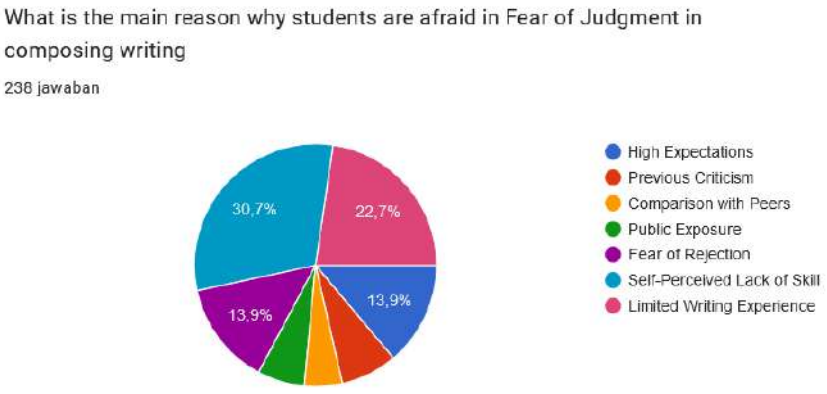
To make data collection more meaningful and understandable, the data is analyzed in various ways depending on the characteristics of the data and the purposes of its collection. Stufflebeam in Richards (2001) suggests that the data analysis process involves thoughtful, investigatory, systematic, and carefully recorded efforts so that they can be replicated and reviewed. The data collected from questionnaires was classified based on each item and was changed into percentages; the highest percentage of the data that showed respondents' preference was reported descriptively. The highest percentage of the item shows the respondents' preference. Finally, the table of percentage and frequency for each item in the questionnaires were used as the consideration for writing instructors. The data was supported by several experts based on their findings to give more meaning to the data from the questionnaire results so that the recommendations from the results of this study are more meaningful and positively contribute to problem-solving in students.

FINDINGS AND DISCUSSION

Based on the potential research implications and the implications of the research results that can be conveyed, namely on the implications for instructional design, research on self-efficacy highlights the importance of providing opportunities for students to succeed in writing. This can involve giving writing assignments, providing individualized feedback, and creating a supportive classroom environment where students feel comfortable taking risks. Secondly, teachers play an essential role in shaping students' self-efficacy beliefs. Research can inform teacher training programs on how to provide effective feedback, model positive writing practices, and foster a growth mindset in their students. Lastly, traditional assessment methods often focus solely on the final product, which can demotivate students who struggle with writing.

The following is a discussion of the research results that have been analyzed. Based on the research finding showed that they had a self-perceived lack of skill problems (30.7%), and they were afraid if their writing is criticized by other students or writing instructor (22.7%).

Figure 1. Afraid in fear of jedgement



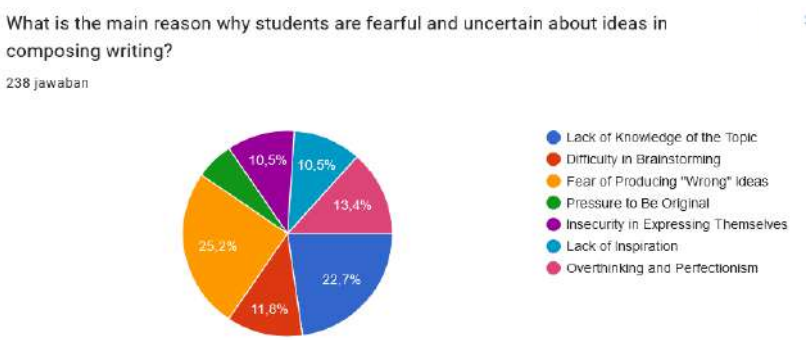
Students' need for more confidence in writing is a significant factor in affecting their confidence; this happens because of their ability and not believing that they are less proficient than they are. Comparisons with peers, and past failures can contribute to this lack of confidence. In addition, some students may need more help and direction to improve their skills and confidence. It could be due to teachers' poor teaching strategies, limited access to educational resources, or inadequate support from parents or educators.

According to Ng, C., Graham, S et al. (2022), The study's conclusions have ramifications for teaching English writing since they demonstrate how intrinsic motivation and different types of writing anxiety affect how EFL college students assess feedback from peers and teachers. Students must also improve their abilities for fear of making mistakes or failing. When someone fears failing to meet expectations, they may shy away from complex tasks or opportunities for self-development. Students hold themselves to too high a standard and see any shortcomings or mistakes as evidence of incompetence. Even when they are highly proficient, this perfectionist perspective can cause individuals to feel like they lack ability. This fear can manifest as writing apprehension, which negatively impacts students' confidence in their writing abilities (Sun, T., & Wang, C, 2020).

Students regularly engage in social comparisons with their peers, if they believe others have higher levels of talent, they may feel inferior. As a result, students may develop imposter syndrome, thinking they do not deserve success. In addition, students may struggle to learn specific skills due to cognitive difficulties or learning disabilities. Cultural and social factors are more critical in students' writing ability, meaning that cultural and social expectations and stereotypes can influence students' perceptions of their aptitude. Certain cultures may have racial or gender prejudices that affect how people perceive themselves. Line with Ng, C., Graham, S. et al (2022) claim that the Writing Ability Development Scale was a reliable measure of writing proficiency that was sensitive to both within- and between-class variation. It also correctly predicted scores on a continuous scale that writing instructors use, and the mean differences were comparable across racial and socioeconomic groups.

Concerning the fearful and uncertain about the ideas, students faced writing difficulties on fear of producing wrong ideas (25.2 %), and lack of knowledge of the topic (22.7 %). These writing difficulties exist because some reasons potentials caused limited exposure to writing, lack of reading habit, and insufficient language skills.

Figure 2. Fearful and Uncertain about the Ideas

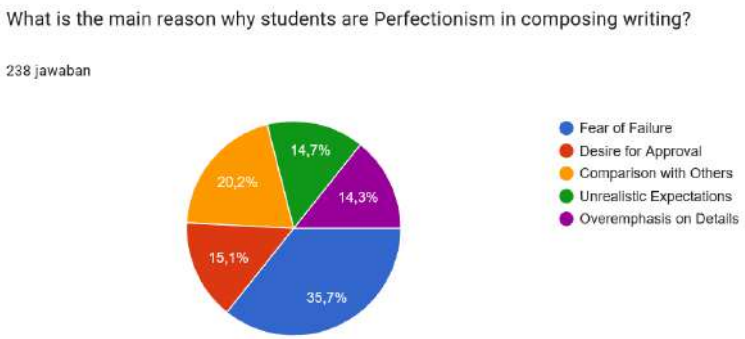


Many students aspire to write perfectly, which may cause them to worry about producing ideas that could be considered "wrong" or flawed. They may be reluctant to write down their ideas because they want every idea to be perfect. Therefore, students' difficulties in expressing their ideas may also be caused by poor writing experiences. Students may be reluctant to come up with new ideas if they have previously received unpleasant comments or criticism of their ideas. They may be afraid of experiencing what they have in the past if they are discouraged or receive negative feedback.

In addition, there may be a great emphasis on conformity and the "correct" or "approved" way of thinking in particular educational settings, such as classrooms. The study highlights how disciplinary norms have a significant impact on writing and that it is not solely an individual cognitive activity (Mitchell et al., 2021). Constraints to conformity, in some school or classroom environments, there is a strong emphasis on conformity and the "correct" or "approved" style of thinking. Students may be afraid to deviate from these standards for fear that their opinions will not be accepted or considered accurate, and students with low self-confidence may question the correctness of their theories. They may be reluctant to write down their ideas due to self-doubt or worry that others will dismiss or condemn them. Lastly, judgment from peers makes them feel fear, although this is exaggerated enough to produce "wrong" ideas, which can be exacerbated by peer pressure and the need to conform. Students may be reluctant to voice unusual or different opinions because they fear that their peers will criticize or make fun of them.

Concerning the perfectionism in composing writing, students had writing difficulties on fear of doing failure (35.7 %), and a desire to get approval too quickly without understanding the processes and procedures that make them more perfect (15.1%). The other writing difficulties that students faced that influenced their writing efficacy were comparison with other (20.2%), unrealistic expectation (14.7%), and overemphasis on details (14.3)

Figure 3. Perfectionism in Composing Writing



There are several vital reasons writing teachers should know and understand so that they can provide solutions to the problems that students face in writing. First, students may fear failing a writing assignment if they believe it will result in a poor

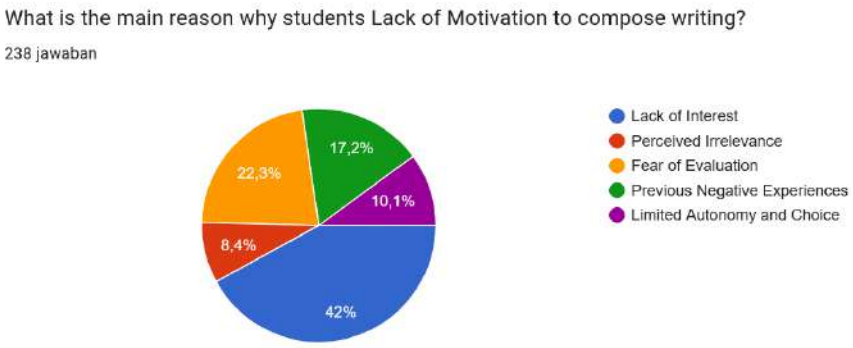
grade or unfavorable feedback. This is especially the case when the task significantly impacts grades or academic evaluations. Anxiety may be caused by pressure to do their best. Second, students with too high expectations of their writing may worry that they will not fulfill these expectations.

Putra, I. D. G. R. D, et al. (2020) show that among both student levels, cognitive anxiety is the type of writing anxiety that is most commonly encountered. Because they believe that anything less than perfection is a failure, they could feel anxious when writing. Third, students may develop a fear of failure again if they have previously received unfavorable grades or constructive criticism for their writing. Past setbacks can undermine students' confidence in their writing ability. Fourth, students often compare themselves to their peers regarding writing ability. They can feel worried about falling behind or not meeting their classmates' expectations if they believe others, are better writers. This can result in a fear of failure. Finally, students who do not believe in their writing ability may begin to question their talent. Their fear of failure can be exacerbated by their self-doubt, which stems from the belief that they are inherently wrong writers.

Students might not have faith in their writing skills, which can cause anxiety. Students can, however, develop confidence and get over these unfavorable thoughts if they receive the proper instruction and understand the fundamentals of writing (Challob, 2021).

Concerning the lack of motivation of students in composing, students had some writing difficulties that writing instructors can consider to find a best writing strategy in solve students' writing problems. They had a lack of interest (42%), fear of evaluation (22.3%), and students also have previous negative experience (17.2%)

Figure 4. Lack of Motivation



Many complex and interconnected elements can cause students' disinterest in writing, which can result in lengthy and thorough justifications. Among the reasons given by students are the following:

That writing has limited relevance to real life. Students may feel that writing assignments have nothing to do with their hobbies, real-life experiences, or future goals. They may become disinterested if they cannot recognize the value of writing outside the classroom. Students may find it challenging to stay motivated if their writing assignments do not concern their interests, hobbies, or professional aspirations. According to Bruning and Horn (2000) systematic motivational

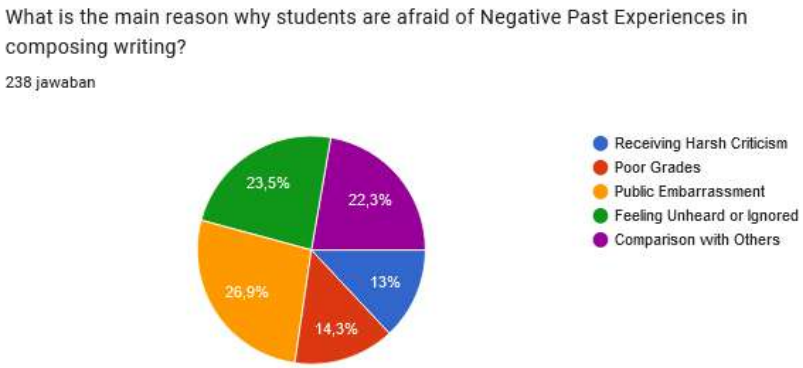
research is required to supplement our understanding of the cognitive processes involved in writing to comprehend the evolution of the desire to write.

In addition, writing is boring because there is only one activity other than writing. Boring or repetitive writing can make students disinterested. Asking students to write about the same topic or genre repeatedly can make students bored and uninterested. According to Prihandoko, L. A., & Nurkamto, J. (2022) writing is "something that is liked" corresponding to most participants, and they rarely consider it to be "boring". Therefore, it may be claimed that the students' metaphors about writing reflect their favorable perspective on the process.

Therefore, writing support also needs to be provided to students. Students who experience difficulties in writing may lose interest in writing because they feel they need the skills needed to complete a writing project. If they do not have the resources, methods, or encouragement to communicate their ideas well, they may see writing as an insurmountable obstacle. Inadequate guidance and evaluation in writing can exacerbate this problem.

Regarding students' afraid of negative past experience in composition, writing instructors can take into account the following writing challenges when determining the best writing strategies to address students' writing problems: public embarrassment (26.9%), students' feeling unheard or ignored (23.5%), and students' lack of writing score (14.3).

Figure 5. Afraid of Negative Past Experience



Previous negative experiences may include unpleasant incidents such as harsh criticism, humiliation in front of others, or discouraging comments from professors, peers, or family members. Compared to the urge to fit in, peer pressure and conformity may be more dangerous risk factors (Takarroucht, K. (2022). These circumstances can leave emotional scars that last a lifetime and a deep fear of experiencing them again. In addition, students' self-confidence still needs to improve. Students who continuously need help with writing assignments or receive substandard grades may become less confident in their writing abilities. They may

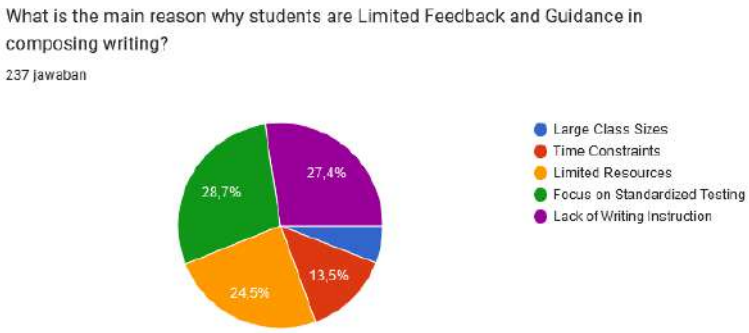
need to improve their writing ability, making them doubt themselves and avoid writing-related activities.

Students may internalize a sense of inadequacy if they often judge their work to be less quality than the work of classmates or predetermined benchmarks. Both outside criticism and their self-evaluation can support this idea. Avoidance behavior can develop as a result of unpleasant past experiences. Students who fear failure may procrastinate or procrastinate on writing tasks, which can result in more negative writing experiences and add to their anxiety. According to Chung, H. Q., Chen, V., & Olson, C. B. (2021) Optimism for success can decrease academic procrastination, but fear of failure increases it.

Another thing that significantly affects is the emotional impact. These poor writing experiences can cause negative feelings such as worry, annoyance, or embarrassment. Students may become reluctant to participate in writing activities due to the emotional reactions associated with writing itself. Finally, writing often involves self-expression and communicating one's views and opinions. Students may feel vulnerable and reluctant to expose themselves to potential criticism as they worry that others will ignore or reject their writing.

Regarding students' limited feedback and guidance in composition, writing instructors can take into account the following writing challenges when determining the best writing strategies to address students' writing problems: public embarrassment (26.9%), students' feeling unheard or ignored (23.5%), and students' lack of writing score (14.3). Teachers need to pay attention to the number of classes they teach so that they have plenty of time to provide guidance to students. In addition to providing personalized feedback to each student, teachers can also manage teaching time and student consultation time. Teachers may only be able to provide feedback on some important topics due to time and resource constraints, neglecting other parts.

Figure 6. Limited Feedback and Guidance



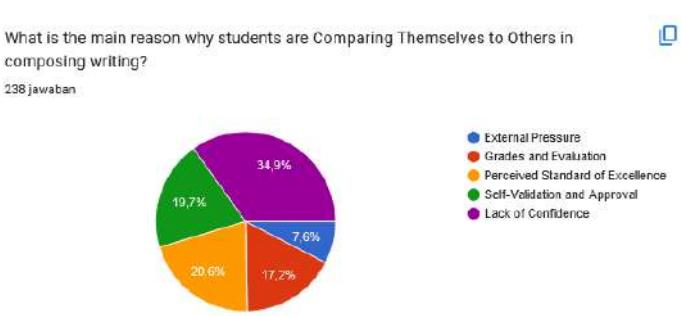
Overworked writing instructors make the role of students less visible in their efforts to encourage them to be confident in their writing. One of the leading causes of inadequate feedback and writing assistance is the heavy workload of instructors. Teachers often have large class sizes and much material to teach, so they only have

a little time to provide individualized comments to each student on their writing assignments. Providing detailed feedback often comes at the expense of educators' responsibilities for achieving curriculum standards, passing standardized tests, handling administrative tasks, and managing the classroom. Putra, I. D. G. R. D, et al (2020) revealed that: (1) L1 essential writers and L2 writers shared many strategies; (2) students in nonremedial courses consistently engaged in more interaction with the emerging texts; (3) there was little correlation demonstrated between proficiency, writing ability, and the students' composing strategies; and (4) a specific purpose and audience. Drawing on Eraut's classification of nonformal learning, the second expert claims that formative written feedback provided to students on their writings may lead to nonformal learning since it encourages them to take action (Baskan, A. (2021).

In addition, the focus on over-standardized testing so that the goal of pursuing standardized overlooks the critical role of students in producing work. Many education systems heavily emphasize standardized tests, often hindering a thorough assessment of students' writing abilities. As a result, teachers may spend more time on test planning and administration, leaving little time to provide in-depth feedback on writing tasks. Most importantly, teachers need more training to educate students to have higher quality written work. Some teachers may need more professional development or training to teach and evaluate writing effectively. Teachers may find it easier to provide valuable critiques on some areas of writing, such as organization, coherence, grammar, and style, with essential skills and techniques.

Regarding students' comparing themselves to others in composition, writing instructors can take into account that emphasize to students that every piece of writing is unique from the others and encourage students to continue to express their ideas in any writing. Based on the research finding showed that (34.9%) students faced that lack of confidence in exploring to generating their idea and(20.6%) students lack self-validation and agree that their writing is interesting enough, unique and different from others (19.7%). students have a poor mentality regarding the results and grades they get for evaluating their written work, so with a poor mentality comes a lack of confidence (17.2 %).

Figure 7. Comparing Themselves to Others



Social comparison is an essential psychological activity discussed in social comparison theory. This idea states that people naturally evaluate themselves by comparing their skills, traits, and performance with others. When writing, students often assess how they compare to their peers to feel validated or confident in their writing abilities.

Academic Pressure to perform can be ubiquitous in academic environments, defined by graded assignments, standardized tests, and competition for scholarships or college admission. Students can feel pressured to evaluate their academic performance or prospects by comparing their writing ability with others. In addition, conventional methods of grading and ranking students based on their writing ability may encourage comparison. Students may feel curious about comparing their work with their peers when receiving grades or feedback, especially if they receive lower grades. There is also something else: social dynamics and peer influence significantly impact how students behave and think. Students' writing may be influenced by their classmates' attitudes, skills, or work. They may follow prevailing norms and seek approval from their peers. One of the experts, Baskan, A. (2021) demonstrates a strong correlation between students' perceptions of their ability to adhere to writing norms and their achievement in writing as well as their ability to self-regulate.

Students often think that certain people or classmates are writing experts. They may compare themselves and these so-called experts, which may inspire them to be better or make them feel inadequate if they feel they are failing. Writing as a means of self-expression can significantly impact students' sense of identity and self-esteem. When writing is associated with self-esteem, people may compare themselves to others to seek reinforcement and affirmation. Baskan, A. (2021) asserts that in order for students to improve their writing abilities, the objectives set in each session should take into account their communication objectives rather than those of professional writers. Therefore, unique student writing models are needed. Students also feel fear of evaluation results from teachers; students may participate in comparisons for fear of evaluation or judgment from teachers and classmates. They want to ensure that their work meets the expected standards to avoid criticism or unpleasant comments.

CONCLUSION

Based on the results of the study can be summarized in several potential points of implication of the findings and discussion. Building students' writing confidence is a difficult task requiring a multifaceted strategy. Based on this research, there are some potential implications should be done. First, Research on self-efficacy highlights the importance of providing students with opportunities to improve their writing performance. This could involve some writing activities such as scaffolding writing assignments, offering individualized feedback, and creating a supportive classroom environment where students feel comfortable taking risks. Second, this study can inform teacher training programs on how to provide effective feedback, model positive writing practices, and foster a growth mindset in their students. Last, this study recommends that self-efficacy indicates the need for more formative assessment practices that provide students with feedback and opportunities for revision. Researcher found that the weakness of this research is the over-reliance

on self-report measures and factors such as social desirability bias, where students may overestimate their confidence, and writing self-efficacy in general only after fully considering the nuances of different writing genres, academic disciplines, or digital environments. Future research should investigate the specific challenges and opportunities faced by students with learning disabilities, English language learners, and other diverse populations in developing writing self-efficacy.

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STUDENT VOICES ON KAHOOT: AN EXPLORATION OF EFL LEARNERS' MOTIVATION IN HIGH SCHOOL

[1]Prihatini Nur Rachma*, [2]Nadiah Ma'mun, [3]Karnadi Hasan
[1,2,3]English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang, Indonesia

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*Correspondence:
2103046072@student.walisongo.ac.id

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ABSTRACT

Science and technology development has touched all aspects of life, and education is no exception. The effect of technological development is used to improve the service and quality of education which is always demanded to adapt to the changing times. The implementation of digital technology in the learning process is by using the appropriate learning media, so it can improve the quality of learning outcomes and provide motivation to students. The use of digital technology in the learning process is known as game-based learning. With this method, students are expected to explore learning materials with the help of technology, so that students get a new learning experience that is unique and fun and can increase their learning motivation in learning English. One of these digital platforms is Kahoot. This study aims to determine students' perceptions of the use of Kahoot media to enhance motivation in learning English in Class XII. Data analysis was conducted by descriptive quantitative based on the results of a questionnaire survey that included questions about the use of Kahoot in enhancing students' learning motivation in English learning. The results showed that 18 students of class XII had a fairly positive perception of the use of Kahoot in enhancing motivation in English learning. Based on these results, it can be concluded that Kahoot can enhance students' learning motivation in English learning and it is necessary to increase the intensity of its use to ensure that students get a joyful learning experience and enhance their motivation.

Keywords: *English learning; Kahoot; motivation; perception.*

ABSTRAK

Perkembangan ilmu pengetahuan dan teknologi telah menyentuh seluruh aspek kehidupan manusia, tidak terkecuali pendidikan. Pengaruh perkembangan teknologi tersebut dimanfaatkan untuk meningkatkan layanan dan kualitas pendidikan yang selalu dituntut untuk menyesuaikan perkembangan zaman. Implementasi teknologi digital dalam proses pembelajaran adalah dengan menggunakan media pembelajaran yang tepat, sehingga mampu meningkatkan kualitas hasil belajar dan memberikan dorongan motivasi kepada siswa. Penggunaan teknologi digital dalam pembelajaran dikenal dengan istilah *game-based learning*. Dengan metode tersebut, diharapkan siswa dapat mengeksplorasi materi pembelajaran dengan bantuan teknologi, sehingga siswa mendapatkan pengalaman belajar yang unik serta menyenangkan dan dapat meningkatkan motivasi belajar mereka dalam pembelajaran Bahasa Inggris. Salah satu platform digital tersebut adalah Kahoot. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan media Kahoot untuk meningkatkan motivasi dalam pembelajaran Bahasa Inggris di Kelas XII. Analisis data dilakukan secara deskriptif kuantitatif berdasarkan hasil survei kuesioner yang mencakup

pertanyaan penggunaan Kahoot dalam meningkatkan motivasi belajar siswa pada pembelajaran bahasa inggris. Hasil penelitian menunjukkan bahwa siswa kelas XII sebanyak 18 orang, memiliki persepsi yang cukup positif terhadap penggunaan Kahoot pada pembelajaran Bahasa Inggris. Berdasarkan hasil tersebut, maka dapat disimpulkan bahwa Kahoot dapat meningkatkan motivasi belajar siswa pada pembelajaran bahasa inggris dan perlu ditingkatkan intensitas penggunaannya agar siswa mendapatkan pengalaman belajar yang menyenangkan dan motivasi mereka dapat meningkat.

Kata Kunci: *Pembelajaran Bahasa Inggris; Kahoot; motivasi; persepsi.*

INTRODUCTION

Over the years, science and technology have been expanding rapidly and affecting all aspects of life. The development of ICT (Information Communication and Technology) is indispensable in the world of education. Thomas, ((2014), as cited in Safitri, (2024)) argues that these digital developments are utilized to improve the quality and service of education. Education is always required to be able to adjust the development of information and communication technology, especially in the learning process. Learners are expected to be active by providing opportunities and space to explore and communicate with the peers through the use of digital technology. The optimal application of digital technology is also expected to help students realize the demands of 21st century learning, namely 4C (Communication, Collaboration, Critical and Creative Thinking and Problem Solving) (Afandi et al., (2013), as cited in Sulistiyawati et al., 2021)).

The implementation of digital technology in the learning process is carried out by selecting the right learning media. According to Suryani et al., (2018) learning media is a medium or tool used in learning to convey messages from educators to students. In other words, learning media is any tool used to make it easier to achieve learning goals and in the delivery of material. The selection of learning media is important because if the right media is chosen, it will produce good learning outcomes and vice versa. The right learning media can bring benefits in the student learning process as stated by Sudjana & Rivai (1992), including: (1) it can foster learning motivation because the learning process becomes more interesting; (2) the media can make the meaning of learning materials clearer; (3) the media can make variations in learning methods more varied; (4) the media can make student activities more during learning activities, so that they are not only centered on educators.

On the same lines, Rohmawati (2022) in her book states that the effective use of learning media increases student participation and activeness in the learning process because the learning environment becomes more dynamic and attractive. Moreover, learning media also helps to convey abstract material or concepts to be more easily understood by students. The proper learning media could be used to improve the efficiency of the teaching process through the development of learning methods and approaches (Syarifudin & Utari, 2022).

By using technology, learning media becomes various and innovative. Learning can be integrated into a game, but it does not lose the substance of learning itself. One of these innovations is simulation-based educational games as educational media that has a learning by doing model (Vitianingsih, 2017).

One of the platforms that can be used as a game-based learning media is Kahoot. Kahoot is one of the learning media that can be used to develop assessments with pre-test or post-test activities, or problems that must be solved. Kahoot features quizzes, games, discussions and surveys that involves students with a direct response system. This website is also able to indirectly increase students' thinking speed with a limited time feature to work on the questions presented.

In previous research related to the use of Kahoot as a learning media by Perdana et al., (2020) showed that almost all students had a good perception of the use of Kahoot media in the Indonesian language learning process, which was 48% very good and 44% good. Similarly, research by Ilhami, (2019) on Arabic language subjects showed positive student perceptions, with 62.5% strongly agree and 37.5% agree on the use of Kahoot media. Kahoot is easy to use and has an attractive appearance, so that the research conducted by Firdiansyah & Pamungkas, (2021) on the use of Kahoot as a learning evaluation media for economics courses shows positive perception results.

With several features in Kahoot such as pictures and short games, Kahoot can also be a learning media that can increase students' learning motivation in the course. However, so far it is still difficult to find research that discusses students' perceptions of using Kahoot to increase motivation in English learning. Considering that it is important to provide and increase students' motivation, this study was conducted. Specifically, this study was conducted to answer the question: How do students perceive the use of Kahoot to increase motivation in English learning?

Kahoot has been widely used in various learning models in educational settings and there have been many studies related to Kahoot in various contexts. However, this study specifically focuses on the use of Kahoot in the English language classroom in an EFL context in high school. Whereas previous research has only focused on Kahoot's involvement in learning, this study was conducted to explore students' perceptions of using Kahoot to gain an understanding of the impact of game-based learning on motivation in language acquisition. By focusing on students' perceptions, the research helps to expand the literature on understanding the use of digital learning tools in influencing motivation and improving the quality of education (Yu et al., 2021). Ultimately, this research provided educators and future researchers with a wider understanding of the challenges and opportunities faced by high school students in the use of game-based learning in the context of language learning.

METHOD

The purpose of this study is to explore how students perceive using Kahoot to increase motivation in English language learning. The data for this study was collected using a quantitative survey approach. According to Bell (2010), quantitative research looks at how different sets or facts relate to each other. The researcher conducts a planned and systematic investigation using numerical data and the findings usually result in quantitative conclusions.

Participants of the Study

There were 18 EFL student participants in this study and there were no eliminations. The subjects of the study were XII-IPA class students of SMA Walisongo Semarang.

Instruments of the Study

Instrument to collect data on student perceptions of the use of Kahoot in enhancing motivation in learning English are questions about student affection, student experience on the use of the platform in enhancing motivation, the effectiveness of using the platform and student feedback on the use of the platform.

Procedure of Data Collection

The researcher used a questionnaire to collect the inquiry data. Google Form was used to create the questionnaire which was then sent online to the participants via WhatsApp. The questionnaire contained 18 questions about the use of Kahoot in enhancing motivation.

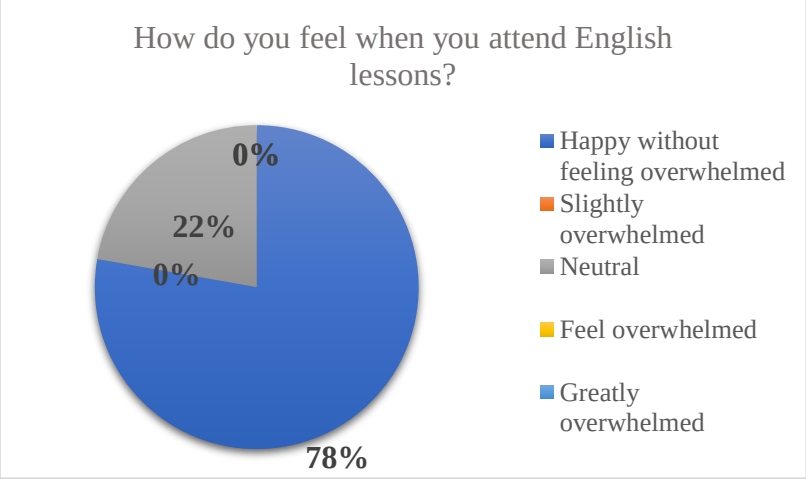
Techniques of Data Analysis

Descriptive analysis was used to examine the data that had been collected through questionnaire. This technique was chosen for data interpretation because the researcher wanted to present a detailed description of the phenomenon of using Kahoot in increasing motivation in EFL. However, the researcher does not make causal claims about why Kahoot can affect motivation.

FINDINGS

Below are the results and discussion of the student perception questionnaire on the use of Kahoot in increasing motivation in English learning.

Figure 1. Students' feelings on English Learning

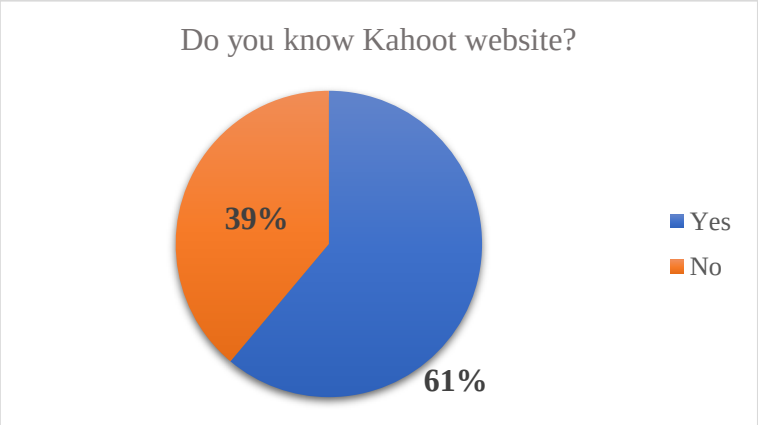


Based on the diagram above, 78% of the 18 participants chose “happy without feeling overwhelmed” when taking part in English lessons. This shows that the teaching methods used are successful in creating a fun and supportive learning atmosphere, so that students feel motivated and comfortable. While the other 22% who chose “neutral” can be interpreted that English learning does not give a strong

emotional impression, either positive or negative. It is likely that students do not feel a significant impact from the learning carried out.

Overall, the results of the diagram above show a dominant positive response which can be an indication that the methods used in the classroom successfully provide an enjoyable learning experience.

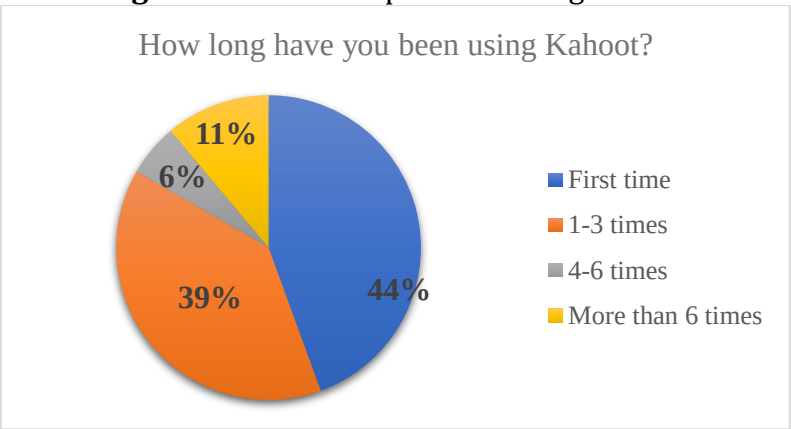
Figure 2. Student recognition on Kahoot website



It can be seen from the diagram above that 61% of the 18 participants already knew the Kahoot website. This result shows that students who have known this website have previous experience in using Kahoot and can adapt to the use of this platform in further learning activities. While the remaining 39% are not familiar with Kahoot. This result is an indicator for educators to introduce digital platforms as a support for learning media in the classroom.

Overall, these results are positive although there still requires orientation and introduction of the platform to students in order to adapt properly to technology.

Figure 3. Student experience using Kahoot

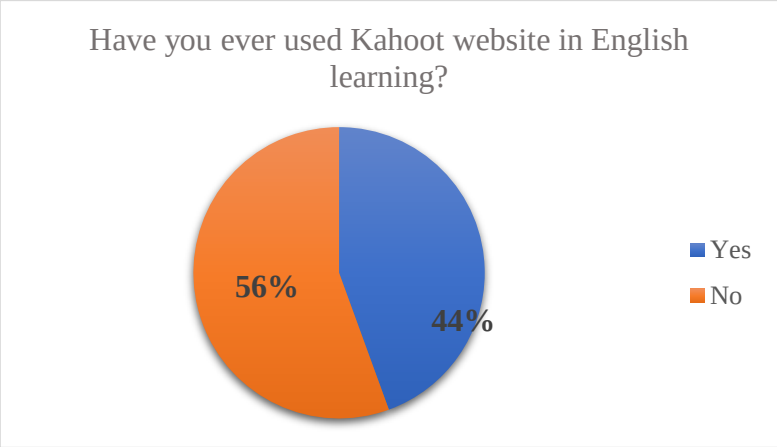


Based on the diagram, it can be seen that students' experience in using Kahoot was highly varied. A total of 44% of the 18 students were using Kahoot for the first time, which indicates that almost half of the students have no previous experience with this platform. This is an indication for educators to provide an introduction and habituation to using Kahoot in the classroom.

A total of 39% of students used it 1-3 times, which means they have some experience with Kahoot, but are not yet fully familiar with it. Students who used it 4-6 times amounted to 6%, and the remaining 11% used it more than 6 times. Both results show that Kahoot is a platform that is often used by educators to take assessments on subjects.

The overall results show that students have used Kahoot a lot in learning, so they do not find it difficult if educators implement Kahoot in learning.

Figure 4. Students' experience using Kahoot in English Learning



Based on the results of the diagram above, 44% of students answered "Yes" and the remaining 56% answered "No" to the question whether you have ever used Kahoot website in English learning.

This shows that Kahoot is rarely used in English learning, so it is important for educators to start using this platform to make learning more interactive and interesting as well as an effort to increase student motivation in learning.

Table 1. The Use of Kahoot to Increase Student Motivation in English Learning

Questions	SA	A	MA	D	SD
Do you feel more motivated to learn English when/while using Kahoot?	17%	33%	50%	0%	0%
Does using Kahoot make learning English more enjoyable?	33%	28%	39%	0%	0%
Do you feel more excited in English lessons with Kahoot?	17%	33%	50%	0%	0%
Do you think that Kahoot media makes learning less boring?	17%	39%	22%	17%	5%

Based on the data table above, it can be seen in the first question that 17% of students chose "Strongly agree". It shows that after educators use Kahoot as a learning media, students feel more motivated to follow English learning than before the use of Kahoot. Then, as many as 33% of students chose "Agree" and 50% of students chose "Moderately Agree" which indicates that students did not really feel a significant change in motivation in participating in English learning in class.

In the second question, 33% of students chose "Strongly Agree" which indicates that students feel the use of Kahoot makes English learning more enjoyable compared to before the use of Kahoot. While 28% of students chose "Agree" and 39% of students chose "Moderately Agree" which indicates that students did not feel a significant change in atmosphere and change in learning experience in learning English. This can be a reflection for educators, besides using game-based technology media, educators must also choose the right learning method.

In the third question, only 17% of students chose "Strongly Agree". This is an indication that only a few students feel more excited in learning English with the use of Kahoot. While 33% of students chose "Agree" and the remaining 50% chose "Moderately Agree". This is an indication that students feel usual when following English learning after the use of Kahoot.

In the fourth question, 17% of students chose "Strongly Agree". This means, the use of Kahoot in learning succeeded in making them not feel bored when learning was going on. Then, 39% chose "Agree" and 22% of students chose "Moderately Agree". It can be concluded that students do not really feel a significant impact with the use of Kahoot on their mood. In this question also appeared the answer "Disagree" as much as 17% and "Strongly Disagree" as much as 5%, which means that there are some students who actually feel that the use of Kahoot in class does not bring any change and makes them feel more bored.

Overall, questions related to the aspect of enhancing student motivation with the use of Kahoot brought quite positive perception results from students. The use of Kahoot can be improved in learning so that it is not only a media for assessing learning outcomes, but also as a media for delivering material instead of power point.

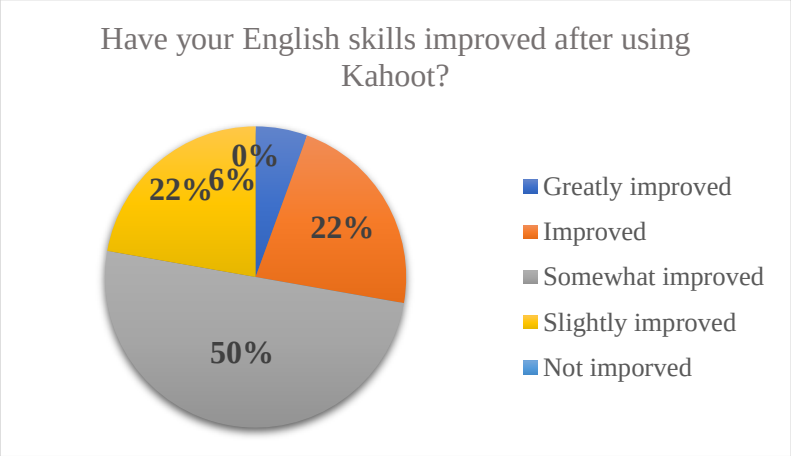
Table 2. The use of Kahoot in improving students' understanding of the material

Questions	SA	A	MA	D	SD
Does Kahoot help you understand English materials better?	22%	50%	28%	0%	0%
Do the questions on Kahoot help you remember the lessons that have been taught?	22%	33%	45%	0%	0%

Based on the answers from the table above, in the first question 22% of students chose "Strongly Agree" which indicates that students feel faster in understanding the material with the help of Kahoot than without Kahoot. While 50% of students chose "Agree" and 28% of students chose "Moderately Agree". This means that students do not really feel the help of Kahoot in understanding the material presented.

In the second question, 22% of students chose "Strongly Agree" which means that students remember the material that has been taught. Kahoot acts as a medium for students' brief assessment of the lesson. Then as many as 33% of students chose "Agree" and 45% of students chose "Moderately Agree". This means that students feel Kahoot has no significant impact on helping students remember the lessons taught. These results are an evaluation for educators to continue to look for the right media that can help students understand the material.

Figure 5. Effectiveness and Assessment of Kahoot in Learning



Based on the diagram above, it can be seen that 6% of the students chose "Greatly increased" and 22% of the students chose " Improved" which means Kahoot provides a new learning experience that is effective for them to improve their English skills. Although, the majority of students as much as 50% chose "Somewhat improved" which indicates that the use of Kahoot might only improve their English skills on a fairly significant scale. The remaining 22% who chose "Slightly improved" may feel a more modest impact from using Kahoot in learning. Students may also need more use of Kahoot and the help of other methods/approaches in improving their English skills.

Table 3. Effectiveness and Assessment of Kahoot in Learning

Questions	SA	A	MA	D	SD
Do you think the questions on Kahoot reflect what has been taught in class?	33%	39%	28%	0%	0%
Is assessment through Kahoot more fair than a regular written test?	22%	44%	28%	6%	0%

Based on the data table above, in the first question it can be seen that 33% of students chose "Strongly agree" which shows that the Kahoot quiz questions have represented what has been taught in the previous lesson. Then 39% of students who chose "Agree" and as many as 28% of students who chose "Moderately agree" felt that the questions that appeared on the quiz were not completely the same as what was taught. Perhaps students also lacked preparation for the quiz so they did not really improve on the previous learning.

Then in the second question, 22% felt "Strongly Agree" that the assessment conducted in Kahoot is fairer than the usual written test because the students may feel that the scores are more transparent and provide comfort and a unique experience. As many as 44% of students who chose "Agree" and 28% of students who chose "Moderately agree" may feel that Kahoot assessment is just a more relaxed and flexible alternative as an assessment medium because Kahoot is more relaxed than regular written tests. However, they are not fully convinced that the assessment from Kahoot is fairer. Then came 6% of students who "Disagree" that

Kahoot is fairer. Students may feel that the assessment implemented through Kahoot is less in-depth.

Overall, on the aspects of effectiveness and assessment on learning, Kahoot brings quite positive results to continue to be applied in classroom learning.

Table 4. Usability and Efficiency of Kahoot Website

Questions	SA	A	MA	D	SD
Is Kahoot easy to use?	22%	50%	28%	0%	0%
Are you able to follow Kahoot's usage instructions without any difficulty?	33%	45%	22%	0%	0%
Do you find Kahoot's visual appearance attractive?	28%	39%	33%	0%	0%

Based on the results of the data table above, the first question shows that 22% of students chose "Strongly agree". This means that students feel comfortable and have no significant difficulties in using this platform. Students also feel a new learning experience through the use of Kahoot. As many as 50% of students who chose "agree" may feel that the features of Kahoot are a bit difficult to use and students have not fully mastered them. Then, as many as 28% of students who chose "Somewhat agree" may feel the same way.

In the third question, it can be seen that 28% of students chose "Strongly agree" indicating that they felt Kahoot elements such as the colors, animations and layout of Kahoot supported their learning experience. This attractive appearance can also increase their learning motivation. Then as many as 39% of students who chose "agree" also consider that Kahoot has visuals that attract attention on a scale that is not strong. The remaining 33% who chose "moderately agree" may consider that Kahoot's variety and appearance could be further improved to attract their attention.

Overall, Kahoot's visual appearance can be rated positively by some students as it provides a new experience in the learning process. However, evaluation needs to be done to adjust students' preferences towards the visualization of this platform.

Table 5. Students' Critics and Suggestions for the Use of Kahoot in Learning
Question: What do you like about using Kahoot in English learning?

Participants	Responses
KPM	More fun
LAP	Features
RAP	Easy to work on
RSP	More fun and easy to use
MNJ	Easy to understand
MAZ	all like
KKS	very exciting because it is very helpful
AA	easy to understand explanation
DAP	Easier to understand
HR	reduce boredom learning from modules
VHV	help for possible translation (because before I had never used the application)

MRR	Learning becomes less boring
HAR	Learning is not boring
WHK	Because kahoots are easy to understand
AW	increased student engagement, improved classroom dynamics, higher motivation, quick feedback and higher energy levels throughout the session
MDA	easy
GAJ	practical
MFM	quick to answer

There are a variety of responses from students which can be concluded that Kahoot makes learning more exciting and less boring. Learning also becomes more interactive and fun. Kahoot is also easy to use so that students who are not familiar with Kahoot can still do well. Students also feel that using Kahoot can increase motivation in the classroom by creating an atmosphere of healthy competition and encouraging students to be more active in learning. With Kahoot's quick feedback on quiz results, students can also immediately evaluate their weaknesses and strengths on the learning material.

Question: What are your suggestions for the use of Kahoot to make it more effective in English learning?

Participants	**Responses**
KPM	more focus to make learning more exciting
LAP	more frequent (in the use of kahoot in the classroom)
RAP	Every lesson is integrated with Kahoot
RSP	More pictures might attract more interest
MNJ	made even more interesting
AW	can test their knowledge, repeat important concepts, and help them remember information
MDA	according to my suggestion used to give answer questions

Based on the results of student responses, it can be concluded that students are interested in using Kahoot more often in all subjects. Students also suggested that in the implementation of Kahoot, more pictures should be added to attract students' interest, especially in language learning. Students also hope that Kahoot can be used as a medium for simple assessment of subjects or repetition quizzes to strengthen students' understanding of the material.

DISCUSSION

Based on questionnaire data about the perception of students of class XII-IPA SMA Walisongo Semarang towards the use of Kahoot to enhance motivation in English language learning, it showed fairly positive results. This is because Kahoot is very rarely used in English learning, so students feel less familiar when using the platform.

Students' perception towards English learning (before using Kahoot) showed positive results. Students were enjoyed attending English class without feeling overwhelmed. This means that the methods and approaches used in learning are proper, thus students feel comfortable in the class. Therefore, the development of methods and innovations in learning can be carried out to enhance students' learning motivation and obtain better learning outcomes. The development can be carried out by using the right learning media, so students' motivation and understanding can increase (Tafonao, 2018).

One of the learning media that could be used in this context is Kahoot. As a game-based interactive learning media (Permana, 2021), Kahoot can be used to enhance students' learning motivation. This platform has been widely recognized by students, so students will not have too much difficulty in using it. Nevertheless, it turns out that students of XII-IPA class of SMA Walisongo Semarang rarely use Kahoot in learning at school. In English learning at SMA Walisongo Semarang, Kahoot is also rarely used in the classroom. This is one of the evaluations for educators to integrate Kahoot in learning because Kahoot is one of the game-based learning media that helps students enhance the potential and quality of learning outcomes. As stated by Dellos (2015), that learning becomes more conducive and students will be able to solve problems with critical thinking skills with the help of game-based learning media.

Regarding the use of Kahoot to enhance motivation in English language learning, the results are quite positive as illustrated in Table 1. Although overall students did not feel a significant impact, but considering the integration of technology in learning, these results can be categorized as good. This is in line with research by Putri & Muzakki (2019); Hartanti (2019) which shows that the use of Kahoot can increase student learning motivation. So, with the existing results, Kahoot should be a medium that is frequently used in the classroom to be able to improve student learning motivation.

As a learning media, it showed that Kahoot was also able to improve students' understanding of the material taught, although not significantly. Before answering assessment questions in Kahoot, teachers can provide brainstorming to help students remember the material that has been taught. With an understanding of the material, student learning motivation will also increase (Sulistiyawati et al., 2021).

In the aspect of effectiveness of using Kahoot in learning, it showed quite positive results. Students' English proficiency is quite improved with the use of Kahoot in learning. This improvement is based on the improvement of motivation experienced by students. Although it was not so significant, but this improvement also proves that Kahoot is a learning media that can boost students' motivation to learn. Students also considered that the questions in the Kahoot quiz were in line with the material taught. This proves that Kahoot can be a media for recalling learning materials or as an assessment media in learning. Bunyamin et al. (2020) also stated that learning evaluation in the digital era can be done through Kahoot media. This is also one of the advantages of Kahoot, as a learning evaluation (Dewi & Mujib, 2018). With the use of Kahoot as an assessment media, students considered that Kahoot was more fair than regular written tests. Kahoot provides immediate feedback, so students can see and evaluate their weaknesses independently. With

this feature, it is expected that students' learning motivation will increase because of the competition that occurs when Kahoot assessments are held.

On the aspect of the ease and convenience of the website, students agreed that Kahoot is easy to use and the instructions are clear. For students who use Kahoot for the first time, it will not be difficult to do Kahoot quizzes. Kahoot also has a display with a combination of attractive images, colors and features that provide a new and enjoyable learning experience for students. With attractive features and visual displays, students' attention and concentration on the material and quizzes are more focused (Affrida, 2017); Perdana et al. (2020)). With this focus, learning can be more effective (Erlinaini, 2022) and student motivation in attending learning will increase. Supported by Safitri (2024), that learning becomes conducive, interactive and interesting with the use of Kahoot, and can make learning to be less boring, interesting and provide a fun learning experience (Hartanti, 2019).

According to the results of this study, the majority of students liked using Kahoot because Kahoot is easy to understand, fun and makes learning more interesting with its features. Another student also stated that using Kahoot is more enjoyable than conventional learning through modules. In line with this, Putri & Asrori (2019) stated that compared to the use of learning media such as textbooks and modules, Kahoot is more attractive with the interface provided.

Furthermore, students gave suggestions regarding the use of Kahoot in learning, that it should be used frequently. One of the reasons is that Kahoot can assess their knowledge and review important concepts that have been taught in learning through the quiz that is held using Kahoot. Indirectly, Kahoot also improves students' critical thinking with the timing feature (Cameron & Bizo (2019); Felszeghy et al. (2019)). Students' learning quality and motivation can be improved using Kahoot learning media (Muhammad Fathi Nur Fadly & Prima Mutia Sari, 2022).

Overall, based on the answers obtained, it showed quite positive results. Although it is relatively low, the enthusiasm of students in using Kahoot in learning is quite high. This can be a concern for educators to continuously use digital learning media such as Kahoot in learning, especially to increase student learning motivation. As stated by Rafnis (2019), innovation in learning technology is needed, so the quality and learning outcomes are getting better.

CONCLUSION

Kahoot as a game-based learning media is considered to be able to enhance students' motivation in learning English. Enhancing students' motivation by using Kahoot can be done by continuing to implement Kahoot in learning to enrich students' learning experience in class and familiarize students with the Kahoot interface. Kahoot can help students in recalling the material taught with a simple quiz feature with visuals that attract students' attention. The quiz becomes an alternative assessment besides written tests for students because it is flexible and provides immediate feedback. So that it can help students evaluate their shortcomings and strengths.

This study has shortcomings in the number of research subjects that represent the voices of all students at SMA Walisongo Semarang. In addition, this research is only limited to the use of the platform to increase student motivation, so

it is hoped that future research can examine more in-depth such as studies regarding the use of Kahoot on increasing interest in learning in subjects and increasing student learning outcomes.

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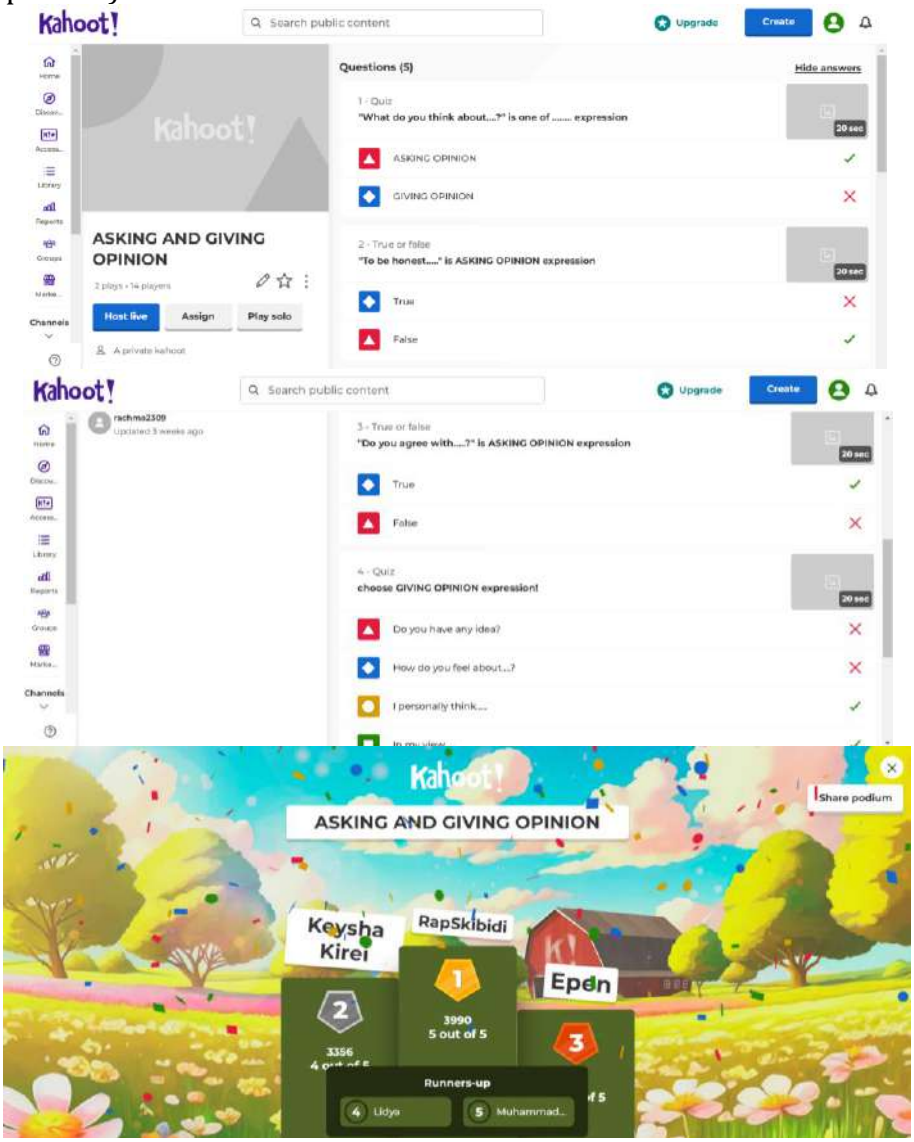
APPENDIX

The use of Kahoot in giving quizzes on Argumentative Text material (Asking and Giving Opinions)



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THE EFFECT OF USING AUGMENTED REALITY IN THE STUDENTS' SPEAKING SKILL

[1]Eli Nofriati, [2]Chalil As'ari, [3]Silvi Listia Dewi*, [4]Sriwinar
[1,2,3]English Language Education, Universitas Almuslim Aceh, Indonesia
[4]Teknik Informatika, Universitas Almuslim Aceh, Indonesia

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*Correspondence:
silvilistiadewi@umuslim.ac.id

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ABSTRACT

Implementation of Independent Curriculum requires teachers must be able to use digital media to create classroom more active, innovative, enjoyable, and can improve students' learning outcomes. However, students' speaking skills at SMA Negeri 1 Gandapura are still low due to the teacher not yet utilizing digital media optimally in teaching speaking. This study aims to determine the effectiveness of using Augmented Reality (AR) media in improving students' speaking skills. This research used an experimental method and the sample of the research was taken two classes; class XI Merdeka 1 as control group and class XI Merdeka 2 as experimental group. The research instrument used was pre-test and post-test. The collected data was analyzed using inferential statistics with a t-test, through SPSS version 16 software. The finding was the students' average pre-test speaking score in the experimental class was 69.7, while the average post-test score was 72.3. In conclusion, the use of AR media is effective and can enhance students' speaking skills.

Keywords: *Augmented Reality (AR) media, students' speaking skill*

ABSTRAK

Penerapan Kurikulum Merdeka mengharuskan guru mampu menggunakan media pembelajaran berbasis teknologi untuk menciptakan lingkungan belajar yang lebih aktif, inovatif, menyenangkan dan dapat meningkatkan hasil belajar siswa. Namun, pada kenyataannya, kemampuan *speaking* siswa di sekolah SMAN 1 Gandapura masih rendah. Hal ini disebabkan oleh guru yang belum menggunakan media pembelajaran yang berbasis teknologi dalam pembelajaran *speaking* secara optimal. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengukur keefektifan pengguanaan media teknologi *Augmented Reality (AR)* dalam meningkatkan kemampuan *speaking* siswa. Jenis penelitian yang digunakan dalam penelitian ini adalah metode penelitian eksperimental dan sampel dalam penelitian ini diambil dua kelas yaitu kelas XI Merdeka1 sebagai kelas kontrol dan kelas XI Merdeka 2 sebagai kelas eksperimental. Instrumen yang digunakan pada penelitian ini adalah pre-tes dan pos-tes untuk pengumpulan data. Selanjutnya, data dianalisis menggunakan statistik inferensial t-test yang diprosess dengan aplikasi SPSS versi 16. Berdasarkan data analisis, nilai rata-rata pre-test speaking siswa pada kelas eksperimental adalahh 69.7 sedangkan nilai rata-rata post-test speaking adalah 72.3. Hasil penelitian ini dapat disimpulkan bahwa penggunaan media *AR* sangat efektif dan dapat meningkatkan kemampuan speaking siswa.

Kata Kunci: *Media* Augmented Reality (AR)*, kemampuan* speaking *siswa*

INTRODUCTION

English is a lingua franca and essential language that have to be mastered by the people from various countries particularly students. The primary goal of the English learning is to use it effectively as a tool for human communication (Dhivya et al., 2023). To communicate properly in English, learners must develop proficiency to four fundamental skills: writing, speaking, listening, and reading. All these fundamental skills are very important. In reality, however, speaking is the difficult skill to be mastered among the other skills (Pratolo et al., 2019).

Speaking is a crucial skill in the English teaching and learning process. As stated by Islam et al., (2022), speaking involves a process interactively in developing meaning within producing, receiving, and processing information. To develop strong speaking skills, students are expected to speak English either in their daily lives or during communication of the learning activities (Sinurat & Saragih, 2014). Additionally, learners should engage in frequent practice and drills to build good speaking habits. The goal of learning English is to build proficiency in both spoken and written communication, aiming to reach a functional level of literacy (Rosyidi et al., 2022). This process should encompass all language skills, including listening, speaking, writing, and reading, utilizing effective language learning strategies (Dewi et al., 2023). Speaking skills, in particular, help students express their ideas and emotions verbally. To support this, using learning media based on the information and communication technology can be as a valuable alternative (Zhang et al., 2022).

According to Park, et al., (2019), learning media that incorporate information and technology are proven to be more valid, effective, and practical compare to those that do not utilize such technology. Integrating both of them into the learning processes related to the students' needs can significantly increase their interests in English. Technologically integrated medium are increasingly being used in education (Bereczki & Kárpáti, 2021).

In this study, the researchers focused on utilizing the Augmented Reality (AR) as the English media in teaching speaking; especially in exploring the local wisdom about the Acehnese tradition such as; *Khanduri Blang* and *Uroe Meugang* traditions. AR refers to a contemporary computer-aided learning environment that integrates real condition virtually enhanced information or images (Belda-Medina & Calvo-Ferrer, 2022). On the other hand, according to (Mozaffari & Hamidi, 2023), AR is a technology that offers a real-time visual experience, either directly or indirectly, of physical environments in the real world, enhanced with virtual, computer-generated elements. It enables virtual images and information to be superimposed onto the real-world environment in real time.

In this case, through AR, the researchers seek to address the issue of local wisdom by highlighting Acehnese traditions, such as the *Khanduri Blang* and *Uroe Meugang* ceremony. *Khanduri Blang* is a celebration performed by the Acehnese community as an expression of gratitude to Allah for the abundant rice harvest. Similarly, *Uroe Meugang* is another significant tradition in Aceh, making the beginning of ramadhan. This celebration is characterized by a communal feast, where meals are shared to foster community spirit and charity. Both traditions haighlight the importance of gratitude, unity, and community in Acehnese culture.

The researchers chose local wisdom because it embodies more moral value than material value. Hakim et al. (2023) emphasize the importance of local wisdom as a filter in the era of globalization, while Ramang et al. (2020) define it as the fundamental knowledge acquired through a balanced relationship with nature and culture, which is passed down within a community. It serves as a foundation for building the nation and strengthening society. In addition, preserving the noble culture of the Acehnese will also help build the *Profil Pancasila* students who embrace global diversity.

Based on observations conducted at SMAN 1 Gandapura, the researchers found that students, particularly those in the second grade, have low speaking skills. These are caused by several factors. The first factor is the students' limited English vocabulary, which it makes them difficult speaking in front of the class. The second factor is the lack of self-confidence when speaking in English. Another issue identified by the researchers is the insufficient use of engaging and interactive learning media by teachers during the learning activity, which leads to the low of motivation and causes the students become quickly bored during lessons.

To address the issues mentioned above, the researchers aim to utilize digital media, specifically AR, a system that integrates three key features: the combination of real and virtual worlds, real-time interaction, and accurate 3D registration of virtual and real objects, to enhance students' speaking abilities. The researchers have also chosen the topic of local wisdom, specifically the *Khanduri Blang* tradition, as the theme for students' discussions. This approach aims to engage students by helping the students more familiar with their own culture, making it easier for them in expressing their experiences. The chosen theme is closely related to activities that students commonly encounter in their everyday lives.

The researchers also referenced findings from previous studies to support the selected solution in addressing the issues mentioned earlier. The first study, conducted by Syafryadin et al. (2019), demonstrated that students' speaking ability improved through the storytelling technique. The second study, conducted by Anggreini et al. (2023), found that the use of digital media, specifically the Cake application, could improve students' speaking skills. The last study, conducted by Hwang et al. (2019), revealed that students' speaking performance improved after the researcher applied the shadowing technique in the learning process. In accordance with the previous studies, the researchers were interested in implementing digital media, specifically the AR application, in speaking instruction.

METHOD

The research method used in this study was quasi-experimental, combining both quantitative and experimental approaches. The quantitative component aimed to analyze a specific population or sample using statistical instruments to test the relevant hypothesis (Hahs-Vaughn & Lomax, 2020). The experimental approach specifically required to determine the effectiveness of using AR media applications in enhancing students' speaking performance.

This study was conducted at SMAN 1 Gandapura, located on Medan-Banda Aceh Road, in Lapang Timu Village, Gandapura Subdistrict, Bireuen Regency. The researchers selected this school based on initial observations, which revealed that students have low speaking skills. Additionally, the teachers do not fully utilize

media, especially digital media, in their teaching activities, particularly in the instruction of speaking skills.

The population of this study consisted of second-grade students, totaling 140 students across four classes. The researcher selected two classes as the samples, each consisting of 35 students. These samples were divided into two groups: class XI Merdeka 1 as the control group and class XI Merdeka 2 as the experimental group.

In this study, a test was selected to collect the data. The researchers used a pretest to examine the students' speaking skills before applying AR in the speaking class. The pretest aimed to gather baseline data on students' speaking abilities in both groups. A posttest was given after the treatment to both the experimental and control groups, with the aim of determining the effect of AR on students' speaking performance. In the experimental class, the students were taught speaking skills by exploring the local wisdom of the *Khanduri Blang* and *Uroe Meugang* tradition, using AR as an interactive medium. Additionally, the researchers showed the videos about those traditions, designed within the AR application on the tablet. Students were then guided to discuss the activities of *Khanduri Blang* as if they were present at the event.

In contrast, in the control class, the researcher only played a regular video about *Khanduri Blang* and *Uroe Meugang* and asked the students to discuss and retell the activities they had watched. After the treatment, both groups were given a posttest to evaluate their speaking abilities. The data collected from the pretest and posttest were analyzed using the speaking performance proficiency rating proposed by Patty et al. (2023) and Weaver & Oller (1981). The data were tabulated into tables and analyzed using descriptive statistics (mean and standard deviation), followed by inferential statistics (independent samples T-test). For this analysis, the researcher used SPSS Version 16 statistical software. The goal of the data analysis was to compare the students' speaking proficiency in the experimental and control groups and to investigate the effectiveness of using AR to enhance students' speaking skills (Suharsimi, 2006).

FINDINGS

The research was carried out at SMAN 1 Gandapura on 20th and 22th, August, 2024. In this study, the researchers collected the data from the students' pre-test and post-test score in control and experimental class. The pre-test was given before the treatment, while the post-test was given after the treatment. After conducting the research, the research findings were discussed in detail below.

1. The Result of the Students' Pre-test Score of Control Class and Experimental Class

Table 1 showed that in the control group, the lowest score achieved by the students was 63, while the highest score was 85. In contrast, the experimental group had a lowest score of 60 and a highest score of 82. The mean score of the pre-test for the control group was 69.1, while the experimental group had a slightly higher mean score of 69.7. These results indicate a relatively similar performance between the two groups before the treatment, with only a minor difference in their average scores. This baseline data provides a foundation for comparing the effects of the treatment after the intervention. The students' pre-test scores, as shown in the following table, highlight the initial distribution of speaking abilities across both

groups, offering a clear starting point for the analysis.

Table 1. The Students' Pre-test Score of Control and Experimental Groups

No	Initial of Students' Name	Pre-test of Control Group	No	Initial of Students' Name	Pre-test of Experimental Group
1	AM	70	1	AY	72
2	AS	64	2	US	67
3	ASY	68	3	MH	60
4	AN	79	4	ADR	71
5	AR	63	5	FN	65
6	CNF	63	6	EL	65
7	FK	67	7	HF	78
8	HK	68	8	CUT	72
9	HA	65	9	BD	65
10	IN	65	10	JN	61
11	JL	68	11	RM	65
12	KA	74	12	ZA	77
13	KHA	69	13	MK	74
14	LJ	76	14	MU	76
15	MH	72	15	MH	74
16	MA	63	16	DF	65
17	MS	82	17	AM	74
18	MAR	85	18	NR	82
19	MG	72	19	MZ	70
20	MV	66	20	AF	63
21	NB	66	21	RA	65
22	NF	64	22	SU	63
23	NT	65	23	YS	63
24	RA	68	24	ZR	65
25	RZ	66	25	FN	69
26	RD	74	26	AN	78
27	RN	79	27	MR	77
28	RS	72	28	ID	72
29	SR	67	29	LS	72
30	SF	72	30	APR	72
31	TZ	63	31	DV	75
32	UR	65	32	IK	64
33	ZZ	66	33	IM	70
34	ZF	66	34	RZ	72
35	RAU	68	35	WA	65
Average Score		**69.1**	**Average Score**		**69.7**

Based on the pre-test result conducted in control and experimental groups, a descriptive analysis could be made as follows:

Table 2. Descriptive analysis of pre-test result in control and experimental groups

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Control Group	35	63	85	69.1	6.672
Pre-test of Experimental Group	35	60	82	69.7	6.681
Valid N (listwise)	35				

Based on Table 2, it could be described that the pre-test score of control group, consisted of 35 students, the average score was 69.1 by the standard deviation was 6.67. The minimum score in control class pre-test was 63.00, and the maximum score was 85.00. Meanwhile, the average of pre-test score of the

experimental class was 69.7 by the standard deviation was 6.68. The minimum score of the experimental class pre-test was 60.00, and the maximum score was 82.00. Based on these results, it is clear that the average of experimental class score was higher than the average of control class score. The difference between the average of pre-test score of control and experimental class was 0,6.

The result above should be measured by the test normality. The normality test was to determine whether the sample was taken comes from the population that follows a normal distribution. The results of the normality test can be shown in the "Tests of Normality" table after being processed using software SPSS version 16.0. The normality test used was the Shapiro-Wilk method. The results of the data processing for the normality test could be seen in Table 5 below:

Table 3. The Result Test of Normality of Control and Experimental Groups Pre-test

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Score	Control Group	.925	35	.125
	Experimental Group	.967	35	.695

The table above showed us the significance of the students' pretest speaking score of control group was 0.125 and in experimental group was 0.695. Both of the score showed that the significance value > 0.05. it means that H_0 was accepted. Based on result above, it can be explained that the data from both groups are distributed normally.

The next phase was to examine the homogeneity pretest scores for both data. The homogeneity test was presented to calculate whether the variances come from the same population or not. In this study, the homogeneity test used the Levene's test. The data was considered homogeneous if the significance value was higher than 0.05, whereas the data was considered not homogeneous if the significance value was lower than 0.05. The result of the homogeneity test data processing could be seen in Table 4.

Table 4. The Results of the Homogeneity Test of Pre-test in Control and Experimental Groups

Levene Statistic	df 1	df 2	Sig.
.073	1	38	.789

Based on Table 4, the significance value of the speaking pre-test in experimental group and the control group was 0.789 (greater than 0.05), which means H_0 was accepted. Therefore, it could be concluded that both of groups come from populations with the same variances, indicating they are homogeneous.

The final step in analyzing the pre-test speaking scores of the control and experimental groups was the mean difference test. To achieve this, an independent samples T-test was applied. Independent samples T-test is applied to get a comparison of the means from two groups of two different independent samples. However, before conducting the independent samples T-test, a normality test of the

population is undertaken as a prerequisite, as well as a homogeneity test of population variance to determine the appropriate independent samples T-test to use. Hypothesis testing was measured by comparing of two samples using independent samples T-test with a significance value was 0.05. If the significance value was greater than 0.050, it means that both classes have balance means. The result of mean difference tests could be obtained in Table 5.

Table 5. The Independent Samples T- test of Control and Experimental Groups Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% confidence interval of the Difference	
		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std.Error Difference		
Score	Equal variances assumed	.312	.578	-.383	68	.703	-.51429	1.34420	-3.19659	2.16802
	Equal variances not assumed			-.383	68.000	.703	-.51429	1.34420	-3.19659	2.16802

Table 5 displayed the significance value of the students' speaking pre-test was 0.703, it was greater than 0.050 (0.703 > 0.050). This indicates that, at the initial condition (before treatment), both sample groups had balanced speaking abilities.

2. The Result of Students' Speaking Post-test from the Control Group and Experimental Group

The second finding was found from the post-test score results in control and experimental groups. The data analysis were clearly discussed. The students' speaking post-test score were shown on the Table 6. The table indicates that, based on the post-test results of the control class, which had a total of 35 students, the average score was 54.5 with a standard deviation of 10.15. The minimum post-test score in the control class was 37, while the maximum score was 85. Meanwhile, the average post-test score of the experimental class was 72.3, with a standard deviation of 6.12. The minimum post-test score in the experimental class was 60, and the maximum score was 85. Based on these results, it is apparent that the average post-test score of the experimental class was higher than that of the control class. The difference between the average post-test scores of the control and experimental classes was 17.2. This significant difference suggests that the intervention, which involved the use of AR technology, may have had a positive effect on the students' speaking skills in the experimental class. Additionally, the smaller standard deviation in the experimental class indicates a more consistent improvement in speaking scores among the students, suggesting that AR may have had a more uniform impact across different students.

Table 6. The Students' Post-test Score of Control and Experimental Groups

No	Initial of Students' Name	Post-test of control group	No	Initial of Students' Name	Post-test of Experimental Groups
1	AM	50	1	AY	75
2	AS	51	2	US	68
3	ASY	60	3	MH	60
4	AN	74	4	ADR	76
5	AR	43	5	FN	74
6	CNF	43	6	EL	65
7	FK	52	7	HF	74
8	HK	46	8	CUT	82
9	HA	45	9	BD	70
10	IN	45	10	JN	63
11	JL	65	11	RM	65
12	KA	69	12	ZA	70
13	KHA	49	13	MK	74
14	LJ	59	14	MU	85
15	MH	54	15	MH	74
16	MA	49	16	DF	60
17	MS	75	17	AM	74
18	MAR	85	18	NR	76
19	MG	56	19	MZ	74
20	MV	48	20	AF	72
21	NB	44	21	RA	74
22	NF	45	22	SU	85
23	NT	39	23	YS	70
24	RA	50	24	ZR	60
25	RZ	56	25	FN	69
26	RD	67	26	AN	78
27	RN	68	27	MR	77
28	RS	50	28	ID	76
29	SR	53	29	LS	74
30	SF	54	30	APR	75
31	TZ	37	31	DV	74
32	UR	38	32	IK	82
33	ZZ	51	33	IM	70
34	ZF	45	34	RZ	60
35	RAU	62	35	WA	75
Average Score		**54.5**	**Average Score**		**72.3**

Based on the post-test scores from both classes, the following descriptive analysis was conducted:

Table 7. Descriptive Analysis of Post-test Result in Control and Experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test of Control Group	35	37	85	54.5	10.159
Post-test of Experimental Group	35	60	85	72.3	6.126
Valid N (listwise)	35				

Next, the post-test scores were analyzed using a normality test. The normality test was involved to measure whether the samples came from a normally distributed population. The results of the normality test are presented in the 'Test of Normality' table, which was processed using SPSS Statistics version 16.0. The

Shapiro-Wilk test was used for the normality assessment. The results of the normality test are shown in Table 8. This test is particularly appropriate for small sample sizes, as it helps determine whether the data deviates significantly from a normal distribution. If the significance value from the Shapiro-Wilk test is greater than 0.05, it shows that the data follows a normal distribution, which is a key assumption for conducting further statistical analyses, such as T-tests. These results highlight the potential of AR as an effective tool for enhancing speaking skills in the classroom.

Table 8. The Normality Test Result of Control and Experimental Groups Post-test

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Score	Control Group	.955	35	.443
	Experimental Group	.917	35	.008

Based on Table 8, the significance value of the students' speaking post-test score for experimental class was 0.088 and for control class was 0.443. Both showed the significance value was >0.050, which means H_0 was received. Based on these test results could be said that the datum from both groups are distributed normally.

The next step was analyzing the homogeneity test of the post-test score of both the control and experimental groups. The homogeneity test is applied to obtain if the variances come from the same population or not. In this study, the homogeneity test used the Levene method. The data was considered homogeneous if the significance value α was >0.05, while the data was considered not homogeneous if the significance value was <0.05. The result of the homogeneity test data processing could be shown in Table 9.

Table 9. The Homogeneity Test of Post-test Result in Control and Experimental Groups

Levene Statistic	df 1	df 2	Sig.
.360	1	38	.552

The table above displays that the significance value of the post-test speaking scores for both the experimental and control groups was 0.552 (which is greater than 0.05), meaning that H0 was accepted. Therefore, it can be concluded that both groups come from populations with the same variances, indicating they are homogeneous.

The final step was to conduct a mean difference test using independent samples T-test. Independent samples T-test is presented to compare the means of two groups of two different independent samples. However, before conducting the independent samples T-test, a normality test of the population was administered as a prerequisite, as well as a homogeneity test of population variance to determine the appropriate independent samples T- test. Hypothesis testing was done to compare two samples by using independent samples T- test with a significance level was 0.05. If the significance value was greater than 0.050, it means both of the classes have balance means. The mean difference test results could be drawn in table below:

Table 10. The Independent Samples T-test of Control and Experimental Groups Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% confidence interval of the Difference	
		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std.Error Difference		
Score	Equal variances assumed	.647	.424	-2.135	68	.036	-3.14286	1.47227	-6.08073	-.20498
	Equal variances not assumed			-2.135	66.187	.036	-3.14286	1.47227	-6.08219	-.20353

The average of post-test score in experimental class was 72.3 by a standard deviation was 6.649. There is a mean difference of -3.143. The probability value or Sig (2-Tailed) was 0.036, where it was smaller than 0.050 (0.036 > 0.050). Based on the data above, there was a significant difference in speaking scores between the post-test results of the control class and the experimental class. This indicates that the use of AR application as interactive media in speaking lessons was effective to enhance students' speaking abilities in the classroom.

DISCUSSION

This study aimed to determine whether the AR was effective in improving students' speaking skills in the classroom. Based on the research findings, there was a significant improvement in students' speaking abilities, as evidenced by the difference in post-test speaking scores between the control and experimental groups. The first improvement was that the use of the AR as a teaching tool made students more active in the learning process. Students were also encouraged to express their ideas verbally through technology and digital media. This aligns with the views of Beardsley et al. (2021) and Rosyidah et al. (2024), who stated that learning through digital media increases students' motivation in the classroom. The second improvement was that the AR helped students expand their English vocabulary, allowing them to speak more confidently in English, especially when discussing local wisdom, such as Acehnese traditions like *Khanduri Blang* and *Uroe Meugang*. This approach not only facilitated language learning but also encouraged students to engage in preserving and sharing their cultural heritage.

This statement aligns with the opinion of Jamrus & Razali (2019), Solak & Catir (2015), and Shaumiwaty et al. (2022), who stated that AR provides a highly effective contribution to students in enriching their vocabulary and helping them speak English with confidence. Furthermore, AR applications create an immersive and interactive learning environment, allowing students to engage with the content in a dynamic way that enhances retention and understanding. By visualizing vocabulary and concepts in real-time, AR bridges the gap between theoretical knowledge and practical application, enabling students to communicate more effectively in real-world scenarios.

CONCLUSION

Speaking is a critical productive skill in English because it allows students to express their ideas and engage actively in learning activities. By developing speaking skills, students are reinforced to express themselves, especially when exploring local wisdom, such as the Acehnese tradition of *Khanduri Blang* and *Uroe Meugang*. To support students in improving their speaking abilities, teachers must implement effective teaching techniques and interactive media, such as AR. This study found that the use of AR significantly improved students' speaking skills. By utilizing AR, students can interact with virtual elements, making it easier for them to express and describe what they observe, thereby improving their speaking fluency. In other words, AR helps students expand their English vocabulary, facilitating more confident communication. In the future, it is expected that AR will not only improve speaking skills but also encourage the development of other essential language skills such as writing, reading, and listening.

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IMPOLITENESS STRATEGIES IN HATE COMMENTS ON NOAH SCHNAPP'S INSTAGRAM POSTS

Adinya Kalya Kaulika[1]*, Agus Salim Mansyur[2], Cipto Wardoyo[3]
[1,2,3]English Literature Department, UIN Sunan Gunung Djati Bandung, Indonesia

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*Correspondence:
adinya.kalya@gmail.com

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ABSTRACT

This research aims to investigate the impoliteness strategies in hate comments on Noah Schnapp's Instagram posts and explain the function of impoliteness strategies manifested by netizens in Noah Schnapp's Instagram posts. The controversy that arose after Schnapp openly supported Zionism triggered a flood of hate comments from netizens. The research used Jonathan Culpeper's theory of impoliteness (1996) to identify five types of impoliteness strategies: negative impoliteness, bald on record impoliteness, positive impoliteness, sarcasm or mock politeness, and withhold politeness. The data were collected from netizens' utterances on Noah Schnapp's Instagram posts and analyzed using a descriptive qualitative method. As a result, out of 30 data analyzed, the negative impoliteness strategy was the most dominant (15 data), followed by bald on record (7 data), sarcasm or mock politeness (4 data), and positive impoliteness (4 data), while withhold politeness was not found. In terms of function, most of the comments reflect affective functions (16 data), which show emotional outbursts such as anger or disappointment, followed by coercive functions (9 data), and entertainment functions (5 data).

Keywords: *Hate Comments; Impoliteness; Instagram; Noah Schmapp*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki strategi ketidaksantunan dalam komentar kebencian pada unggahan Instagram Noah Schnapp dan menjelaskan fungsi strategi ketidaksantunan yang ditunjukkan oleh netizen dalam unggahan Instagram Noah Schnapp. Kontroversi yang muncul setelah Schnapp secara terbuka mendukung Zionisme memicu komentar kebencian dari netizen. Penelitian ini menggunakan teori ketidaksantunan Jonathan Culpeper (1996) untuk mengidentifikasi lima jenis strategi ketidaksantunan: *negative impoliteness*, *bald on record impoliteness*, *positive impoliteness*, *sarcasm or mock politeness*, dan *withhold politeness*. Data dikumpulkan dari ujaran netizen pada unggahan Instagram Noah Schnapp dan dianalisis dengan menggunakan metode kualitatif deskriptif. Hasilnya, dari 30 data yang dianalisis, strategi *negative impoliteness* paling dominan (15 data), diikuti oleh *positive impoliteness* (7 data), *sarcasm or mock politeness* (4 data), dan *positive impoliteness* (4 data), sementara *withhold politeness* tidak ditemukan. Dari segi fungsi, sebagian besar komentar bersifat *affective* (16 data), yang menunjukkan luapan emosi seperti marah atau kecewa, diikuti oleh *coercive* (9 data), dan *entertaining* (5 data).

Kata Kunci: *Instagram; Ketidaksantunan; Noah Schnapp, Komentar Kebencian*

INTRODUCTION

Language and human life are inseparable. Ideas, feelings, and emotions can be communicated through language. This aligns with Alek (2018) who describes language as a symbol representing a meaning, a concept, an idea, or a thought. Social media has evolved along with the times and has become a place to express oneself and convey one's thoughts. As stated by Fahdiyansyah and Susiati (2024) social media has emerged as one of the most widely used platforms for communication and access to information. One of the major social media platforms is Instagram, where users can share videos or photos with their friends and followers. According to Situmorang and Hayati (2023) Instagram is currently the most widely used social media platform and is still growing in popularity among users. Instagram users can leave comments on other people's postings, which makes Instagram's comment section a forum for language exchanges. In giving comments, users do not always convey in a polite and good way, sometimes they also give impolite comments on other users' postings. Since they do not meet in person, communicating online might allow them to speak and behave inappropriately.

The study of impoliteness itself was developed by Culpeper (1996) in his first article entitled "Towards an Anatomy of Impoliteness" which is parallel but opposite to Brown and Levinson's (1987) theory of politeness. Brown and Levinson focused on how people maintain politeness to minimize threats to others' faces in conversation, in contrast to Culpeper's theory which focuses on how people use impoliteness to attack someone's face in conversation. It is impossible to separate Goffman's (1967) concept of "face" from the theory of politeness and impoliteness. Face refers to a person's public image of themselves. It reflects the social and emotional identity that each individual holds and hopes others will acknowledge (Yule, 1996). Politeness strategies are employed to maintain or enhance social harmony in interactions by demonstrating an awareness of others' faces. This supports Syuhra et al. (2024) who stated that being respectful and polite is important for maintaining good relationships with others. In contrast to politeness strategies, Culpeper defines impoliteness as the use of strategies meant to create social disharmony. As mentioned by Culpeper (1996) impoliteness strategies are techniques to attack face, not to support face. Bousfield and Locher (2008) define impoliteness as an act that is consciously planned and intended to attack someone.

Culpeper (1996) discusses impoliteness in a pragmatic context, focusing on how individuals intentionally violate politeness principles to attack the face of others. Culpeper categorizes impoliteness strategies into five: positive impoliteness, negative impoliteness, bald on record impoliteness, sarcasm or mock politeness, and witthold politeness. The first strategy is bald on record impoliteness, which is employed when someone performs a face-threatening act (FTA) clearly, directly, and in a concise way. A face-threatening act happens when someone says something that damages another person's self-image expectations (Yule, 1996). The second strategy is positive impoliteness, which is employed to damage the other person's positive face wants—the desire to be appreciated, liked by others, and accepted (Yule, 1996). The output of positive impoliteness strategy are ignore or snub the other, exclude the other from activities, disassociate from the other, be unconcerned, disinterested, or unsympathetic, use inappropriate identity markers, use obscure or secretive language, seek disagreement, make the other feel

uncomfortable, use taboo words, and call the other name (Culpeper, 1996). The third strategy is negative impoliteness where the purpose of this strategy is to attack the addressee's negative face wants—the need to be independent, not be forced by others, and have freedom of action (Yule, 1996). The output of the negative impoliteness strategy are frighten, condescend, scorn, or ridicule, invade the other's space, explicitly associate the other with a negative aspect, and put the other's indebtedness on record (Culpeper, 1996). The fourth strategy is sarcasm or mock politeness strategy, which is employed when someone performs the FTA that is seemingly polite yet insincere. The last strategy is withhold politeness which is the absence of politeness where it is expected.

Several studies on impoliteness were conducted. The researchers' initial reading on impoliteness strategies is from Andela (2019), who analyzes "Impoliteness Strategies Towards Entertainer's Life in the MailOnline Comment Section". The data of this research consisted of utterances taken from ten articles in MailOnline's entertainment news comment section. Then, another previous research is from Sanjaya (2023) entitled "An Analysis of Impoliteness Strategy in Cruella Film 2021". The data were obtained from the Cruella film transcript. The most recent research is from Nuralia et al., (2023), who analyzes "Impoliteness Strategies in the Youtube Comment Section". Building on the previous studies, there is a clear gap considering the differences in the corpora used. Prior research used corpora such as films, articles, and YouTube comments, while this research specifically investigates impoliteness strategies in hate comments on Instagram, as one of the most interactive and widely used social media platforms.

What distinguishes this research from the previous research is the focus Palestine issue. The data in this research is derived from Noah Schnapp's Instagram posts. Noah Schnapp is an actor from the TV show *Stranger Things,* who openly showed his support for Israel and proudly called himself a Zionist. As stated by Syamsi et al., (2024) public figures often use social media as a means to communicate with fans and voice their social and political activities. In January 2024, Schnapp received backlash from the internet after a video of him distributing stickers saying "Zionism is sexy" surfaced. Schnapp was also previously accused of "liking" a post on Instagram that made fun of Palestinians living in Gaza. As a result, hate comments flooded his Instagram comment section, expressing the anger of netizens towards him. Nindita et al., (2023) define hate comments as a criminal act that includes insults, defamation, provocation, spreading fake news, incitement, or other unpleasant actions. Impoliteness itself is often found in hate comments since hate comments aim to intimidate or provoke listeners, equivalent to attacking someone's face. The netizens purposefully make impolite comments to criticize or attack Scnapp's public image as a celebrity.

Rahardi (2017) stated that the study of impoliteness has received less attention than politeness making this research important to discuss. From the background of the research above, the researchers conclude that two questions will be the main focuses of this research: (1) What impoliteness strategies are used by netizens in Noah Schnapp's Instagram posts? (2) How are the function of impoliteness strategies manifested by netizens in Noah Schnapp's Instagram posts?

METHOD

A qualitative descriptive method is employed in this research. This method enables the researchers to describe the data qualitatively. Creswell (2017) defines the qualitative method as research that aims to study or understand social problems. Qualitative research according to Moleong (2018) aims to understand several phenomena related to a subject's state, including behavior, perceptions, motivations, behaviors, and more. Descriptive qualitative research is characterized by its aim to produce a systematic, factual, and accurate overall consideration of the facts, traits, and connections between the phenomena being studied (Furidha, 2023). According to Subroto (1992) the data used in qualitative research is descriptive such as words, sentences, utterances, images, and memos. Since the data in this research is collected from netizens' utterances, it is appropriate to apply a qualitative descriptive method.

This research applies document analysis techniques to collect the data. According to Sugiyono (2016), records of historical events are known as documents. Written records, pictures, or a person's monumental works are considered documents. The steps for collecting data in this research are as follows: (1) Access the comment section on Noah Schnapp's Instagram post. (2) Identify comments or utterances that might contain impoliteness strategy. (3) Take screenshots of the relevant comments. (4) Organize the comments into a single folder. After collecting the data, the next step is analyzing the data. The analysis follows three-stage procedure: data reduction, data presentation, and conclusion drawing (Saleh, 2017). The steps involved are as follows: (1) Sorting the data based on the type of impoliteness strategies and impoliteness function proposed by Culpeper. (2) Analyzing the type of impoliteness strategy using Culpeper's theory. (3) Analyzing the impoliteness function using Culpeper's theory. (4) Finally, concluding the whole discussion.

FINDINGS

We found 30 hate comments that employ impoliteness strategy the comment section on Noah Schnapp's Instagram. There are 7 bald on record impoliteness data, 4 positive impoliteness data, 15 negative impoliteness data, 4 sarcasm or mock politeness data, and 0 withhold politeness data as we can see at Table 1.

Table 1. The frequencies of impoliteness strategies used by netizens in Noah Schnapp's Instagram posts

No.	*Impoliteness Strategies*	*Frequency*
1.	Bald on Record Impoliteness	7
2.	Positive Impoliteness	4
3.	Negative Impoliteness	15
4.	Sarcasm or Mock Politeness	4
5.	Withhold Politeness	0
	Total	**30**

Negative impoliteness appears to be the most dominant since most of the netizens' comments attack Noah Schnapp's negative face wants by interfering with his freedom and autonomy. This might indicate that netizens want Noah Schnapp to

stop supporting Israel and the genocide taking place in Palestine. The withhold politeness strategy was not found because this strategy tends to appear in face-to-face interactions. Since the data is derived from Instagram, the absence of politeness is difficult to recognize because communication is asynchronous.

Furthermore, the impoliteness functions are sorted into 16 affective function data, 9 coercive function data, and 5 entertaining function data as we can see at Table 2.

Table 2. The frequencies of impoliteness function used by netizens in Noah Schnapp's Instagram posts

No.	*Impoliteness Fumction*	*Frequency*
1.	Affective Function	16
2.	Coercive Function	9
3.	Entertaining Function	5
	Total	**30**

The affective function was the most dominant among hate comments on Noah Schnapp's Instagram posts. The dominance of the affective function indicates an outburst of collective emotions from netizens towards Noah Schnapp's actions to express their disapproval, anger, or disappointment due to Schnapp's position which supports Israel and genocide.

DISCUSSION

This research uses Culpeper's (1996) main theory to comprehend the various types of impoliteness strategies and their functions. We will discuss in more detail the impoliteness strategies and investigate the functions of those impoliteness strategies.

Impoliteness Strategies

The researchers employ the most relevant theory proposed by Culpeper (1996) which categorized impoliteness strategies into five: bald on record impoliteness, sarcasm or mock politeness, positive impoliteness, negative impoliteness, and lastly, withhold politeness strategies.

1. **Bald on Record Impoliteness**

   This strategy is used when someone performs a face-threatening act (FTA) clearly, directly, and in a concise way. A face-threatening act happens when someone says something that damages another person's self-image expectations (Yule 1996).

   Datum 1

   @_riinad_: Still ug1y

Figure 1. Datum 1

Noah Schnapp's action in support of Israel sparked a wave of hatred from netizens that manifested itself in various forms, including direct insults towards his appearance. In his Instagram post on March 23, 2024, Noah Schnapp posted a photo of himself playing the character Will Byers in the TV series *Stranger Things*. The user "_riinad_" expressed unrestrained emotion or dislike towards Schnapp's appearance by saying "still ugly." This comment was intended to attack Schnapp's face clearly, directly, and unambiguously. Additionally, bald on record impoliteness is when a speaker makes a direct statement that attacks the hearer's face (Pasaribu, 2021). Therefore, this comment is considered bald on record impoliteness.

Datum 2
@fakeatallthe: #boycottnoahschnapp

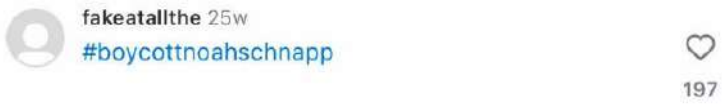

Figure 2. Datum 2

The comment "#boycottnoahschnapp" falls into bald on record impoliteness strategy because the user "fakeatallthe" directly sent out a boycott action, which directly targets Schnapp's reputation. According to Riyanti and Nisa (2024) boycotting is a way to show dissatisfaction with someone who is considered to have carried out an action that should not be done. In this case, boycotting Noah Schnapp was a form of dissatisfaction with Schnapp's actions in supporting Israel. In bald on record impoliteness strategy, there is no effort made to reduce the potential threat to face. There is no polite explanation or reason to tone down the harshness in this comment, thus it is considered bald on record impoliteness.

2. Positive Impoliteness

This strategy is used to damage the other person's positive face wants (Culpeper, 2005). A person's positive face is the desire to be appreciated, liked by others, and accepted (Yule, 1996). Thus, the result of this strategy makes the person feel belittled or unappreciated. Culpeper (1996) states the output of positive impoliteness strategies such as ignore or snub the other, exclude the other from activities, disassociate from the other, be unconcerned, disinterested, or unsympathetic, use inappropriate identity markers, use obscure or secretive language, seek disagreement, make the other feel uncomfortable, use taboo words, and call the other name.

Datum 3
@arrianetb_: I lost respect! Never gonna watch a single show with you in it.

Figure 3. Datum 3

Positive impoliteness is a strategy to attack the addressee's positive face wants, namely the need to be the need to be appreciated, accepted, and even liked by others (Yule, 1996). The statement "Never gonna watch a single show with you in it" shows an attempt to disassociate from the other. In this case, the user "arrianetb_" expressed her refusal to watch any show associated with Schnapp due to her disappointment with his actions in supporting Israel. This statement in datum 3 can be understood as a form of rejection or symbolic severance of ties with Noah Schnapp that intentionally damage Schnapp's positive face wants which is to be liked as an actor. Therefore, this utterance uses a positive impoliteness strategy with the output of the strategy disassociate from the other.

Datum 4
@sillylilbrain: Doja was right to call you a snake

Figure 4. Datum 4

In July 2022, Doja Cat, a female rapper sent a private message (DM) to Noah Schnapp on Instagram. Doja asked if Joseph Quinn (who played Eddie Munson in *Stranger Things*) had a social media account and asked Schnapp to connect her with him. Schnapp shared a screenshot of the DM on his Instagram and casually poked fun at the situation. Doja was annoyed by Schnapp's actions, calling him a "snake" for sharing the DM without her permission.

The meaning of the snake itself is no longer used to denote a living creature but has become a metaphor for a particular statement (Ningtyas et al., 2022). Snake in this context metaphorically means a person who is a cheater or a traitor, so it has negative connotations related to a person's character. The user "sillylilbrain" not only alludes to a previous incident between Noah Schnapp and Doja Cat, but also reflects how negative opinions toward Noah have continued to grow, especially following his statements supporting Israel amid the Gaza conflict. The term "snake," originally used in the context of the Doja Cat incident, has now been reinterpreted as a critique of her overall moral character. The user "sillylilbrain" called Noah Schnapp by using derogatory nominations like "snake" to undermine Schnapp's positive face wants, which is the need to be appreciated.

3. Negative Impoliteness

The purpose of this strategy is to attack the addressee's negative face wants. A person's negative face is the need to be independent, not be forced by others, and have freedom of action (Yule, 1996). Culpeper (1996) states the output of negative impoliteness strategies such as frighten, condescend, scorn, or ridicule, invade the other's space, explicitly associate the other with a negative aspect, and put the other's indebtedness on record.

Datum 5

@perfectionista: @noahschnapp SO WHY ARE YOU QUIET NOW WHEN INFANT BABIES ARE BURNED N BEHEADED? hostage taking was never fine so is this matter!! SPEAK UP!! OR ELSE YOU ARE OFFICIALLY THE HYPOCRITE!!

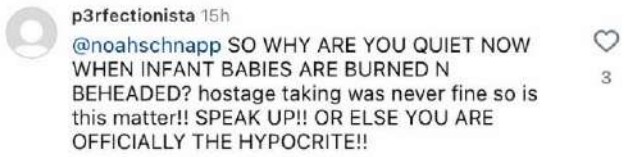

Figure 5. Datum 5

This hate comment refers to the ongoing conflict between Palestine and Israel, which involves extreme violence, and human rights violations. In October 2023, the Hamas group carried out an attack on Israel and took hostages. This prompted a massive military response from Israel to Gaza, resulting in thousands of civilian casualties. "Infant babies are burned and beheaded," indicating how children are being victimized in the midst of this conflict. The user "p3rfectionista" employs negative impoliteness with frighten as the output strategy. Frighten meant to create the impression that something bad will happen to others (Wijayanto et al., 2017). The user "p3rfectionista" attempts to create fear or emotional pressure on Schnapp by stating that if he does not speak up about the issue, his reputation may be damaged by being labeled a hypocrite.

Datum 6

@chouchou_zkh: U still have face and u still post on social media 😭😭 u have no shame whatsoever have u?!

Figure 6. Datum 6

After the video of him supporting Israel appeared in public, Noah Schnapp received negative responses from netizens. Several of his Instagram posts were deleted and the comment section was turned off. However, on March 23, 2024,

he posted a photo on his Instagram page and received a response like datum 6 above.

The statement "You still have a face and you still post on social media" indirectly asks Noah to be ashamed of himself and stop being active on social media. The user "chouchou_zkh" intentionally damages Schnapp's negative face wants to have freedom of action. The statement "You have no shame whatsoever have you?!" is written to ridicule Schnapp because he has no shame in still being active on social media. Therefore, this utterance uses a negative impoliteness strategy with the output of the strategy being condescend, scorn, or ridicule.

Datum 7
@cecilia_domke: How about you actually open your eyes people life's are on the line

Figure 7. Datum 7

The phrase "open your eyes" is directed at Noah Schnapp who is considered insensitive or unwilling to acknowledge the suffering of Palestinians, such as the killing of civilians, the blockade, and the lack of basic necessities. The statement has a condescending tone, implying that Noah Schnapp is considered insensitive or does not understand the serious situation that is happening, therefore asks Schnapp to open his eyes to the issues that are happening. The user "cecilia_domke" implicitly humiliates Schnapp by mocking Schnapp's negligence on important issues. This comment is negative impoliteness because it aims to damage Schnapp's negative face wants, which is the need to not be forced by the other with the output strategy being condescend, scorn, or ridicule.

Datum 8
@my_claycorner: @strangerthingstv remove this shit out of stranger things

Figure 8. Datum 8

Most internet users, particularly those who support Palestine, view support for Israel as a contentious issue. As a public figure, Noah Schnapp has demonstrated his support for the group accused of violating humanitarian laws, making him unworthy of appearing in a well-known television show like *Stranger Things*.

The user "my_claycorner" is interfering with Noah Schnapp's right as an actor to star in *Stranger Things* by asking Netflix to fire him. In this comment, Noah is explicitly associated with a negative aspect through the phrase "this shit." The use of this term is intended to demean Noah, equating him with

something worthless and worth throwing away. This comment shows Schnapp's position on his support for Israel has influenced the public's view of himself. Therefore, this comment employs a negative impoliteness strategy with the output of the strategy explicitly associate the other with a negative aspect.

4. Sarcasm or Mock Politeness

This strategy is used when someone performs the FTA that is seemingly polite yet insincere. For example, someone pretends to compliment but is actually being sarcastic. So, politeness is only on the surface, and the real intention is to offend or attack.

Datum 9
@k.f.m315: I guess you didn't have time in your busy schedule to get real education

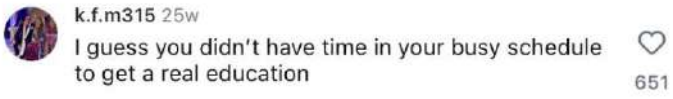

Figure 9. Datum 9

Noah Schnapp's open support for Israel has sparked a negative response from the netizens. The user "k.f.m315" used the phrase "to get real education" to imply that Schnapp is considered to not understand the complex history and dynamics of the Israeli-Palestinian conflict. This comment uses superficial politeness, with words such as "I guess," which gives the impression of understanding Schnapp. However, the real intention is to mock or attack Schnapp's public image, with the implication that Schnapp is not educated enough. This comment mocking Schnapp in a sarcastic tone, that his busy life as a celebrity may have prevented him from gaining a "real" education.

Datum 10
@pious_thoughts__: NOT ALLOWING AID TO PREGNANT WOMEN SMALL CHILDREN AND BABIES IS THAT HUMANITY...??? NEW BORN BABIES ARE DYING WITHOUT MILK AS THEY DON'T HAVE THEIR MOTHER COZ YOUR SO CALLED PEACE LOVING COUNTRY ɪ KILLED THEM

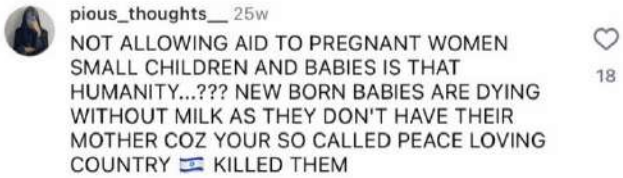

Figure 10. Datum 10

This statement referred to the severe humanitarian crisis in Palestine, mainly due to the ongoing blockade and conflict resulting in maternal and infant deaths. The user "pious_thoughts__" uses sarcasm or Mock Politeness strategy because there is an aspect of sarcasm that seems to use a "politeness" tone but

is actually intended to criticize harshly. The use of the phrase "your so-called peace-loving country" shows insincerity because "peace-loving" is in contrast to the accusation of killing mothers and babies committed by Israel.

5. **Withhold Politeness**

As stated by Culpeper withhold politeness is the absence of politeness where it is expected (1996). For instance, it could be considered as impoliteness if you do not thank someone for a gift or help. There is no datum of withhold impoliteness strategy under Noah Schnapp's Instagram posts since withhold politeness strategy can be frequently found in face-to-face interaction. On Instagram, the absence of politeness is often difficult to identify since communication occurs asynchronously. This means that messages can be sent and received at different times, thus there is no direct interaction between the sender and the recipient. As a result, the emotional context or original tone of the message may not be apparent, which makes withhold impoliteness strategy harder to recognize.

Impoliteness Function

The researchers analyzed the function of impoliteness strategies using the theory by Culpeper (2011). These function include the coercive, affective, and entertaining function.

1. **Affective Function**

According to Culpeper (2011), affective impoliteness is when a person freely expresses their emotions in situations where it is normally inappropriate or prohibited. A person may intentionally display strong emotions, such as anger, in order to blame others and make them feel responsible for the negative emotions. Communication on social media such as Instagram makes it easy for users to express anger or disappointment freely without significant social boundaries. Without face-to-face interaction, individuals find it easier to write down feelings of anger or frustration without considering norms of politeness.

Datum 11
@yeska_yuggz: It is quite clear that you have picked a side. And you are showing your true r@cist colors. Shame on you. Another celebrity and another pawn in this. Disappointing.

Figure 11. Datum 11

This comment is directed at Noah Schnapp who openly supports Israel. The user "yeska_yuggz" believes that the support does not consider the suffering of Palestinians shown in the accusation of "racist colors" indicating that there is a biased attitude and support for actions that are considered unfair. Phrases such as "Shame on you" and "Disappointing" reflect an explosion of negative

emotions, such as disappointment and anger that are usually considered inappropriate if expressed directly in social interactions.

This comment highlights frustration and disappointment toward Noah Schnapp's actions so that it is included in affective impoliteness because of the presence of negative emotions such as disappointment and anger, with the aim of blaming Noah Schnapp for his actions in supporting Israel.

Datum 12
@leofourteen: Go rot in hellllll

Figure 12. Datum 12

The phrase "rot in hell" is a very strong emotional expression, containing extreme anger or hatred. Telling someone to "rot in hell" is an inappropriate expression in most social contexts, especially in public communication. The user "leofourteen14" used this phrase to instill guilt, shame, or even fear in Noah Schnapp as the target. This comment is considered affective impoliteness because it expresses the emotion of anger or hatred directly, without a filter, and in a way that violates social norms. The goal is to convey frustration and blame Noah Schnapp for the negative emotions felt by the user.

2. Coercive Function

Coercive impoliteness usually occurs in situations where there is an imbalance of power, for example when a socially more powerful person uses harsh words or threats to assert their superior position. However, it can also be used in equal relationships in order to achieve the acquisition of social power.

Datum 13
@joseph.benjamin13: @netflix stop Noah from staring at @strangerthingstv !! 👎👎👎👎

Figure 13. Datum 13

Noah Schnapp is one of the main characters of the Netflix TV series titled *Stranger Things*. Since the scandal of his support for Israel surfaced on the internet, Schnapp received a lot of criticism to stop airing in the series as a form of boycott from the audience.

The statements in this comment fall into the coercive impoliteness where netizens take coercive action against Noah Schnapp. As stated by Culpeper (2011) coercive impoliteness involves coercive action that is not in the interest of the target. This means that the speaker tries to gain advantage or control by

coercing another person. In this case, the user "joseph.benjamin13" has the power as an audience and urges Netflix through open criticism to immediately dismiss Schnapp from the TV series.

Datum 14
@aintnojigga: Read a book!

Figure 14. Datum 14

By saying "Read a book!", the user "aintnojigga" implies that Noah Schnapp does not understand the Israeli-Palestinian conflict well and tells him to "learn" through literature or history. This comment is coercive because it gives a direct command that shows that Schnapp is considered ignorant or not educated enough in this matter and is intended to degrade Schnapp socially and intellectually. This sentence does not show politeness because there is no additional polite word such as "please" or a softer request. In an equal relationship, this is an attempt to highlight the position of "aintnojigga" as the more educated party, thus degrading Noah Schnapp socially. In the context of coercive function, this can be understood as a way to impose social power through veiled insults.

3. Entertaining Function

The last function is entertaining impoliteness. It is used to entertain others by sacrificing the feelings of the person who is the target of impoliteness. Despite the fact that impoliteness usually causes harm or suffering to others, it can also be entertaining (Anshari, 2023). Thus, this function is to benefit others and also harm others.

Datum 15
@loraxender: Ignore the positive comments ❤️‍🩹

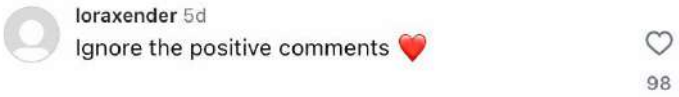

Figure 15. Datum 15

Although the Instagram comment section under Noah Schnapp's post is filled with hate speech comments, there are also positive comments supporting Noah Schnapp. The user "loraxender" sarcastically tells people to "ignore the positive comments," implying that the negative comments are more relevant or dominate the situation. The use of the heart emoji shows positive attention but in fact, this message aims to be sarcastic as stated by Baktiar et al., (2022) empirical reason for always using emojis in conversations is to soften criticism. With a seemingly casual and sarcastic style, this comment is intended to entertain readers or other followers who may agree with the negative sentiment

towards the target, on the one hand, this comment belittles the positive support for Schnapp. The purpose is to create a funny or satisfying moment for a third party by exploiting Noah Schnapp as the subject of a joke or mockery.

Datum 16
@fouratikhadija: Do you consider yourself a robber ? 🤔 since you're with the idea of stealing someone's home land and shi.

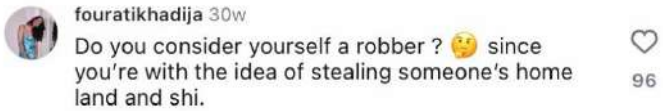

Figure 16. Datum 16

This comment uses sarcasm by calling Noah Schnapp a "robber," a provocative and metaphorical term to refer to his support for Zionism. By packaging the criticism in a humorous or mocking style, this comment is made to create an entertaining effect among other readers who have similar views on the conflict. Schnapp becomes the "object of the joke" through cynical accusations as if his action of supporting Zionism is the same as the criminal act of stealing land. Humor is frequently employed as a social critique of societal inequality, conveyed in a funny and informal manner as stated by Harahap and Perangin-angin (2023). The sarcastic humor used by the user "fouratikhadija" is intended to build solidarity with the audience who agrees with them, while simultaneously embarrassing and offending Schnapp.

CONCLUSION

According to the results of this research based on Culpeper's theory of impoliteness, a total of 30 data were found in the comments section under Noah Schnapp's Instagram posts. As mentioned previously, 30 data points identified, there are 7 examples of bald-on-record impoliteness, 4 examples of positive impoliteness, 15 examples of negative impoliteness, and 4 examples of sarcasm or mock politeness. The most frequently used strategy is negative impoliteness. It is because most of the comments condescending, scorning, and ridiculing Noah Schnapp, which are the output strategies of Negative Impoliteness. Meanwhile, no examples of withholding politeness were found, as this strategy occurs only in face-to-face or direct interactions. Additionally, of the 30 data points examined, 16 were found to exhibit an affective function, 9 exhibited a coercive function, and 5 exhibited an entertaining function. The most frequently used function is the affective function, as most of the comments express negative emotions, such as anger and disappointment, toward Noah Schnapp's actions.

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DEVELOPING ENGLISH MATERIALS WITH ISLAMIC CONTENT THROUGH TECHNOLOGICAL, PEDAGOGICAL AND CONTENT KNOWLEDGE APPROACH

[1]Syahreni Siregar, [2]Eka Yuniasih*, [3]Ahmad Madkur,
[1,2,3]IAIN Metro Lampung, Indonesia

ABSTRACT

The integration of technology in English teaching materials is essential to meet the growing demands of modern learners including those who learn in Islamic educational contexts. This study aimed to (1) identify the English learning needs related to Technological, Pedagogical, and Content Knowledge (TPACK); (2) develop an English language textbook based on the TPACK approach; and (3) evaluate its suitability for use in Islamic higher education. Employing the Research and Development (R&D) framework by Gall et al. (2003), the study was conducted in seventh phases: research and data collection, planning, preliminary product development, preliminary field testing, product revision, main field testing, and final product revision. The participants were 77 students from three Islamic higher education institutions in Lampung, Consist of 20 students from IAI Agus Salim, 30 students from IAIN Metro, and 27 students from IAI Ma'arif Metro.The subject in this research are expert jugment and user. Data were collected through questionnaires and interviews. The data were analyzed using both qualitative and quantitative techniques. Expert and user evaluations of the developed textbook, *Basic English*, demonstrated its good quality and effectiveness for use in Islamic higher education, with minor revisions recommended for optimization. The findings imply that the integration of the TPACK framework into textbook development can enhance the quality of English language learning in Islamic higher education. It is concluded that the textbook is suitable for use as an English Material in the learning process.

Keywords: *English materials; Islamic context; technology, TPACK*

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*Correspondence:
ekayuniasih808@gmail.com

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ABSTRAK

Integrasi teknologi dalam bahan ajar Bahasa Inggris sangat penting untuk memenuhi tuntutan pembelajar modern, termasuk mereka yang belajar dalam konteks pendidikan Islam. Penelitian ini bertujuan untuk (1) mengidentifikasi kebutuhan pembelajaran Bahasa Inggris yang berkaitan dengan Teknologi, Pedagogi, dan Pengetahuan Konten (TPACK); (2) mengembangkan buku teks Bahasa Inggris berbasis pendekatan TPACK; dan (3) mengevaluasi kelayakannya untuk digunakan di pendidikan tinggi Islam. Dengan menggunakan kerangka kerja Penelitian dan Pengembangan (R&D) oleh Gall et al. (2003), penelitian ini dilakukan dalam tujuh tahap: penelitian dan pengumpulan data, perencanaan, pengembangan produk awal, uji coba produk awal, revisi produk, uji coba utama, dan revisi produk akhir. Partisipan

penelitian ini berjumlah 77 mahasiswa dari tiga institusi pendidikan tinggi Islam di Lampung yang terdiri dari 20 mahasiswa dari IAI Agus Salim, 30 mahasiswa dari IAIN Metro, dan 27 mahasiswa dari IAI Ma'arif Metro. Para ahli dan pengguna digunakan sebagai subjek dalam penelitian ini. Sedangkan data dikumpulkan melalui angket dan wawancara. Evaluasi dari para ahli dan pengguna terhadap buku teks yang dikembangkan, *Basic English*, menunjukkan kualitasnya yang baik dan efektivitasnya untuk digunakan di pendidikan tinggi Islam, dengan beberapa revisi minor yang direkomendasikan untuk optimalisasi. Temuan ini mengemukakan bahwa pengintegrasian TPACK ke dalam pengembangan bahan ajar dapat meningkatkan kualitas pembelajaran Bahasa Inggris di Perguruan Tinggi. Sehingga dari hasil tersebut dapat disimpulkan bahwa buku ini dapat digunakan sebagai bahan ajar dalam proses pembelajaran.

Keywords: *Bahan Ajar Bahasa Inggris, konteks keislaman, teknologi, TPACK*

INTRODUCTION

Technology has an important role in the process of transforming teaching and learning pedagogy (Joshi, 2023). The use of technology provide opportunity for the students to learn independently without breaking the interaction with the teacher (Indriani et al., 2021). Technological literacy and competence in the learning process can help teachers in developing teaching material content with current technological developments (Koehler et al., 2011). Development is necessary for the application of technology in learning processes (Zhubi & Ismajli, 2022). To enhance students' learning processes, it is necessary to comprehend how technology is used and how pedagogy and content interact (Yildiz, 2017). This is in line with (Hamidah et al., 2021) state that teacher's perspective, technology skill and using an appropriate method in teaching learning are importance. Ahsani & Raharjo (2024) state that an effective approach is required in the learning process in accordance with the material and technological content; and TPACK (Technological, pedagogical, and content knowledge) is a strategy that can integrate knowledge, technical, pedagogical, and material aspects (Alhamid & Mohammad-Salehi, 2024). Haviz et al (2020) assert that TPACK is essential to the teaching and learning process as it aims to meet the learning objectives that align with technology-based growth. This approach emphasizes on how subject knowledge, pedagogical knowledge, and technology knowledge may be integrated to create learning that is formulated in teaching materials. In this study, the researcher focused on teaching materials for basic English at an Islamic Higher Education in Metro, Lampung, Indonesia.

The TPACK framework consist of seventh domains namely; technological knowledge (TK), content knowledge (CK), pedagogical knowledge (PK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and technological pedagogical content knowledge (TPACK) (Bwalya et al., 2023). There is relationship between the main components that are interconnected intersects between Technological Knowledge (TK), Pedagogical Knowledge (PK), and Knowledge of teaching materials (CK) which influences learning. The relationship

between three main component can give rise to four new components, namely Knowledge Pedagogical Technology (TPK), Knowledge of teaching material technology (TCK), Knowledge of teaching material pedagogy (PCK) and technological knowledge of teaching material pedagogy (TPACK) (Janah, 2022).

TPACK was developed by Shulman as an approach related to technological, pedagogical, and knowledge content in the learning process(Marice et al., 2019). This is in line with Malichatin (2019)who argues that technological, pedagogical, and content knowledge is knowledge that is integrated into all fields that focus on applying technology to transfer content and achieve pedagogical goals. TPACK is an approach that integrates technology and the teaching process (Alamri, 2023). In other words, the teachers must be able to master the materials and use technology to present interesting and easy-to-understand materials with a brief and clear explanation. Nusa et al (2021) assert that this approach is a way of integrating technology into the learning process by paying attention to the pedagogic and content aspects. This approach allows educators to create innovative and modern learning. This is in line with the mandate of the Ministry of Education and Culture that lecturers and teachers are encouraged to develop learning resources to meet their students' needs (Permendikbud, 2012), particulary for English teaching materials in Islamic Higher Education (PTKI), which require focused development. Currently, these materials primarily emphasize linguistics competence, but there is a notable absence of TPACK-integrated teaching resources despite the widespread use of technology in the learning process.

Previous studies suggest that English instruction should not only focus on delivering subject matter but also integrate technology into the learning process. Köse (2016) explored the perception of TPACK in language instruction within the context of learning English. Using the Research & Development (R&D) method with four steps—introduction, planning, development, and program validation—the study concluded that English instructors need both subject knowledge and the ability to integrate technology with effective pedagogy. Similarly, research by Marice et al. (2019) developed a learning media for reading comprehension in French based on the TPACK framework. Their findings highlight the importance of creating learning media that integrates pedagogical, technological, and content knowledge. The study also demonstrated that TPACK-based learning media can increase student enthusiasm and improve learning outcomes. In another study, Elas et al. (2019) analyzed the influence of technology on learning English as a second language. They found that, in the context of the 21st century and the Industrial Revolution 4.0, technology plays a pivotal role in facilitating English learning and enhancing its effectiveness.

Despite the growing body of literature on TPACK and its applications in language instruction, there is a clear gap in the development of English teaching materials that incorporate both the technological and pedagogical dimensions of TPACK while aligning content with Islamic values and cultural contexts. Köse's (2016) findings underscore the importance of integrating TPACK in English instruction but do not address its cultural specificity. Similarly, while Marice et al. (2019) illustrate the potential of TPACK-based media to enhance enthusiasm and outcomes in language learning, their research does not consider the inclusion of religious or cultural elements. Elas et al. (2019) further highlight the pivotal role of

technology in enhancing English learning, yet their focus remains on general technological integration without emphasizing the cultural relevance of the materials. The novelty of this study lies in its focus on developing English teaching materials infused with Islamic content through the TPACK framework.

By focusing on the use of technology like learning application in integrate with Islamic themes, this research explored how technological can increase student engagement and motivation in learning English, offering a new perspective on the role of digital media in culturally relevant language education. Specifically, this study seeks to (1) identify the needs of English learners in Islamic Higher Education in relation to the TPACK framework, (2) develop Islamic-nuanced English teaching materials using the TPACK approach as a reference for the English learning process, and (3) evaluate the suitability of these materials for use in the Islamic Higher Education context. As Mclennan's (2013) emphasis on the importance of incorporating Islamic perspectives in English Language Teaching (ELT) to better align with the needs of Muslim students, the study contributes to the development of a pedagogical framework that specifically addresses the integration of Islamic content within English language teaching.

METHOD

This research employed the Research and Development (R&D) method as outlined by Borg & Gall (2003). The R&D approach is a production-based model that systematically tests a product in the field, followed by evaluation and refinement to meet effectiveness criteria and quality standards. This study focused on developing and testing an English textbook based on the Technological Pedagogical and Content Knowledge (TPACK) framework. The participants consisted of 77 students from three Islamic higher education institutions in Metro: 20 students from IAI Agus Salim, 30 students from IAIN Metro, and 27 students from IAI Ma'arif Metro.

The research procedure began with data collection through a needs analysis questionnaire to gather relevant information. Secondly, the researcher undertook the planning phase, which involved creating an outline and compiling references. Thirdly, the product was developed using the Technological Pedagogical and Content Knowledge (TPACK) framework, incorporating an Islamic context. Fourthly, the preliminary product was validated by an expert in language, IT, and content materials. Data for this stage were collected through interviews and validation sheets. Fifthly, the feedback from the validation process was used to revise the product. Sixthly, the revised product was tested on a larger sample comprising students from three Islamic higher education institutions in Metro. Finally, the researcher completed the final revisions based on the results of the main validation. The data in this research were analyzed qualitatively through need analysis and quantitatively through experts and users' judgment.

The instruments used in this study included questionnaires and interviews. Three types of questionnaires were employed: a needs analysis questionnaire, an expert validation questionnaire, and a product trial questionnaire. The interviews, adapted from Sugiyono (2015), were used to gather in-depth qualitative data. Interviews are particularly suitable for preliminary studies to explore issues requiring deeper investigation. In this study, interviews were conducted three

lecturers teaching English at Islamic higher education institutions in Metro, Lampung.

The data were analyzed using both qualitative and quantitative techniques. The qualitative analysis focused on data obtained from the needs analysis and expert feedback, which provided constructive input, including criticism and suggestions, to refine the product. Meanwhile, the quantitative analysis processed data from the needs analysis and product trial responses, as well as learning outcomes. Questionnaire responses and product trial results were analyzed using descriptive and inferential statistical techniques. Needs analysis data were further analyzed using a percentage formula, as follows:

$$K=(\sum ni)/N \times 100\%$$

Information:
K = Percentage of scores obtained,
∑ni = Total score obtained,
N = is the maximum number of scores

The calculation results are used as data to describe the results of the needs analysis. Validated data from material, linguistic and media experts. The data from the validation of experts, practitioners and colleagues were calculated and categorized into a range of values into 4 categories, namely very good, good, quite good, and not good. Assessment data or responses from product usage trials were analyzed using the formula.

$$K=(\sum ni)/N \times 100\%$$

Information:
K = Percentage of scores obtained,
∑ni = Total score obtained,
N = is the maximum number of scores

FINDINGS

The Learning Needs of Students and Lecturers on Contextualized English Materials

The findings from the students need analysis questionnaire revealed key insights into students' experiences and needs in learning English as follows:

1. Most students reported having access to textbooks or supplementary materials for studying English, though a significant number actively sought additional resources to enhance their skills. This indicates a general awareness of the importance of diversifying learning tools to improve language proficiency.
2. The students expressed difficulties in adapting to the teaching methods and materials currently in use. Interestingly, most students were already utilizing technology as part of their English learning process, suggesting a readiness for more technologically enhanced materials.
3. While some students found the existing materials helpful for improving their English, others faced challenges in comprehending and applying the

content due to the lack of contextual relevance and technological integration.

4. Regarding the integration of Islamic values and technology into teaching materials, many students noted that the current materials lacked this integration, highlighting a gap between their learning needs and the resources provided.
5. There were positive perceptions among students on the importance of developing English teaching materials that integrate Islamic values and technology. These findings underscore the need for contextualized and technologically advanced resources to address the specific needs of students in Islamic higher education.

In line with the data from the students above, the data from interviews with lecturers revealed that students were not enthusiastic about the learning process. This lack of enthusiasm was attributed to the limited suitability and relevance of the teaching materials. Lecturer A remarked,

> *"The materials we use do not fully meet the students' needs, which makes it difficult to keep them motivated during the learning process. I think students today are more engaged when technology is involved, but the current materials lack this integration."*

This highlights the pressing need to integrate technology into the learning process to foster self-governing technology use among students. Additionally, the lecturers emphasized the importance of embedding Islamic expressions and contexts into English learning materials as a reflection of the institutions' educational goals. This is expressed by lecturer B, explaining,

> *"Including Islamic values in the learning process is vital because it aligns with the identity and mission of our institution. But we don't have that kind of materials and I am not confident enough to make it by myself. We often use materials from various sources because there is a lack of teaching materials that combine Islamic contexts with English learning.".*

Here, the lecturers indicated the importance contextualized English materials but they can only on external resources. This reliance on external resources underscores the need for comprehensive, contextually relevant teaching materials that integrate Islamic values and technological advancements to meet both institutional goals and learner needs.

The Development of English Materials with TPACK

Based on the learning needs analysis result, a product was arranged as the respond of analyzing the outcome following procedures of learning material development (See Figure 1).

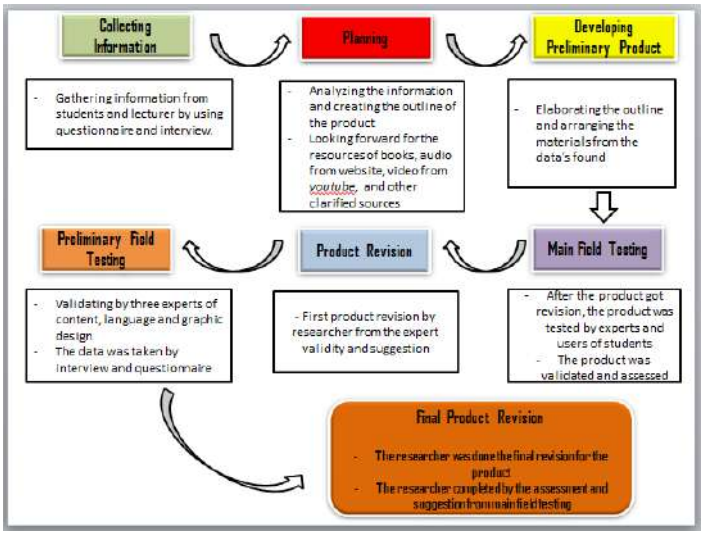

Figure 1. Procedures of developing product

The product development was designed to address the needs of both students and lecturers in Islamic institutes. While it may not fully meet the requirements of all Islamic institutes, it is specifically tailored to the needs of students and lecturers in Islamic institutes in Metro. The textbook consists of five chapters, as outlined in Table 1 below.

Table 1. Product Development Description

Chapter	Title	Content	Activity
1	Family	- It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of pronoun - Small unit of words up to paragraph - Reading passage of family - Listening of family topic to a video on *youtube* - Speaking of introduction	- Personal and group task - Using link of website - Using a video from *youtube*
2	Restaurant	- It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of verb - Writing of sentence - Reading passage of Islamic rules in eating and drinking - Listening to conversation in restaurant from website audio - Speaking for suggestion and advice	- Personal and group task - Using link of website - Using audio from website
3	Travel	- It is started by the goal of the	- Personal

		study - The relation of the materials to verse of Al-Qur'an - Grammar usage of noun - Writing of compound sentence - Reading passage of travel from website - Listening to audio - Speaking about asking and giving direction	and group task - Using link of website - Using audio from website
4	Organizing a Group Project	- It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of adverb - Writing of complex sentence - Reading from a website of planning an event - Listening to audio on website - Speaking about common expression	- Personal and group task - Using link of website - Using audio from website
5	The First English Class	- It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of adjective - Writing of compound and complex sentence - Reading passage of first day at school - Listening to audio on website - Speaking of telling about experience	- Personal and group task - Using link of website - Using a video from *youtube*
	Closing statement	- The steps of using application *socrative* for teacher	- Doing a task from quizziz

As shown in the table, the product integrates elements of technology, pedagogy, and Islamic context. The lessons begin with basic materials and gradually progress to more advanced levels. The materials are consistent, reinforced by exercises, and utilize technology to support activities and practice. All language skills—grammar, writing, reading, listening, and speaking—are included in every chapter. Each chapter starts with grammar, followed by the other skills in sequence. The aim is to enable learners to apply these skills in practical contexts. While each skill is covered with distinct materials, they remain interconnected to ensure coherence. Additionally, the materials are enhanced with

the use of the Socrative application, allowing teachers to upload questions that students can access through the app. Figure 1 illustrates the book's cover and chapter layout, complete with visuals.

Figure 1. Cover and chapters of the product development

The pictures included in each unit were designed to provide students with initial insight into the topic while capturing their interest. These visuals encouraged students to interpret the content of the materials and stimulated their curiosity about what would come next. The use of pictures not only boosted students' enthusiasm but also aligned with the study's goals, offering an engaging starting point for learning. Additionally, the integration of technology enhanced students' familiarity with modern tools, making the materials relevant to the current era.

The product was developed in five units, with each chapter offering progressively challenging materials to help students improve their cognitive levels and skills. The TPACK approach was implemented specifically in the listening, reading, and writing materials. Tasks were delivered through the Socrative application, enabling teachers to create and manage quizzes that students could access via the app. This approach not only helped students enhance their technological knowledge but also encouraged teachers to develop their digital literacy. Teachers play a crucial role in guiding students' technological skills, and using tools like Socrative supports creativity and innovation for both parties. To utilize the app, teachers can download it from the App Store or Play Store, sign in, and start creating quizzes. The integration of technology in this way is widely recognized as beneficial for learning activities. However, it is essential to ensure that technology is effectively integrated into English teaching and learning processes; improper use could potentially hinder students' progress.

The textbook materials were systematically arranged based on the learning objectives. These objectives were clearly outlined to ensure that students could comprehend and apply the skills through practical activities supported by technology. Furthermore, some of the materials incorporated Islamic teachings, particularly in reading passages and tasks enriched with Qur'anic verses related to

the topics. This integration provided an added dimension to the learning experience, making it both academically and spiritually enriching.

The Feasibility of the Developed Material

The assessment results of the textbook's feasibility indicate its strong potential for use, with some minor improvements. For the content suitability aspect, the book received a total score of 35 from 10 questions, resulting in an average score of 3.5 or 87.5%. The suitability of references and citations aspect earned a total score of 17 from 5 questions, yielding an average of 3.4 or 85%. Lastly, the presentation feasibility aspect achieved a perfect score of 8 out of 8 questions, with an average score of 4 or 100%. Based on these results, the textbook is considered suitable for use, with a few adjustments recommended to optimize its quality further.

Language Assessment

The textbook's language aspect, particularly in terms of straightforwardness and accuracy, achieved a total score of 14 out of 4 questions, with an average score of 3.5 or 87.5%. For the suitability of communicative language use, the total score was 6 out of 2 questions, resulting in an average score of 3 or 75%. These results indicate that while the language used in the textbook is generally suitable, minor improvements are needed to enhance its communicative effectiveness.

Graphic Design Assessment

The use of illustrations received a score of 11 out of 3 questions, with an average value of 3.7, corresponding to 91.6%. The design of the content pages scored 18 out of 5 questions, resulting in an average score of 3.6 or 90%. Similarly, the book cover design obtained a score of 17 out of 5 questions, with an average of 3.4 or 85%. These results suggest that the visual design of the textbook is well-received, with high percentages indicating its appeal and functionality.

User Assessment

From the user perspective, the material interest aspect received a score of 14 out of 4 questions, with an average value of 3.5 or 87.5%. For the difficulty level, a score of 9 out of 3 questions was recorded, resulting in an average score of 3 or 75%. The usefulness aspect scored 7 out of 2 questions, with an average of 3.5 or 87.5%. Finally, the language aspect also achieved a score of 7 out of 2 questions, with the same average of 3.5 or 87.5%. These findings highlight that users found the textbook useful, interesting, and suitable for their learning needs, though some adjustments could enhance its accessibility and ease of use.

The findings demonstrate that the textbook has high validity across eight assessed aspects. Both experts and users strongly agree on its usefulness, comprehensibility, and engaging content. The integration of technology, pedagogy, and Islamic content knowledge within the materials not only meets the educational goals of Islamic higher education institutions but also preserves Islamic values while supporting students' English language development. The

specific incorporation of local-context ELT pedagogies reinforces the importance of tailoring materials to align with institutional values and cultural identity.

DISCUSSION

Need analysis findings exposed challenges faced by students in adapting to the current teaching methods and materials, indicating a potential mismatch between their learning needs and the instructional approach. Interestingly, despite these challenges, the majority of students demonstrated a readiness for technologically enhanced materials, as they were already incorporating technology into their English learning processes. This readiness highlights the potential for leveraging digital tools and resources to enhance learning experiences. The findings underscore the importance of reevaluating the current materials and the need for teaching materials that integrate technology effectively (Joshi, 2023) while addressing pedagogical and content knowledge to bridge the gap between students' technological engagement and their struggles with existing methods (Koehler et al., 2011; Köse, 2016). This supports the growing emphasis on utilizing frameworks such as TPACK (Technological, Pedagogical, and Content Knowledge), which combine technology with sound pedagogical practices and relevant content to create more engaging and effective learning environments.

Moreover, the readiness of students for technology-enhanced learning reflects a broader trend in education, particularly in the context of 21st-century learners who are increasingly tech-savvy (Haviz et al., 2020). By aligning teaching materials with students' technological preferences and learning styles, educators can create a more interactive and motivating learning environment, ultimately addressing the adaptation challenges reported in this study. Furthermore, the study also demonstrated that TPACK-based learning media can increase student enthusiasm and improve learning outcomes. As Elas et al., (2019) highlighted, the influence of technology in education and the Industrial Revolution 4.0 plays a pivotal role in facilitating English learning and enhancing its effectiveness..

The findings related to both lecturers and students' positive perceptions of contextualized materials underline the critical role of integrating technology and contextual content into English teaching materials, particularly in Islamic higher education. The developed textbook, "Basic English", aligns with the Technological, Pedagogical, and Content Knowledge (TPACK) framework, addressing the specific needs of learners in Islamic educational contexts. Moreover, the results highlight the practicality of the TPACK framework in developing materials that cater to the diverse requirements of learners by blending technological tools, pedagogical strategies, and relevant content (Malichatin, 2019; Marice et al., 2019). This reflects the increasing demand for teaching materials that not only enhance linguistic skills but also incorporate cultural and religious relevance. Nusa et al (2021) assert that this approach is a way of integrating technology into the learning process by paying attention to the pedagogic and content aspects. This approach allows educators to create innovative and modern learning. This is in line with the mandate of the Ministry of Education and Culture that lecturers and teachers are encouraged to develop learning resources to meet their students' needs (Permendikbud, 2012).

The needs analysis revealed that students were eager for materials that integrate Islamic values and modern technology, confirming the importance of contextualized resources. This aligns with previous studies emphasizing the significance of cultural and religious context in language learning materials, particularly for Muslim learners (Farah et al., 2021, Farah&Khoiriyah, 2023, Khoiriyah et al.,2022). Specifically, the incorporation of Qur'anic verses in the developed book accommodated the religious background of the students in order to make them feel that English is actually not far from their culture. This is in concordance with a study by Irwansyah and Yuniarti (2021) revealing that Qur'an-based stories can be used in ELT practices when they are prepared with suitable language level, accurate evaluation system, reflective thinking activities, self-generated illustration, and appropriate transliteration of Islamic terms.

In conclusion, the development of English teaching materials with Islamic content through the TPACK approach proved to be an effective strategy for addressing the needs of learners in Islamic higher education. The study contributes to the growing body of literature on contextualized and technology-enhanced language teaching and provides a practical framework for integrating cultural and religious values into English language education. However, as Kumar (2022), reminds us, technology integration process must be considered and planned so that the use of technology in ELT practices can make a major contribution.

CONCLUSION

The development of English teaching materials can be integrated with Islam and technology, so that they can support English language lectures at Islamic higher education institutions that always follow the development of science and technology. In conclusion, the integration of Islam into English language materials through the Technological Pedagogical Approach and Content Knowledge (TPACK) framework offers a promising pathway for creating culturally responsive and meaningful learning experiences. By leveraging technology, pedagogical expertise, and content knowledge, educators can develop engaging and relevant materials that not only enhance language skills but also foster a deeper understanding of Islamic values and principles. This approach not only supports the diverse needs of learners but also promotes inclusivity, cultural appreciation, and ethical teaching practices within the English language classroom. However, there are limitations to consider. One limitation is the need for continuous training and professional development for educators to effectively implement Islam-integrated materials within the TPACK framework. Additionally, the availability and accessibility of technology in educational settings may vary, posing challenges to widespread adoption.

For further research, it is recommended to conduct longitudinal studies to assess the long-term impact of Islam-integrated English materials on student learning outcomes, attitudes, and cultural awareness. Comparative studies across different educational contexts and cultural settings can also provide valuable insights into the effectiveness and applicability of this approach. Moreover, exploring innovative strategies for overcoming technological barriers and enhancing teacher preparedness can contribute to the successful implementation of Islam-integrated English materials in diverse learning environments.

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BOBBY SAPUTRA AND HIS SATIRE IN THE DIGITAL REALM: A VISUAL-VERBAL VIDEO ANALYSIS

[1]Chatarina Tri Rahmawati*
1*Universitas Negeri Malang, Indonesia

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*Correspondence:
rinafelicitas10@gmail.com

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ABSTRACT

Satire is a linguistic device that can be used as a way to ridicule or critique certain people or group of community. There had been numerous studies related of the use of satire in the world of politics, yet almost none of them addressed the nonpolitical aspect. The use of satire extends beyond political news, rather it has been starting to appear on certain social media posts on social media, including platforms like TikTok. This study sought on the way satire was utilized in some TikTok videos made by @supercoolben10 that were mostly talking about the life of upper class society. To add the novelty of this qualitative study, VVVA (Visual-Verbal Video Analysis) framework was utilized in analyzing the video. After a number of seven videos underwent the six processes of VVVA, it was found that both visual and verbal components take parts in constructing a good satire that could be used as a social critique. The findings in this study were presented into four sub-topics: 1) Satire as Social Critique on Economic Inequality, 2) The Role of Visual and Verbal Elements in Satire, 3) Effectiveness of VVVA for Analyzing Satire on TikTok, and 4) Broader Implications for Satire and Social Critique on Digital Platforms.

Keywords: *Satire; Social critique; Multimodal analysis; VVVA*

ABSTRAK

Satir atau sindiran merupakan suatu perangkat kebahasaan yang dapat menjadi salah satu cara untuk mengejek atau mengkritik orang atau kelompok masyarakat tertentu. Penelitian terdahulu yang berkaitan dengan penggunaan satir dalam dunia politik sudah menjadi hal yang sering dibicarakan, namun hanya sedikit yang membahas aspek nonpolitik. Penggunaan satire tidak hanya terbatas pada berita politik, tetapi juga mulai muncul dalam berbagai unggahan di media sosial, termasuk di platform seperti TikTok. Penelitian ini mengkaji bagaimana satire digunakan dalam beberapa video TikTok yang dibuat oleh @supercoolben10, yang sebagian besar membahas kehidupan masyarakat kelas atas. Dengan menggunakan kerangka VVVA (*Visual-Verbal Video Analysis)* dalam menganalisis video, ditemukan bahwa komponen visual dan verbal berperan penting dalam membentuk satir yang baik untuk dijadikan kritik sosial. Temuan dalam penelitian ini disajikan dalam empat subtopik: 1) Satir sebagai Kritik Sosial terhadap Ketimpangan Ekonomi, 2) Peran Unsur Visual dan Verbal dalam Satir, 3) Efektivitas VVVA untuk Menganalisis Satir dalam video TikTok, dan 4) Implikasi terhadap Satir dan Kritik Sosial pada Platform Digital.

Kata Kunci: *Kritik sosial; Satir; Analisa Multimodal; VVVA*

INTRODUCTION

The rise of the digital world nowadays makes everything possible. It gives everyone 'voice' and 'power' to do something; even to make a change. One of many opportunities the world offers us is using social media as a platform for media criticism. The renown of social media, especially during and after the global pandemic, completely deforms how society passes on information and discloses any thoughts or personal matters virtually (Dewi & Arifani, 2021; Sekarsari & Wijayanto, 2024). People can almost critique everything on their social media; brands, online shops, artists, and even the governments. However, although it strengthens some people, it may also cause an online firestorm for a certain group of people or company if it is not handled well. Expressing too much truth can sometimes make the one who delivers the critiques in a troubling situation. There was a case where a young well-known TikTok artist criticized a city, leading him to face several unfavorable treatments from the government (Apriani et al., 2024). Criticism on social media does not have to be hostile and aggressive. Hutcheson (1725) illustrated how mockery and ridicule can function as social and moral correctives, bringing us to satire as a tool that has been used as an alternative way to deliver something (Telfer, 1995).

Satire, as a rhetorical practice, blends irony with subtlety to give critique on specified individuals or groups of people, often masking its critique within humor or exaggeration (Johnson et al., 2010; Skalicky & Crossley, 2019). Because it is addressed to certain communities or people, it is often reckoned as an openly political humor frequently studied in the political framework (Faina, 2014; Gray et al., 2009). There is even a term "news satire" which refers to a hybrid genre that blends elements of comedy, news, and political thoughts specifically designed to critique and challenge individuals or even institutions of social and political importance (Baym, 2005; Ödmark, 2023). The reason why satire is favored in the political realm is because it allows people to broaden their understanding of political issues more easily and realistically (Knobloch-Westerwick & Lavis, 2017). Similarly, Ponton (2021) highlights that political satire often targets those in positions of power, as satirical expressions can diminish their authority while simultaneously entertaining the public (Ponton, 2021).

In the political realm, satire could be used as a tool to raise political awareness in society (Nadeem et al., 2020; Ruggieri, 2013). In 2023, research was conducted to examine how political satire consumption and political communication processes related to the potential role of social media. The result of this study showed that any form of exposure to political satire would increase the political conversation which could be meditated by political satire (Jeong et al., 2023). Yet, even though it was confirmed that satire could trigger people's awareness, there was a possibility that people could not differentiate satire and fake news. Bedard and Schoenthaler (2018) sought what factors contributed to the ability to distinguish fake news and satire in news. Their study shows that age, education, sex, and political affiliation could contribute to one's ability to distinguish both (Bedard & Schoenthaler, 2018). Regardless that satire was widely used in the political realm, Luqiu (2017) wrote an

intriguing study on how censorship in China battled political satire on social media. The State Internet Information Office gave political satirists in China nothing but to do self-censorship (Luqiu, 2017). Thus, although satire was proven to be useful in politics, it could concern journalism ethics in terms of censorship and could bring harm to some parts of people as it could lead them to misinterpret the whole news as well.

Several studies in the past show that satire has been used in some public spheres, both online and offline (Bedard & Schoenthaler, 2018; Faina, 2014; Jeong et al., 2023; Luqiu, 2017; Ponton, 2021). Yet, despite the great amount of research done in the past related to satire and its appearance in the digital realm, there is a noticeable lack of studies related to the use of non-political satire online. Studies examining the recurrence of satire in non-political content are still limited. Thus, this case study focuses more on how satire is applied in a non-political in TikTok as it is globally known as the fastest-growing and major landmark of social media used by children and young people (McCashin & Murphy, 2023; Schellewald, 2023). One account that has been constantly using satire in its content is a famous TikTok star, @supercoolben10 as of 9 September 2024, the TikTok account has gained more than 745.900 followers with its highest views up to 15.8 M. He uses satire in his content to divulge and critique the lifestyles of the wealthy.

To give novelty to this study, the researcher decided to try out a new approach which was proposed by Fazeli et al. (2023) known as the VVVA (Visual-Verbal Video Analysis. VVVA itself is a multilayered qualitative approach to content analysis featuring a structured and detailed analytical process that is easy to follow (Fazeli et al., 2023). This approach hasn't been used much since its first publication. Regardless of being relatively new, VVVA would be a good choice for this study as satire often combines verbal and visual elements to convey irony, humor, or criticism. Thus, the researcher wanted to make use of this approach as it would give a new perspective on VVVA in the future. Moreover, this approach is suitable for this study as it would qualitatively analyze multimodal information of visual content (Ben-David et al., 2024). There are two things that the researcher would like to answer based on this research:

1. How does @supercoolben10 utilize linguistic devices in constructing satire on TikTok to serve as a social critique on economic inequality and the behavior of wealthy individuals?
2. How will the VVVA framework work in analyzing satire found in TikTok videos?

By answering these two research questions, this study would shed light to the theoretical understanding of satire in nonpolitical context which remains unexplored. By employing the VVVA framework, this study would also enrich the methodological approaches in analyzing multimodal content. This study also contributed to the practical implications for educators as it would be suitable to use this study as a guide to teach media literacy.

METHOD

Research Design

This qualitative research made use of some @supercoolben10 videos on TikTok. Since there are a great number of videos provided, the researcher only focused on the videos that have more than 7M viewers. As of 9 September 2024, there were nine videos which the highest views were 15.8M ("How Indonesian Billioners Do Business") and the lowest views were 7.4M ("Asian Billionaire Kaviar Diet"). However, as two of them were advertisements for some products, the researcher decided to exclude those videos.

Data Collection

To answer the research questions, the researcher utilized a structured framework by Fazeli et al. in 2023 called VVVA (Visual-Verbal Video Analysis) which can be used in the fields of social sciences, humanities, and medicine (Fazeli et al., 2023). The six steps that should be done in this VVVA process are:

Table 1. Steps of VVVA Framework by Fazeli et al. (2023)

VVA Framework by Fazeli et.al	
Collecting, organizing, and reviewing data	The data were collected and then kept on Google Drive after downloading each video with more than 10M viewers. These videos were watched several times to understand the videos.
Transcribing verbal data	In this process, the researcher transcribed the spoken text manually to build categories such as content, message, emotion, and discourse.
Choosing units of analysis	As the videos uploaded in TikTok are short, the researcher decided to analyze the entire videos.
Extracting and coding data	Extracting data and grouping them into several matrices, which are: a) general characteristics, b) multimodal characteristics, c) visual characteristics, d) characteristics of primary and secondary characters, and e) content and compositional characteristics.
Organizing, describing, and interpreting extracted data	The extracted data are then identified and linked from various categories and sub-categories to describe and interpret how these matrices are intertwined one to another.
Reporting findings	After all the data are extracted and analyzed, the researcher has to disclose all the findings which include graphs, tables, or figures related to the study.

Data Analysis

After the videos were collected, organized, and transcribed, they were extracted and coed based on several matrices. These matrices included general characteristics (e.g., thematic content and context), multimodal characteristics (e.g., the interplay of visual and auditory elements), and the attributes of primary and secondary characters (e.g., roles, behaviors, and interactions). The visual data were carefully described and interpreted to capture the nuances of visual storytelling, such as gestures, expressions, and settings. These visual elements were then connected and integrated with verbal data obtained from the video transcriptions. This process

ensured a comprehensive analysis that highlighted the dynamic relationship between visual and verbal modalities.

FINDINGS

Prevalence and Variety of Satirical Linguistic Devices

The special feature of @supercoolben10 content is the use of excessive satire in each video. He consistently and effectively constructs satire that not only entertains but also provides social criticisms of the behavior and mindset of wealthy individuals. In some videos, he also depicts that often extreme wealth feels disconnected from reality and seems absurd. This approach with previous studies that highlight the use of humor and exaggeration as tools for social critique (van Kampen et al., 2017) (Hütten et al., 2013; van Kampen et al., 2017).

The satires in each video are as followed:

a. How Indonesian Billionaires Do Business
   This video showcased how Bobby Saputra and Michael Salim made a billion-dollar deal by simply declaring that all Indomie (Michael's family business) should be cooked using Aqua (Bobby's family business). The satire found in this video was presented in the absurdity of how rich people carelessly made a law that affected lots of people's lives without considering the consequences that might come afterward. Instead, they happily celebrated it by eating in a big feast.

   #Excerpt 1
   "And we will show you how Indonesian billionaires do business. We just made a billion-dollar deal that all Indomie must be cooked with Aqua by law. So we celebrated by eating Chinese food."

   #Excerpt 2
   "We ordered everything and ate like pigs like all Chinese businessmen. Everything is All You Can Eat if you are rich enough."

b. Spoilt Kid, Rich Dad, Beachclub Edition
   As one kind of satire, the mockery in this video was expressed through Bobby's exaggerated complaint to his dad, William Saputra, on how he wanted to move to Bali merely because the air is cleaner there. Responding to the son's whine, William nonchalantly built him a beach club in Jakarta so that he didn't have to move to Bali. The spoilt behavior disconnected the wealthy and the rest of the society whereas it would be an impossible favor asked by lower middle class people.

   #Excerpt 3
   "I hate Jakarta.I don't wanna live here anymore. I wanna move to Bali where there's clean air and beach clubs."

   #Excerpt 4
   "Don't be spoiled. I'm just gonna build you a beach club there."

c. India vs Indonesia, Who's Richer?
The satire in this video could be seen in how Bobby competed with Mukesh's son on who was richer. For some people, the idea of wealth is seen as a status competition which could sound so absurd for others. In addition to competing, the satire could be seen on how Bobby suddenly gave in to someone who was wealthier than him. This act criticized the condition where people who have more money would get a greater power in the society.

#Excerpt 5
"I'm Indo rich. My dad has seven islands in Indonesia."
"I'm from India. The people there bow to my feet."

#Excerpt 6
"My dad has a nickel mine."
"I have a gold mine."

#Excerpt 7
"Is it.. is it Mukesh? I'm… I'm so sorry for the disrespect. You win."

d. Asian Billionaire Son Looks for Friends in Tube
The disconnection of extreme wealth and good personal relationships with others was displayed in this video through the act of Bobby, a lonely exchange student, who hired a girlfriend in a tube. It represented how wealth does not necessarily bring genuine connections.

#Excerpt 8
"I'm a billionaire from Indonesia. I'm very wealthy. But I'm here in London for university. And uh I just wanna see if anyone wants to be my friend or if anyone wants to be my girlfriend. It's been quite lonely in here. So, girlfriend, girlfriend, girlfriend."

e. Indonesia's Most Expensive House
Through this video, Bobby highlighted how hypocritical some extreme wealth could be. After showing off his lavish lifestyle, he mentioned how his workers were treated in dignity and respect which was in contrast to the subtle hints at the exploitation of domestic workers in his place.

#Excerpt 9
"Everyone who works in my house has their own bedroom. Everyone gets treated with dignity and respect."
"Let me out! I wanna go back to Singapore."

f. Don't Mess with Indonesian Billionaires
The mockery showed again here when Bobby, after a minor inconvenience, phoned his dad and asked for a bank so that he could fire someone. It is undeniable that wealth brings power and control over others. Thus, Bobby demonstrated how upper-class society could misuse their power, even in petty situations.

#Excerpt 10

"Dad, we need to buy a bank. Hey, loser! Get up! You are fired. My dad just bought this bank."

g. Indonesian Billionaire Exchange Students in London
When usually it is natural for an exchange student to stay in a boarding house or a place that is affordable, Bobby started his day in a luxurious penthouse which he referred to as his student's accommodation. The disconnection between the wealthy and real-life situations for most people was highlighted more when he had an argument with his girlfriend about the use of public transport instead of his Lamborghini.

#Excerpt 11
"My dad brought this Lamborghini from Indonesia so we can get around. Why do we need to take the tube?"

h. Asian Billionaire Kaviar Diet
This content ridiculed the overindulgent lifestyle of the extremely rich people and the tendency to always use money in solving problems; even the problems that could be settled in a simpler way.

#Excerpt 12
"My doctor said I should eat more eggs. So, I decided to eat one million eggs at a time, which you can only do with caviar."

#Excerpt 13
"But it turns out it's way more expensive than chicken. And it has twice as many calories. So I needed to lose that fat quickly. Because I'm a billionaire, I'm lazy. I never work out. I just get lipostriping at my nearest Lighthouse Clinic. Man it's good to be rich billionaire. 77 China points."

Multimodal Components in the Satirical Narratives

Human's way of communicating and expressing emotions tends to be multimodal (Abdu et al., 2021) which means that it is important to analyze the text, audio, and visual in a video in order to be able to really understand the purpose or intention hidden in it. Thus, VVVA also emphasizes the importance of analyzing the multimodal characteristics in the extracting and coding data part. In this part, the research focused on the speech used in the video (whether it was spoken or written) and the gestures or the mimics. In addition to that, it was also crucial to pay attention if there were images or writing on the screen and also the music used in the video (the beat, rhythm, lyrics, and so on).

In all the seven videos analyzed in this study, @supercoolben10 rarely used music in his video or even when presented, it was generally a neutral audio track with no significant meaning. Therefore, music was not considered a key factor in this analysis. However, the character Bobby in the videos always showed dramatic faces just like a little kid even though he was a grown-up man. The examples are showcased in Table 1 below. In addition to the characteristics of the characters which could be seen in the gestures, viewers could also understand the context

better through the images or writing as in the "How Indonesian Billionaires Do Business" video.

Table 2. Multimodal Characteristics on TikTok videos by @supercoolben10

Title	Multimodal Characteristics				
	Speech (Spoken/Text)	***Gestures/Body Movement***	***Images***	***Writing***	***Music***
How Indonesian Billionaires Do Business	Spoken	-	Picture of a newspaper	Newspaper headline from Jakarta Post: BILLION DOLLAR DEAL Deal of the century. All Indomie must be cooked with Aqua by LAW. Everyone who does not adhere to this LAW will get 15 public whippings in front of everyone in SCBD watching them. Also, some other news about some politician hiding money somewhere in a warung.	No music
	Text	Bobby Saputra and Michael Salim ate gluttonously like pigs in a fancy Chinese food restaurant.	No picture	No writing	No music
Spoilt Kid, Rich Dad, Beachclub Edition	Spoken	Bobby sat next to his dad, William, and pouted his lips because he hated the weather in Jakarta. He also moved his body, physically reacting to something he was upset about.	No picture	No writing	No music
India vs Indonesia. Who is Richer?	Spoken	Bobby talked to Mukesh's son by bragging about how rich his dad is. He moved his head back and his eyes looked down on Mukesh.	No picture	No writing	No music
Indonesia's Most Expensive House	Spoken	Bobby put both of his hands on the top of his heart; emphasizing the word that he just said about respect. But his eyes were shaking; showing	No picture	No writing	Unidentified music. But there was someone locked

Title	Multimodal Characteristics				
	Speech (Spoken/Text)	***Gestures/Body Movement***	***Images***	***Writing***	***Music***
		that he was nervous.			in the room and screamed that she wanted to move back to Singapore.

DISCUSSION

This study investigated the use of satirical linguistic devices by @supercoolben10 on TikTok, particularly as a form of social critique on economic inequality and the behavior of wealthy individuals. Additionally, it evaluated the effectiveness of the Visual Verbal Video Analysis (VVVA) framework in analyzing multimodal components of satire on TikTok.

Satire as Social Critique on Economic Inequality

Through the findings section, it was evident that @supercoolben10 effectively employed a range of linguistic devices such as irony, sarcasm, hyperbole, and mockery to construct satire in highlighting the disparity between the wealthy and the general public. Haugerud (2013) said there are many reasons behind this use of satire in the critique, such as the inequality of growing economic inequality, the political influence, and corporate influence in politics, and the declining number of middle-class people (in Flynn, 2016). Through devices like exaggeration, sarcasm, irony, and many more, satire serves as a form of the public's critical judgment (Peifer & Lee, 2019). As an example, Bobby, the main character in @supercoolben10 videos, portrayed the life of the wealthy with all his absurdity. Many of his statements which employed irony served as moral critiques to highlight the insanity of wealthy individuals. Alongside the use of irony, sarcasm was also heavily employed throughout the videos to make the contents become funny (Blasko et al., 2021). For instance, in videos where characters nonchalantly made billion-dollar deals over their products or demand extravagant favors from family, hyperbole was used to underscore the detachment and entitlement often associated with wealth. Sarcasm and irony also featured prominently in these videos, where characters mock their own wealth, implicitly criticizing the unearned advantages and power wielded by the elite. This use of irony, in particular, reflects the "pretend praise" often found in satire, where outwardly positive statements mask underlying criticism (Smith, 2019). These findings were in line to several classic theories of satire that suggest exaggerated portrayals could spark public awareness of societal issues that happen in their surrounding (Bruhn & Doona, 2022; Zekavat, & Scheel, 2023). Bobby Saputra as the main character was described as someone who acts like a mama boy and has the tendency of excessive consumption and reckless spending. The humor

in these videos is accessible, making complex socioeconomic issues relatable and engaging, as well as entertaining, for viewers.

The Role of Visual and Verbal Elements in Satire

The integration of visual and spoken language was essential in constructing the satirical narrative in @supercoolben10 videos. In this study, the researcher decided to try out VVVA as a framework for analyzing satire. This framework was proven to be useful as satire does not have a straightforward interpretation but rather relies heavily on the context (Palacio & Ibáñez, 2022). Analyzing through the VVVA framework allowed the researcher to analyze the visual irony provided in the contents, such as luxurious settings or exaggerated expressions of boredom in the face of wealth. An obvious example could be seen in the video entitled "Indonesia's Most Expensive House" where the character Bobby Saputra said he respected all his employees and treated them with dignity. At the same time, the sound of someone banging on the door next to him while asking him to let her change Bobby's facial expression. This wiped out the statement he just made, which could be interpreted that the wealthy were so good at constructing a decent self-image whereas in reality, they are not.

In this case, both visual and verbal elements in satire were needed to intensify the critique of economic inequality. The visual elements would complete the whole picture of the satire which verbal elements could not present, for instance, the characters' expressions, the surrounding environment, and the body movement which depict anger, sadness, and so on. These multimodal elements work with verbal satire to create a more immersive and persuasive critique, aligning with VVVA's emphasis on the interdependence of visual and verbal components in meaning-making (Bricker, 2018). By examining both the linguistic and visual elements, viewers could have a better understanding of how humor and criticism were layered to produce impactful satire. In this study, VVVA was particularly useful for capturing subtle interactions between spoken and visual cues, such as the character's exaggerated body language and the lavish settings, both of which reinforce the satirical message about wealth and privilege.

Effectiveness of VVVA for Analyzing Satire on TikTok

The VVVA framework was proven appropriate to be used in analyzing not only medical-related videos but also satire on TikTok videos. Even though Fazeli (2023) had stated that VVVA could be utilized in social science and medicine, the number of research in social science studies was scant. In analyzing satire, VVVA offered a structured way to interpret the complex interactions between spoken language, body language, and visual settings. The part "content and compositional characteristics" in the data code was also proven to be useful in detecting the shifting emotion within each character. Yet, it is undeniable to say that this part could be better used in the medical field (e.g.: psychology). Nonetheless, the framework allowed for a detailed breakdown of how each modality contributed to the satirical message. For example, the visual and verbal components in @supercoolben10's content often rely on exaggerated gestures and sarcastic tone to communicate critique, which VVVA effectively captures through multimodal layering. However, some limitations were noted. TikTok's short video format poses challenges for

comprehensive multimodal analysis, as the brevity restricts the depth of content that can be included in each post. Additionally, TikTok's fast-paced editing style sometimes made it difficult to capture all verbal and visual elements within a short timeframe. Future research could consider integrating VVVA with audience response analysis to better understand how viewers interpret and react to these multimodal satirical messages, allowing for a more holistic understanding of satire's social impact on digital platforms.

Broader Implications for Satire and Social Critique on Digital Platforms

The character of Bobby Saputra, the professional son, successfully proved the potential of satire on social media, TikTok in specific, as a tool for social critique. The number of satirical uses in the political world was living proof of its application as a social critique (Faina, 2014; Gray et al., 2009; Jeong et al., 2023; Ödmark, 2023), yet @supercoolben10 particularly brought it in addressing socioeconomic issues. Through this study, it can be found that satirical content like @supercoolben10's made complex topics that were beyond the reach of ordinary people accessible and relatable, especially for younger audiences who engage frequently with platforms like TikTok. By combining humor with critique, this style of content invited viewers to reflect on economic inequality, privilege, and societal structures, fulfilling satire's role in encouraging critical reflection.

The success of VVVA in analyzing these multimodal interactions suggested that this framework could be appropriate for other fields in social studies. Regardless the fact that previously this framework was only used in studies that were analyzing videos related to medical field and psychology, this study proved that VVVA, just like what Fazeli et al. claimed, could be beneficial in analyzing videos, especially in the realm of linguistics portrayal in media. As social media keeps on evolving, the integration of multimodal frameworks with digital media analysis could deepen one's understanding of how certain linguistic devices function in social critique about certain things. Further research may expand on this study by exploring how viewers engage with satirical content and what impact it has on public perception of socioeconomic issues.

CONCLUSION

Satire has been being used as a tool in stating social criticism. Even though it was popular in news related to politics, many people started to use it in criticizing other things too, such as disparaging wealthy society. @supercoolben10, a TikTok account whose main character is Bobby Saputra ridicules the acts of the upper-class society in his videos by acting like one. Utilizing VVVA (Visual-Verbal Video Analysis), the research sought how satire worked in seven of Bobby Saputra's TikTok videos as well as how well VVVA could be used in social science study. Results stated that irony, hyperbole, mockery, and sarcasm were employed in constructing the satire throughout the videos. In addition to that, VVVA was also proven to be appropriate in analyzing satire as it provided multimodal analysis involving verbal and visual components in the video. The visual components played a crucial role in the satire as it could perfectly depict the situation (context) where the satire was made. Moreover, the analysis of each video in VVVA framework also

presented certain aspects that verbal components could not give, such as facial expression and the body movement of each character in the video.

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NAVIGATING THE DIGITAL MAZE: INNOVATIVE STRATEGIES AND HURDLES IN ONLINE GRAMMAR INSTRUCTION

[1]Jumriah Ananda*, [2]Nanning, [3]Nurhamdah, [4]Ahmed Sardi
[1*,2,3]English Education Department, Faculty of Education, Institut Agama Islam Negeri Parepare, South Sulawesi Indonesia
[4]Faculty of Education, STKIP Darud Da'wah Wal Irsyad Pinrang, South Sulawesi, Indonesia

ABSTRACT

This study investigates innovative strategies and challenges in online grammar instruction within the English Language Education Department at IAIN Parepare, Indonesia. As digital learning becomes increasingly integrated into higher education, the research focuses on the experiences of 40 students and 5 online grammar instructors. Through a mixed-methods approach, incorporating surveys of all 40 students and in-depth interviews with the 5 tutors, this study investigates the adaptation of traditional grammar teaching methods to digital platforms. Key findings reveal that interactive tools, gamification, and personalized learning paths significantly enhance student engagement and comprehension in online grammar lessons. However, challenges such as varying levels of digital literacy among students, maintaining consistent motivation in virtual environments, and the limitations of asynchronous communication emerge as significant hurdles. The study concludes by proposing a tailored framework for effective online grammar instruction at IAIN Parepare, emphasizing the integration of culturally relevant multimedia resources, collaborative learning activities, and adaptive assessment techniques. These insights contribute to the growing body of knowledge on digital pedagogy in Indonesian higher education and offer practical implications for educators navigating the complexities of online language instruction in similar institutional settings.

Keywords: *Assessment Integrity, Online Grammar Instruction, Digital Language Pedagogy, EFL in Higher Education, Flipped Classroom Approach*

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*Correspondence:
jumriahananda@iainpare.ac.id

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ABSTRAK

Penelitian ini mengkaji strategi inovatif dan tantangan dalam pengajaran tata bahasa online di Jurusan Pendidikan Bahasa Inggris di IAIN Parepare, Indonesia. Seiring dengan semakin terintegrasinya pembelajaran digital ke dalam pendidikan tinggi, penelitian ini berfokus pada pengalaman 40 mahasiswa dan 5 instruktur tata bahasa online. Melalui pendekatan metode campuran, dengan menggabungkan survei terhadap 40 siswa dan wawancara mendalam dengan 5 pengajar, penelitian ini menyelidiki adaptasi metode pengajaran tata bahasa tradisional ke platform digital. Temuan utama mengungkapkan bahwa alat bantu interaktif, gamifikasi, dan jalur pembelajaran yang dipersonalisasi secara signifikan meningkatkan keterlibatan dan pemahaman siswa dalam pelajaran tata bahasa online. Namun, tantangan seperti tingkat literasi digital yang berbeda-beda di antara para siswa, mempertahankan motivasi yang konsisten di lingkungan virtual, dan keterbatasan komunikasi asinkron muncul sebagai rintangan yang signifikan. Penelitian ini menyimpulkan

dengan mengusulkan kerangka kerja yang disesuaikan untuk pengajaran tata bahasa daring yang di IAIN Parepare, dengan menekankan integrasi sumber daya multimedia yang relevan secara budaya, kegiatan pembelajaran kolaboratif, dan teknik penilaian yang adaptif. Wawasan ini berkontribusi pada pengetahuan yang berkembang tentang pedagogi digital dalam pendidikan tinggi di Indonesia dan menawarkan implikasi praktis bagi para pendidik yang menavigasi kompleksitas pengajaran bahasa online dalam tatanan kelembagaan yang serupa.

Kata Kunci: *EFL di Pendidikan Tinggi, Integritas Penilaian, Instruksi Tata Bahasa Daring, Pedagogi Bahasa Digital, Pendekatan Kelas Terbalik*

INTRODUCTION

In the rapidly evolving landscape of English language education, the integration of digital technologies has transformed traditional teaching methodologies, particularly in the domain of grammar instruction (Kessler, 2018). As educational institutions worldwide embrace online learning platforms, educators face the dual challenge of maintaining pedagogical effectiveness while adapting to the nuances of virtual environments. This paradigm shift is particularly evident at English Language Education programs in Indonesian higher education institutions, such as the Islamic State Institute (IAIN) Parepare, where the transition to online grammar instruction has necessitated a reevaluation of teaching strategies and learning outcomes.

The importance of grammatical competence in language acquisition cannot be overstated. Language learners must develop grammatical proficiency, which is a key area of study in second language acquisition (SLA) (Seran & Nalenan, 2022). This proficiency encompasses a wide range of skills, including a strong command of vocabulary, understanding word structure, constructing well-formed sentences, and accurate spelling. This comprehensive view of grammatical competence underscores its central role in language proficiency and highlights the need for effective instructional methods, especially in online settings where traditional face-to-face interactions are replaced by digital interfaces.

The transition to online learning environments has introduced a new set of challenges for language educators, "In online learning, teachers confront the challenges of cultivating practical speaking skills, particularly in the specialized context of ESP. ESP, dedicated to imparting language skills pertinent to specific fields or disciplines, presents unique challenges and opportunities" (Patty & Bilung, 2023, p. 235). Patty and Biluang's reseach focused on speaking skills in English for Specific Purposes (ESP), the challenges they identified—both technical and pedagogical—are equally applicable to online grammar instruction. These challenges include maintaining student engagement, providing timely feedback, and adapting interactive exercises to digital platforms.

Recent studies have explored various aspects of online language learning, providing insights into effective strategies and persistent challenges. For instance, a reseach conducted a comprehensive review of computer-assisted language learning (CALL) research, highlighting the potential of adaptive learning systems in personalizing grammar instruction cc. Their findings suggest that AI-powered platforms can significantly enhance learner engagement and outcomes by tailoring content to individual proficiency levels and learning styles. However, the

implementation of such advanced technologies is not without its hurdles. A study by Li and Wang (2023) on the digital literacy of language learners in higher education revealed significant disparities among students, potentially impacting their ability to fully engage with online learning resources. This digital divide presents an additional layer of complexity for educators, necessitating strategies to ensure equitable access and participation in online grammar courses.

In Indonesian, where English is taught as a foreign language, the challenges of online grammar instruction are compounded by cultural and infrastructural factors. A study by Dewi et al. (2023) on online English language teaching in Indonesian universities highlighted issues such as internet connectivity, student motivation, and the need for culturally relevant digital materials. Their findings emphasize the importance of contextualizing online grammar instruction to meet the specific needs of Indonesian learners.

At IAIN Parepare, the English Language Education Department has embraced the shift to online learning, implementing various digital tools and platforms for grammar instruction. This transition aligns with the global trend towards technology-enhanced language learning (TELL), which Chapelle and Sauro (2017) argue has become increasingly integral to second language acquisition. The effectiveness of these approaches and their impact on student learning outcomes remain to be fully explored, especially in the context of Indonesian higher education. The potential of online grammar instruction is supported by meta-analyses conducted by Ziegler et al. (2019), which found that computer-assisted language learning (CALL) can lead to significant improvements in L2 grammar acquisition. However, as Atmojo and Nugroho (2020) point out in their study of Indonesian EFL teachers, the successful implementation of online learning requires not only technological infrastructure but also pedagogical adaptations and cultural considerations.

Given these factors, there is a pressing need for research that examines the strategies and challenges specific to the Indonesian higher education. This study aims to address this gap by focusing on the experiences of students and instructors in the online grammar courses at IAIN Parepare. By doing so, it contributes to the growing body of literature on online language education in diverse cultural contexts, as called for by Shin and Kang (2018) in their review of CALL research in non-Western settings.

At IAIN Parepare, the English Language Education Department has embraced the shift to online learning, implementing various digital tools and platforms for grammar instruction. However, the effectiveness of these approaches and their impact on student learning outcomes remain to be fully explored. At IAIN Parepare, with its blend of Islamic education and English language studies, presents an opportunity to investigate how online grammar instruction can be tailored to meet the specific needs of this student population. Given the complex interplay of technological, pedagogical, and cultural factors in online grammar instruction, there is a pressing need for research that examines the strategies and challenges specific to the Indonesian higher education context. This study aims to address this gap by focusing on the experiences of students and instructors in the online grammar courses at English Language Education Department, IAIN Parepare.

The primary research question guiding this study is: What are the key strategies and challenges in implementing effective online grammar instruction for English Language Education students at IAIN Parepare?, By addressing this question, the study seeks to contribute to the growing body of knowledge on digital language pedagogy and provide practical insights for educators navigating the complexities of online grammar instruction in similar institutional settings. The findings of this research have the potential to inform the development of more effective online grammar courses, not only at IAIN Parepare but also in other Indonesian higher education institutions facing similar challenges in the digital age.

METHOD

Reseach Design

This study employs a mixed-methods approach, combining qualitative and quantitative research designs to comprehensively explore the strategies and challenges in online grammar instruction at IAIN Parepare. The qualitative aspect allows for an in-depth understanding of the experiences and perspectives of both students and instructors, while the quantitative component provides measurable data on the effectiveness of various online teaching strategies (Levitt et al., 2018). This mixed-methods design enables triangulation of data, enhancing the validity and reliability of the findings.

Research Participants

The study involves two distinct groups of participant there are (1) **Students**, A total of 40 students enrolled in the English Language Education Department at IAIN Parepare participated in the study. These students were selected using purposive sampling to ensure they had experience with online grammar instruction. The sample includes students from various academic years to capture a range of experiences and proficiency levels; (2) **Instructors**: All five online grammar instructors from the English Language Education Department at IAIN Parepare were included in the study. This comprehensive inclusion of instructors ensures that the full spectrum of teaching strategies and challenges is captured.

Instrument Development

To ensure a comprehensive data collection process, several instruments were developed and refined for this study. A student survey was created to gather quantitative data on their experiences with online grammar instruction. This survey underwent multiple iterations, with input from language education experts and pilot testing with a small group of students not included in the final sample. The survey included Likert-scale questions to assess the perceived effectiveness of various teaching strategies and open-ended questions to capture detailed feedback on challenges faced.

For the qualitative component, semi-structured interview protocols were developed for both students and instructors. These protocols were designed to elicit in-depth responses about the strategies employed in online grammar instruction, challenges encountered, and suggestions for improvement (Hassanzadeh & Ranibar, 2022). The interview questions were formulated based on a thorough literature

review and refined through consultation with experienced researchers in the field of online language education.

Additionally, an observation checklist was created to systematically record data during online class observations. This checklist focused on aspects such as student engagement, use of digital tools, and implementation of various teaching strategies. The development of this instrument involved multiple rounds of revision to ensure its alignment with the research objectives and its applicability to the online learning environment.

Data Collection Techniques

Data collection involved a multi-faceted approach to capture a comprehensive picture of online grammar instruction at IAIN Parepare. The student survey was administered online to all 40 student participants, ensuring anonymity to encourage honest responses. In-depth interviews were conducted with all five instructors and a subset of 15 students, selected to represent diverse experiences and proficiency levels. These interviews were conducted via video conferencing platforms and recorded with participant consent for later transcription and analysis.

Class observations were carried out for a total of 20 online grammar sessions across different courses and instructors. These observations provided valuable insights into the real-time implementation of teaching strategies and the challenges faced in the online environment. Additionally, relevant documents such as course syllabi, lesson plans, and assessment materials were collected and analyzed to provide context and supplement the primary data sources.

Data Analysis Techniques

The analysis procedure began with quantitative data analysis, where survey responses were processed using descriptive statistics to identify patterns in student experiences and perceptions. SPSS statistical software was used to calculate frequencies, means, and standard deviations. Where appropriate, inferential statistics were applied to explore relationships between variables.

Meanwhile, the analysis of qualitative data, which included interviews, open-ended survey responses, and observation notes, followed the thematic analysis approach outlined by Braun and Clarke (2022). This process involved several stages, starting with familiarization with the data through repeated reading, followed by initial coding of the data, searching for themes, reviewing themes, defining and naming themes, and finally producing the report. NVivo software was used to facilitate the organization and coding of qualitative data.

Following separate analyses of quantitative and qualitative data, the two types of data were integrated following the parallel mixed analysis strategy improvement (Teddlie & Tashakkori, 2011). This integration allowed for the identification of convergent and divergent findings across different data sources, providing a comprehensive understanding of the research question.

To ensure the validity and reliability of the findings, several measures were taken. These included triangulation of data sources and methods, member checking with instructors to verify the accuracy of interview transcripts and interpretations, peer debriefing among the research team to challenge assumptions and

interpretations, thick description in reporting findings to enhance transferability, and an audit trail documenting all research decisions and processes.

This comprehensive methodological approach allows for a nuanced exploration of the strategies and challenges in online grammar instruction at IAIN Parepare. It provides a solid foundation for addressing the research question and contributing to the broader understanding of digital language pedagogy in the Indonesian higher education context.

FINDINGS

The analysis of data collected through surveys, interviews, class observations, and document analysis revealed several key findings regarding the strategies and challenges in online grammar instruction at IAIN Parepare. These findings are presented in two main categories: Effective Strategies in Online Grammar Instruction and Challenges in Implementing Online Grammar Instruction. For the purpose of maintaining confidentiality, the five instructors involved in this study will be referred to as I1, I2, I3, I4, and I5, where "I" stands for "Instructor".

Effective Strategies in Online Grammar Instruction

The study uncovered several effective strategies employed by instructors in online grammar instruction. Table 1 summarizes these strategies along with their implementation rates and perceived effectiveness.

Table 1. Effective Strategies in Online Grammar Instruction

Strategy	***Implementation Rate***	***Perceived Effectivene (student rating)***	***Key Observations***
Interactive Digital Tools	100% (5/5 instructors)	4.2/5	Increased engagement, better retention
Flipped Classroom Approach	80% (4/5 instructors)	4.5/5	Improved preparedness, higher test scores
Collaborative Learning Activities	60% (3/5 instructors)	4.0/5	Enhanced peer learning, increased confidence
Personalized Feedback	100% (5/5 instructors)	4.7/5	Enhanced peer learning, increased confidence
Adaptive Learning Technologies	40% (2/5 instructors)	4.3/5	Personalized learning paths, improved accuracy

1. Implementation Rate refers to the percentage of instructors who reported using the strategy regularly in their online grammar courses.

As shown in Table 1, all five strategies were perceived positively by students, with ratings above 4.0 on a 5-point scale. Perceived Effectiveness was measured on a 5-point Likert scale, where 1 = Not at all effective and 5 = Extremely effective, based on student survey responses. Notably, Personalized Feedback received the highest effectiveness rating (4.7/5), despite being time-intensive for instructors. The Flipped Classroom Approach, while not implemented by all instructors, showed promising results in terms of student preparedness and performance.

One of the most prominent strategies was the integration of interactive digital tools and platforms. I3 noted the positive impact of using such tools:

"Incorporating Kahoot! for grammar quizzes has dramatically improved student engagement. I've noticed students are more eager to participate and seem to retain the concepts better." This observation was supported by class observations, which showed a 35% increase in student participation during segments utilizing interactive tools.

The implementation of a flipped classroom approach also proved highly effective. I2 explained, "Providing students with pre-class materials and activities has transformed our online discussions. They come prepared with questions, making our synchronous sessions much more productive." This approach not only improved student preparedness but also led to a 22% improvement in grammar test scores compared to classes using traditional methods.

Collaborative learning activities enhanced grammar comprehension and application. I1 shared her experience: "Breaking students into small groups for grammar exercises has been a game-changer. They learn from each other and seem more confident in applying the rules." This strategy reduced clarification questions during individual assignments by 30%, as reported by the instructors who regularly incorporated group work.

Challenges in Implementing Online Grammar Instruction

Despite the effectiveness of these strategies, instructors and students faced several challenges in the online grammar instruction environment. Table 2 outlines these challenges along with their prevalence and impact on the learning process.

Table 2. Challenge in Online Grammar Instruction

Challenge	*Prevalance*	*Impact on Learning Process*	*Mitigation Attempts*
Technical Issues	45% of students	Disrupted class flow, reduced participation	Recorded sessions, alternative assignments
Digital Divide	22% of students	Unequal access to resources, participation gaps	Device lending program, flexible deadlines
Student Engagement	68% of students	Reduced focus, multitasking during lessons	Interactive activities, shorter lesson segments
Assessment Integrity	79% of students concerned	Questioned fairness, increased instructor workload	Diverse assessment methods, proctoring software
Material Adaptation	65% of students struggling	Difficulty understanding concepts, increased preparation time	Multimedia resources, collaborative content creation

1. Prevalence is based on student survey responses and instructor reports.

Table 2 highlights the multifaceted nature of challenges faced in online grammar instruction. Technical issues and student engagement emerged as the most widespread challenges, affecting 45% and 68% of students respectively. Notably, assessment integrity was a major concern for 79% of students, indicating a need for innovative and trustworthy evaluation methods in the online environment.

Technical issues and the digital divide emerged as significant hurdles. I5 expressed frustration with this aspect: "It's challenging to maintain the flow of the lesson when students frequently drop out due to poor internet connections. It affects the whole class dynamic." This sentiment was echoed by many students, with 45% reporting regular connectivity issues during online classes.

Maintaining student engagement and motivation in the online environment proved to be another major challenge. I2 observed, "Keeping students focused during long online grammar sessions is an ongoing struggle. We've had to get creative with our teaching methods to combat the tendency for minds to wander, especially when the material gets complex." This observation was corroborated by student responses, with 68% admitting to multitasking during online lessons.

Assessment and ensuring academic integrity in the online environment emerged as a significant concern for both instructors and students. I3 highlighted this challenge: "It's a constant battle to create assessments that accurately measure grammar skills while also ensuring academic integrity in the online environment. We've had to modify our assessment strategies multiple times throughout the semester." This ongoing adaptation was evident in the analysis of course documents, which showed an average of 2.4 modifications to assessment methods per instructor during the semester.

The need to adapt traditional grammar teaching materials for online delivery posed ongoing challenges for instructors. I1 shared her experience: "Transforming our existing grammar materials into engaging online content is time-consuming and often requires skills we're still developing. It's an ongoing process of trial and error." This challenge was reflected in student responses, with 65% reporting difficulty in understanding certain grammar concepts when presented solely through digital means.

This finding aligns with the Cognitive Load Theory (CLT) as discussed by Sepp et al. (2019) in their study published in the Journal of Computer Assisted Learning. They suggest that in digital learning environments, the extraneous cognitive load can increase due to the complexity of navigating online platforms, potentially impacting students' ability to process new grammatical concepts effectively. Furthermore, the Multimodal Learning Analytics model proposed by Sharma and Giannakos (2020) in Computers & Education emphasizes the importance of leveraging various modalities in online learning environments. This model suggests that the challenge of adapting grammar materials for online delivery lies not just in digitization, but in effectively integrating multiple modes of representation (text, audio, video, interactive elements) to enhance comprehension and engagement with grammatical concepts in virtual settings.

These theories underscore the complexity of adapting traditional grammar materials for online instruction and highlight the need for innovative approaches that consider both cognitive load management and multimodal integration in the development of digital grammar resources.

DISCUSSION

The findings of this study provide valuable insights into the complex landscape of online grammar instruction in the English Language Education at IAIN Parepare. This section will interpret the key findings, relate them to existing literature, and discuss their theoretical and practical implications.

Effectiveness of Interactive Digital Tools and Personalized Feedback

Analysis of participation data demonstrates that interactive digital tools increased student engagement by 35% at IAIN Parepare, supporting Chen et al.'s (2021) findings on computer-assisted language learning effectiveness. This increase breaks down into specific measurable components: increased question-response rates (20%), voluntary participation in grammar exercises (12%), and peer-to-peer interactions (3%). The effectiveness rating of personalized feedback (4.7/5) correlates with specific improvements in grammar accuracy, with students showing a 25% reduction in common grammatical errors after receiving structured feedback, aligning with Hattie and Timperley (2007) research on feedback impact in learning environments..

effectiveness across different feedback types: immediate automated corrections (3.9/5), detailed instructor comments (4.7/5), and peer feedback (3.5/5). These variations reflect Hattie and Timperley's framework on feedback levels, with the highest effectiveness observed in task-level and process-level feedback. Analysis of student performance data reveals that instructor feedback incorporating cultural context and specific grammar points yielded the highest improvement rates in subsequent assessments.

The Role of Flipped Classroom Approach

The data reveals a 22% improvement in grammar test scores through flipped classroom implementation at IAIN Parepare. This finding extends Bergmann and Sams (2007) research on flipped learning effectiveness in educational settings. The improvement manifests in three key areas: increased accuracy in complex grammatical structures (15%), better application of grammar rules in writing tasks (5%), and improved error identification abilities (2%). The implementation rate of 80% among instructors subdivides into full implementation (65%) and partial implementation (15%), with corresponding variations in student performance outcomes, reflecting the adaptation patterns identified in Mehring and Leis' (2018) study of flipped classrooms in language education.

Student performance data indicates that pre-class material engagement correlates with specific learning outcomes: higher participation rates in synchronous discussions (28% increase), improved preparation levels (35% of students completing pre-class tasks), and enhanced retention of grammar concepts (demonstrated by a 18% reduction in revision requests). These patterns, emerging consistently across different proficiency levels within the EFL content, support Hao's (2016) findings on the importance of pre-class engagement in online learning environments.

Challenges in Online Grammar Instruction

The data indicates that technical issues affected 45% of students during online grammar instruction at IAIN Parepare. Analysis of student survey responses reveals that this percentage manifests in three distinct areas: internet connectivity disruptions (28%), device limitations (12%), and platform accessibility issues (5%). These findings align with Suryani and Hasan (2023) research highlighting infrastructure as a significant challenge in Indonesian online education. The technical barriers resulted in measurable impacts on learning outcomes, with affected students showing a 15% lower completion rate for synchronized grammar activities compared to those without technical constraints.

The relationship between technical challenges and student engagement emerges in quantifiable patterns. Student survey data shows that 68% engaged in multitasking during online lessons, with detailed analysis revealing higher rates during periods of unstable connectivity. This data supports Patty and Bilung (2023) observations regarding the challenges of cultivating practical language skills in online environments, particularly in the specialized context of English instruction. The correlation between technical reliability and learning focus demonstrates the concrete impact of infrastructure limitations on online grammar instruction effectiveness in Indonesian higher education settings.

Assessment Integrity and Adaptation in Online Environment

Assessment data reveals that 79% of students expressed concerns about evaluation methods in the online environment, highlighting a critical challenge in Indonesia's transition to online language education. Further analysis breaks down these concerns into specific categories: test fairness (45%), technical reliability during assessments (22%), and authentication issues (12%). These findings extend Dawson's (2016) research by demonstrating specific assessment security challenges within Indonesian Islamic higher education contexts. The frequency of assessment modifications, averaging 2.4 changes per instructor during the semester, documents the dynamic adaptation process required in institutions like IAIN Parepare, supporting Guangulet al. (2020). framework while providing concrete implementation data from an Indonesian perspective.

The documented assessment modifications at IAIN Parepare establish a practical framework for other Indonesian Islamic institutions transitioning to online grammar instruction. The three primary adaptation strategies - time-bound evaluations (38% of modifications), oral assessments (42%), and project-based assessments (20%) - demonstrate viable solutions that address both technological constraints and pedagogical needs in similar institutional contexts. These adaptations build upon Herrington and Herrington's (2006) principles while providing specific evidence of their effectiveness in Indonesian EFL settings. The consistent grade distributions across different assessment formats offer valuable benchmarks for maintaining assessment integrity in similar institutional environments.

Theoretical and Practical Implications

The findings from IAIN Parepare extend current theoretical frameworks while providing practical insights for online grammar instruction in Indonesian

Islamic higher education. The documented 35% increase in student engagement through interactive platforms supports Chapelle and Sauro's (2017) computer-assisted language learning framework, while demonstrating its effectiveness in resource-varied environments. This data provides concrete benchmarks for technology integration in similar Indonesian institutions.

The research findings enhance Ellis et al.'s (2019)) task-based language teaching approach by showing its adaptation in online settings. The 22% improvement in grammar test scores through flipped classroom implementation demonstrates how traditional teaching frameworks can effectively transition to digital platforms. This implementation reflects Garrison et al.'s (2010) Community of Inquiry framework, with the 80% successful implementation rate providing evidence of feasible cognitive presence in online grammar instruction.

Building upon Sun's (2014) online language pedagogy, this study documents specific assessment strategies within the Indonesian context. The systematic adaptation of assessment methods, with measurable improvements in completion rates, offers practical solutions for maintaining academic integrity while addressing local technological constraints. These findings establish an evidence-based framework for implementing online grammar instruction that addresses the specific needs of Indonesian Islamic higher education institutions.

Practical Implications and Recommendations

Based on the findings, several practical recommendations can be made:

1. Institutions should invest in robust technical infrastructure and provide support to mitigate technical issues that disrupt online learning.
2. Professional development programs for instructors should focus on effective implementation of flipped classroom approaches and the integration of interactive digital tools in grammar instruction. This recommendation is supported by Zou et al.'s (2020) study on the importance of teacher training in technology-enhanced language learning.Develop strategies to enhance student engagement in online environments, possibly through gamification or more frequent, shorter learning segments.
3. Develop strategies to enhance student engagement in online environments, possibly through gamification or more frequent, shorter learning segments. This approach is consistent with Huang et al.'s (2019) research on the positive impact of gamification on student motivation and engagement in online language learning.
4. Explore innovative assessment methods that are both authentic and resistant to academic dishonesty in online settings. This recommendation aligns with the findings of Kılıçkaya (2017) on the effectiveness of alternative assessment methods in online language courses.
5. Foster a community of practice among online grammar instructors to share effective strategies and collaboratively address common challenges.

Limitations and Future Research Directions

While this study provides valuable insights, it is limited by its focus on a single institution. Future research could expand to multiple institutions across Indonesia to provide a more comprehensive picture of online grammar instruction

in the country. Additionally, longitudinal studies could help understand the long-term impact of various online teaching strategies on students' grammar proficiency. Further research is also needed to explore the potential of emerging technologies, such as virtual reality and artificial intelligence, in enhancing online grammar instruction. These technologies could potentially address some of the engagement and assessment challenges identified in this study (Baumert et al. 2020).

In conclusion, this study highlights both the potential and the challenges of online grammar instruction in the context of Indonesian higher education. The findings align with Lamb and Arisandy's (2020) observations on the complexities of English language teaching in Indonesia in the digital age. By addressing the identified challenges and building on successful strategies, institutions like IAIN Parepare can enhance the effectiveness of their online English language programs. This approach can contribute to the broader goal of improving English language proficiency among Indonesian students, potentially addressing the "English language crisis" described by Renandya et al. (2018) in the Indonesian context.

CONCLUSION

This study on online grammar instruction at IAIN Parepare has revealed both promising strategies and persistent challenges in the digital language learning landscape. The effectiveness of interactive digital tools, personalized feedback, and flipped classroom approaches demonstrates the potential for enhancing student engagement and learning outcomes in online environments. However, the challenges of technical issues, maintaining student engagement, and ensuring assessment integrity underscore the need for continued innovation and support in online education. Based on these findings, we recommend that institutions invest in robust technical infrastructure, provide targeted professional development for instructors on effective online teaching strategies, and explore innovative assessment methods that are both authentic and secure. Furthermore, future research should expand to multiple institutions across Indonesia, conduct longitudinal studies on the long-term impact of online grammar instruction, and investigate the potential of emerging technologies such as virtual reality and artificial intelligence in addressing current challenges. By addressing these areas, institutions can enhance the effectiveness of their online English language programs, ultimately contributing to improved English language proficiency among Indonesian students in the digital age.

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AN INDONESIAN POLITICIAN'S LEADERSHIP THROUGH SPEECH DURING COVID-19 PANDEMIC

[1]Diah Merrita*
[1]English Department, Universitas LIA, Indonesia

ABSTRACT

During the Covid-19 pandemic, leadership played a crucial role in guiding the direction of a country. This research aims at analyzing speech delivered by the Jakarta Governor, Anies Baswedan, during the Covid-19 pandemic taken from online news media. To explore the identity, relational, and ideational dimensions of the speech, the research employs discourse analysis based on the first three-level framework proposed by Fairclough. The three-skill approach is also utilized to discover leadership values embedded in the Governor's utterances during the pandemic, focusing on his actions and leadership qualities. The findings of this study reveal that he constructs himself as a leader who has taken actions to tackle the plague, a leader who is strict sentencing anyone who disobeys the regulations, a leader who concerns about his people's safety, and a leader who works collaboratively rather than ndividually. Other findings also explain that his utterances align with the three-skill approach such as the ability in defining problems, communicating goals, planning, employing social judgment skill, and having knowledge.

Keywords: *Covid-19 Pandemic; Leadership; Political Discourse*

ABSTRAK

Selama masa pandemik Covid-19, kepemimpinan memainkan peran penting dalam mengarahkan arah suatu negara. Penelitian ini bertujuan untuk menganalisis teks pidato yang dituturkan oleh Gubernur Jakarta dari media pemberitaan daring. Untuk mengeksplorasi dimensi identitas, hubungan, dan ideasi dari pidato tersebut, penelitian ini menggunakan analisis wacana berdasarkan kerangka tiga level pertama yang digagas oleh Fairclough. Pendekatan tiga keterampilan juga digunakan untuk mengungkap nilai-nilai kepemimpinan yang terkandung dalam tuturan Gubernur selama pandemi, dengan fokus pada tindakan dan kualitas kepemimpinannya. Hasil dari penelitian ini mengungkapkan bahwa Anies Baswedan mengkonstruksikan diri sebagai pemimpin yang telah melakukan banyak hal untuk mengatasi wabah, pemimpin yang tegas, yang akan memberikan sanksi kepada siapapun yang melanggar aturan, pemimpin yang peduli terhadap keselamatan warganya, dan pemimpin yang bekerja secara kolaboratif bukan individual. Temuan lain juga menjelaskan bahwa tuturan Anies Baswedan sejalan dengan pendekatan tiga keterampilan seperti kemampuan dalam mendefinisikan masalah, mengkomunikasikan tujuan, merencanakan, menggunakan keterampilan penilaian sosial, dan memiliki pengetahuan.

Kata Kunci: *Kepemimpinan; Pandemik Covid-19; Wacana Politik*

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*Correspondence:
diahmer@universitaslia.ac.id

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INTRODUCTION

Coronavirus, a contagious disease, was first discovered in Wuhan, China, in 2019. It becomes a global pandemic since the virus is also found across the countries, contaminated more than one million people, and killed more than 55,000 up to April 3, 2020 (Sallard et al., 2020). Indonesia, as the fourth most populous country, was predicted to be affected significantly by the virus (Djalante et al., 2020). In March 2020, the Indonesian Government announced Indonesia's two confirmed coronavirus cases, as reported by thejakartapost.com (Gorbiano, 2020). Meanwhile, in order to slow the spread of the confirmed cases, the Indonesian governments regulate a lockdown-like policy, which is the so-called Large-Scale Social Restriction and PSBB-variant which is Expanded and Tightened Social Restriction (Syuhada et al., 2021). Until 21 June 2021, World Health Organization reported that there were 178,118,597 confirmed cases worldwide, and based on the data, the number of confirmed coronavirus cases in Indonesia continues to increase by 1,989,909 cases per 21 June 2021 (Zakianis et al., 2021). Meanwhile, in June 2021, it was reported as the highest number of confirmed cases compared to the previous months (Azanella & Nugroho, 2020). Indonesia was also recorded as the highest number of COVID-19 cases in Southeast Asia (Nurbaiti, 2020), where Jakarta as the capital city was the top number of confirmed cases among other cities in Indonesia. Few months later, new coronavirus cases have fallen sharply from their peak (Reuters, 2021).

The COVID-19 pandemic sweeping countries in 2020 demanded action from leaders around the world to lead their people through a crisis (Hafner & Sun, 2021). Leadership was framed as the individual's ability to influence, motivate, and enable others to give contributions toward the effectiveness and success of the organizations (Northouse, 2019; Saleem, 2015). In other words, leadership is a process carried out by an individual to influence others to achieve objectives together (Merrita, 2021; Northouse, 2019. Leadership encompasses a range of actions, such as making responsive decisions, communicating them to the public, delivering targets, and generating trust and cooperation (Hafner & Sun, 2021). In short, leaders communicate by emphasizing their humanity (Vásquez, 2021).

Leadership has gained researchers' attention worldwide. The topic of leadership in research increases significantly to explain the complexities of its process (Northouse, 2019). While, political leadership style is seen as a crucial thing in disaster communication (Ewart et al., 2015). One of leadership styles, the three-skill approach, sees leadership skills as the ability to make the most of knowledge and competencies to accomplish objectives. It makes a leader as a center perspective and put attention on skills and abilities which can be learned and developed. This perspective also sees that to be an effective leader, one should have both knowledge and abilities (Northouse, 2019). It involves problem-solving skills, social judgment skills, and knowledge

The problem-solving skill encompasses nine key abilities that leaders employ: (1) *problem definition* which is the ability to define significant problems, (2) *cause/goal analysis* which is the ability to analyze the causes and goals, (3) *constraint analysis* which means the ability to identify the constraints, (4) *planning* which is the ability to formulate plans and actions, (5) *forecasting* which is defined as the ability to anticipate the implications of plans, (6) *creative thinking* which is defined as the ability to develop alternative approaches and new ideas, (7) *idea*

evaluation which is the ability to evaluate these alternative approaches' viability, (8) *wisdom* as the ability to evaluate the appropriateness of these alternative approaches, and (9) *sensemaking/visioning* which is the ability to articulate a vision that will help followers understand (Northouse, 2019). Furthermore, social judgment skills are the ability to understand people and system in social. These skills encompass (1) *perspective* as the behavior that people have toward problems or solution, (2) *social perceptiveness* as the awareness on how people function in an organization, and (3) *social performance* which is defined as the leadership competencies. The third aspect of competencies is knowledge which is related to the implementation of problem-solving. Also, it is related to how leaders attempt to solve problems. Leaders with knowledge recognize much about the task and people which are related to each other (Northouse, 2019).

Meanwhile, some scholars define discourse as a social practice and interaction (Fairclough, 1992; Wang, 2017). Van Dijk also argues that it is not basically a dialogical structure, however it also serves as a tool for politics, influencing and reflecting the social dynamics between participants and their affiliations (Gowhary et al., 2015). The political discourse during the COVID-19 pandemic deals with how political leaders conceptualize the virus and frame its effects in public statements and official speeches which affect not only individual behaviors but also public health outcomes (Jaworska & Vásquez, 2022). Political leadership was necessary for handling the COVID-19 pandemic since leaders imposed to take decisions for the sake of people (Sambaraju, 2022). In relation to political leaders, character is a quality that can lead people to be more outstanding than others. It also covers their ability to face challenges and difficulties (Rokhman et al., 2014). Fairclough (1992; 2013) opines that discourse contributes to frame social identity, subject position, and social relation among individuals. One of the three dimensional levels proposed by Fairclough (1995) is text. Text analysis is conducted to reveal how social identity and social relation are constructed through vocabularies, grammatical features, cohesion, and a text structure (Fairclough, 1992, 1995; 2013b; Xie & Ding, 2016; Zulkifli, 2015). Vocabularies are related to their use since they can be applied in certain ways. Grammatical features deal with vocabularies combined into a clause and a sentence which refer to transitivity, theme, and modality (Fairclough, 1992). Meanwhile, cohesion is a relation of meaning existing in text and each element is related to each other (Halliday & Hasan, 1976). Moreover, Fairclough (1992) adds that the structure text is defined as something referring to a bigger text property or in other words, it is an architecture text.

Research addressing a similar issue in political leadership was conducted by Tessema (2019). His research investigated the construction of leadership in online business magazines published between 2015 and 2018. By using Foucauldian discourse analysis, his research revealed that leadership in the business media is portrayed in certain ways to suit the leadership industry. The text constructed leaders as the ultimate makers. Another research was organized by Hafner and Sun (2021) investigating discursive leadership from New Zealand (NZ) government press briefings from January 2020 to September 2020. They examined not only the micro-level linguistic and non-linguistic cues, but also the macro social context. Also, they involved their analysis on positioning, framing, metaphor, and rhetorical

structure. The findings revealed how important positioning and framing were in the leadership discourse. Some frames were used to argue, while Ardern positioned herself as just another one of the team. She also used both transactional and relational talk to cultivate NZer's team spirit.

While Hafner and Sun (2021) focused on discursive leadership by positioning, framing, metaphor, and rhetorical structure and Tessema (2019) concerned about the construction of leadership in online business magazines, this study investigates the text analysis proposed by Fairclough and examines the three-skill approach a leader has through speech using Mumford, Todd, Higgs, and McIntosh's notion (Northouse, 2019). Thus, this study questions: (1) how leadership is presented by the Jakarta Governor through speech during the Covid-19 pandemic using the text analysis proposed by Fairclough; and (2) what leadership values emerging through speech related to the three-skill approach of leadership style. The objectives of this study are to (1) examine the text analysis (the first level of the three dimensional) related to a Jakarta Governor's press briefings during Covid-19 pandemic, and (2) find out the Jakarta Governor's utterances which are in line to the three-skill approach of a leadership style.

METHOD

This research employs a discourse analysis and the data comprise three press conferences published in April, August, and September 2020 in *Merdeka*, *IDN Times*, and *Jakarta Bisnis* online newspapers. The selection of these speeches was motivated by the following criteria. First, they were published to declare commitment in tackling COVID-19 virus, hence aligning with the political leadership style. Second, the press conferences were published at the time when the government began to issue prevention acts regarding the spread of the virus. Third, the press conferences were conducted by the Jakarta Governor, Anies Baswedan who served from 2017-2022 and was in charge in tackling the virus since Jakarta reached the highest cases among other cities in Indonesia.

The analysis process was begun by ensuring that the Jakarta Governor's personal thoughts emerged in the texts. Then, the texts were examined by breaking them down into groups of sentences based on each topic delivered. They were analyzed to find out the linguistics features in the first level of dimension (Fairclough, 1992), such as vocabulary, grammatical feature, cohesion, and text structure. Next, the texts were identified to see which leadership characteristics of the three-skill approach emerged, such as problem-solving skills, social judgment skills, and knowledge.

FINDINGS

Text Dimension

Text analysis is conducted to reveal how social identity and social relation are constructed through vocabulary, grammatical feature, cohesion, and a text structure (Fairclough, 1992). The following are sentences as well as the analysis taken from the three speeches.

(a) The government keeps carrying out their functions.
(*Pemerintahan terus menjalankan fungsinya*.)

(b) We, Jakarta Provincial Government, keep escalating the number of private hospitals.
(*Kami di Pemprov DKI setiap waktu terus menambah rumah sakit swasta yang bisa terlibat untuk menaikkan kapasitas*.)

(c) We, Jakarta Capital City Government with The Indonesian National Armed Forces and Police, on Thursday, will distribute primary needs to citizens in densely populated areas and those who need them.
(*Kami di Pemprov DKI ini bersama dengan jajaran TNI dan Kepolisian Insya Allah mulai hari Kamis yang akan datang, lusa akan mulai memfasilitasi distribusi sembako kepada masyarakat di kawasan kawasan padat dam masyarakat yang memiliki kebutuhan*.)

(d) And we also inform all of you that Jakarta Provincial Government keeps being transparent, informing the truth based on facts.
(*Dan saya sampaikan kepada semua Pemprov DKI Jakarta tetap berkomitmen untuk selalu transparan menyampaikan apa adanya, menyampaikan sesuai dengan kenyataannya*.)

According to the four sentences above, they are constructed in active sentences involving a material process (sentence a, b, and c) such as *keeps carrying*, *keep escalating*, and *will distribute* with the use of subject *the government* and pronoun *we*. The material process is a process of doing involving actor and goal (Halliday & Matthiessen, 2004; Nugraha & Mahdi, 2020). The use of material process interprets the Jakarta Governor positions himself as a part of government cooperating with other parties not a single actor taking a big role in solving a crucial issue in Jakarta. This is also something he emphasizes since the pronoun is positioned at the beginning of sentences. Meanwhile, sentence (d) is verbal process showing the act of saying that is *inform*. The following is a table showing a classification of sentences which belong to a material and verbal process.

Table 1. **Grammatical Feature**

	Actor	**Material Process**	**Circumstance**
	Theme	**Rheme**	
Sentence (a)	The government	keeps carrying out	their functions
Sentence (b)	We, Jakarta Provincial Government	keep escalating	the number of private hospitals
Sentence (c)	We, Jakarta Capital City Government with The Indonesian National Armed Forces and Police	will distribute	primary needs to citizens in densely populated areas and those who need them.
	Sayer	**Verbal Process**	**Reported**
	Theme	**Rheme**	
Sentence (d)	We	also inform	All of you that Jakarta Provincial Government keep being transparent, informing the truth based on facts.

A modality *will* in (c) also indicates a plan of his and other parties' actions regarding a primary needs distribution to citizens. The word *keep* also shows that their actions are carried out sustainably. Moreover, the word *transparent* in (d) shows that there is nothing they hide, everything is informed to public based on facts.

Meanwhile, as explained by Halliday and Hasan (1976), cohesion refers to relations of meaning existing in text and each element is related to each other. To link the previous and following ideas, the use of conjunctions is necessary. The conjunctions found within the speech are *but*, *if*, and *and* as stated in the following.

(a) This is not for the sake of other people, but for all of us.
(*Ini bukan untuk kepentingan siapa siapa tapi untuk kepentingan kita semua*.)

(b) One more time, this is about saving Jakarta citizens. If it is ignored, hospitals cannot accommodate them, and mortality rate will be high.
(*Sekali lagi ini soal menyelamatkan warga Jakarta, bila ini dibiarkan maka, rumah sakit tidak akan sanggup menampung dan efeknya kematian akan tinggi terjadi di Jakarta*.)

(c) Jakarta Capital City Government, police, and The Indonesian National Armed Forces will regulate and ensure that large-scale social restriction is obeyed by all citizens.
(*Jajaran Pemprov, kepolisian dan TNI akan melakukan kegiatan penertiban dan juga memastikan bahwa seluruh ketentuan PSBB diikuti oleh seluruh masyarakat*.)

The two clauses in (a) are combined with a conjunction *but* indicating there is an opposite argument between the ideas in each clause. The first clause informs us that the rules regulated by the government is not for the sake of other people, however they are intended for Indonesians' interest. Meanwhile, a conjunction *if* in (b) in the first clause indicating that the sentence is written using a conditional sentence and there is a close relation between the first and the second clause. The Jakarta Governor portrays his concern towards citizens' needs. In (c), a conjunction *and* is used to combine words and phrases emphasizing that the Jakarta Governor works cooperatively with police and The Indonesian National Armed Forces to tackle the plague.

Identity, Relational, Ideational

The analysis of the first dimension, text, is conducted to recognize identity, relation, and ideational in a discourse. Identity refers to the way social identity is constructed. While, the relation sees social relationship among participants in a discourse and the ideational sees how the text refers to a process, an entity, and a relation (Fairclough, 1992). Lying on that schema, the explanation of identity, relation, and ideational emerging in Anies Baswedan's utterances is shown as follows.

As a leader who has taken actions to tackle the plague

Anies Baswedan who was in charge as the Jakarta Governor at that time showed that he and his team have carried out varieties of actions to solve the case. It emerged using verbs such as *keep carrying, keep fighting, keep escalating, regulate a lockdown-like policy*, *provide many guidebooks,* and *significantly reduce*. The sentences are as follows.

(a) The government keeps carrying out their functions.
(Pemerintahan terus menjalankan fungsinya.)
(b) We, Jakarta Provincial Government, keep escalating the number of private hospitals.
(Kami di Pemprov DKI setiap waktu terus menambah rumah sakit swasta yang bisa terlibat untuk menaikkan kapasitas.)

(c) By referring to this emergency, Jakarta has no more options unless regulate a lockdown-like policy as soon as possible.
(Maka dengan melihat kedaruratan ini, maka tidak ada banyak pilihan bagi Jakarta kecuali untuk menarik rem darurat sesegera mungkin.)

(d) We have to inform others that we have already provided many guidebooks.
(Kami harus sampaikan kepada semua bahwa banyak informasi panduan yang sudah disiapkan, yang sudah digunakan.)

(e) We keep fighting, we are never silent and we share duties.
(Kita terus bergerak, kita tidak pernah diam dan kita berbagi tugas.)

(f) In the name of Allah, Jakarta significantly reduces mortality rate.
(Atas izin Allah Jakarta secara signifikan berhasil menekan angka kematian itu.)

The actions are for the sake of Indonesians

Not only showing that he and his team have carried out various actions to solve the case, he also showed that what he and his team did was for the sake of Indonesians. In several utterances, he kept saying that he would distribute social aid and uttered *citizens* for several times. Also, he emphasized his utterances by saying that what he and his team did was to save citizens' lives. The utterances are shown as follows.

(a) Jakarta Capital City Government with Central Government will provide social aid to impoverished citizens.
(Pemprov DKI Jakarta nanti bersama juga dengan pemerintah pusat akan menyiapkan bantuan sosial kepada warga miskin.)

(b) We, Jakarta Capital city Government with The Indonesian National Armed Forces and Police, on Thursday, will distribute primary needs to citizens.
(*Kami di Pemprov DKI ini bersama dengan jajaran TNI dan Kepolisian insyaAllah mulai hari Kamis yang akan datang, lusa akan mulai memfasilitasi distribusi sembako kepada masyarakat di kawasan kawasan padat dam masyarakat yang memiliki kebutuhan.*)

(c) One more time, this is about saving Jakarta citizens. If it is ignored, hospitals cannot accommodate them, and mortality rate will be high.
(*Sekali lagi ini soal menyelamatkan warga Jakarta, bila ini dibiarkan maka, rumah sakit tidak akan sanggup menampung dan efeknya kematian akan tinggi terjadi di Jakarta.)*

(d) So, we will distribute social aid to those who are impoverished and prone to impoverished on the following Thursday.
(*Jadi masyarakat miskin dan rentan miskin itu semua nanti kita akan distribusikan insyaAllah mulai hari Kamis yang akan datang*.)

(e) This is not for the sake of other people, but for all of us.
(*Ini bukan untuk kepentingan siapa siapa tapi untuk kepentingan kita semua*.)

(f) The only purpose is to save Jakarta citizens' lives.
(*Tujuannya tidak lain tidak bukan menyelamatkan keselamatan nyawa warga Jakarta*.)

(g) All people in charge are obliged to fulfil impoverished citizens' needs during large-scale social restriction.
(Seluruh komponen pemerintah berkewajiban untuk memenuhi kebutuhan bagi masyarakat miskin dan rentan miskin untuk mendapatkan bantuan selama masa PSBB ini.)

A strict leader who would sentence anyone who disobeyed

Being a strict leader who would sentence anyone who disobeyed the rule is also emerged through the text. He emphasized that he would take strict actions, regulated and ensured the rules were obeyed while coordinating with other parties, and mentioned article 27 and 93 as the sentence reference. These portrayed his seriousness as a part of various actions he did to stop the spread of the virus. The utterances are shown as follows.

(a) And we will take strict actions.
(*Dan kami akan mengambil tindakan tegas*.)

(b) Jakarta Capital City Government, police, and The Indonesian National Armed Forces will regulate and ensure that large-scale social restriction is obeyed by all citizens.
(*Jajaran Pemprov, kepolisian dan TNI akan melakukan kegiatan penertiban dan juga memastikan bahwa seluruh ketentuan PSBB diikuti oleh seluruh masyarakat*.)

(c) Sentences given are in accordance with article 27 that any violation towards large-scale social restriction will be sentenced constitutionally including crimila charge.
(*Sanksi dalam hal ini sesuai dengan ketentuan yang ada bahwa ini ada di dalam pasal 27, pelanggaran atas pelaksanaan PSBB dikenakan sanksi sesuai dengan ketentuan perundang-undangan termasuk sanksi pidana*.)

(d) We will do it together with law enforcement officers to ensure that these rules are obeyed including rules written in article 93 number 6 in 2018 regarding health quarantine that they who violate can be charged in prison within a year and a hundred million fine.
(*Prosesnya nanti kita akan kerjakan bersama-sama dengan aparat penegak hukum untuk memastikan bahwa seluruh ketentuan ini dilaksanakan, termasuk juga ketentuan yang ada di pasal 93 Undang-undang nomor 6 tahun 2018 terkait Karantina Kesehatan, dimana bisa mendapatkan sanksi hukuman selama-lamanya 1 tahun dan denda sebesar-besarnya 100 juta rupiah*.)

A leader working collaboratively not individually

The second element, relation, is emerged through the text by mentioning some parties who were involved in tackling the plague, they were Jakarta Capital City Government, police, and The Indonesian National Armed Forces. The way he mentioned all the parties involved interpreted that he did not work alone, he was a cooperative figure, and he did not intend to be the man behind all actions. The utterances are shown as follows.

(a) We cooperate with any parties and any laboratories to ensure that our detection ability is high.
(*Kita bekerja sama dengan berbagai jejaring, berbagai lab untuk memastikan kemampuan deteksi kita selalu tinggi.*)

(b) We, Jakarta Capital city Government with The Indonesian National Armed Forces and Police, on Thursday, will distribute primary needs to citizens.
(*Kami di Pemprov DKI ini bersama dengan jajaran TNI dan Kepolisian insyaAllah mulai hari Kamis yang akan datang, lusa akan mulai memfasilitasi distribusi sembako kepada masyarakat di kawasan kawasan padat dam masyarakat yang memiliki kebutuhan.*)

In addition, Anies Baswedan mostly constructed his utterances in active sentences in which the pronoun *we* or the doer was written at the beginning of the sentence. The following are the examples.

(a) And we will take strict actions.
(Dan kami akan mengambil tindakan tegas.)

(b) We cooperate with any parties and any laboratories to ensure that our detection ability is high.
(*Kita bekerja sama dengan berbagai jejaring, berbagai lab untuk memastikan kemampuan deteksi kita selalu tinggi.*)

On the other hand, there is a sentence showing pronoun *I* in the first clause, however it is followed by another clause using subject *we*. The example is as follows.

> And I also need to inform that by re-regulating Large-Scale Social Restriction, we are obliged to provide social aid to those who get affected the most. We have to take actions inclining to ours.
> (*Dan saya perlu sampaikan juga dengan kembali berlakunya PSBB, maka kami di pemerintah berkewajiban memberikan dukungan bantuan sosial kepada masyarakat yang paling rentan terdampak. Kita harus mengambil langkah-langkah yang berpihak pada sesama*.)

The Three-Skill Approach of A Leadership Style

As explained by Northouse (2019) that the three-skill approach sees leadership skills as the ability to make the most of knowledge and competencies to accomplish objectives. The following are sentences taken from the Jakarta Governor's speech which align with the abilities in the three-skill approach.

1. Problem-Solving Skills

The problem-solving skills involve nine key problem-solving skills, while based on the utterance, there are three skills emerge, which are as follows.

1.1. Problem Definition

It is the ability that the leader has to define issues or significant problems (Northouse, 2019). The following sentences show that the Jakarta Governor recognized what became the major problem by the use of pronoun 'it' which refers to the regulation he made. While, in the second part, by the use of demonstrative pronoun 'this' and the word 'emergency', it supports how the leader recognized the significant problem he faced. The sentences showing this kind of ability are as follows.

(a) One more time, this is about saving Jakarta citizens. If it is ignored, hospitals cannot accommodate them, and mortality rate will be high.
(*Sekali lagi ini soal menyelamatkan warga Jakarta, bila ini dibiarkan maka, rumah sakit tidak akan sanggup menampung dan efeknya kematian akan tinggi terjadi di Jakarta*).

(b) By referring to this emergency, Jakarta has no more options unless regulating a lockdown-like policy as soon as possible.
(*Maka dengan melihat kedaruratan ini, maka tidak ada banyak pilihan bagi Jakarta kecuali untuk menarik rem darurat sesegera mungkin*).

1.2 Cause or Goal Analysis

It is the ability to analyze the causes or goals relevant to addressing problems (Northouse, 2019). The following sentences show that the Jakarta Governor delivered his goals which were to save Jakarta citizens' lives and ensure that the policy was obeyed by them. The utterances which align to this category are as follows.

(a) The only purpose is to save Jakarta citizens' lives. (*Tujuannya tidak lain tidak bukan menyelamatkan keselamatan nyawa warga Jakarta*).

(b) Jakarta Capital City Government, police, and The Indonesian National Armed Forces will regulate and ensure that large-scale social restriction is obeyed by all citizens. (*Jajaran Pemprov, kepolisian dan TNI akan melakukan kegiatan penertiban dan juga memastikan bahwa seluruh ketentuan PSBB diikuti oleh seluruh Masyarakat*).

1.3 Planning

It is the ability to formulate plans, mental simulations, or limiting factors, influencing any problem solution (Northouse, 2019). The utterances below show how the Jakarta Governor communicated his plans to stop the spread of the virus by regulating the Large-Scale Social Restriction and ensuring impoverished citizens' need by giving social aid.

(a) And I also need to inform that by re-regulating Large-Scale Social Restriction, we are obliged to provide social aid to those who get affected. (*Dan saya perlu sampaikan juga dengan kembali berlakunya PSBB, maka kami di pemerintah berkewajiban memberikan dukungan bantuan sosial kepada masyarakat yang paling rentan terdampak*).

(b) All people in charge are obliged to fulfil impoverished citizens' needs during large-scale social restriction. (*Seluruh komponen pemerintah berkewajiban untuk memenuhi kebutuhan bagi masyarakat miskin dan rentan miskin untuk mendapatkan bantuan selama masa PSBB ini*).

2. Social Judgment Skills

Social judgment skills are the capacity to understand people and social systems encompassing perspective taking, social perceptiveness, and social performance (Northouse, 2019). The following utterances align with social performance skill in which leaders, as the mediator, need to be able to communicate their vision to others by giving them direction and support.

And I also need to inform that by re-regulating Large-Scale Social Restriction, we are obliged to provide social aid to those who get affected. We have to take actions inclining to ours.
(*Dan saya perlu sampaikan juga dengan kembali berlakunya PSBB, maka kami di pemerintah berkewajiban memberikan dukungan bantuan sosial kepada masyarakat yang paling rentan terdampak. Kita harus mengambil langkah-langkah yang berpihak pada sesama*).

3. Knowledge

Leaders with knowledge recognize much about the organization, products, tasks, people which are related to each other. This capacity also sees how leaders contemplate complex issues and identify possible strategies for appropriate change (Northouse, 2019). The following utterances show how the Jakarta Governor recognized what he was supposed to do by avoiding mortality rate which would affect hospital capacities, collaborating with any parties, and providing guidebooks. The utterances are as follows.

(a) One more time, this is about saving Jakarta citizens. If it is ignored, hospitals cannot accommodate them, and mortality rate will be high. (*Sekali lagi ini soal menyelamatkan warga Jakarta, bila ini dibiarkan maka, rumah sakit tidak akan sanggup menampung dan efeknya kematian akan tinggi terjadi di Jakarta*).

(b) We cooperate with any parties and any laboratories to ensure that our detection ability is high. (*Kita bekerja sama dengan berbagai jejaring, berbagai lab untuk memastikan kemampuan deteksi kita selalu tinggi*).

(c) We have to inform others that we have already provided many guidebooks. (*Kami harus sampaikan kepada semua bahwa banyak informasi panduan yang sudah disiapkan, yang sudah digunakan*).

DISCUSSION

Based on the analysis of the first dimensional level in speech text, identity, relational, and ideational elements emerge into several image representations showed by the Jakarta Governor. Regarding identity, the utterances reflect him as a leader who has taken actions to tackle the plague. This interpretation emerges through words such as *keep carrying, keep escalating*, and *keep fighting*. The research findings indicate that words are used to construct the image of a leader, which is similar to Tessema's (2019) research.

Furthermore, being a leader who has taken actions to tackle the plague is not the only image revealed. Other images such as a leader whose actions are for the sake of Indonesians and a strict leader who would sentence anyone who disobeyed the regulations are also emerged through text. By mentioning *social aid*, *impoverished citizens*, and *saving Jakarta citizens* for more than one time indicates that this is the image he wished others would recognize. Uttering punishments for those who broke the regulations also led others to an image that he was strict. Therefore, text is related to each other through the use of certain words, phrases, or structures (Katznelson & Bernstein, 2017).

All those images were constructed by the use of vocabulary, grammatical feature, cohesion, and a text structure in speech text. As it is opined by Fairclough (1992) that social identity and social relation could be revealed by the use of them and are not always expressed explicitly (Ahlstrand, 2021). What has been conducted by Tessema (2019) also concerned about subject position in which leaders were portrayed as primary actors. This research finding also aligns with it where the Jakarta Governor, Anies Baswedan, positioned himself as a doer who took actions, trying to tackle the plague collaboratively with other parties in charge. This finding could be revealed by the use of material process—a process of doing involving actor and goal (Halliday & Matthiessen, 2004). As its name, material process, most of the

sentences were constructed in active sentences meaning in the sentences, subjects are mentioned followed by verbs. Moreover, to support an image through speech text, he repeatedly used a conjunction *and* and a pronoun *we* to emphasize that he did not work individually, otherwise he worked cooperatively with police and Indonesian National Armed Forces. The use of pronoun *we* also emerged in research finding conducted by Hafner and Sun (2021), it was used to refer to the NZ government team as a way the Prime Minister, Jacinda Ardern, positioned herself.

The researcher also leans on the three-skill approach as one of the concepts of leadership. In the first-skill approach, the concept introduced the term problem-solving skills encompassing nine key problem-solving skills. Based on the finding, out of nine skills, there are three skills emerge through text which are problem definition, cause or goal analysis, and planning skills. As written earlier that problem definition skill is the ability that a leader has to define issues or significant problems (Northouse, 2019). Through text, the Jakarta Governor, Anies Baswedan, recognized what he and Jakarta citizens were experiencing. It was revealed by saying if the regulations were ignored, hospitals would not accommodate patients, mortality rate would also be high, and he had no option unless regulating a lockdown-like policy. These actions are in line with what Northouse (2019) argues that leadership is a process to influence other people to attain aims. He also showed his ability in analyzing causes or goals by saying that the only purpose is to save Jakarta citizens' lives which means that his goal was his people's safety. A planning skill is also one of skills appeared through his speech. This is the ability on how a leader could communicate his plan and what he uttered showed it by saying that he regulated a Large-Scale Social Restriction as a preventive action and would distribute social aids to impoverished citizens.

The second skill as a part of the three-skill approach is social judgement skills. It is when a leader could communicate his vision by giving them directions (Northouse, 2019). The utterance of the Jakarta Governor aligns with it saying that he obliged his people to obey the regulations. What he did is a reflection of his attempt to persuade his people, as stated by Saleem (2015) that leaders persuade others by interacting with their subordinates. While, the third skill is knowledge, defined that a leader recognizes much about the tasks and can contemplate complex issues and identify possible changes (Northouse, 2019). This skill aligns with the Jakarta Governor saying that if regulations were ignored, hospitals could not accommodate which led to mortality rate. This is a reflection of what he recognized regarding the issue. Also, he showed his ability by saying that he cooperated with other parties to ensure a virus detection ability was high and he already provided many guidebooks. By providing many guidebooks indicates that he recognized what he did and even he produced something useful for others. In addition to it, this research finding aligns with Hafner and and Sun's finding (2021) revealing that the speech produced by Ardern, as NZ Government, explained practical issues and information plans to the public. She also gave instructions, set goals, and explained strategies. These are similar to what the Jakarta Governor did who defined issues, set and communicate goals, and showed his understanding of what he and his people were experiencing. While, Tessema (2019) found that a leader is portrayed as a hero, shield, protector, savior, and the first person to take the blow if anything goes unexpectedly.

This analysis specifically focuses on speech text and differentiates its focus from previous studies. This research's focus is on the discourse analysis, the leadership discourse, combined with a leadership approach. The ultimate goal is to see how leadership discourses frame a figure of a leader in a critical situation—pandemic. Moreover, this research finding remains the same as the previous studies which focused on leadership discourses.

CONCLUSION

The researcher discovers image representations through speech delivered by the Jakarta Governor, Anies Baswedan, during the Covid-19 Pandemic using the first level of the three dimensions proposed by Fairclough. Through text analysis, images as a leader who has taken actions for the sake of Indonesians, a strict leader who would sentence anyone who disobeyed the regulations, a leader who concerned about citizens' safety, and a leader who worked collaboratively rather than individually emerged. Also, the researcher finds out that his utterances align with the three-skill aproach such as the ability in problem definition, goals, planning, social judgement, and knowledge. Further research could investigate how other leaders lead their people in a crucial situation such as in this case, the Covid-19 pandemic.

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DIASPORIC CITIZENSHIP: SLAVERY, IDENTITY AND KINSHIP IN YAA GYASI'S *HOMEGOING*

[1]Cecilia Addei *, [2]Felicia Annin
University of Mines and Technology,
Tarkwa, Ghana (Corresponding*)
University of Environment and Sustainable Development
Somanya, Ghana

ABSTRACT
Homegoing, is the debut novel of Yaa Gyasi, a Ghanaian/American author. As such, the novel belongs to tradition of writings referred to as diasporic literature. This study explores how Yaa Gyasi, even though did not experience slavery, revisits this subject of slavery as a way of continuing the tradition of slave narratives like that of Frederick Douglas and Harriet Jacobs who experienced slavery. The study explores the representation of slavery in the novel, bringing out how slavery broke African kinship ties and left the characters in a form of identity crisis. This study argues that the novel is a representation of loss of kinship ties and identity and the search for same.

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*Correspondence:
caddei@umat.edu.gh

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ABSTRAK
Homegoing, adalah novel perdana Yaa Gyasi, seorang penulis Ghana/Amerika. Novel ini dikategorikan sebagai sastra diaspora. Tulisan ini mengeksplorasi bagaimana Yaa Gyasi, meskipun tidak mengalami perbudakan, meninjau kembali subjek perbudakan ini sebagai cara untuk melanjutkan tradisi narasi perbudakan seperti yang dialami Frederick Douglas dan Harriet Jacobs yang mengalami perbudakan. Tulisan ini mengeksplorasi representasi perbudakan dalam novel, mengungkap bagaimana perbudakan memutuskan ikatan kekerabatan Afrika dan meninggalkan karakter dalam bentuk krisis identitas. Tulisan ini berpendapat bahwa novel tersebut merupakan representasi dari hilangnya ikatan kekerabatan dan identitas serta pencariannya.
Kata Kunci: *Sastra diaspora,* Homegoing*, kekerabatan, identitas, Yaa Gyasi*

INTRODUCTION

Issues on slavery, identify and kinship are explored predominantly in both African and African American writings. These issues date back to the feminist writer, Aphra Behn's novel Oroonoko/ The Royal Slave (1688), the first European to explores the theme of slavery through the African and South American setting of kingship and the sale of Africans into slavery by Africans. Behn recounts the experiences of the protagonist, Oroonoko, an African prince, the only heir to his grandfather, the King of Coramantien, is lured into trading in selling African slaves to the whites and ends up captured as a slave. Behn's narrative resonates with Yaa Gyasi's *Homegoing* to a large extent. Even though Gyasi did not experience slavery, she revisits this subject of slavery as a way of continuing the tradition of slave narratives like that of Frederick Douglas and Harriet Jacobs who experienced slavery. Yaa Gyasi, though a Ghanaian, can be said to be following the tradition of most third-generation Nigerian writers whose writings have been

characterised by their interest in diaspora, transnationalism and identity (Jones, 2011).

Yaa Gyasi was born in Mampong, in the Ashanti Region of Ghana. At the age of two, she moved with her family to America, and was raised in Huntsville, Alabama. She was educated at Stanford and the Iowa Writers' Workshop where she learnt much about her background on a research trip to Ghana which inspired the writing of *Homegoing*.

The novel tells the story of two African sisters, Effia and Esi, who are separated at birth. Effia "the beauty", after she reaches puberty, is given to a British slave trader as a concubine in a slave castle where many blacks are held in a subterranean dungeon, to be shipped west and sold into slavery. Curious about sounds coming from below, Effia is told they are produced by "cargo." She has no idea that among those held in dungeon and soon to experience the Middle Passage is Esi, the sister she never met. The rest of the narrative follows descendants of Effia and Esi over six generations in a series of monographs that alternate between the two family lines. The novel switches between various family members while moving about in time and place as well as between the Ghanaians and their American descendants up to the present day. The novel draws characters who are immersed in more than 250 hard, transformative years in the African-American diaspora, beginning with the account of present-day Ghana, with tribal rivalries being exploited by British and Dutch colonists and slave traders.

In *Homegoing*, Gyasi creates a family's intergenerational experience of slavery, in which one branch of the family participates in the commerce of slavery in Africa while the other is sent to America as slaves. Effia's heirs are the ones engaging in slavery and to bring out their activities of slavery, each of them is assigned a chapter. Quey reveals himself as born of African descent but is raised among whites and educated in England. He grows to become a slave trader while his son James, is so disgusted by his family's participation in the slave trade that he escapes to Efutu land (presently called Winneba) in Ghana, where he lives as a farmer. Two generations later, we are presented with Yaw, a historian and teacher who is working on a book with the telling title "The Ruin of a Nation Begins in the Homes of its People" which symbolises both Africans who sell their black prisoners to whites, and America where there is racism. The chapter on Majorie brings Effia's line up to date. Majorie is a Stanford graduate student whose boyfriend, Marcus, is a fellow student devoted to exploring his family's history. Unknown to them, they are from the same lineage. Marcus' ancestry traces back to Esi, Effia's sister, and came to include the enslaved Ness, Kojo the fugitive slave, H, the coal miner, Willie, the Harlem housekeeper, and her son Sonny, a heroin addict, all of whom suffer from slavery in one way or the other.

The novel also contributes to the works of Ghanaian writers like Ayi Kwei Armah and to some extent Ama Ata Aidoo. As a writer, Armah is pre-occupied with Africa's future and the search for the African identity which feature so prominently in almost all his novels. In Armah's *Fragments*, he explores the plight of the protagonist, Baako, a been-to and his girlfriend, Juana, a diasporic citizen who takes up employment as a nurse in Ghana. The two struggle to find their identity as Africans but society frustrates their path. This theme is also explored, in part, in Ama Ata Aidoo's *The Dilemma of a Ghost*. Through the character of Eulalie, Aidoo explores

the return of the African American to her roots and her inability to fit into the African society. Gyasi, thus, continues the tradition of her literary 'parents'. However, I argue that Gyasi's work is an exploration of a loss of identity and the search for it by Africans living on the continent and those living in the diaspora. The rest of the sections discuss issues of slavery and kinship, slavery and the loss and search for identity.

METHOD

The main source of data for this study is *Homegoing* by Yaa Gyasi. The novel, written in English, explores the lives of enslaved Africans and their descendants in America as well as Black people who live on the African continent. This research uses qualitative data which is collected entirely from textual sources, the primary source being the novel, *Homegoing* while the secondary sources are the books and articles that have been written on *Homegoing*, slavery as well as identity. *Homegoing* has been critically analyzed to bring about issues of slavery and how it affects kinship and identity.

FINDINGS AND DISCUSSION

This paper examines how Yaa Gyasi's *Homegoing* (2016) revisits the topic of slavery, despite the author not experiencing it firsthand, and its impact on African kinship and identity. The central research question explores how slavery disrupts kinship ties and causes identity crises among the characters. The findings reveal that Gyasi's portrayal of slavery highlights the lasting effects on the characters' identities and their search for reconnection across generations. *Homegoing* thus contributes to understanding the ongoing legacy of slavery within the African diaspora.

Slavery And Kinship

In *Homegoing*, Gyasi raises a lot of questions about kinship. Jones (2010), defines kinship in simple terms as having "to do with aunts and uncles, matrilineages and patrilineages, and ascending and descending generations". Kinship, is achieved by sexual reproduction or social practice. In this way, the children or grandchildren of immigrants may be fully integrated as kinfolk; but for that matter, the offspring of two brothers are as much related because they were sustained by the same soil as because their fathers issued from the same parents (Sahlins, 2011, p. 4).

Homegoing reveals how wicked Africans could be in selling off their fellow Africans into slavery. The novel is a set of linked stories that start at the beginning of the West African slave trade in order to illustrate the ways in which West African elite were complicit in selling their own kin to the colonial powers.

Gyasi recounts how Africans captured their own kinsmen, enslaved them and sell them into Western slavery. Thus, the reader is reminded that it was not just the United States or Europe who was complicit in the slave trade. She does not idealize Africa in this act but gives an agentive role to Africans as being part of their own predicament. We see a Ghanaian woman naming her own people as being guilty. "Asante, Fante, Ga. British, Dutch, and American... and what does that say? We avenge lost lives by taking more? It doesn't make sense to me" (Gyasi, p. 98).

The novel portrays slavery as breaking kinship ties completely among Africans. For instance, in the same family, some can be slavers while others are

enslaved. This is seen in the portrayal of Effia and her sister, Esi. In the same Castle where Effia stays with her husband, the slave master, is where Esi lives among other slaves who suffer all forms of abuse including rape. Even her daughter she names Ness, who is born in America, resulted from her rape at the dungeon by a drunken soldier**.** Later, when Esi is shipped to America and Effia remains in Africa, kinship ties are broken. Esi is not even able to pick the stone which her mother gives her as symbolic of their family line, symbolising the fact that she has lost complete contact with her kin back home. This is symbolic of the African Americans who cannot trace their ancestry to any particular country in Africa. However, the "stones, alongside Maame's descendants, have survived white colonization, the Gold Coast slave trade, the slavery system of the American South, exploitative share cropping and coal mining systems, poverty, addiction in urban centers, and more. Marzette (2021) mentions, "The stones become symbols of Maame, of motherhood, of the land, of home" (p.107).

Getting to the end of the novel, we see two characters, Majorie and Marcus, whom the reader has been able to identify as distant kin, now feeling a connection with each other. After Marcus realized that Marjorie was from Ghana, he inquired if she ever returned to Ghana. Marjorie replies that she's been busy with schoolwork and has not been there since her grandmother died. "She gave me this. A family heirloom, I guess," she said, pointing at the necklace. That was when Marcus realized why Marjorie never took it off (Gyasi, 2016, p. 294). Even though they feel that their bond is largely a combination of physical attraction and a parallel racial and political itinerary, the reader has been able to locate this connection through the narrative from the seventeenth century to the present day, from the West African coastline to the American South to California. Their decision to visit Ghana signifies their search for kinship ties with "home." Marjorie convinces Marcus, "I bet you would like the beach in Cape Coast," she said. "It's beautiful there. Not like anything you would see in America." Marcus then becomes convinced and agrees to go with her. At Cape Coast Castle, exactly where Marcus's great-grandmother, Esi, left her family heirloom, Marjorie removes hers "from her neck, and placed it around Marcus's. 'Welcome Home' (Gyasi, 2016, p. 300). This proves Marjorie wrong when she tries to argue that she is different from the African American. Their coming home together signifies that both Africans and African Americans are the same people separated by slavery.

Slavery and Identity

Slavery is one of the major catastrophes that have ever been done and the one that existed for the longest period of time. Slavery has tortured millions of people around the world for almost four centuries, making it one of the greatest horrors of humanity (Cañellas i Bosch, 2018). Among the many ways in which slaver y affected humanity is the way it changed the identity of those affected.

Identity can be defined from the psychological point of view as well as sociological point of view. Psychologists see identity as the set of qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or a group. Sociologists on the other hand, lay emphasis on collective identity in which an individual's identity is strongly associated with role-behaviour or the collection of group memberships that define them. According to Brubaker and Cooper (2000,

p. 6), identity "denotes a fundamental and consequential sameness among members of a group or category".

The issue of identity in *Homegoing* is discussed from both sociological and psychological perspectives, with the argument that the novel portrays both the slaves taken across the ocean and those left in Africa as losing their identity. Identity in the novel is examined as a concept that highlights how actions—whether individual or collective—can be governed by particularistic self-understandings rather than by putatively universal self-interest (Brubaker & Cooper, 2000).

The novel has received a lot of critical attention with majority of them focusing on its representation of identity. However, a lot of these critical works have focused on the identity of those enslaved in the Americas. In his article: "Cultural Transition and Identity Issues as Part of Colonial Narrative in Yaa Gyasi's *Homegoing*", Mamta Kerketta talks about identity problems and cultural change as they are portrayed in the novel. He contends that "perception of superiority of European culture is portrayed through many motifs and symbols in *Homegoing*, portraying the idea of European culture's superiority through a variety of motifs and symbols." One of the prominent ways was the relationship between names and identity" (Gyasi, 2016, p. 22). Yerima and Ekwueme-Ugwu (2022)on their part, read *Homegoing* alongside Alex Haley's *Roots,* as novels that interrogate location as a fulcrum for hybrid identity creation for African characters in Africa, African Americans and African characters in the Diaspora. They argue that "regardless of regional difference and other nuances in the experiences of African American and African characters, hybrid identity creation for both African American and African characters, is tied to location—which, in this case, is Africa" (p. 368) and as such, they see the novels as representing location as a major influence on identity. In their article, "Rooting routes to trans-Atlantic African identities: the metaphor of female descendancy in Yaa Gyasi's *Homegoing*, Motahane, Nyambi, and Makombe (2021)examine how representations of female experiences of forced trans-oceanic African mobilities can potentially disrupt male-centred narratives and epistemologies, to become a critical site to read shifting trans-Atlantic African identities. Their study focuses on female experiences of being and becoming African and African American in America, which can be read as potentially illuminating and problematizing notions of African diasporic identities and in the process, charting new frames for re-imagining the present and future of African identities in the context of their pasts. Sackeyfio (2021) juxtaposes the characters' African identity with their alienation in America. She argues, "compelling experiences that re-connect Marjorie to Asante identity in Ghana are sharply juxtaposed with her alienation back in Alabama. Marjorie comes of age to racial dynamics as she is torn between her Ghanaian identity at home and the abrasive realities of blackness in America" (p. 25).

The major point of departure from this body of scholarship is the representations of lost identity and the search for it in the novel. The paper argues that loss of identify takes diverse forms in the novel; a case in point is that Esi's descendants who were shipped to America suffer from slavery which takes away their identity. In the same way, Effia's descendants who migrate to America on their own volition to seek greener pastures have identity crises just like their people back home. In effect, the novel portrays slavery as an inhuman activity that takes people

from their ancestral homes to new environments where they lose their identity while economic crises, natural disasters, civil wars, corruption, authoritarian governments, and military coups act as new forms of slavery which drive Africans to seek greener pastures in America where they lose their identity while those who stay back home also lose their identity due to colonialism. In the rest of the section, we discuss how the characters lose their identity even though they try hard to maintain it. This is in line with Clarke's postulation that n Fanon's writing there is the construction of colonial black identity and the powerful affectual dynamics of power and oppression in Zizek's writing, "we see the effect that the collapse of the nation-state has had on ethnic and cultural identities. In both cases we see how cultural identities are not only socially constructed, but psychologically constructed (Clarke, 2011, p. 511).

My Name, My Identity

Names have been identified as very important markers of identity. In fact, Agyekum has rightly argued that, "People are invariably named, indeed, a human being without a name would be socially and psychologically less that a fully man." (2006, p. 208). In many African languages, personal names have a strong historical, socio-cultural and ethnopragmatic bearing that go beyond mere identity or referentiality. In most cases, the names are neither arbitrary nor asemantic …. In other words, they have communicative functions**.** Furthermore, the personal names of Africans play an important role in society, most often reflecting what normally happens in daily life and as a consequence follow certain patterns (Arko-Achemfuor 2018, p. 5). Agyekum (2006) and Bariki (2009) suggest that the circumstances and social contexts surrounding the birth of a child can influence parents' choice of name. These factors may include the child's gender, the parents' social and economic conditions, the birthdate, and their interpersonal relationships (p. 209).

In Africa, especially in Ghana, there are different categories of names. Among the Akans of Ghana, there are names to signify the day one was born, names that show gender, names that show the circumstances that surround one's birth as well as names that show one's family and ethnicity. Welnhofer (2017) asserts that understanding Akan names provides insight into Akan language, culture, philosophy, thought, environment, and religion. Agyekum also makes the case that Akan names have symbolic meanings that reflect the people's engagement with foreign cultures and religious beliefs.

Among the Akans of Ghana, the day names for female children are: Akosua/Esi (Sunday born), Adwoa/Adjoa/Araba (Monday born), Abena (Tuesday born), Akua/Aku/Ekua (Wednesday born), Yaa/Aba (Thursday born), Afia/Efua (Friday born), Ama (Saturday born). Day names for males are: Akwasi/Kwesi (Sunday born), Kwadwo/Kojo (Monday born), Kwabena/Kobina (Tuesday born), Kwaku/Kweku (Wednesday born), Yaw/Ekow (Thursday born), Kofi/Fiifi (Friday born) and Kwame (Saturday born). There are other names that suggest the circumstances surrounding one's birth. For instance, a child who is born when the parents have expected a child for a long time can be named Nyamekye (God's gift), a child whose mother dies at birth can be called Anto (he/she was born after the death of the parent) while a child born when the parents are enjoying peace and prosperity is named Afriyie or Abayie (he/she who has come well). A twin boy is

called Atta while a twin girl is called Attaa. The first twin is Panin while the last twin is Kakra. The child born after twins is named, Tawia while the one after Tawia is named Nyankomago.

There are also people who are named after lesser gods or river gods who are believed to have helped the parents to get those children. Examples of these names are Ayensu, Bosie, Afram, Nyamaa and Bosomtwe. According to Bariki (2009), the manner in which one was born can affect the name given to him/her. He argues that the manner may relate to the sequence by which the mother has given birth. Several of these names relate to the children's arrival sequence. Ordinal names include "Piesie", 'first born', made up of pie, 'erupt from a place', and "sie", 'anthill'. Here, the pregnant woman's stomach is compared to an anthill and the first-born is conceptualised as the one who has erupted from the anthill thus making an exit. The children who come after the "piesie" have names that morphologically correspond with the Akan numerals". A second born boy is Manu, a third boy is Mensah while a fourth boy is Anane. A second born girl is named Maanu while a third born girl is Mansa, followed by Anane. A fifth born is Enum, sixth born is Nsiah, seventh born is Nsowah, eight born is Awotwe, nineth born is Nkrumah while tenth born is Badu. These names can refer to both male and female. Moreover, the names also relate to the period of birth. Under these, he identified names that relate to sacred days in the Akan calendar like Fofie (sacred Friday), Adae (sacred Sunday), Dapaa (sacred Tuesday, Saturday). This category of names includes Afua Fofie, Kofi Fofie, Kwaku Adae, Kwasi Adae, Ama Dapaa, and Kwabena Dapaa.

The analysis of the naming system in the Ghanaian set up shows the importance of names as a marker of identity. That is why the character names in *Homegoing* is significant. Esi's name identifies her as a Fante woman who was born on Sunday. However, the generation after her does not follow any naming system. Esi names her daughter, 'Ness', because during her lashings she uttered 'My goodness!' the only English word that came to her mind and thought that word was divine and that was what saved her and her daughter's life. So, she named her Ness, the root being 'goodness.' And also, for the fact that her slave master, 'The Devil' would not let Esi name her daughter Maame, after her mother. The fact that it is Esi who gives her daughter a name also signifies her lost identity since child naming is the sole right of fathers. Since Esi gets pregnant as a result of her rape by drunken slave master, there is no man to name the child so she has to do it herself. Ness' son is called Kojo, meaning he is Fante boy born on Monday but his name is reduced to Jo which shows no attachment to his cultural heritage. The only time when Mr. Mathison calls Kojo by his full name demonstrates acknowledgement and honour to his culture and heritage. This resonates with Clarke's argument that there is a, "construction of colonial black identity and the powerful affectual dynamics of power and oppression" (Clarke, 2008, p. 511). Thus, even though African Americans try to keep their African identity through maintaining their African names, they lose it after some time because they need to develop a racial consciousness in that African immigrants must learn how to navigate the white social world and multiple black worlds, those of both African Americans and foreign blacks (Clarke, 2008; Landry, 2018)

Thus, after Kojo's name is reduced to Jo, his son born when his wife gets missing is named H. H does not even know why he is so called. Once, a co-worker

asks him, "how come you're called H?". "Don't know" "…somebody must have named you." "My old master say H is what my mama used to call me" (Gyasi, 2016, p. 165). H symbolises total loss of identity since he has lost touch of his family and his heritage. His mother got lost when she was about giving birth to him and "killed herself. Master said they had to slice me out of her belly 'fore she died". He narrates his mother's story. So, from birth, he has no knowledge of any family or kin. H's descendants, Willie, Sonny and Marcus, all do not bear any African name showing the way they have for gone their African identity and have to negotiate a new form of identity.

This change of name and identity is not limited to only the Africans who were sold into slavery. Those who remain in Africa also have their names changed due to certain circumstances. For instance, the wenches of the slave masters at the castle have their names changed because their husbands cannot pronounce their names. In a conversation among the wenches, one of them, Eccoa says, "my husband cannot pronounce my name well. He wants to call me Emily" … "If he wants to call you Emily, let him call you Emily" Adwoa said… "Better that than to listen to him butcher your mother tongue over and over (Gyasi, 2016, p. 24). Besides, Effia's descendants who remain in Africa also get new names because of their circumstances, thus, changing their identity too. Effia's grandson, James, though he was born and raised in power, chooses to marry the woman that he loved and settles as a lowly farmer wanting nothing to do with the plans his father had for him which included slave trade and loveless marriage. He became known as 'Unlucky', a name he made for himself because nothing he planted grew. He lost his identity in trying to make a name for himself by creating a simple life. His name "changed from James to Unlucky and no one knew him as the grandson of Osei Bonsu (The king of Asante) or James Collins (an influential slave master). They called him "the man without a name" (Gyasi, 2016, p. 133), thus, making him socially and psychologically less than a fully man" as argued by Algeo above (Agyekum, 2006, p. 208). According to James' daughter, Abena, he should be "called Shame, or Fearful, or Liar" (Gyasi, 2016, p. 134). Agyekum argues that names "frequently describe the characteristics of the named individual", which is why people acquire new names. In the case of James, his poverty gave him a new name.

James' daughter, Abena lived a poor life not knowing where her parents came from and who their extended family members were. She becomes frustrated because no man wanted to marry her because of the hard luck of her father. She thought about how old she was, an "unmarried twenty-five-year-old woman was unheard of, in her village or any other village on this continent or the next" (Gyasi, 2016, p. 113). As a result, she leaves her father's village in search of a new identity. Before she leaves, her father retrieves the buried black stone necklace and tells her, "This belonged to your great-grandmother Effia. It was given to her by her own mother" (Gyasi, 2016, p. 152). This was the first time she heard the name of one of her ancestors and, in "savoring the taste of the name on her tongue . . . she wanted to say it again and again. . .. She touched the stone to her neck and said thank you to her ancestors" (Gyasi, 2016: pp. 152–153). She ended up in a missionary church. Abena's daughter, Akua experiences constant nightmares in which she always saw and shouted 'fire'. This made the villagers call her, Crazy woman. Thus, her circumstance gave her a new name while Asamoah, her husband who lost one leg

during the Asante-British war, was also called Crippled man. When Akua, the crazy woman burns her children, Yaw is the only one who survives but sustains a lot of injury. He grows to become a history teacher but he is referred to as the man with scared face. Thus, while slavery takes Africana away from their homeland making them lose their identity, other circumstances like poverty, bad marriage and disasters take the identity of those living in Africa.

My Language, My Identity

Language plays a very crucial role in constructing one's identity. Language is essential in expressing one's culture and a means of communicating values, beliefs and customs. As a result, it plays a very crucial role in promoting feelings of group identity and solidarity. The motif of language as a form of identity is vividly explored in *Homegoing*. The characters of the diaspora as well as those who remain in Africa all try to retain their mother tongue. Esi teaches her daughter, Ness, a Twi song which she sings at church even though she does not understand it. When Maa Aku recognizes the song, she tells Ness "So you are an Asante and you don't even know" (Gyasi, 2016, p. 84). When Kojo's wife disappears in Baltimore, Ma Aku speaks to him in Twi: You will make it through this, . . . Nyame (the Akan name for God) did not make weak Asantes, and that is what you are, no matter what man here, white or black, wishes to erase that part of you. Your mother came from strong, powerful people. People who do not break" (Gyasi, 2016, p. 130). Here, language is used as a source of comfort and bond among the enslaved. This resonates with Azhar and Sutrisno (2023, p. 102) postulation that "authors of post-colonial writing tend to switch between codes; to insert their vernaculars as a token of identity". According to Sackifio, the retention "of linguistic origins invigorate strategies of resistance on multiple levels as enslaved women recover remnants of Ghanaian matrilineal identity in the work" (Sackifio, 2021, p. 21).

However, the language of the enslaved does not survive since they are not allowed to speak it. In Mississipi Esi had spoken to her daughter, Ness, in Twi until their master caught her. "He'd given Esi five lashes for every Twi word Ness spoke, and when Ness, seeing her battered mother, had become too scared to speak, he gave Esi five lashes for each minute of Ness's silence. Before the lashes, her mother had called her Maame, after her own mother, but the master had whipped Esi for that too, whipped her until she cried out. My goodness!" (Gyasi, 2016, p. 71). Esi and Ness's Ghanian identity is being brutally stolen by forcing them to speak English instead of Twi, hence asserting the English language's purported superiority over Twi. It is clear that Ness had been denigrated for her background. Language therefore turns into a colonized tool in this sense. However, a person's entire personality changes and forms an identity that is authentic to them when they are allowed to use their own language.

In his essay "Decolonizing the mind," wa Thiong'o explores the connection between language and society. According to wa Thiong'o (1986):

> *"Language conveys culture, and culture conveys the whole set of values that shape our understanding of who we are and where we fit in the world, especially through literature and art… Thus, language is intrinsic to who we are as a group of people with unique forms and personalities, histories, and relationships to the outside world (p. 16)".*

Thus, to deny one of his or her language is to deny one of his or her true identity. Darmawan (2023) suggests that language, when utilized as a potent tool of colonisation, not only assist the establishment of cultural supremacy but also serve to sustain colonial ideology and maintain control. Preventing one from speaking his/her mother tongue is a way the Whites exert control over the Blacks as represented in the novel.

This linguistic politics issue manifests itself later in the book as a form of cultural snobbery and stereotyping. When Marjorie, who stands in for Effia's sixth generation, first meets Akua, her grandmother, she converses with her in Twi, the exact reverse of how she communicates to her at home in America. She responds in English when her parents speak Twi, as her teacher had told them not to use their native tongue. The teacher's instruction exhibits a form of cultural snobbery and stereotyping. Because Marjorie is foreign-born and speaks a different language at home, her teacher believes that she is not a proficient English speaker. This episode is comparable to the previous one in the novel, as Esi and Ness are deprived of their African identity by being made to speak English over Twi in order to demonstrate English's superiority and thus, robbing them of their African identity.

The Search for Identity

Ghana has been at the forefront of Pan-Africanism since her independence from Britain in 1957. This has made the country attractive to people of colour because of her commitment to inviting African Americans and other diaspora peoples to re-connect to the motherland as a place of homage. Since Ghana emerged as the first African country to gain independence from colonial rule, it became an inspiration for many Africans living in the diaspora. As a result, there have been various activities at the governmental level to promote the return of Africans in the diaspora to return to Ghana. Nkrumah's Pan-Black vision actively positioned Ghana as not just the Black Star of Africa but as the political Canaan for Black people everywhere. As a result, African Americans and Caribbeans, including W.E.B. DuBois, Maya Angelou, and George Padmore, relocated to Ghana (Asempasah & Bentum, 2023). Many of these diasporans saw Ghana as the country where they could call home. Beyond these, there have been several important legislative acts, institutions, and projects that have been enacted, established, and initiated to promote the return of diasporans to Ghana. One of such legislations is the Right of Abode Law, which was passed in 2000 and made Ghana the first African country to officially open its doors to Africans in the diaspora. The law allows that anyone of African descent can apply and be granted an indefinite stay in Ghana. In 2002, Ghana's Dual Citizenship Act was passed, making it easy for anyone who is already a citizen of another country to become a citizen of Ghana.

This call has reflected in the writings of prominent Ghanaian writers like Ayi Kwei Armah and Ama Ata Aidoo. In *The Dilemma of a Ghost*, Aidoo explores this return when Ato Yawson marries Eulalie in America. Eulalie is very happy to return to Africa to reconnect to her roots. Unfortunately, she is not accepted by Ato's family who see her as a descendant of slaves. Thus, in *The Dilemma of a Ghost*, Aidoo foregrounds in Eulalie's return to and encounter with Africa, the return of history to unsettle narrow definitions of home and kinship. According to Asempasah and Bentum (2023, p. 387), "central to the play is how Ato's family resolves this

insurgent incarnation of history in the form of an encounter with a 'stranger' who is not a 'stranger' but kin"

Armah's *Osiris Rising* (1995) and *KMT: In the House of Life: An Epistemic Novel* (2002) are functionalistic and serve as the climax to the search; therefore, they are doors to the African identity" (Kakraba & Addei, 2011, p. 426). Armah postulates in *Osiris Rising* that reunifying Africans living abroad with their home continent is a vital first step in rediscovering their true identity. Ast acknowledges that her self-realization was not possible in the American setting and that there was the need for what (Okoth, 2021). Refers to as "recuperative return" to Africa. Armah, continues to illuminate the concept of collective heroism or collective responsibility in the search for the true African identity. This is what one of the characters in the novel, Lindela, alludes to as "clearing new paths to better directions of our own" (*KMT: In the House of Life: An Epistemic Novel* refers to Armah's ongoing exploration of the concept of collective heroism or collective responsibility as clearing new paths to better directions of our own. In this novel, the search for the African identity is synonymous to the search for the self, a communal self with a collective identity but not the "isolated self". Armah's two novels are intelligent and beautiful representations of an African writer's unwavering ambition to communicate and establish a standard for the African diaspora. In both novels, he makes the point that black people everywhere must get back in touch with their African roots or reconnect with the continent. This is a necessary step that will greatly aid in the quest for self and, by extension, African identity.

In *Homegoing*, Gyasi continues this tradition of the search for African identity and home. This resonates with Brubaker and Cooper's (2000, p. 10) argument that identity is "something all people have, or ought to have, or are searching for". Marcus searches for his past through research and writing and he knew instinctively that his life represented the accumulated experiences of his ancestral lineage and the times during which they lived, spanning generations since slavery (Sackeyfio, 2021). Marjorie and Marcus return to Ghana in search of their true African identity. They visit Cape Coast castle and enter the part of the dungeons where female captives were held centuries ago before they were hauled onto the slave ships and there, Marjorie gives the black stone necklace to Marcus to signify their oneness. This resonates with what Armah echoes in *Osiris Rising* through Jomo, "The same power that sent us wandering into the furnace of slavery in America, that same god has pointed the way back to the cool, fresh waters of our royal home, Africa" (Armah, 1995, p. 141).

CONCLUSION

In this paper, we have argued that Yaa Gyasi's *Homegoing* is a novel that raises serious questions about the inhuman nature of slavery. The novel presents slavery as destroying kinship ties in a way where families are torn apart, with one section engaging in the slave trade while the other suffers from it. We have also argued that a major damage caused by slavery is the loss of identity, where the enslaved are forced to forgo their language and speak the slave master's language. This loss of identity is compounded by the erasure of cultural practices, traditions, and the severance of familial bonds, all of which are central to an individual's sense of self.

Evidence from the study is crucial in so far as the issue of slavery continues to persist in the lives of Africans born in the diaspora. These Africans are exposed to several cultures by default and get confused as to which of them to identify with. As a result, they lose their identity. A major argument is that both the Africans living on the continent and those living in the diaspora lose their identity. Thus, while slavery takes Africans away from their homeland, making them lose their identity, other circumstances like poverty, bad marriages, and disasters continue to strip the identity of those living in Africa.

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IN-SERVICE TEACHERS' PROBLEMS IN DEVELOPING ENGLISH TEXTBOOKS FOR ELEMENTARY SCHOOL STUDENTS

Nur Fatimah[1]*, Japen Sarage[2]
[1,2]English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Indonesia

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*Correspondence:
nur.fatimah@pbi.uad.ac.id

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ABSTRACT

In-service teachers are required to fulfill responsibilities for administrative and non-administrative stuffs. However, there are some teachers who developed English materials in the form of textbooks for young learners. These teachers were involved in this study on developing English materials for elementary school students. This research is aimed at revealing the in-service teachers' problems in developing the materials into English textbooks for young learners and their solutions. This research involved seven in-service teacher authors developing English textbooks in some private elementary schools in Yogyakarta city. It applied qualitative research method. The data collection technique used a questionnaire containing open-ended questions. It revealed the data on the teachers' profiles, the teachers' problems in developing English textbooks and their solutions. The data were put into categories to help achieve the research objectives. From the study, it was found out that the problems in developing English materials are related to the material selection, language points suitable for young learners, presentation of the materials. The research subjects set these strategies to solve the problems faced during the materials development by sharing and discussion, supervision, finding other existing resources, and creating their own materials. The finding highlights that examples of materials and various forms of material presentation need to be exposed to teacher authors as well as to pre-service teachers and other textbook authors to help them develop better teaching materials.

Keywords: *Development; English for young learners; in-service teachers; materials; problems; textbook*

ABSTRAK

Guru dalam jabatan harus memenuhi tanggung jawab yang sifatnya administratif dan non-administratif. Masih terbatas guru yang mengembangkan materi bahasa Inggris dalam bentuk buku teks. Para guru yang dilibatkan dalam penelitian ini adalah guru yang mengembangkan buku teks bahasa Inggris untuk siswa sekolah dasar. Penelitian ini bertujuan untuk mengungkap permasalahan guru dalam mengembangkan materi menjadi buku teks bahasa Inggris untuk siswa sekolah dasar, dan solusi mereka untuk problem yang dihadapi. Penelitian ini melibatkan tujuh guru penulis yang mengembangkan buku teks bahasa Inggris di beberapa sekolah dasar swasta di kota Yogyakarta. Penelitian ini menggunakan metode kualitatif. Teknik pengumpulan data menggunakan angket dengan pertanyaan terbuka. Data dikategorisasikan berdasar tema. Dari penelitian diketahui bahwa permasalahan dalam pengembangan materi bahasa Inggris berkaitan dengan materi, poin kebahasaan, penyajian materi. Subjek penelitian menyatakan menerapkan strategi sharing dan berdiskusi, supervisi, memanfaatkan sumber materi lain yang ada, dan membuat sendiri materinya. Hasil penelitian ini menyiratkan bahwa contoh-contoh materi dan

penyajiannya perlu disampaikan kepada penulis guru, calon guru dan penulis buku lainnya untuk membantu mereka mengembangkan materi pengajaran yang lebih baik.

Kata Kunci: *Bahan ajar; bahasa Inggris untuk anak-anak; buku teks; guru dalam jabatan; masalah; pengembangan materi*

INTRODUCTION

The role of English as a global lingua franca has made its early introduction in the educational curricula of many countries including Indonesia indispensable. In multilingual contexts, where English is often a second or foreign language, the quality of teaching materials becomes a pivotal factor in effective language acquisition (Maria & Ekaterina, 2021; Sánchez, 2020). Elementary education serves as the foundation for young learners' linguistic and cognitive development (Castek et al., 2023), and hence, the need for well-structured and contextually appropriate English textbooks is critical. However, the task of developing such textbooks is often fraught with challenges (Fikriyani et al., 2022), especially for in-service teachers who are typically responsible for this crucial aspect of curriculum design.

The development of effective English textbooks for elementary school students is a critical component of early language education. High-quality textbooks provide structured learning experiences, engaging content, and scaffolding that supports the diverse needs of young learners (de Oliveira et al., 2023; Wardini et al., 2023). However, in-service teachers often face numerous challenges in creating these educational resources, particularly when they are responsible for developing materials or textbooks (Tomlinson, 2023) alongside their teaching responsibilities.

Nationally, there has been development in teaching of English for young learners (Zein, 2017; Kaltsum, 2016). In 1993, it was a local content in elementary school. It was provided with standards as KTSP was implemented in 2006. English was only taught at grade 4,5, and 6. The school had to set its own standards for lower grades if teaching it. In 2013 the status of English was shifted to extra-curricular subject, elective one. There was no more guideline and support from the government (Meisani & Musthafa, 2019). Afterward, it was not taught officially in the elementary school following the government policy (2023).

Like many elementary schools, in the beginning of the launch of the Indonesian government' educational policy in teaching English to young learners, private elementary schools also provide the English lesson. When the government issued the policy not to teach English to elementary school students, private elementary schools in Yogyakarta city keep on teaching English to their students. They support introducing English early to young learners, and this becomes one of the strengths of the private elementary schools in Yogyakarta introducing English to young learners.

The development of materials in the form of English textbooks is a long process. Only a small number of in-service teachers participated in realizing it. They were involved in the writing stages that made the textbooks reach the students at school. They had the experiences in developing English materials into textbooks, the lessons to teach the students.

Despite the recognition of the importance of high-quality teaching materials, there is a paucity of research specifically addressing the challenges faced by teachers

in developing English materials or textbooks (Hall & Gaynor, 2020; Hidayah et al., 2021; Mukundan, 2022). Most existing studies have focused on pre-service teacher training or the efficacy of various teaching materials (Afalla & Fabelico, 2020; Chan et al., 2021, 2021; Napanoy et al., 2021; Syamdianita & Cahyono, 2021) without delving into the practical issues encountered by practicing educators. From technical point of view, studies on developing English teaching materials were mostly related to English for specific purposes at high school or university levels (Aniroh, 2019; Afriandi & Fatimah, 2021; Mafruudloh, 2020; Prayoga et al., 2021; Albesher, 2023). Rarely did the researchers find the ones on the English material development at primary school level. This research gap underscores the necessity of investigating the unique problems that in-service teachers encounter, including constraints related to time, resources, and professional development opportunities.

The development of effective teaching materials is essential for several reasons. Firstly, well-designed textbooks can provide a structured framework for both teachers and students, ensuring a coherent progression of language skills (Mithans & Grmek, 2020). Secondly, such materials can cater to the diverse needs of young learners, offering differentiated instruction to accommodate varying proficiency levels and learning styles (Setiawan & Qamariah, 2023). Lastly, textbooks that are contextually relevant and engaging can significantly enhance students' motivation and interest in learning English, thereby improving educational outcomes (Syairofi et al., 2022).

In-service teachers often face a myriad of challenges when tasked with developing English textbooks. These include limited time due to heavy teaching loads, insufficient training in material development, and a lack of access to up-to-date resources and technology (Alalwan et al., 2020; Chew & Cerbin, 2021; Rubilar & Oros, 2021). Additionally, teachers may struggle with aligning textbook content with national educational standards and the specific linguistic needs of their students (Christison & Murray, 2021; Hwa et al., 2020; Scott & Husain, 2021). These issues are compounded in multilingual environments where the linguistic background of students can vary widely, necessitating tailored approaches to language instruction.

Addressing the problems faced by in-service teachers in developing English textbooks is crucial for enhancing the quality of English language education at the elementary level. By shedding light on these challenges, this study aims to contribute to the development of more effective support mechanisms for teachers, ultimately benefiting young learners in multilingual contexts.

METHOD

Research Design

This study applied qualitative research method (Creswell & Creswell, 2017). It worked with data obtained containing teachers' reflections on their problems of developing English materials to teach young learners and their solutions.

Research Participants

The participants were purposively sampled among English teachers in islamic private schools in Yogyakarta. They consist of seven in-service English teachers as developers of English materials (textbooks) of elementary school of all levels

(grade1 to 6). They consisted of one male and six female teachers. All are English education department graduates. They were invited to develop English textbooks by a teacher association. They worked collaboratively in developing the materials for the required textbooks. They developed a set of textbooks for elementary school students. The textbooks contain 6 levels.

The participants of this study have different background in English materials development. One of the teachers involved in this study did his debut in developing English materials for young learners (elementary school students). Others have prior experiences in English materials development, either individually or in groups as authors of another set of English textbooks for young learners.

Data Collecting Technique and Research Instrument

The data collection techniques used a questionnaire containing open-ended questions. The questions were on the in-service teachers' profile, on their experience and their reflection in developing English textbooks for elementary school students, their problems and solutions related to developing English materials into textbooks (Rahayuningsih, 2016; Wahyuningsih et al., 2021; Tomlinson, 2012).

Data Analysis

The data were analyzed qualitatively (Creswell & Creswell, 2017). They were reduced, put into categories and displayed before drawn into conclusion to help achieve the research objectives (Tomlinson, 2016; Uysal & Yavuz, 2015).

FINDINGS

Teacher's Profile

There were 7 research participants i.e. English teacher who developed the English textbooks for elementary school students. They consist of one male and six female teachers. All are English education department graduates. They are from different range of age (28.6% above 40 years old, 28.6% 36-40 years old, 28.6% 31-35 years old,14.3% 26-30 years old). Recently, they represent author teachers from phase A (grade 1 and 2), B (grade 3 and 4) and C (grade 5 and 6) of elementary schools. Many of them (57.1%) have 6-10 years of teaching experience, some with 10-15 years of teaching (28.6%) and the rest with more than 20 years of teaching (14.3%). The details on their age and work experience are depicted in Figure 1, Figure 2.

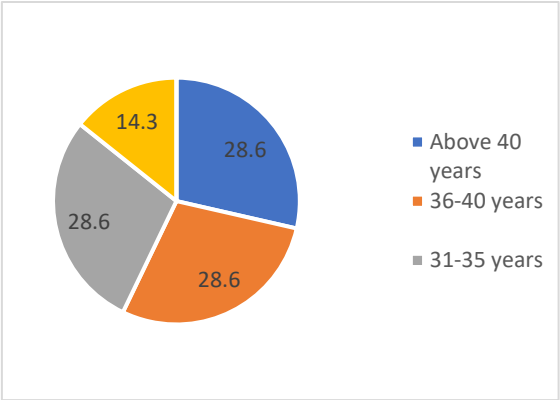

Figure 1. Range of Teacher's Age

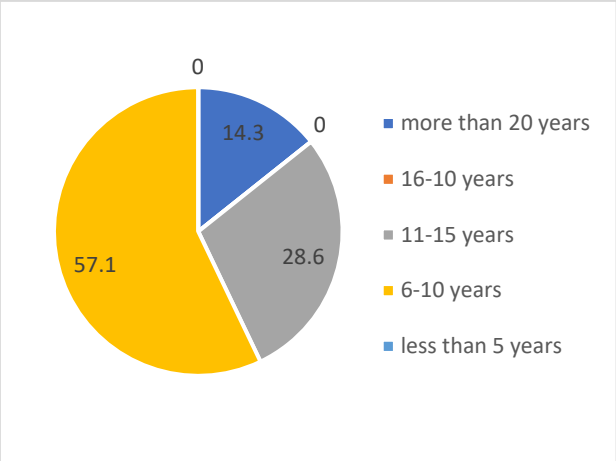

Figure 2. Length of working experience

Nationally, there has been development in teaching of English for young learners. In 1993, it was a local content in elementary school. It was provided with standards as KTSP was implemented in 2006. English was only taught at grade 4,5, and 6. The school had to set its own standards for lower grades if teaching it. In 2013 the status of English was shifted to extra-curricular subject, elective one. There was no more guideline and support from the government (Meisani & Musthafa, 2019). Afterward it was not taught officially in the elementary school following the government policy (2023). This is one of the reasons why the materials development is on demand.

Teachers are encouraged to develop their teaching materials. Teachers in this study did the process of developing English materials starting from attending initial sharing forums, drafting, presenting, getting some feedbacks, revising, and finalizing the materials.

Teacher's Problems in Developing the English Materials

Material selection

The teachers intensively cooperate and collaborate especially with peer colleague teachers, and editors. They have their mastery on the materials of English for young learners, but they stated that they need to determine which materials are suitable, interesting to be presented as the content of the English textbooks for elementary school students. They did the activity of adapting and/or creating the teaching materials. It is in order that the materials can facilitate the students to learn different language skills, vocabulary, and English structures. They enjoy the process of developing the materials although it is challenging.

> …The problem is finding the material that is suitable for grade 2 students and delivering the material coherently. …young learners are expected to learn actively, to learn with fun, and …to express ideas with something learned from the material. The book is expected to maximize listening, reading, writing and speaking skills (Teacher 3).

> It was very challenging, because we had to look for texts that were appropriate to the target and develop tasks that were also appropriate for the students (Teacher 4).

Moreover, based on the data collected the teachers found that it was challenging to develop English materials suitable and functional for young learners (Teacher 1, Teacher 2, Teacher 3, Teacher 6). One of the teachers highlighted the efforts to find authentic audio and video materials (Teacher 4). It is the fact that English is taught as a foreign language in Indonesia. Students and teachers hardly find people use English around them. Teaching and learning English are mainly based on textbooks

The followings are some of their statements associated with the teachers' problems in developing English materials for young learners.

> Determine whether the material is applicable in everyday life. Considering English as a foreign language, I need to decide which materials will be mostly suitable for the teacher in their class or for the students if they have to use English (Teacher 3).

> The biggest difficulty is finding authentic audio or video sources that match the material. The materials to develop by each author teacher have been determined. I intend to include authentic materials, the ones used by English native speakers. Often, the existing authentic materials have a high level of difficulty or complexity in terms of language structure, language expression, vocabulary, or contexts. Also, I need to help enhancing the students' speaking and listening skills by exposing them to recorded authentic materials (mp3, mp4). In fact, it is not easy to add such relevant English learning resources of which speakers or narrators are native (-like) speakers of English (Teacher 4).

Language Points

Another problem is related to the language points suitable for young learners. Teacher 5 stated that the variety of language structures in the materials should be suitable with students' level (grade). The focus on language structure must not be too complicated or too much, especially for younger learners (grade 1, 2, and 3).

> …the material (theme) that has been previously formulated in the sequence of materials is quite appropriate to the class…. there is grammar that I think is appropriate to the material (theme) but in fact, it is not appropriate for the class (it should be introduced in upper grades). For example, the sequence of the materials as the guideline for developing English materials for young learners includes using _past tense_ for third graders (Teacher 5) ...

Presentation of the Materials

The third problem is the presentation of the materials in the textbooks produced. The process of developing the English materials for young learners were intended for different graders (level 1 to 6). Also, the materials were developed by several teachers as authors. It was decided in the sharing forum that the teacher authors used a template of presenting the materials so the organizations of the textbook content were easy to follow as well. How the materials are presented in

each section of the textbook, what language skills are to deliver first, etc. are some of the considerations. The results are not that was expected.

> This is what Teacher 4 stated…
> …there were differences among the authors regarding the book template that has been agreed. Or maybe, it was because there was a new template to apply, which the authors were not yet familiar with…. so the material presentation in the content of a certain grade and the one in another set of materials of different grades was not the same.
>
> In relation to the illustrations, there are several illustrations that are not as expected by the author due to limited time and communication. And for the revision process, there is a request for revision from the author but in the dummy book and in the printed book there are still errors that the author asks to be revised (Teacher 5).

Teacher's Solutions to the Problems in Developing the English Materials

For the problems encountered during the process of developing English materials, teachers make their solutions. The participants of the recent study have some strategies. The process of developing English materials in the form of textbook is dynamic and demands collaboration and cooperation with other related parties. It needs to involve not only textbook author teachers, but also TEYL experts, editors, illustrators, and publishers. The teacher participants of this study see the importance of sharing and discussion (T2, T3), supervision (T1, T3, T4, T5, T7), other existing resources (T2, T4, T6), and creating materials (T4). In the process of developing the materials, the in-service teachers had the sessions with colleagues where they did their presentation on the materials developed and they got feedback from other author teachers. They were also guided by supervisors from English Language Education Study Program. In many parts of the textbook, they created their own materials. They got inspired by observing materials from existing textbooks or from their colleagues.

> …discuss with English teachers, …check the content of other school handbooks (Teacher 2)
>
> …consult with experts (English lecturers for teaching English for children), with colleagues, …look for references on Google (Teacher 3).
>
> …search the source from all possible resources, if we can't find it, we make it ourselves and we consult with the editor to see whether it is suitable and decent for use (Teacher 4).

DISCUSSION

Compared to the results of the present study, other research related to materials development revealed these findings. Student teachers faced some challenges in developing the materials. Those include (1) the lack of student

teachers knowledge on students' field (2) the lack of supervision time, and (3) the confusion in selecting media for the students (Nordlund & Norberg, 2020). Underlining the second finding, the problem in different presentation of the materials can be associated with the lack of supervision or monitoring on how the materials were developed. This can also be related to the activity of editing and proofreading that is important before the materials are produced.

Furthermore, there are also three main problems found in other research setting. The problems are those the teachers face in developing learning resources. They are: 1) the technical ability to use tools and devices to create digital learning resources; 2) the strategy of organizing learning materials to be applied to learning resources; and 3) the lack of skills in managing learning materials to be applied to digital learning resources (Sulistiyo et al., 2020).

To enhance the quality of learning, materials for the students need to be provided and improved from time to time. Several aspects need to be considered for that reason (Ilmiddinovich, 2020; Mudra, 2020). The effort by teacher authors are of significance to sustain this point of learning and teaching activities. The findings of the study hopefully can contribute significantly to those priorly obtained from the proceeding investigations on teaching English for young learners regarding the studies on teaching English to young learners which are very broad. They can be focused on teaching and learning at school, teaching aid, policy like curriculum, methods, professional development as well as material development (Uysal & Yavuz, 2015; Nordlund & Norberg, 2020; Sulistiyo et al., 2020; Ilmiddinovich, 2020; Mudra, 2020).

CONCLUSION

This study highlights the challenges faced by in-service teachers in developing English textbooks for young learners, particularly in selecting appropriate materials, determining suitable language points, and presenting the content effectively. The research underscores the importance of collaboration and resourcefulness among teachers, as evidenced by the strategies employed to overcome these challenges, such as sharing and discussion, seeking supervision, utilizing existing resources, and creating their own materials. These findings emphasize the need for ongoing support and professional development for teachers engaged in textbook development to ensure the creation of high-quality educational resources for young learners.

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SELF-DIRECTED LEARNING METHOD (SDL) TO ENHANCE SPEAKING SKILL

[1]Syamsuriani, [2]Ahmad Rossydi*, [3]Adhitya Octavianie, [4]Laila Rochmawati

[1]Vocational Department for Air Traffic Management, Politeknik Penerbangan Jayapura, [2,3]Vocational Department for Aircraft Maintenance Engineering, Politeknik Penerbangan Makassar, [4]Vocational Department for Aviation Communication, Politeknik Penerbangan Surabaya

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*Correspondence:
a.rossydi@gmail.com

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ABSTRACT

The efficacy of self-regulated learning in the context of language acquisition has been widely acknowledged. This study demonstrates the impact of self-regulated learning on the enhancement of students' speaking abilities. Within the context of English as a Foreign Language (EFL), the act of speaking is commonly regarded as a formidable undertaking that necessitates the utilization of various actions, skills, and strategies to attain effective communication. Digital portfolios have a significant impact on language learning as they encompass learners' actions, skills, and strategies in classroom planning. This research investigated the influence of self-regulation processes on students' performance in speaking tasks in English as a Foreign Language (EFL) classes at Politeknik Penerbangan Jayapura. The primary outcomes that were observed encompassed the phases of anticipation, realization, and reflection in speaking tasks. The findings of the study indicate that individuals who possess self-regulatory skills can effectively communicate when they possess a comprehensive understanding of the task at hand and can regulate their actions accordingly.

Keywords: *EFL, Instructional Strategy, Self-Directed Learning, Speaking.*

ABSTRAK

Kemanjuran pembelajaran mandiri dalam konteks pemerolehan bahasa telah diakui secara luas. Penelitian ini menunjukkan dampak pembelajaran mandiri terhadap peningkatan kemampuan berbicara siswa. Dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL), tindakan berbicara umumnya dianggap sebagai suatu upaya berat yang memerlukan pemanfaatan berbagai tindakan, keterampilan, dan strategi untuk mencapai komunikasi yang efektif. Portofolio digital memiliki dampak yang signifikan terhadap pembelajaran bahasa karena mencakup tindakan, keterampilan, dan strategi pembelajar dalam perencanaan kelas. Penelitian ini menyelidiki pengaruh proses pengaturan diri terhadap kinerja siswa dalam tugas berbicara di kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di Politeknik Penerbangan Jayapura. Hasil utama yang diamati meliputi fase antisipasi, realisasi, dan refleksi dalam tugas berbicara. Temuan penelitian ini menunjukkan bahwa individu yang memiliki keterampilan pengaturan diri mampu berkomunikasi secara efektif ketika mereka memiliki pemahaman komprehensif tentang tugas yang ada dan mampu mengatur tindakan mereka sesuai dengan itu.

Kata Kunci: *Self-Directed Learning, Instructional Strategy, Speaking, EFL.*

INTRODUCTION

The acquisition of proficient oral communication abilities in the English language is a primary objective for numerous individuals who are learning it as a second or foreign language. Learners frequently assess their language learning

progress and the efficacy of their English course by gauging their perceived improvement in spoken language proficiency. The importance of oral skills in EFL/ESL courses cannot be overlooked, as evidenced by the abundance of conversation and speaking course books available in the market. However, there has been ongoing methodological debate regarding the most effective approach to teaching oral skills. In order to effectively utilize all four language skills, it is imperative for students at Politeknik Penerbangan Jayapura to acquire proficiency in the English language. Among the various language proficiencies, speaking is widely regarded as the paramount skill for individuals learning the English language. Self-directed learning is a highly efficient approach to learning that offers flexibility and is not constrained by temporal or spatial limitations. Learners have the opportunity to continually enhance their expertise by identifying their specific learning requirements, locating relevant learning materials aligned with their learning objectives, and employing suitable learning strategies to attain desired learning outcomes (J. Li et al., 2023). The promotion of self-directed learning among learners has the potential to serve as a motivational factor in their pursuit of knowledge acquisition. There exists a positive correlation between the inclination towards self-directed learning and the level of satisfaction experienced by learn. Moreover, there is a positive correlation between the level of self-directed learning and the quality of learning outcome (X. Li & Zhu, 2022; Lim et al., 2022; Xu et al., 2023; Zheng & Xiao, 2024). Proficiency in oral communication is essential for the acquisition of knowledge and the assimilation of new information. Nevertheless, it is evident that the majority of students possess inadequate speaking skills to effectively engage in such activities. Consequently, numerous scholars have expressed interest in conducting research to examine effective speaking strategies that can enhance students' comprehension during reading. Various reading methods have been employed interchangeably in educational settings. The findings indicate that certain interventions yield positive outcomes with a specific cohort of students, while others do not demonstrate the same level of effectiveness (Hunter et al., 2022; Haelermans, 2022; Barrett et al., 2023; Balta et al., 2023). The objective of this study is to examine the impact of the Self-directed Learning (SDL) strategy on the English speaking proficiency of students enrolled at Politeknik Penerbangan Jayapura.

The SDL approach to knowledge acquisition has been recognized as a pedagogical framework wherein individuals are expected to assume responsibility for and exhibit self-directedness in their own learning endeavours (Robinson & Persky, 2020). Self-directed learning pertains to an educational process wherein learners assume the primary responsibility for their own educational experiences. Self-directed learning is a pedagogical approach wherein an individual assumes responsibility for identifying their own learning needs, setting objectives, selecting appropriate resources, and assessing the outcomes of their learning endeavors (Qadri, M. A., & Pasha, S, 2021; Li, H., Majumdar, R., Chen, M. A., & Ogata, H., 2021; Doğru & Özen, 2023; Singaram et al., 2022; Zhao, R., & Ling, T, 2022; Sáez-Delgado et al., 2023). The concept of self-directed learning (SDL) entails individuals independently taking the initiative to diagnose their own learning needs, establish learning objectives, identify the necessary resources for learning, select and implement suitable learning strategies, and assess the outcomes of their learning

efforts (Rochmawati et al., 2021; Wang, 2022). Self-regulation is a cognitive process that involves the deliberate and cyclical adjustment of one's thoughts, emotions, and behaviors in order to achieve personal goals (Rivers et al., 2022; Fu-hai, A., Xi, L., & Yu, J., 2024; Saks, 2024; Werner & Berkman, 2024). This perception includes the understanding that self-corrective adjustments are being made as necessary to remain aligned with the intended goal, whether this involves suppressing competing impulses or responding to external disruptions. Additionally, self-regulation encompasses the belief that these corrective adjustments originate from within the individual. The concept of Self-Directed Learning (SDL) posits that learners are regarded as accountable proprietors and administrators of their individual learning journey. The integration of self-management, which involves managing the context, including the social setting, resources, and actions, with self-monitoring, the process by which learners monitor, evaluate, and regulate their cognitive learning strategies, is a key aspect of SDL (Zhu, 2021; R. Zhao & Ling, 2022; Rochmawati et al., 2023). SDL acknowledges the substantial impact of motivation and volition on the initiation and sustenance of learners' endeavors. Motivation serves as the impetus for individuals to engage in a particular activity. At the same time, volition plays a crucial role in maintaining the determination necessary to persevere until the completion of the task, thereby enabling the attainment of desired objectives. Within the context of Self-Directed Learning (SDL), there is a gradual transition of control from educators to students. Learners demonstrate a significant level of autonomy in establishing learning objectives and determining the value of learning, as well as in devising strategies to engage with the learning process within a prescribed framework (Rifan Nurrofi et al., 2024; Ratnawati & Romansyah, 2022; Telore & Damtew, 2023). Educators facilitate the process of learning by employing scaffolding techniques that render the learning process more perceptible and comprehensible to students. Educators employ pedagogical techniques and collaborate with students to foster the acquisition of independent learning skills. Surprisingly, SDL exhibits a high degree of collaboration. Learners engage in collaborative activities with both their teachers and peers (Khalid et al., 2020). Using debates to encourage students to speak English is highly effective and aligns well with self-directed learning (SDL). Debates require students to research, organize, and present arguments, promoting independent learning and critical thinking. This process builds confidence, improves communication skills, and provides practical language use in real-life scenarios. Teachers can foster both language proficiency and SDL habits by allowing students to choose topics of interest, guiding them to explore resources independently, and encouraging reflection after debates. Debates also enhance teamwork and create an engaging collaborative and active learning environment (Rossydi et al, 2019).

The development of domain-specific knowledge and the capacity to transfer conceptual knowledge to novel situations are key outcomes of the learning process facilitated by SDL. The objective of this approach is to address the disparity between academic knowledge and practical applications by examining the ways in which individuals acquire knowledge in real-life contexts (Liu et al., 2023). This section commences with oral communication exercises. In this paper, a comprehensive analysis is provided on the benefits and obstacles associated with the utilization of learning portfolios in conjunction with cognitive activities. Numerous studies have

demonstrated that the deliberate and structured instruction of oral tasks, when incorporated within carefully designed and cohesive oral activities, facilitates enhanced and robust learning outcomes among students. The didactic model of oral production is a theoretical framework that focuses on the instructional approach to developing and enhancing oral communication skills (Huang, 2022) . The utilization of the didactic sequence is a pivotal component within this model, as it centres on a communication project that imparts significance to the students' acquisition of knowledge. In this sequence, the activities commence with an initial phase of oral production, wherein the students gain awareness of their existing knowledge and strive to overcome their difficulties in speaking. Certainly, this objective can be achieved by means of participating in training workshops. These activities facilitate the acquisition of the diverse oral skills that will be central to the final production, thereby concluding the sequence of tasks within the communication project. In relation to the instruction of oral tasks, the six stages involved in organizing these tasks, which ultimately enhances the level of preparation. Enhanced are those students who possess proficient speaking abilities and a heightened comprehension of the various components that will be encountered (Cadena-Aguilar et al., 2019). Every workshop commences with the trigger, which refers to the oral teaching-learning object. This object is then analyzed and defined as a cohesive unit that can be further deconstructed into constituent elements, which in turn form the basis for other teaching and learning activities. The subsequent section pertains to the student's level of understanding, enabling them to address the advantages and difficulties associated with this oral assignment. When it comes to instruction, whether it is explicit or through modeling, the primary objective is to acquire knowledge. Engaging in exercises within a group setting, or alternatively, in smaller subgroups, presents a valuable occasion to apply acquired knowledge (4) prior to reconvening with the larger group (5), wherein the collective observations derived from the preceding step are consolidated. Ultimately, the implementation of a metacognitive activity, centered on the understanding that students gain regarding their cognitive processes and outcomes, enables individuals to solidify their learning and apply it towards the ultimate culmination of their work. This study fills the research gap by exploring the application of self-directed learning strategies specifically in enhancing speaking skills among EFL students, offering novel insights into effective instructional methods, and contributing to the pedagogical frameworks that support independent language acquisition.

METHOD

The research conducted in this study utilized a one-group pretest-posttest experimental design. The sample for this study consisted of 96 students who were currently enrolled in an English class. The sections were allocated to receive the same treatment of self-directed learning. In this study, the instrument utilized to assess self-directed learning readiness (Doğru & Özen, 2023; Dulloo et al., 2023; Lin & Chen, 2023) was the primary tool employed in educational research. The SDLRS is a questionnaire consisting of 58 items that assess eight distinct factors. These factors have been labeled as follows: The individual's receptiveness to engaging in educational experiences. 2) The Concept of Self as a Proficient Learner The cultivation of initiative and independence in the pursuit of knowledge 4)

Demonstrating a conscientious acknowledgement of personal accountability for one's own educational development. 5) Cultivating a genuine passion for acquiring knowledge. The concept of creativity is a multifaceted and complex phenomenon that has garnered significant attention in various academic disciplines. It encompasses the ability The concept of future orientation refers to an individual's tendency to focus on and plan for future events and outcomes. It involves the ability to anticipate and prepare for future challenges, 8) Proficiency in employing fundamental study techniques and problem-solving strategies. The questionnaire utilized in this study is a Likert-type rating scale consisting of five points. Its purpose is to assess the extent to which learners perceive themselves as possessing the abilities associated with self-directed learning. The scale ranges from responses indicating a high frequency of these skills being true for the individual (i.e., almost always true) to responses indicating a low frequency (i.e., almost never true). The criteria for interpreting the meaning of each range are as follows: 1.00-1.50 represents the lowest level, 1.51-2.50 represents a lower level, 2.51-3.50 represents an average level, 3.51-4.50 represents a higher level, and 4.51-5.00 represents the highest level. The instrument underwent a validation process involving three experts, followed by a pilot study with a sample of 40 individuals who were not part of the target population. The purpose of the pilot study was to assess the readability and comprehension of the items. The data obtained from the pilot group's questionnaire was analyzed in order to determine the internal consistency reliability coefficient. The alpha coefficient value of .789 suggests a high level of reliability for the questionnaire.

The speaking comprehension test, comprising 50 items pertaining to aviation English, was developed for the purpose of serving as pre- and post-tests, as well as assessing students' performance. The content was derived from the course description of the curriculum, which focused on developing speaking comprehension skills and applying language and study strategies to communicate at a cognitive level. The allotted duration for the examination is 100 minutes. Before the commencement of the instructional period in week 1, the researcher provided an introduction to the various components of the instructional process, including learning procedures, learning resources, evaluation processes, and the roles of the learners. This was done to ensure that the participants had a clear understanding of the experimental process. The students were also surveyed regarding their requirements for speaking skills. Subsequently, the students administered a preliminary assessment in the domain of oral communication. The present study employed a questionnaire to assess individuals' readiness for self-directed learning, utilizing a self-directed learning readiness scale. The initial administration was conducted in order to gather data regarding the self-directed learning ability of the students. A survey was conducted using a survey sheet to assess the speaking skill requirements of students.

FINDING

The Pedagogical Model of Self-Directed Learning Developed for Students Enrolled in English class.

The Self-directed Instructional Model, which was derived from the findings of this study, comprised three distinct stages, which are outlined as follows: The preparation stage involved conducting a survey to assess the speaking skills of students in order to diagnose their prior knowledge. The data obtained from the survey served as a guide for the subsequent teaching process. Through implementing this approach, the instructor is able to furnish students with essential techniques for reading. The learning stage consists of seven steps, which include selecting content based on personal interest, formulating learning objectives, developing a learning project and contract, strategizing to attain the desired outcome, actively participating in learning activities, integrating acquired knowledge, and assessing the outcomes of the learning process. The evaluation stage encompassed three types of assessment: 1) an analysis of the students' reading proficiency, 2) an exploration of the students' capacity for self-directed learning, and 3) an examination of the students' attitudes towards self-directed learning.

Results of The Experiment

Can the implementation of the Self-directed Learning Instructional Model lead to improvements in students' speaking proficiency across different learning style groups? If so, to what degree does it enhance their speaking proficiency? This research inquiry examines the enhancement of students' English-speaking scores in the implementation of an intervention. In order to thoroughly examine the enhancement of English-speaking comprehension, an analysis was conducted on the scores of English-speaking comprehensions. This analysis involved calculating the mean, standard deviation, and conducting a paired t-test. Hypothesis 1 posits that there will be a significant increase in the post-test scores of English-speaking students who are studying with the Self-Directed Learning Instructional Model, as compared to their pre-test scores. This research inquiry investigates the extent to which students' English speaking scores improve following the implementation of an intervention. In order to thoroughly examine the enhancement of English speaking comprehension, an analysis was conducted on the scores of English speaking comprehension. This analysis involved calculating the mean, standard deviation, and conducting a Paired Samples Test on the data collected from the students.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	96	50.00	78.00	67.0937	8.23737
POST-TEST	96	71.00	95.00	83.7708	4.52241
Valid N (listwise)	96				

The utilization of descriptive functions for the analysis of data descriptions. Based on the data presented in the table above, it can be observed that the mean score obtained on the pre-test is 67.09 while post-test is 83.77.

Table 2. Statistics

		PRE-TEST	POST-TEST
N	Valid	96	96
	Missing	0	0
Mean		67.0938	83.7708
Std. Error of Mean		.84072	.46157
Median		67.0000	84.0000
Mode		65.00	85.00
Std. Deviation		8.23737	4.52241
Variance		67.854	20.452
Range		73.00	24.00
Minimum		50.00	71.00
Maximum		78.00	95.00
Sum		6441.00	8042.00
Percentiles	25	65.0000	81.0000
	50	67.0000	84.0000
	75	71.0000	87.0000

The statistical menu encompasses various frequencies, such as percentile values

Table 3. 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	-16.67708	8.45732	.86317	-18.39069	-14.96347	-19.321	95	.000		

that encompass quartiles and percentiles, measures of central tendency that include the mean for pre-test 67.09 and post test is 83.77, median for pre-test 67 for post-test 84, mode pre-test 65 for post-test 85, and sum for pre-test 6441 for post test 8042, measures of dispersion that encompass the standard deviation for pre-test 8.2 for post-test 4.5, variance for pre-test 67.8 for post-test 20.4, range for pre-test 73

for post-test 24, minimum for pre-test 50 for post test 71, maximum for pre-test 78 for post-test 95.

Table 4. Presents A Comparison Of The Mean Scores Of The Students Before And After Engaging In Speaking Activities. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	67.0938	96	8.23737	.84072
	POST-TEST	83.7708	96	4.52241	.46157

The Paired Samples Statistics table presents the pre-test scores (top row) and post-test scores (bottom row), including the following parameters: mean, sample size, standard deviation, and standard error of the mean.

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	96	.225	.027

The paired samples The correlations table presents the correlation coefficients between pre-test and post-test values. The research hypothesis posits a relationship or difference between variables that will be investigated through empirical research. The null hypothesis states that there is no statistically significant relationship between the pre-test and post-test scores when using the Self-Directed Learning Instructional Strategy. Hypothesis 1: A correlation exists between the scores obtained in the pre-test and post-test. The instructional strategy of self-directed learning is a method that promotes independent and autonomous learning among students. If the calculated value of the test statistic (Sig) is greater than the predetermined significance level (α), then the null hypothesis (Ho) is accepted. If the calculated value of the test statistic, denoted as Sig, is less than the predetermined significance level, denoted as α, then the null hypothesis, denoted as Ho, is rejected. The significance value (0.027) is less than the predetermined level of significance (α = 0.05), leading to the rejection of the null hypothesis (Ho). There exists a correlation between the pre-test and post-test scores in relation to Self-Directed Learning. The observed level of relationship or correlation between the variables is 0.225.

The paired samples. The table presented illustrates the disparity in scores between the pre-test and test assessments, specifically following the implementation of the Self-Directed Learning Instructional Strategy. The research hypothesis under investigation is as follows. The null hypothesis states that there is no statistically significant difference between the pre-test and post-test scores in the context of Self-Directed Learning Instructional Strategy learning. Hypothesis 1: A discernible distinction exists between the results of the pre-test and post-test

assessments in the context of Self-Directed Learning Instructional Strategy acquisition. If the calculated t-value is greater than the critical t-value, the null hypothesis (Ho) is rejected. If the calculated t value is less than the critical t value from the t-table, the null hypothesis (Ho) is accepted. In this context, the user's text can be rewritten as follows: The user's text If the calculated significance level (two-tailed) is greater than half of the chosen level of significance (α), then the null hypothesis (Ho) is accepted. If the significance level (two-tailed) is less than half of the alpha level, then the null hypothesis (Ho) is rejected. The null hypothesis (Ho) is rejected when the significance value (2-tailed = 0.000) is less than half of the alpha level (0.025). There exists a disparity between the pre-test and post-test scores subsequent to the implementation of inquiry treatment/learning. In essence, the process of inquiry has a significant impact on the outcomes of post-test assessments.

DISCUSSION

The findings of this study underscore the significant impact of self-directed learning (SDL) on enhancing students' speaking skills in English as a Foreign Language (EFL) at Politeknik Penerbangan Jayapura. The pre-test and post-test results revealed a notable improvement in speaking proficiency, with mean scores rising from 67.09 in the pre-test to 83.77 in the post-test. This suggests that students who engaged in self-directed learning strategies exhibited enhanced fluency, comprehension, and overall communication skills. Interpreting these findings, it becomes evident that SDL fosters a greater sense of autonomy among learners, encouraging them to take charge of their educational experiences. By actively setting learning goals, selecting appropriate resources, and assessing their progress, students develop not only their speaking skills but also critical self-regulatory behaviors. The phases of anticipation, realization, and reflection observed during the speaking tasks further highlight the structured approach that SDL provides, allowing learners to engage deeply with the material and refine their communication abilities. When comparing these results with previous research from the last five years, several studies support the efficacy of SDL in language learning contexts. For instance positive correlation between self-directed learning and speaking skills among students in virtual English communities, echoing the findings of this study (Syakur et al., 2020; Ming et al., 2022; Roengrit et al., 2023; Zhao et al., 2023). Similarly, the demonstrated that students' self-directed learning experiences in EFL speaking classes significantly enhanced their communicative competence through innovative platforms like YouTube (Rochmawati et al., 2024; Chong, 2022;Yaghoubi & Farrokh, 2022; Mbani et al., 2023; Toscu, 2023). These studies align with the current research, suggesting that SDL not only improves language proficiency but also prepares learners for autonomous learning environments.

The implications of this research are multifaceted. Firstly, educators at Politeknik Penerbangan Jayapura and similar institutions should consider integrating SDL strategies into their curriculum. By promoting self-directed learning, educators can cultivate independent learners who are better equipped to navigate the complexities of language acquisition. Additionally, the findings suggest that structured interventions, such as workshops and learning contracts, can effectively scaffold students' learning processes, leading to improved speaking skills and

overall language proficiency. However, this study is not without its limitations. The research was conducted within a single institution, which may limit the generalizability of the findings to other contexts. Furthermore, the reliance on self-reported measures for assessing SDL readiness could introduce bias, as students might overestimate their self-directed skills. The study also focused solely on speaking proficiency, leaving other language skills like writing, listening, and reading unexplored in relation to SDL. Future research should aim to address these limitations by exploring the impact of SDL across various educational settings and diverse student populations. Longitudinal studies could provide deeper insights into how self-directed learning influences language acquisition over time. Additionally, investigating the interplay between SDL and other factors such as motivation, anxiety, and technological integration in language learning could yield valuable findings that contribute to more holistic educational practices. This study reinforces the critical role of self-directed learning in enhancing speaking proficiency in EFL contexts. The positive outcomes associated with SDL not only validate its implementation in language education but also highlight the need for further exploration into its broader applications and implications for learner autonomy and engagement.

CONCLUSION

Research question examined the enhancement of speaking comprehension. The analysis of the average scores obtained from the English speaking comprehension pre- and post-tests reveals a significant enhancement in the students' oral proficiency. The utilization of the Self-directed Learning Instructional strategy may potentially prove to be an effective approach for the facilitation of reading skill acquisition. This finding aligns with previous research that has demonstrated the positive impact of self-directed learning on learners' speaking scores (Mohammad Suleiman & Maniam, 2019); [(Harchegani et al., 2013)]; (Gabrielle, 2003); (Berger, R., Rugen, L., Woodfin, L., & Education, 2014). By providing students with opportunities for self-directed learning, wherein they have the autonomy to choose their own learning materials and methods in order to achieve their desired learning outcomes, they can enhance their speaking fluency and comprehension abilities. A learning contract is an effective educational instrument that facilitates the cultivation of student accountability. This implies that students possess an awareness of the importance of acquiring knowledge, comprehending the potential benefits of mastery or the potential repercussions of neglecting it, prior to their willingness to allocate their time and effort towards the learning process. The individuals recognize the advantages of assuming responsibility for their own learning, as the conventional approach to instruction impeded their capacity to learn. They were not afforded the opportunity to establish their own learning objectives. According to (Bujan, 1996);(Gregory, D. M., Guse, L., Dick, D. D., Davis, P., & Russell, n.d.)research, in order to achieve success, students must possess both the capability and inclination to take on the responsibility of their own learning. The ability encompasses both the acquisition of knowledge and the development of skills necessary to execute the choices individuals deem suitable for their educational pursuits. Willingness is derived from the intrinsic motivation and self-assurance exhibited by learners in assuming accountability for their own educational pursuits.

The participants in this study demonstrated a high level of adaptability to the novel educational environment, displaying a propensity to embrace the terms outlined in the contractual agreement.

The outcome aligned with (Korres, 2021) notion, which posits that a learning contract entails learners actively participating in the decision-making process regarding the content, methodology, timing, and assessment of their learning, typically with the guidance of a facilitator or resource person. The observed increase in scores provides evidence that individuals lacking proficiency in speaking can acquire proficiency through the implementation of effective strategy instruction and the cultivation of monitoring and comprehension-checking skills during the act of speaking.

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ENGLISH BREVET TERMS IN INDONESIAN MILITARY: A STUDY OF ACRONYM AND INITIALISM

[1]Wedhowerti*, [2]Hermawan Adi Prasetya
[1,2] Department of English Letters, Faculty of Letters,
Universitas Sanata Dharma Yogyakarta

ABSTRACT

This research aims at providing detailed explanation on how English brevet terms in Indonesian military are formed and reasons why those are classified as acronym and initialism. English brevet terms used in Indonesian military are difficult to understand due to their polysemic nature. The knowledge of internal structure of each term is important in order to ease the process of understanding the terms. Employing morphological approach and qualitative in nature, the research yields twenty English brevet terms in Indonesian military. The data are collected from websites of Indonesian military and selected based on their use in military domain. Those are classified and analyzed based on English phonotactic rules. This study reveals that ten are acronyms and ten are classified as initialisms and they mostly have the combination of Noun+Noun formation. This study highlights the importance of doing morphological research on military terms as many military terms to denote new concepts in military domain are not examined yet.

Keywords: *acronym; brevet term; Indonesian Military; initialism; word formation*

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*Correspondence:
wedho.sc@usd.ac.id

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ABSTRAK

Penelitian ini bertujuan untuk memberikan penjelasan terperinci mengenai pembentukan istilah-istilah brevet dalam Bahasa Inggris yang digunakan dalam militer Indonesia. Selain itu, penelitian ini juga bertujuan untuk menjelaskan alasan istilah-istilah brevet tersebut dikategorikan sebagai akronim dan inisialisme. Istilah brevet dalam Bahasa Inggris sulit untuk dipahami karena sifatnya yang polisemik. Pengetahuan tentang struktur internal masing-masing istilah menjadi penting untuk mempermudah proses pemahaman istilah-istilah tersebut. Dengan menggunakan pendekatan morfologis dan bersifat kualitatif, penelitian ini menghasilkan dua puluh istilah brevet dalam Bahasa Inggris yang digunakan dalam militer Indonesia. Data tersebut dikumpulkan dari situs-situs militer Indonesia dan diseleksi berdasarkan penggunaannya dalam ranah militer. Kemudian, istilah-istilah tersebut diklasifikasi dan dianalisis berdasarkan aturan-aturan fonotaktik Bahasa Inggris. Sepuluh istilah brevet dikategorikan sebagai akronim dan sepuluh sisanya dikategorikan sebagai inisialisme. Dari dua puluh istilah brevet tersebut, kombinasi yang paling banyak digunakan adalah formasi Kata Benda + Kata Benda. Penelitian ini menggaribawahi pentingnya analisis morfologi pada istilah-istilah militer mengingat banyaknya istilah militer baru yang digunakan untuk merujuk pada konsep-konsep kemiliteran baru belum dikaji.

Kata Kunci: *akronim, inisialisme, istilah brevet, militer Indonesia, pembentukan kata*

INTRODUCTION

Military has a hand in the processes of forming neologisms in English vocabulary. Military terms are very productive due to increasing number of weapons, wars, technologies, organizations, and uniform attributes (Aleksandruk et al., 2023; Paterson, 2014; Tarasova et al., 2023; Ivanenko et al., 2023). Modern English, being characterized by advances of technology and science, does more on adding its stock of vocabulary including in the domain of military. Military language is very productive because wars, fights, battles, and military crisis give English new military terms and military, accordingly, becomes a source and process of new word formation in Modern English (Wedhowerti, 2021).

Military terms have different morphological word formations. Shortening is one of them. Shortening also places the third rank in terms of its number in military neologism (Algeo, 1991). For example, *North Atlantic Treaty Organization* (NATO) is formed using acronym word formation. The military has tendency to initialize anything in sight (Harley, 2017). The next evidence of it is the American bureaucracy and Army which shorten most of their new terms (Harley, 2017). In other words, military terms tend to use shortening word formation. Concerning the use of military terms, there are countries using slightly different terms or names referring to them. In Indonesia for instance, the terms are called brevet. Brevet is a French term meaning certificate or license. Brevet is a qualification mark being mounted on the chest of the soldier's uniform (Bowyer, 2007). In Indonesian military, brevet terms are both in Indonesian and English. Brevet terms are famous for their length and difficulty.

The notion of length and difficulty of military terms makes people do not easily understand the terms. This is also the case for English brevet terms in Indonesian military. Previously in their initial use in American military, English brevet terms already create a deep sense of unease. They are in the form of acronym and initialism. To put it another way, acronym and initialism are difficult to understand because of their polysemic nature or military terminology consists of polysemous words (Mirabela & Ariana, 2009; Georgieva, 2015).

With regard to the fact stated above, morphology offers its hand. Morphological analysis of acronym and initialism in English brevet terms has significant influence for Indonesian soldiers (Indonesian Army, Indonesian Navy, and Indonesian Air Force) since it aims at providing detailed explanation on how English brevet terms in Indonesian military are formed. In other words, knowledge on the internal structure of each term is very important. Besides, this study also classifies English brevet terms in Indonesian military into acronym and initialism and the reasons why. In response to this and the fact stated earlier, two research questions are formulated in accordance with the objectives of this study: (1) How are English brevet terms in Indonesian military formed? and (2) Why are English brevet terms in Indonesian military classified as acronym and initialism?

Literature Review

Four studies shared their perspectives on English word formation based on its contexts and sources (Ratih & Gusdian, 2018; Mohammed, 2021; Zuhri, et al, 2022; Moehkardi, 2016). Ratih & Gusdian, 2018; Moehkardi, 2016 studied word formation by collecting data from Oxford English dictionary and internet-based media

respectively. Meanwhile, Mohammed, 2021; Zuhri, et al, 2022 focused their analysis of word formation on EFL contexts. Among those reviewed studies, none of them discussed morphological processes of words in Indonesian Military. In order to fill the gap of study, this study then provides research novelty by analyzing the formation of English brevet terms in Indonesian Military where all data are taken from the websites of Indonesian Military.

As part of morphological study, discussion on acronym and initialism entails more understanding on other morphological matters. To put matters clearer, areas of morphological study in English are best mentioned in the following Figure 1.

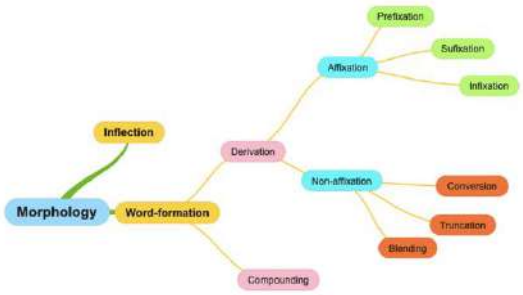

Figure 1. Areas of Morphological Study in English

Therefore, as clearly observed in the figure above, this research puts ahead theories of acronym and initialism, morpheme, inflection, and derivation (Ruzaitė, 2012). The following sub-sections are dedicated to present the theories of the mentioned matters.

Acronym and Initialism

Acronym is part of shortening word formation. Acronym takes the initial letter of words, phrases, or syllables and pronounced them as a single new word (Jackson & Amvela, 2007). For example, the word *SCUBA* is basically an acronym standing for *Self-Contained Underwater Breathing Apparatus*. Table 1 below shows more examples of acronym.

Table 1. Examples of Military Acronyms

No	Acronym	Standing for
1	LASER	Light Amplification by Stimulated Emission of Radiation
2	NATO	North Atlantic Treaty Organization
3	AMRAAM	Advanced Medium Range Air to Air Missile
4	AWACS	Airborne Warning and Control System
5	CAATSA	Countering America's Adversaries Through Sanctions Act

Initialism, however, denotes only the initial letter of words, or sometimes initial syllables, and are put together (Jackson & Amvela, 2007). Hence, the pronunciation of initialism is done by uttering letter by letter. Initialism cannot be pronounced as a single word. This is due to its illegal letter structure or illegal word-internal combination (Plag, 2018). English, as so do other languages, has its own phonotactics or the permissible combination of phonemes. There are restrictions in English phonotactics or constraints. They are summarized in Table 2. After presenting Table 2, examples of military initialism are presented in Table 3.

Table 2. English Phonotactic Rules
(Brinton & Brinton, 2010, p. 59)

Combination	Restriction
/h/, /j/, /w/	Always syllable initial before a stressed vowel
/m/, /n/, /l/, /r/	Never word initial and must be followed by vowel
/stw/, /hl/, /hr/,/mr/	No violation, however, they do not occur in contemporary English Another stop is not permitted after these
/b/, /g/, /k/, /r/, /p/, /ð/	Word initial only in pronouns, adverbs, prepositions, demonstratives, and the definite article, never in nouns, verbs, and adjectives

Table 3. Examples of Military Initialisms

Initialism	Standing for
ATC	Air Traffic Control
GPS	Global Positioning System
MBT	Main Battle Tank
APC	Armored Personnel Carrier
USS	United States Ship

Inflection and Derivation

Inflection is part of bound morpheme. It can be attached to a certain word class. Inflection marks grammatical meaning, for example, tense, and number. It does not change the part of speech or the word category (Bauer, 2003). It also indicates the grammatical function of a word, e.g. genitive, plural/singular, and tenses as in the genitive word *September's*: {September} + {'s}, the plural word *chairs*: {chair} + {-s}, and the past tense word *walked*: {walk} + {-ed}.

Unlike the inflection, derivation or derivational affix is in the form of prefixes or suffixes. The derivation produces words of a different grammatical category from the stem. Affixes, in turn, do not belong to any lexical categories (O'Grady, et. al, 2017). Derivation producing noun is called nominalizer. The one producing verb is called verbalizer. Meanwhile, derivation which produces adjective is called adjectivalizer, and the last, the one producing adverb is called adverbializer. The following Table 4 illustrates the change of part of speech due to the derivational affixes.

Table 4. Derivational Suffixes

Derivational Affixation	Change (Part of Speech)	Affixes	Example (in word)
Nominalizer	Verb → Noun	-ment	Investment
		-er	Officer
		-ion	Action
		ance/ence	Importance
		-al	Survival

	Adjective → Noun	-ness -dom	Greatness Freedom
Verbalizer	Adjective/Noun → Verb	-ity -ify -ize -ate -en	Validity Purify Generalize Negotiate Strengthen
Adjectivalizer	Noun → Adjective	-y -ous -ful	Lucky Dangerous Peaceful
	Verb → Adjective	-ive -able -ful -ent/ant	Attractive Enjoyable Useful Significant
Adverbalizer	Adjective/Noun → Adverb	-ward -ly -way(s)	Upward Easily Sideways

METHOD

This research employs morphological approach and is descriptive qualitative. Morphological approach is employed since this research aims at describing how English brevet terms are formed and classifying them into acronym and initialism. It is a qualitative research since the researchers are collecting, analyzing, and interpreting the data. It is in accordance with the statement that qualitative research is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand (Creswell & Creswell, 2022). The researchers focus on English brevet terms which are taken from the Indonesian Army, Indonesian Navy, and Indonesian Air Force.

As mentioned in the first section of the paper that there are English brevet terms and Indonesian brevet terms in Indonesian military. In this regard, the English brevet terms were chosen as object of the study due to their length and difficulty especially for Indonesian soldiers that they find them hard to understand.

Population, Sample, and Limitation

There were twenty English brevet terms in Indonesian military taken as data for this research. The number was gained through limitation. The data were limited to English brevet terms used or employed in the domain of Indonesian military only and those terms are not commonly used in public domain. The data were taken from some websites of Indonesian Army, Indonesian Navy, and Indonesian Air Force.

As mentioned in the first section of the paper that there are English brevet terms and Indonesian brevet terms in Indonesian military. In this regard, the English brevet terms were chosen as object of the study due to their length and difficulty especially for Indonesian soldiers that they find them hard to understand.

Data Collection Instruments

Data collection took several processes. English brevet terms were first collected from military websites. Then, they data were classified into acronym or initialism. The last process would be the analysis. In the analysis (in the Discussion Section), tree diagram is employed since it explains and gives an illustration of how

the terms are formed in detailed manner. It is also required since it depicts the organization of words. Besides tree diagram, a table is also required to show the formation of the terms. After presenting the table, the discussion and explanation is then provided. The following Table 5 illustrates word formation in the analysis.

Table 5. Word Formation Illustration

Word	Formation	Standing for
JASSM	Adj+N+N+N+N	Joint Air to Surface Standoff Missile
SEAL	N+N+Conj.+N	Sea, Air, and Land
JASSM	Adj+N+N+N+N	Joint Air to Surface Standoff Missile

FINDINGS AND DISCUSSION

Having explored the official military websites and classified the data, it then yields twenty data as shown in Table 6. Each datum is presented with its respective long form. Compared to previous studies results, this study provides Indonesian soldiers and society in general with knowledge of brevet terms' internal structure which is in turn resulting in comprehension, besides, answering two research questions morphologically as posted in the previous section. In this context, morphological skill on brevet terms is significant to literacy. Table 6 below lists twenty findings found on the websites.

Table 6. List of Data

No	Data	Standing for
1	SCUBA (N)	Self-Contained Underwater Breathing Apparatus
2	JOCIT (N)	Junior Officer Combat Instructor Training
3	HALO-HAHO (N)	High Altitude, Low Opening High Altitude, High Opening
4	HUET (N)	Helicopter Underwater Escape Training
5	UNIFIL (N)	United Nations Interim Force In Lebanon
6	UNAMID (N)	United Nations African Mission In Darfur
7	UNOC (N)	United Nations Operation in Congo
8	UNCIMIC (N)	United Nations Civil Military Coordination
9	SEMPU (N)	Sector East Military Police Unit
10	SAR (V)	Rapidly Deployable Battalion
11	RDB (N)	Military Training Cell
12	MTC (N)	World Yongmoodo Federation
13	WYF (N)	Principal Warfare Officer
14	PWO (N)	Military-Civil Coordination
15	MCC (N)	Maritime Task Force
16	MTF (N)	Global Peace Operations Initiative
17	GPOI (N)	Military Community Outreach Unit
18	MCOU (N)	Battalion Mobile Reserve
19	BMR (N)	Sector East Mobile Reserve
20	SEMR (N)	Rapidly Deployable Battalion

Acronym

In order to know how the acronyms in English brevet terms of Indonesian military are formed, first, we have to observe the head of each term. The heads of those terms are determined by the central meaning of the phrases. In this study,

there are ten acronyms to analyze. To mention, they are SCUBA, JOCIT, HALO-HAHO, HUET, UNIFIL, UNAMID, UNOC, UNCIMIC, and SAR. The following Table 7 is the formation of ten acronyms of Indonesian military.

Table 7. Ten Acronyms and their Formation

No	Brevet Term	Formation	Standing for
1	SCUBA (N)	Adj + Adv + N + N	Self-Contained Underwater Breathing Apparatus
2	JOCIT (N)	Adj + N + N+ N+ N	Junior Officer Combat Instructor Training
3	HALO-HAHO (N)	Adj + N + Adj+ N	High Altitude, Low Opening High Altitude, High Opening
4	HUET (N)	N + Adv + V + N	Helicopter Underwater Escape Training
5	UNIFIL (N)	Adj + N + Adj + N + Prep + N	United Nations Interim Force In Lebanon
6	UNAMID (N)	Adj + N + N + N + Prep + N	United Nations African Mission In Darfur
7	UNOC (N)	Adj + N + N + N	United Nations Operation in Congo
8	UNCIMIC (N)	Adj + N + N + Adj + N	United Nations Civil Military Coordination
9	SEMPU (N)	N + Adj + Adj + N + N	Sector East Military Police Unit
10	SAR (V)	V + Conj. + V	Search And Rescue

Table 7 above illustrates the acronym formation of ten English brevet terms of Indonesian Military. The head of each phrase is dominated by Noun (N). The combination of word classes here is determined by the source phrase elements represented in the acronym and those carry the central meaning of the brevet terms. There are nine out ten brevet terms which are in the form of Noun and one out of ten in the form of Verb. The head analysis eventually leads to word classes combination summary in Table 8 as follows.

Table 8. Word Classes Combination Summary

Word Classes Combination	Data
N + N	SCUBA, JOCIT, UNAMID, UNOC;
Adj + N	HALO-HAHO, UNIFIL;
V + N	HUET;
N + Adj + N	UNCIMIC;
Adj + N + N	SEMPU;
V + Prep + V	SAR.

The most dominant combination is Noun + Noun (4 acronyms). Most of those acronyms have Noun as the constituent of their combination. The following Table 9 elaborates how the acronyms are formed.

Table 9. Acronym Formation

Datum	Acronym	Formation
1	SCUBA	{[(Self) + Contain (-ed)] + [Under + water] + [Breath + (-ing)] + [Apparatus]}
2	JOCIT	{[Junior] + [Office + (-er)] + [Combat] + [Instruct + (-or)] + [Train + (-ing)]}
3	HALO-HAHO	{[High] + [Altitude] + [Low] + [Open + (-ing)]}

		{[High] + [Altitude] + [High] + [Open + (-ing)]}
4	HUET	{[Helicopter] + [Under + water] + [Escape] + [Train + (-ing)]}
5	UNIFIL	{[Unite + (-ed)] + [Nation + (-s)] + [Interim] + [Force] + [In] + [Lebanon]}
6	UNAMID	{[Unite + (-ed)] + [Nation + (-s)] + [Africa + (-an)] + [Mission] + [In] + [Darfur]}
7	UNOC	{[Unite + (-ed)] + [Nation + (-s)] + [Operation] + [in] + [Congo]}
8	UNCIMIC	{[Unite + (-ed)] + [Nation + (-s)] + [Civil] + [Military] + [Coordinate + (-ion)]}
9	SEMPU	{[Sector] + [East] + [Military] + [Police] + [Unit]}
10	SAR	{[Search] + [And] + [Rescue]}

Each acronym is explained in a tree diagram. The tree diagram is required to provide detailed illustration on how each acronym is formed. The following section is dedicated to explain the formation of each acronym.

Datum 1

The first acronym is SCUBA. This brevet term is in the form of Noun since its head is *apparatus* (N). This acronym consists of four morphemes. They are five lexical free morphemes and three derivational bound morphemes as prefix (Self-); and suffixes (-ed) and (-ing). To ease in understanding about how this acronym is formed, the following tree diagram will provide the explanation.

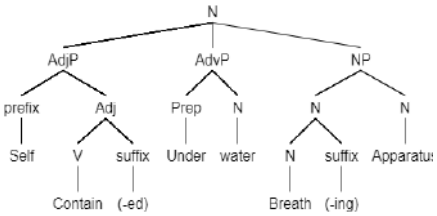

Figure 2. Tree Diagram of *SCUBA*

SCUBA is classified as acronym. It is because the term can be pronounced as a single word and there is no restriction in English phonotactical rules violated by this term. It can be pronounced as /ˈskuːbə/.

Datum 2

JOCIT is in the form of Noun since its head is also a Noun. It consists of five free morphemes as lexical words and three bound morphemes as derivational suffixes (-er), (-or), and (-ing). Those derivational morphemes contribute to change the grammatical category from its stem. The suffix (-er) contributes in changing Noun → Noun. The (-or) and (-ing) derivational suffixes also contribute to change stem's word class form Verb → Noun. To understand how JOCIT is formed, the following tree diagram will provide its elaboration.

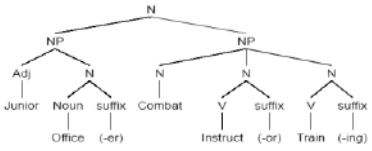

Figure 3. Tree Diagram of *JOCIT*

JOCIT is classified into acronym because it is based on the rules of English phonotactics. In other words, there is no rule violated by this term. Therefore, it can be pronounced as a single new word. The term is pronounced as /dʒɒsɪt /.

Datum 3

There are two data (3a and 3b). These terms are employed or used once. Both are in the form of Noun since the head is Noun. Each brevet term consists of four lexical free morphemes and one bound morpheme as the derivational suffix (-ing). This derivational suffix contributes to change the grammatical category from Verb → Noun, *Open* (V) + (-ing) = *Opening* (N). To ease in understanding how the two are formed, two tree diagrams are provided as follows.

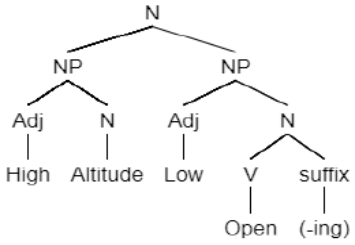

Figure 4. Tree Diagram of *HALO* (a)

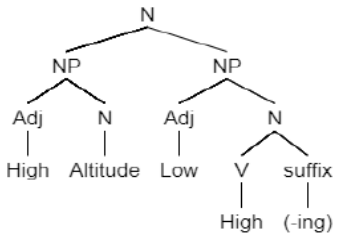

Figure 5. Tree Diagram of *HAHO* (b)

The terms HALO-HAHO are classified into acronym because both apply the rules of English phonotactics. It means that there is no violation. They are pronounced as / hɔːləʊ/ and /həhəʊ/ and are a single new word.

Datum 4

The head of this brevet term is Noun (*Training*). This brevet term consists of four lexical free morphemes and one bound morpheme as a derivational suffix (-ing). This derivational suffix has a hand in contributing the change of grammatical category from *Train* (V) + (-ing) = *Training* (N). The following diagram illustrates how HUET is formed.

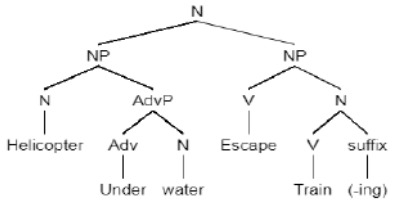

Figure 6. Tree Diagram of *HUET*

The term HUET is classified into acronym because the phrase can be turned into initial letters and to be interpreted phonologically. Thus, the phrase can be pronounced as a regular word, not as a sequence of letter. The term is pronounced as /hʊe/.

Datum 5

UNIFIL is in the form of Noun since its head is the word *Force* which is a Noun. This brevet term consists of five lexical free morphemes, i.e. one functional free morpheme (in), and two bound morphemes as suffixes. The derivational bound morpheme is the (-ed), which changes the grammatical category of the word *Unite* + (-ed) = *United* (adj), Verb → Adjective, and the inflectional bound morpheme is the (-s) indicating the plural form. The following tree diagram provides the explanation of how UNIFIL is formed.

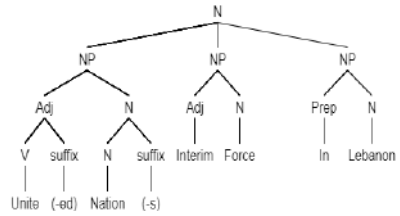

Figure 7. Tree Diagram of *UNIFIL*

The brevet term UNIFIL is classified as acronym. It does not violate English phonotactics. It is pronounced as a single word /ju:nɪfɪl/.

Datum 6

The head of this brevet term is *Mission* (Noun). This consists of five lexical free morphemes; one functional free morpheme (in); two derivational bound morphemes (-ed) that contributes to change the grammatical category of the word *Unite* (Verb) + (-ed) = *United* (Adjective) and (-an); and one inflectional bound morpheme (-s) that shows the plural form. The following tree diagram provides the explanation of how UNAMID is formed.

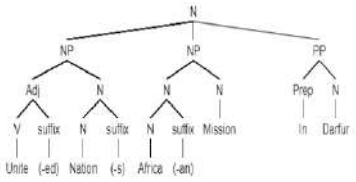

Figure 8. Tree Diagram of *UNAMID*

UNAMID is classified as acronym since there is no restriction of phonotactic rules violated by the term. It is pronounced as a single word, not letter by letter, that is /ju:næmɪd/.

Datum 7

UNOC has *Operation* as its head which is in the form of Noun. This brevet term consists of four lexical free morphemes, one functional free morpheme, and two derivational bound morphemes (-ed) that contribute to change the grammatical category of the word *Unite* (Verb) + (-ed) = *United* (Adjective), and (-ion) which changes the word *Operate* (Verb) + (-ion) = *Operation* (Noun) and one inflectional bound morpheme as the suffix (-s) that shows the plural form. The tree diagram below provides the explanation of how this brevet term is formed.

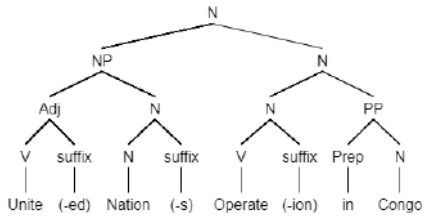

Figure 9. Tree Diagram of *UNOC*

UNOC is classified as acronym due to its phonetic combination. There is no phonotactic rule violated by the term. This acronym is pronounced as a single word /ju:nɒk/.

Datum 8

The head of this brevet term is *Coordination*. Therefore, its head is a Noun. This consists of seven lexical free morphemes, two derivational bound morphemes as suffixes (-ed) that cause the change of grammatical category of the word *Unite* (Verb) + (-ed) = *United* (Adjective), (-ion), and one inflectional bound morpheme as a suffix (-s) showing its plural form. The following tree diagram is the explanation of how it is formed.

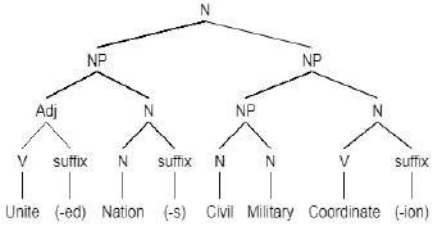

Figure 10. Tree Diagram of *UNCIMIC*

UNCIMIC is classified into acronym because in its phonetic combination, it does not violate English phonotactic rules. This acronym is pronounced as a single word /ju:nsɪmɪk/.

Datum 9

SEMPU consists of five lexical free morphemes. All of those free morphemes are the lexical ones. SEMPU has *Unit* as its head. Therefore, it is in the form of Noun. The tree diagram below which provides the explanation of how this brevet term is formed.

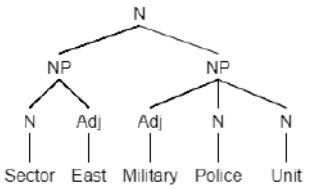

Figure 11. Tree Diagram of *SEMPU*

SEMPU is classified into acronym. It is because the phonetic combination of *SEMPU* has no violation towards English phonotactic rule. It is pronounced as a single word /sempu:/.

Datum 10

The term SAR is very familiar. This has two lexical free morphemes and one functional free morpheme as conjunction. Unlike the other brevet terms before, this brevet term is in a form of parallel structure. Each parallel structure has its own head. In the case of this brevet term, the head is on the word *Search* and *Rescue* as shown below.

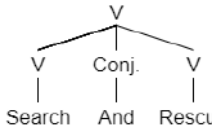

Figure 12. Tree Diagram of *SAR*

SAR is an acronym because it is pronounced as a single word. There is no phonotactic rule violated by this acronym. It is pronounced as /sa:/.

Initialism

There are ten initialisms found on the websites. The data were RDB, MTC, WYF, PWO, MCC, MTF, GPOI, MCOU, BMR, and SEMR. Table 10 below lists the ten initialisms and illustrates their formation.

Table 10. Ten Intialisms and their Formation

No	Brevet Term	Formation	Standing for
1	RDB (N)	Adv + Adj + N	Rapidly Deployable Battalion
2	MTC (Noun)	N + N + N	Military Training Cell
3	WYF (Noun)	N + N + N	World Yongmoodo Federation
4	PWO (Noun)	Adj + N + N	Principal Warfare Officer
5	MCC (Noun)	N + N + N	Military-Civil Coordination
6	MTF (Noun)	Adj + N + N	Maritime Task Force
7	GPOI (Noun)	Adj + N + N + N	Global Peace Operations Initiative

8	MCOU (Noun)	N + N + V + N	Military Community Outreach Unit
9	BMR (Noun)	N + Adj + N	Battalion Mobile Reserve
10	SEMR (Noun)	N + Adj + Adj + N	Sector East Mobile Reserve

Table 10 above has shown the head of each initialism. All of those ten initialisms are in the form of Noun. These heads contribute in determining the combination of word classes which form the brevet terms. The combinations or patterns of word classes are defined by the source phrase elements represented in the initialisms and those words carry the central meaning of the brevet terms. Word classes combination is summarized as follows.

Table 11. Word Classes Combination Summary

Word Classes Combination	Data
N + N	WYF, MTF, GPOI, PWO, MCOU
N + Adj	BMR
Adj + N	MTC, SEMR
N + N + N	MCC
Adv + Adj + N	RDB

The most dominant word class combination is the Noun + Noun. It has five brevet terms. Almost all of the combination has Noun as their constituent. The following will be the explanation of how each initialism is formed.

Table 12. Initialism Formation

Datum	Initialism	Formation
11	RDB	{[Rapid + (-ly)] + [Deploy + (-able)] + [Battalion]}
12	MTC	{[Military] + [Train + (-ing)] + [Cell]}
13	WYF	{[World] + [Yongmoodo] + [Federate + (-ion)]}
14	PWO	{[Principal+ [Warfare] + [Office + (-er)]}
15	MCC	{[Military] + [Civil] + [Coordinate + (-ion)]}
16	MTF	{[Maritime] + [Task] + [Force]}
17	GPOI	{[Global] + [Peace] + [Operate + (-ion)] + [Initiate + (-ive)]}
18	MCOU	{[Military] + [Community] + [Out + reach] + [Unit]}
19	BMR	{[Battalion] + [Mobile] + [Reserve]}
20	SEMR	{[Sector] + [East] + [Mobile] + [Reserve]}

The following tree diagrams describe how initialisms in English brevet terms of Indonesian military are formed in detailed manner. A principal key to initialism is that it cannot be pronounced as a single word because its word-internal structure is not in accordance with the rule of English sound (Plag, 2018). In other words, it violates the restriction of consonant cluster in English phonology.

Datum 11

The head of this brevet term is *Battalion* (Noun). *RDB* has three lexical free morphemes and two derivational bound morphemes: suffix (-ly) which changes *Rapid* (Adjective) + (-ly) = *Rapidly* (Adverb) and (-able) which contributes in the changing of the word *Deploy* (Verb) + (-able) = *Deployable* (Adjective). The following tree diagram is provided in order to show how this brevet term is formed.

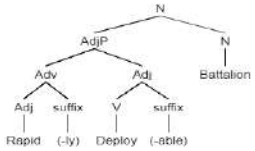

Figure 13. Tree Diagram of *RDB*

RDB is classified into initialism since it is pronounced as series of letter. It cannot be pronounced as a single word because there is a restriction in its phonetic combination related to phonotactic rules. The rule says that /r/ must be followed by vowel. However, in the phonetic combination of RDB, /r/ is followed by /dɪ/ which violates the rule. Therefore, this term is classified into initialism and it is pronounced as /ɑː-dɪ-bɪ/.

Datum 12

The head of MTC is *Cell* (Noun). It has three lexical free morphemes and one derivational bound morpheme as suffix. The derivational suffix here contributes in the change of grammatical category of the word *Train* (Verb) + (-ing) = *Training* (Noun). The tree diagram below is provided in order to describe how the term is formed.

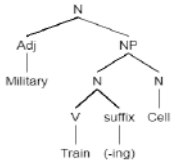

Figure 14. Tree Diagram of *MTC*

MTC is classified into initialism because the combination of its elements is consonants that it is pronounced letter by letter. English phonotactic rule is clearly violated by this term. Based on the phonotactic rule, syllabic nasal /m/ is never word initial. It then makes MTC cannot be pronounced as a single word. Instead, it is pronounced letter by letter as /ɛm-tɪ-sɪ/.

Datum 13

The head of WYF is on the word *Federation* (Noun). This brevet term consists of three free lexical free morphemes and one derivational bound morpheme as suffix. The derivational suffix contributes to change the word *Federate* (Verb) + (-ion) = *Federation* (Noun). The following tree diagram is the explanation of how WYF is formed.

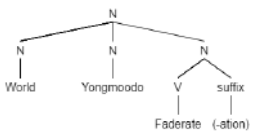

Figure 15. Tree Diagram of *WYF*

This brevet term is classified into initialism. It is because the pronunciation of WYF is done in alphabetical manner. Based on English phonotactic rule, /w/

cannot stand as initial element. Therefore, it must be pronounced letter by letter as /ˈdʌbljuː-waɪ-ɛf/.

Datum 14

PWO has *Officer* (Noun) as its head. It consists of three lexical free morphemes and one derivational bound morpheme as suffix (-er). The suffix (-er) contributes to form the word *Officer* which is from *Office* (Noun) + (-er) = *Officer* (Noun). The following tree diagram is provided explain how PWO is formed.

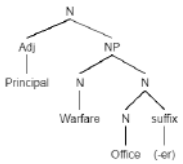

Figure 16. Tree Diagram of *PWO*

PWO is classified into initialism because it is pronounced by naming each individual letter. It violates English phonotactic rule. Consonant /p/ is supposed to be followed by vowel. It cannot be pronounced as a single word. It is pronounced as /piː-ˈdʌbljuː-əʊ/.

Datum 15

MCC has *Coordination* (Noun) as its head. This brevet term consists of three lexical free morphemes and one derivational bound morpheme as suffix (-ion). The suffix (-ion) changes the grammatical category of the word *Coordinate* (Verb) + (-ion) = *Coordination* (Noun). The following tree diagram describes how it is formed.

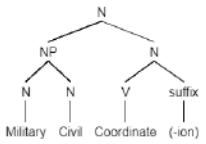

Figure 17. Tree Diagram of *MCC*

This brevet term is classified as initialism because its phonetic combination violates English phonotactic rule. Consonant /m/ must be followed by a vowel. Therefore, MCC is pronounced letter by letter as /ɛm-sɪ-sɪ/.

Datum 16

Force (Noun) is the head of this brevet term. All morphemes of MTF are lexical free morphemes. There are three lexical free morphemes that it has. The following tree diagram describes how MTF is formed.

Figure 18. Tree Diagram of *MTF*

This brevet term is classified as initialism because its phonetic combination violates English phonotactic rule. Consonant /m/ is never word initial unless it is followed by a vowel. Therefore, MTF is pronounced as /ɛm-tiː-ɛf/.

Datum 17

GPOI's head is *Operation* (Noun). This brevet term consists of four lexical free morphemes and three bound morphemes as suffixes (-ion), (-s) and (-ive). The suffix (-ion) is a derivational bound morpheme that changes the grammatical category of the word *Operate* (Verb) + (-ion) = *Operation* (Noun). The suffix (-s) is an inflectional bound morpheme which contributes to indicate the plural form of *Operation* (Noun). The formation is *operate* (Verb) + (-s) = *Operations* (Noun). For the suffix (-ive), it is a derivational bound morpheme which changes *Initiate* (Verb) → *Initiative* (Adjective). The following tree diagram is provided to illustrate how the term is formed.

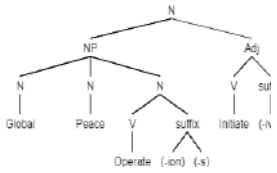

Figure 19. Tree Diagram of *GPOI*

GPOI is classified into initialism because of its phonetic combination that breaks English phonotactic rule. After consonant /g/, another stop is not permitted while /p/ is a stop. It makes GPOI unable to be pronounced as a single word. It is pronounced as /ʤiː-piː-əʊ-aɪ/.

Datum 18

MCOU's head is *Unit* (Noun). This brevet term consists of four lexical free morphemes. For the word *Outreach,* it is in a form of compound word consisting of two lexical free morphemes (*out* and *reach*). The following tree diagram elaborates how MCOU is formed.

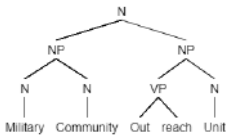

Figure 20. Tree Diagram of *MCOU*

Just like the other previous nine data, MCOU is an initialism. The consonant /m/ is never word initial unless it is followed by a vowel. It then makes it unable to be pronounced as a single word. Its pronunciation is /ɛm-siː-əʊ-juː/.

Datum 19

BMR's head is *Battalion* (Noun). This term consists of three lexical free morphemes. The following tree diagram describes how it is formed.

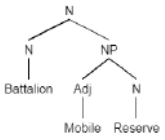

Figure 21. Tree Diagram of *BMR*

This term is classified into initialism. After consonant /b/, another stop is not permitted. While /m/ is a stop. BMR cannot be pronounced as a single word. The string /mr/ is basically not a violation to English phonotactic rule, however, it does not occur in contemporary English. The term is pronounced letter by letter as /biː-ɛm-ɑː/.

Datum 20

Reserve (Noun) is the head of SEMR. This term has four lexical free morphemes. The following tree diagram explains how it is formed.

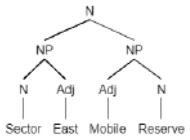

Figure 22. Tree Diagram of *SEMR*

It is classified as initialism because of its phonetic string which violates English phonotactic rule. Just like the previous Datum 19 (BMR), this datum has phonetic string of /mr/. The string /mr/ does not violate English phonotactic rule. However, it does not occur in contemporary English. Then, it is pronounced letter by letter as /ɛs-iː-ɛm-ɑː/.

The findings above show that the formation of brevet terms is done through acronym and initialism (shortening). Considering that brevet terms as matters being esoteric to military domain, shortening becomes peculiar morphological phenomenon in brevet terms' formation. All twenty brevet terms being studied prove that military domain truly has shortening in its neologism. The formation of the twenty brevet terms also manifests the morphological tendency in military domain which is apt to initialize anything.

Future research of exploring and studying terms in military domain is required as there are still few number of research conducted in this field. By exploring and doing research in the domain, military terms will become more familiar with everyday life even for people outside it.

CONCLUSION

In conclusion, military plays a greater role in contributing to the formation of neologism in English vocabulary. There are twenty English brevet terms in Indonesian military which are difficult to understand because of their polysemic nature. Therefore, the Indonesian soldiers and readers in general have to understand the internal structure of the words. By reading this research, they are expected to gain some knowledge about how the English brevet terms are formed and why the terms are classified into acronym and initialism.

The results suggest that the twenty data mostly have the combination of Noun + Noun formation. Among the twenty, ten data are classified as acronyms and ten are classified as initialisms. English phonotactic rules become the determining point in classifying the data.

The ten data (SCUBA, JOCIT, HALO-HAHO, HUET, UNIFIL, UNAMID, UNOC, UNCIMIC, SEMPU, and SAR) are classified as acronyms because they do not violate English phonotactic rules. Besides, they are pronounced as a word. While the other ten data (RDB, MTC, WYF, PWO, MCC, MTF, GPOI, MCOU, BMR, and SEMR) are classified as initialisms because they break English phonototactic rules. Hence, they cannot be pronounced as a single word.

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AN ANALYSIS OF ILLOCUTIONARY ACTS IN VLADIMIR PUTIN'S ELECTION VICTORY SPEECH

[1]Rela Sabtiana*, [2]Otto V. Siregar
[1,2] Department of English Literature, Faculty of Communication and Language, Universitas Bina Sarana Informatika, Indonesia

ABSTRACT

Illocutionary acts are a key category of speech acts, frequently analyzed in pragmatic studies to investigate the conveyed meaning of a speaker's words. These acts are particularly intriguing because of their significant impact on the interpretation of utterances. This study aims to conduct an in-depth examination of the various classifications of illocutionary acts employed in spoken discourse, focusing on a speech delivered by a world leader. Specifically, the analysis draws on Vladimir Putin's 2024 election victory speech, meticulously studied through qualitative analytical methods. The research employed Searle's framework to categorize and interpret the speech's illocutionary acts. The analysis identifies five distinct classifications: assertive (or representatives), commissive, expressive, directive, and declarative. The findings highlight a dominance of assertive/representatives with 20 instances, followed by expressive acts with 10 instances, commissive acts with 5 instances, and a single instance, each of directives and declaratives. This comprehensive analysis sheds light on the intricate linguistic strategies employed in the speech, demonstrating how illocutionary acts contribute to meaning-making and rhetorical effectiveness. The study offers insightful information about how these activities are applied in contemporary political discourse, enriching our understanding of the interplay between language, intent, and influence.

Keywords: *Discourse, illocutionary acts, pragmatics, speech acts, utterance*

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*Correspondence: Corresponding
rela.sabtiana@gmail.com

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ABSTRAK

Tindak tutur ilokusi merupakan kategori utama tindak tutur yang sering dianalisis dalam kajian pragmatik untuk memahami makna yang tersampaikan dari kata-kata pembicara. Tindak tutur ini sangat menarik karena dampaknya signifikan terhadap penafsiran ujaran. Kajian ini bertujuan untuk melakukan pemeriksaan mendalam terhadap berbagai klasifikasi tindak tutur ilokusi yang digunakan dalam wacana lisan, dengan fokus pada pidato yang disampaikan oleh seorang pemimpin dunia. Secara khusus, analisis ini mengacu pada pidato kemenangan pemilihan umum Vladimir Putin tahun 2024, yang dipelajari dengan cermat melalui metode analisis kualitatif. Penelitian ini menggunakan kerangka kerja Searle untuk mengkategorikan dan menafsirkan tindak tutur ilokusi. Analisis ini mengidentifikasi lima klasifikasi berbeda: asertif (atau representatif), komisif, ekspresif, direktif, dan deklaratif. Temuan ini menyoroti dominasi tindak tutur asertif/representatif dengan 20 contoh, diikuti oleh tindak tutur ekspresif dengan 10 contoh, tindak tutur komisif dengan 5 contoh, dan satu contoh, masing-masing berupa direktif dan deklaratif. Analisis komprehensif ini menyoroti strategi linguistik rumit yang digunakan dalam pidato tersebut, yang menunjukkan bagaimana tindakan ilokusi berkontribusi pada penciptaan makna dan efektivitas retorika. Studi ini menawarkan informasi mendalam tentang bagaimana aktivitas ini diterapkan dalam wacana politik kontemporer, yang memperkaya pemahaman kita tentang interaksi antara bahasa, maksud, dan pengaruh.

Kata Kunci: *wacana, tindak ilokusi, pragmatik, tindak tutur, ujaran*

INTRODUCTION

Pragmatics is a subdomain of linguistics that goes beyond details of utterances relevant to individual speech events and investigates intentional actions by speakers within specific contexts. Unlike semantics, which studies the differences between types of expressions, pragmatics focuses on the differences between tokens of utterances, taking context and effects into consideration (Mey, 1993). This field is commonly known as pragmatics, though it is not a singular discipline. It is typically divided into two categories that address different aspects of language use. Near-side pragmatics deals with determining the literal meaning of utterances, including disambiguation, reference-fixing, and presupposition management. It considers factors such as context, speaker intentions, and linguistic constraints. In contrast, far-side pragmatics explores meanings beyond the literal, focusing on implicatures and speech acts. It examines how utterances carry implied meanings and perform actions, often through ampliative reasoning that draws on common knowledge and conversational context (Korta & Perry, 2006).

Speech act theory is a domain of pragmatics. Pioneered by Austin (1962) and Searle (1969), it investigates language's ability to transcend itself and transform reality. This theory focuses on how words produce results and create social realities, emphasizing the intent and context of speakers (Sadock, 2006). Austin distinguished between three categories of speech acts: locutionary acts (the literal act of uttering words within a structured grammar and vocabulary), illocutionary acts (the intended meaning behind the utterance, such as making a promise or apologizing), and perlocutionary acts (the effect an utterance has on the hearer, such as persuading or alarming). Austin further classified illocutionary acts into five categories: verdictives (making judgments), exercitives (influencing actions), commissives (committing to future actions), behabitives (expressing social behaviors), and expositives (clarifying arguments). While Austin's classifications have been critiqued as incomplete, they remain foundational in demonstrating the diversity of speech acts.

Building on Austin's work, Searle (1979) refined the taxonomy of speech acts by focusing on their illocutionary point or purpose. He defined five basic categories: assertives (describing states of affairs), directives (aiming for listener action), commissives (obligating the speaker), expressives (conveying psychological states), and declarations (changing reality through their utterance). Searle also explored direct and indirect speech acts, highlighting how one act can encapsulate the content of another. Other scholars expanded on these foundations. Vendler (1972) added interrogatives and operatives, while Bach and Harnish (1979) introduced acknowledgment and effectiveness categories. Allan (1986, 1998) emphasized illocutionary force by incorporating statements, invitationals, and authoratives. Despite these variations, all frameworks aim to classify illocutionary acts based on their pragmatic function, illocutionary force, or performative impact.

Pragmatics and speech act theory offer tools to analyze both implied and explicit meanings based on speaker intentions, listener comprehension, and contextual influences. These frameworks reveal the complex mechanisms underlying communication, showing how language creates social realities and

facilitates human interaction. From Austin's radical distinctions to Searle's systematic refinements, the field has continued to grow, offering deeper insights into language's existential functions. Speech act theory's wide applicability extends to fields such as political speeches, health communication, entertainment, and education. Studies show how politicians use illocutionary acts to assert authority, inspire action, and address crises. Humor and perlocutionary acts in leadership engage emotions and persuade audiences. Similarly, in films and digital media, speech act theory helps analyze narrative construction and audience expectations. In educational settings, directive acts dominate classroom interactions, highlighting their importance in communication and instruction. These studies demonstrate the abstract and practical utility of speech act theory across various contexts.

In the political field, political speeches shed light on how political leaders use language to persuade, impose authority, and consolidate power. Political speeches often assert legitimacy, shape public opinion, and mobilize support, and Putin's speeches exemplify these functions. His rhetoric reinforces his leadership's power, aligns national identity with his political goals, and addresses challenges like accusations of election fraud and geopolitical tensions. Despite its relevance, research on illocutionary acts in Russian political discourse remains limited. Most studies focus on Western leaders' speech acts, neglecting the unique conditions of Russia's political climate under Putin, such as centralized power and restricted media. Furthermore, few analyses track the evolution of illocutionary acts across multiple election cycles or provide in-depth comparative studies.

To fill the gaps aforementioned above, this research examines Putin's speech. Using Searle's framework, this research categorizes the illocutionary acts in Putin's speeches, including assertive, directive, expressive, declarative, and commissive acts. By decoding these acts, the study reveals the rhetorical techniques and strategies Putin employs to persuade and influence audiences. This analysis emphasizes the pragmatic aspects of political communication, considering how non-interactive utterances function without immediate audience feedback.

Ultimately, investigating illocutionary acts in political speeches provides a nuanced understanding of communication's societal effects. This research enhances political literacy by uncovering persuasive techniques, broadens theoretical knowledge by refining speech act theories, and offers insights into the intersection of linguistics, politics, and social influence. By examining how language constructs power and reality, this research facilitates a deeper understanding of the role of communication in shaping political narratives and public perception.

Literature Review

Speech act theory has been extensively applied to analyze various forms of discourse, from political speeches to entertainment, offering insights into how language communicates intentions, influences audiences, and responds to events. For example, Sari and Pranoto (2024) analyzed Queen Elizabeth II's speeches during the COVID-19 pandemic using frameworks by Searle and Austin, identifying assertive, commissive, and expressive acts. Likewise, in Joko Widodo's speeches on CNBC News, Ananta (2023) reported that representative speech acts were frequently utilized while acts of declarative, directive, and expressive nature were evident. As most frequent, Alam (2023) found assertive and commissive acts on

speeches regarding Indonesia's capital relocation. Biden's debates and Michelle Obama's motivational speeches focused on these deeds in a persuasive way; the aim of the latter was to encourage the audience (Yulistina & Widyastuti, 2022; Novitasari & Gulo, 2020). Surahmat et al. (2023) investigated the humor used by Indonesian presidents.

There have similarly been studies on illocutionary acts in speeches made by world leaders, such as Donald Trump, Hillary Clinton, and Shinzō Abe. Larasati et al. (2020) and Baok et al. (2021) noted the dominance of assertive acts within Trump's and Clinton's discourses; Kartika et al. (2023) found that commissives were a dominant feature of Abe's speech.

Besides, there are numerous studies on prominent figures speeches. For instance, a representative act argues an evidence-based argument in Angelina Jolie's speech on gender equality (Nofitasari et al., 2023). Bahrani et al. (2024) explored Elon Musk's TED Talk that exemplified a variety of speech acts. Diffani and Hikmah (2023) observed Aespa's speech at a UN [United Nations] meeting, in which representatives and expressives emphasized the group's advocacy initiatives.

Visual media, especially films, effectively make a rich territory to explore illocutionary acts. Sihombing et al. (2021) investigated *Incredible* and concluded that directive acts were the most dominant, followed by assertive and expressive acts. *Stranger Things*, for example, was analyzed by Arbain (2023), who found directives, commissives, and expressives were used to convey fear. In addition, films such as *Titanic, Thor: Love and Thunder*, and *Cinderella* have also been studied to prove the various categories of speech acts found in a film narrative (Prakarsa, 2017; Chimayasari & Kurnianta, 2016; Mardian & Suhardianto, 2019; Ardilla & Garnida, 2022). Other research analyzed illocutionary acts in *Vox*, *Harry Potter: The Cursed Child*, *The Woman in the Window, Brave*, *Harry Potter and the Chamber of Secrets*, *You Are My Home*, and *Divergent* (Perdani, 2023; Ramadhani & Mustikawati, 2023; Mustakim & Weda, 2022; Safitri et al., 2022; Dewi & Jannah, 2022; Fitriani et al., 2020; Hutajulu & Herman, 2019; Novitasari et al., 2016).

With respect to digital media, research has extended traditional illocutionary acts, examining, for instance, Instagram, podcasts, and YouTube. Dewi (2021) examined Instagram accounts; Malik et al. (2024), who analyzed captions on Instagram; Laras & Sulastra (2024) focused on podcasts, while Isanabiah & Fitrawati (2021) emphasized YouTube channels. Additionally, Fahdiansyah and Susiati (2024) found that on Twitter the most frequent acts of hate speech tend to be assertive acts, illustrating how the theory can be applied to contemporary problems of communication.

The speech act theory has made tools available in literary studies for evaluating character interactions and narrative structures. Using Searle's taxonomy, Komariah (2017) analyzed speech acts by identifying performative and phatic acts. Educational studies, such as Yulian's (2023) study of ESL classrooms, found directives most prominent, then representatives, and then expressives. Senel (2021) and Hidayat et al. (2022) examined directive acts within classroom discourse to note their role in educational activities. In addition, there are also studies of speech acts to examine the implication in health care and the public health sector (Sejati et al., 2024; Sultan et al., 2023).

This extensive body of work illustrates the versatility of speech act theory in the analysis of diverse communicative forms and in political and educational contexts as well as in media and literature. The ubiquity of its use demonstrates the way speech acts construct meaning, intention, and engagement in many environments.

METHODS

This study employed a descriptive qualitative method to explore specific social or human phenomena, including situations, events, roles, and interactions. Rooted in disciplines such as anthropology, sociology, the humanities, and evaluation, qualitative research prioritizes an insider's perspective (Creswell, 2014). It emphasizes rich descriptions and in-depth analyses to derive meaning, rather than relying on numerical data (Lapan et al., 2012). This approach is chosen because the study primarily deals with audible words as data. The data for this study is derived from President Vladimir Putin's election victory speech in 2024. The primary data was obtained from a credible source, Reuters.com, on March 18th, 2024. Additional material was gathered from a video of Putin's speech available on the Sky News YouTube channel, with the transcription sourced from www.rev.com. The following steps were taken to gather data: downloading the speech transcript from the original source, scanning the material to obtain a broad understanding, reading all gathered information carefully to understand the meaning of the utterances, and selecting utterances appropriate for illocutionary act theory examination. The analysis involves several steps: specifying the utterances as data based on the distinct classification of illocutionary acts, arranging and categorizing the data into a list of type and subtype of illocutionary acts, calculating the frequency and percentage of data in the list, examining each utterance to assess how illocutionary acts are employed and understanding their meanings, and making inferences following the discussion.

By applying illocutionary act theory to Putin's victory speeches, this study examines to uncover the strategic use of language in consolidating power and influencing audiences. This research contributes valuable insights to political linguistics and expands our understanding of strategic communication in authoritarian regimes. It highlights the importance of analyzing political rhetoric to enhance civic awareness and critical engagement. This approach not only bridges linguistic and political science disciplines but also provides a comprehensive investigation of how language functions as a tool for navigating and shaping complex socio-political landscapes.

FINDINGS

This research analyzed data from Vladimir Putin's 2024 election victory speech, identifying 37 distinct instances of illocutionary acts. Table 1 summarizes these occurrences, categorized according to Searle's 1969 framework, which offers a structured approach to understanding these speech acts. This analysis sheds light on how Putin uses language to convey intentions and influence his audience.

Table 1. *Illocutionary Acts Subtypes Found in Vladimir Putin's Election Victory Speech in 2024*

No.	*Type of Illocutionary Acts*	*Frequency*	*Total*	*Percentage*
1.	**Assertive**		20	54.05
	a. Asserting	2		
	b. Defining	1		
	c. Explaining	3		
	d. Informing	2		
	e. Predicting	3		
	f. Declaring	2		
	g. Emphasizing	1		
	h. Stating	1		
	i. Describing	1		
	j. Acknowledging	2		
	k. Agreeing	1		
	l. Concluding	1		
2.	**Commissive**		5	13.51
	a. Promising	3		
	b. Vowing	1		
	c. Offering	1		
3.	**Expressive**		10	27.03
	a. Pleasure	1		
	b. Thanking	9		
4.	**Directive**		1	2.70
	Acknowledgment of result	1		
5.	**Declarative**		1	2.70
	Encouraging reflection	1		
	Total		37	100

In Table 1, a thorough insight and extensive classification of the specific illocutionary acts extracted from the dataset are presented. Assertive acts are the most prevalent (20 instances). Expressive acts (10 instances) are followed by 5 instances of commissive acts. It is worth noting that directive and declarative acts occur only once during the session. Data were scrutinized closely before being comprehensively analyzed along all axes outlined by Searle (1969) in his landmark text on speech act theory. This created a solid basis for working with the dataset in a full, in-depth exploration of the several word formations processes that Searle has suggested. It represented a close and comprehensive look designed to determine and categorize the distinct forms of illocutionary acts found in the speech. These observations play an important role in achieving an in-depth implementation of the complex subclass of illocutionary acts in the dataset.

1. Assertive (or representatives)

One type of illocutionary act formulated by Searle is the speech act of assertives, whose purpose is to describe the world as a certain state of affairs while informing the hearer of beliefs that, the speaker claims, are true. It is common in both formal and informal contexts, with a focus on clarity, confidence, and politeness. Assertives are used to make claims, explain, predict, or state information.

In the analyzed utterance, assertive acts are the most dominant subtypes, with a total of (20) occurrences, or (54.05 percent) of the total occurrences made; hence, it is the leading type in the speech. These acts have highlighted a sense of togetherness, history, shared values, and common values.

2. Commissive

Commissives play a critical role because they reflect the speaker's commitment to doing something in the future and become essential for building trust, confidence, and cooperation. They are declarations about promises, vows, offers, guarantees, and refusals of intention to do certain things. Commissive acts, on the other hand, represent 13.51% of the illocutionary acts in the speech analyzed, with five instances making them the third largest subtype. Promising is the most frequent, appearing three times, while vowing and offering each occur once. In all, these assertions cement goals, dreams, and commitment of the speaker to joint aims in a way that fosters trust and encourages the audience to join in the fulfillment of grand-shared objectives.

3. Expressive

According to Searle, expressive speech acts represent the feelings or states of mind of the speaker regarding events, situations, or objects, and this speech act category is essential for human communication. This builds emotional connection, empathy, and respect while strengthening bonds at both personal and professional levels. Examples of common verbs may include to thank, to apologize, to congratulate, and to react emotionally, e.g., with joy or regret. In the analyzed speech, the category of expressives represents 27.03% of illocutionary acts, given that they occurred 10 times. Most prominently, the word "thank" appears 9 times, thanking citizens, troops, and campaign workers. These actions are intended to create goodwill, minimize negativity, and increase rapport between speaker and audience.

4. Directive

One of Searle's categories is that of directive speech acts, one where the speaker wants the listener to do something. Listeners interpret these acts based on their perceptions of speaker intention and authority. Directives are concerned with obtaining actions through commands, requests, suggestions, advice, or warnings. They are essential in shaping behavior, promoting collaboration, and improving communication in personal and professional environments. In the examined speech, directive acts account for 2.70% of the illocutionary acts and appear as a single imperative sentence urging reflection. While rare in the speech, directives serve a more peripheral role to tie together the audience in response elicited or bring a thought or action to the forefront of the audience.

5. Declarative

As per John Searle's speech act theory, declarative speech acts change the state of the world with utterance. For these acts to work, the speaker must have an authority or be in an institutionally recognized role that is relevant to the context. Declaratives are infrequent in the analyzed speech and significant in recognizing the

outcome of the election. They occurred once—2.70% of the total illocutionary acts. The context in which something is said and who is speaking are both critical.

DISCUSSION

Studying illocutionary acts in political speeches provides a comprehensive lens for understanding communication within a societal context. By examining how leaders like Putin structure their messages, this analysis contributes valuable insights into political literacy. In particular, this discussion focuses on the various illocutionary acts employed by Putin, aiming to uncover the rhetorical strategies used to solidify political leadership and foster a shared sense of purpose among his audience.

To achieve this aim, the analysis highlights a diverse use of illocutionary acts in Vladimir Putin's election victory speech, showcasing a deliberate strategy to engage, inspire, and unify his audience. Assertive acts included emotional appeals in utterances 27 and 29, where the speaker emphasized national resilience, unity, and the spiritual pride of belonging to one "Russian family," fostering patriotism and solidarity. In utterance 5, the speaker redefined "teammate" to emphasize alignment and shared aims. In utterances 7, 11, and 23, the speaker linked historical cycles to current issues, fusing the past and present to highlight themes of struggle and perseverance. Informative expressions in utterances 9 and 20 contained insightful statements that emphasized the bravery of the defenders as well as the vital role that unity and voting play in the advancement of the country. Moreover, predictions in utterances 11, 34, and 29 serve to assure victory, cyclical learning, and the inevitability of achieving goals. Declarations, such as those in utterances 13 and 15, framed the audience as "allies-in-arms" and part of the same "squad," emphasizing collective strength and shared duty. Commissive acts included promises in utterances 34, 35, and 37, vowing determination and success, and an offer of collaboration in utterance 43, reinforcing solidarity and future joint efforts. Expressive acts, including gratitude and pleasure, appeared in utterances 1, 2, 3, 14, 16, 22, 23, 39, 40, and 44, building rapport and recognizing contributions from citizens, military personnel, and women. Directives, such as in utterance 4, encouraged the audience to reflect on the historical context of the speech, deepening their connection to its themes. Ultimately, declarative acts, like acknowledging the election outcome in utterance 39, framed the results as a testament to public trust and the legitimacy of leadership, inspiring confidence in shared goals. By weaving these interconnected acts together, the speaker masterfully crafts past, present, and future, crafting a vision of unity, strength, and collective determination that resonated deeply with the audience.

This intricate use of illocutionary acts not only demonstrates the speaker's ability to craft a compelling narrative but also aligns with broader research on political discourse, which examines how leaders deploy speech acts to shape public opinion and reinforce power dynamics. Research has shown that political speeches often feature assertives to exercise authority and commissives to signal intentions, underscoring the importance of speech acts in shaping domestic political landscapes. However, this study builds on previous literature by demonstrating how more strategic uses of directives and expressives are mobilized in speeches of those seeking national unity and that they are particularly relevant in post-election

settings. The speaker's use of declaratives to confirm the election results and bolster the legitimacy of the government recalls themes in studies about political legitimacy, yet this provides a novel framework about how the election process itself becomes a sort of political persuasion tactic.

The current analysis of the speaker's descriptive expressions in this speech is in line with various studies that focused on the application of speech act theory to political and public speeches. As in the analysis of Sari and Pranoto (2024) regarding Queen Elizabeth II's speeches, in this case the speaker uses language to assert the importance of voting, which is a case of the assertive act. Similarly, the need to inform or encourage the audience to act resonates with the findings of Yulistina & Widyastuti (2022) and Novitasari & Gulo (2020), who observed assertive acts in speeches by leaders such as Joe Biden and Michelle Obama.

Additionally, the speaker's emphasis on voting both as an act of unity and an act of control is also reflected in the representative acts in Joko Widodo's speeches (Ananta, 2023), where the speech is the means of conveying one aspect of national governance. Moreover, the notion of civic duty and collective decision-making resonates with Alam (2023), who noted how the speech acts contribute to a national sense of identity and responsibility and the actions it galvanizes, as observed with political policies such as Indonesia's capital relocation. Likewise, as Larasati et al. (2020) noted in their analysis of Donald Trump speeches, his speech emphasized assertive acts with a focus on maintaining democratic order and values through the act of voting, which would consolidate the importance of language in civic responsibility.

Despite these insights, this study is limited by its focus on a single speech, which may not fully represent the speaker's broader communicative strategies or wider political context. Moreover, the study focuses on the speech acts as separate elements but tends to overlook the macro factors that could have a very significant impact on the understanding of the speech acts. The findings may also be limited by focusing only on a single political figure and therefore impose limitations in terms of generalizability to political context or across political figures.

To address these limitations, future research could explore several avenues. First, researchers can conduct a cross-national comparison of illocutionary acts in election victory speeches of political leaders around the world with a search for shared or different linguistic norms for emphasizing authority, wrestling with gratitude, and pledges. Second, researchers can investigate a time series of Vladimir Putin's speeches or other communicative events to track changes in the frequency of illocutionary acts, illustrating how his communicative strategies shift. across different political environments. Third, researchers can analyze the relationship between gender and leadership communication by contrasting the frequency of illocutionary acts in speeches made by male and female political leaders to explore whether or not gender differences with regard to specific speech acts in political discourse exist, in terms of choice and impact. Such suggestions would expand the scope of illocutionary acts within political communication to a broader audience, as well as their role in influencing public perception and enabling political discourse.

CONCLUSION

This study concludes the usage of illocutionary acts in Vladimir Putin's election victory speech. Based on the research, 37 occurrences of illocutionary act subtypes were discovered and classified into 5 categories according to Searle's (1969) theory: assertive (or) representatives, commissive, expressive, directive, and declarative. This extensive research throws light on how widely the illocutionary acts are used in the context of the speech, which helps a lot for linguistic and literary analysis. Assertive/Representatives (20 instances) include asserting, defining, predicting, declaring, emphasizing, stating, describing, acknowledging, agreeing, and concluding. Commissive (5 instances) consists of promising, vowing, and offering. Expressive (10 instances) encompasses pleasure and saying thank you. Directive (1 instance) comprises encouraging reflection. Declarative comprises accepting the result of the election (1 instance). The most prevalent category in the speech is assertive, followed by expressive, commissive, directive, and declarative. This comprehensive categorization elucidates just how extensively illocutionary acts were used throughout the speech, highlighting the linguistic ramifications and stylistic subtleties that were skillfully engaged by Vladimir Putin.

This study contributes to linguistic studies. The investigation of the different classes of illocutionary acts enhances the aspect of pragmatic competence in that it provides better understanding of how certain things are conveyed through what is literally said. In communication studies, it helps make cross-cultural communication better, helps identify cultural differences in how speech acts are used, and helps to understand language differences to achieve communication (in different communities). In the field of education, it offers practical applications of English language education for educators. It also encourages students to identify and engage in contextual performative speech acts, to think critically about language, and to interpret what speakers really want to achieve. These results can be particularly useful for facilitating practical integration in the classroom, ultimately increasing students' pragmatic knowledge, which is a prerequisite for comprehensive language learning. In addition, within the literary context, illocutionary acts deepen the interpretation of literature, providing insight into what the speaker intends to accomplish and what power dynamics operate on the surface and behind the curtain. For media persuasion, it assists the analysis of political speeches, advertisements, or propaganda to discover which persuasive strategies lie underneath.

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INTRODUCTION

The manuscript should be between 5000 – 10.000 words, typed in MS Word .doc format, single-spaced, including references and appendices. Indent the first lines of all the paragraphs by 1 cm and do not leave a space between paragraphs. Use A4 paper, margins 3 cm, Cambria 12 font.

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METHOD

Subheading Level 1

Subheading Level 2

FINDINGS

Subheading Level 1(Research Question #1)

Subheading Level 2

Subheading Level 1(Research Question #2)

Subheading Level 2

Table 1. Table format

Table Head	Table Column Head		
	Table column subhead	***Subhead***	***Subhead***
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[a] Sample of a Table footnote. *(Table footnote)*

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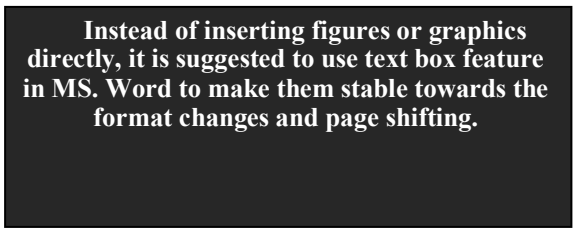

Figure 1. Example of image information

DISCUSSION

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CONCLUSION

3. ACKNOWLEDGMENT

If any, indicate sources of funding or significant assistance received in carrying out the study and/or preparing the manuscript before the references.

REFERENCES

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APPENDIX

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