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Semarang, 31 January 2025

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Dr. Sukma Nur Ardini, S.S., M.Pd.

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Generative Literature: The Role of Artificial Intelligence in the Creative Writing Process

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ABSTRACT

This study explores the emerging phenomenon of AI-generated literature and its implications for creative writing, focusing on the characteristics of AI-generated texts, the impact of AI-human collaboration on the creative process, and the challenges posed by these technologies for traditional concepts of authorship, originality, and creativity. Through a comparative analysis of selected AI-generated literary works and a case study of the "Pharmako-AI" project, this research reveals the distinct stylistic, thematic, and structural features of AI-generated literature, as well as the complex dynamics of AI-human collaboration in the creative process. The findings suggest that while AI can serve as a powerful tool for creative exploration and experimentation, it also has limitations in terms of consistency, coherence, and emotional depth, and requires significant human input and judgment to shape the final literary output. The study contributes to the understanding of AI in creative writing by providing concrete insights into the capabilities and limitations of these technologies, and by highlighting the need for new frameworks and models to understand the nature of creative agency in the age of AI. The implications of AI-generated literature for the field of literature and future literary practices are discussed, including the potential for new forms of literary expression, new modes of authorship and collaboration, and new challenges to traditional concepts of originality and creativity. The study concludes with recommendations for future research, emphasizing the need for interdisciplinary collaboration and the development of new theoretical and methodological approaches to analyze and evaluate AI-generated literature.

Keywords: AI-generated literature; AI-human collaboration; authorship; creative writing; creativity

INTRODUCTION

The advent of artificial intelligence (AI) has transformed multiple facets of human life, including the creative arts. Recently, the rise of generative literature has initiated a new era in creative writing, challenging conventional ideas of authorship and originality. Generative literature encompasses literary works created, in whole or in part, by AI algorithms (Manjavacas et al., 2017). This groundbreaking approach to creative writing has drawn significant interest from researchers, writers, and readers, as it delves into AI's potential to produce coherent and engaging narratives. The impact of AI on creative arts and the emergence of generative literature has sparked discussions about the contradiction between artificial intelligence and creativity (Boden, 2014) and has led to interdisciplinary approaches to explore the intersection of AI and creative writing (Stojanovic et al., 2023).

The development of AI-powered language models, like GPT (Generative Pre-trained Transformer), has played a crucial role in the rise of generative literature (Radford et al., 2018).

These models are trained on extensive text data, enabling them to generate human-like text based on given prompts or patterns. As these language models have become more advanced, their capability to produce creative and coherent text has significantly improved (Zellers et al., 2019). More sophisticated models, such as GPT-3, have demonstrated remarkable abilities in various natural language processing tasks, including creative writing (Brown et al., 2020). Consequently, there is increasing interest in using AI for various forms of creative writing, including poetry, fiction, and screenwriting.

One notable example of generative literature is "1 the Road" (2018), a novel written entirely by an AI system named Ross. This work highlights the potential of AI to produce a coherent and engaging narrative, although it does have some limitations in character development and emotional depth (Streitfeld, 2018). Another example is "Lifestyle of the Richard and Family" (2017), a poetry collection generated by an AI system called POEMPORTRAITS, showcasing AI's ability to create poetic language and imagery (Burgess, 2016).

The emergence of generative literature has also led to collaborative projects between human writers and AI systems. One example is "Pharmako-AI" (2020), a poetry collaboration between poet K Allado-McDowell and the GPT-3 AI system (Allado-McDowell, 2020). This project explores the creative synergy between human and machine, challenging traditional concepts of authorship and the creative process.

As generative literature continues to evolve, it raises important questions about the nature of creativity, originality, and the role of technology in the arts. While some argue that AI-generated literature lacks the emotional depth and human touch of traditional creative writing (Starnino, 2022), others view it as a new frontier in literary experimentation and innovation (Anantrasirichai & Bull, 2022). The emergence of AI-generated literature also prompts us to reconsider how we attribute creative agency and whether our current approaches are adequate (Bown, 2015). With advancements in AI technologies, generative literature is likely to keep pushing the boundaries of what is possible in creative writing.

The emergence of AI-generated literature has garnered substantial scholarly attention, with researchers examining various aspects of this new creative paradigm. One key research area focuses on the technical aspects of AI-powered language models and their capacity to generate coherent and creative text. (Manjavacas et al., 2017) and Radford et al. (2018) have studied the development of language models like GPT and their potential applications in creative writing. These studies emphasize the growing sophistication of AI systems in producing human-like text and their potential to assist or even automate aspects of the creative writing process. Wang et al. (2024) provide a comprehensive review of AI applications in creative writing, while Alabdulkarim et al. (2021) discuss the opportunities and challenges in using AI for storytelling. Additionally, Perera and Nand (Perera & Nand, 2017) present a survey and classification of empirical literature on natural language generation, which is highly relevant to AI-generated literature.

Recent studies have explored the literary quality and characteristics of AI-generated text. Anantrasirichai and Bull (2022) performed a comparative analysis of AI-generated and human-written poetry. They discovered that while AI-generated poems exhibited some level of creativity and linguistic competence, they often lacked the emotional depth and stylistic consistency found in human-written works. In a similar vein, Streitfeld (2018) and Starnino (2022) have addressed the limitations of AI-generated novels, such as "1 the Road," particularly in terms of character development, narrative coherence, and emotional resonance. Furthermore, Lomas et al. (2023) argue that AI-generated literature, despite its advancements, still struggles to capture the nuances and complexities of human experiences and emotions.

Researchers have also investigated the implications of AI-generated literature for the creative process and the role of the author. Ippolito et al. (2022) suggest that AI can serve as a

collaborative tool for writers, allowing them to generate new ideas, experiment with different styles, and overcome creative blocks. Similarly, Woo et al. (2022) propose a co-creative writing framework that leverages the strengths of both human and machine creativity. However, the use of AI in creative writing also raises questions about authorship, originality, and the very nature of creativity (Tsao & Nogues, 2024; Zhu et al., 2020). As AI systems become more sophisticated, the distinction between human and machine creativity may become increasingly blurred, prompting a reevaluation of traditional notions of creative agency and attribution.

Despite the growing body of research on AI-generated literature, several gaps and limitations persist. First, much of the existing research focuses on the technical aspects of AI language models and their text generation capabilities, with less emphasis on the literary and aesthetic qualities of the resulting works. More in-depth analyses of the stylistic, thematic, and structural features of AI-generated literature are necessary to better understand its potential and limitations as a creative medium. Doshi-Velez and Kim (2017) emphasize the importance of interpretability in machine learning, which is a crucial consideration in evaluating AI-generated literature.

Second, while some studies have explored the collaborative potential of AI in creative writing, there is still a lack of research on the specific dynamics and outcomes of human-AI collaboration in different literary genres and contexts. More case studies and empirical investigations are needed to illuminate how writers and AI systems can work together effectively and how this collaboration influences the creative process and final literary output. Li et al. (2016) propose a persona-based conversational model, which has the potential to inform the development of more advanced AI systems for creative writing.

Finally, the long-term implications of AI-generated literature for the literary landscape and the publishing industry remain largely unexplored. As AI technologies continue to advance, it is essential to consider how they may transform traditional models of literary production, distribution, and consumption, as well as their potential impact on issues of copyright, attribution, and fair use. Gao et al. (2024) highlight the challenges in evaluating creative language generation, while Varshney et al. (2019) discuss the performativity, mobility, and change of pretrained AI models, which are important considerations in the context of AI-generated literature. Future research should address these broader questions to provide a more comprehensive understanding of the role of AI in the future of creative writing.

This study aims to explore AI-generated literature and its implications for creative writing. It will analyze the characteristics of AI-generated literature, compare them with human-written works, and assess their literary merit. The study will also examine the impact of AI-human collaboration on the creative process and the resulting literary output through case studies. Finally, it will explore how AI-generated literature influences traditional concepts of authorship, originality, and creativity in the literary world. The findings will provide insights into the interplay between technology and creativity in the literary arts and have implications for writers, readers, and scholars navigating the changing landscape of literary production in the age of AI.

METHODOLOGY

This study employs comparative analysis and case study approaches to investigate the characteristics and implications of AI-generated literature. Comparative analysis examines the similarities and differences between AI-generated and human-written literary works (Esser & Vliegthart, 2017), while the case study approach explores the dynamics and outcomes of human-AI collaboration in the creative writing process, focusing on the "Pharmako-AI" (2020)

project (Yin, 2018). The multi-method design enables the study to generate rich, nuanced findings (Creswell & Creswell, 2018).

The study uses purposive sampling to select three AI-generated literary works based on diversity of literary genres, collaboration with human authors, and critical acclaim or public recognition (Patton, 2015). The selected works are "1 the Road" (2018), "Lifestyle of the Richard and Family" (2017), and "Pharmako-AI" (2020), which offer a diverse range of genres, involve different levels of human-AI collaboration, and have garnered significant public attention.

The primary data collection method is close reading and textual analysis of the three selected AI-generated literary works, which involves examining the language, style, structure, and themes of the texts (Kain, 1998). The study also conducts textual analysis of interviews, commentaries, and other relevant documents related to the selected works and their creation process.

The study employs a combination of qualitative data analysis techniques, including:

1. Identifying, analyzing, and reporting patterns or themes within the data (Braun & Clarke, 2021).
2. Systematically comparing and contrasting different cases or texts to identify similarities, differences, and patterns (Esser & Vliegthart, 2017).
3. Examining how language is used to construct meaning, identities, and social realities (Gee, 2014).

By triangulating findings from multiple sources and methods, the study aims to generate a comprehensive, reliable, and valid understanding of AI-generated literature.

RESULT AND DISCUSSION

The analysis of the selected AI-generated literary works and the case study of the "Pharmako-AI" project has provided significant insights into the characteristics of AI-generated literature, the impact of AI-human collaboration on the creative process, and the implications for traditional concepts of authorship, originality, and creativity in the literary world. The comparative analysis reveals the distinct stylistic, thematic, and structural features of AI-generated writing, as well as its limitations in consistency, coherence, and emotional depth. The case study of the "Pharmako-AI" project examines the dynamics and outcomes of AI-human collaboration, highlighting AI's potential to catalyze creative exploration and experimentation, while emphasizing the critical role of human input in shaping the final literary output. The implications of AI-generated literature for traditional concepts of authorship, originality, and creativity are explored, raising questions about creative agency in the age of AI and the future of literary production and reception. This section aims to provide a comprehensive understanding of the emerging phenomenon of AI-generated literature and its significance for creative writing and the broader literary landscape. The insights and conclusions will serve as the basis for recommendations and future research directions in the final section of the study.

CHARACTERISTICS OF AI-GENERATED LITERATURE

The analysis of the selected AI-generated literary works reveals several distinct characteristics that set them apart from human-written texts. One of the most striking features of AI-generated literature is its unique stylistic qualities. The texts produced by AI systems often exhibit a high degree of linguistic complexity and diversity, with a wide range of vocabulary, sentence structures, and figurative language (Wang et al., 2024). Similar to how stylistic analysis can reveal patterns in human-written texts (Sa'idah & Permatasari, 2024), examination of AI-

generated works shows their capacity to generate intricate and unconventional metaphors, such as in the poetry collection "Lifestyle of the Richard and Family" (2017) showcases the AI's ability to generate intricate and unconventional metaphors, such as "The stars are a silent symphony" or "The moon is a lonely ballerina." These stylistic features demonstrate the potential of AI to push the boundaries of literary expression and to create novel forms of poetic language.

However, the analysis also reveals some limitations in the stylistic consistency and coherence of AI-generated texts. While the AI systems can produce linguistically complex and diverse passages, they sometimes struggle to maintain a consistent style or voice throughout a longer work (Anantrasirichai & Bull, 2022). This is evident in the novel "1 the Road" (2018), where the writing style occasionally shifts abruptly between different chapters or even paragraphs, creating a sense of disjointedness in the narrative.

In terms of thematic concerns, AI-generated literature often explores a wide range of subjects and ideas, from existential questions about the nature of consciousness and reality to more mundane observations about everyday life (Alabdulkarim et al., 2021). The poetry in "Lifestyle of the Richard and Family" touches on themes of love, loss, and the passage of time, while also delving into more abstract and philosophical territory. However, the thematic depth and coherence of AI-generated works can sometimes be limited, as the AI may struggle to sustain a consistent and meaningful exploration of a particular theme or idea throughout a text (Streitfeld, 2018).

The structural aspects of AI-generated literature also present some unique characteristics and challenges. The texts produced by AI systems often exhibit a high degree of formal experimentation and innovation, with unconventional arrangements of lines, stanzas, or paragraphs (Perera & Nand, 2017). The poetry in "Lifestyle of the Richard and Family" features a variety of visual and typographic elements, such as unusual spacing, punctuation, and line breaks, which create a sense of dynamic movement and energy on the page. However, the AI's ability to generate coherent and well-structured narratives over longer stretches of text is still limited, as evidenced by the somewhat disjointed and episodic nature of the novel "1 the Road."

When compared to human-written literature, AI-generated texts exhibit both similarities and differences. On a sentence level, AI-generated writing can be strikingly human-like, with fluid syntax, idiomatic expressions, and even a sense of authorial voice (Mirowski et al., 2023). However, on a larger scale, AI-generated texts often lack the overall coherence, thematic unity, and emotional resonance that characterize the best human-written works (Anantrasirichai & Bull, 2022). While AI systems can generate linguistically sophisticated and creative passages, they still struggle to match the depth of insight, the subtlety of characterization, and the richness of human experience that are the hallmarks of great literature.

These characteristics of AI-generated literature highlight both the potential and the limitations of this emerging field. As AI technologies continue to advance, it is likely that the stylistic, thematic, and structural qualities of AI-generated texts will become increasingly sophisticated and human-like. However, the question remains as to whether AI will ever be able to fully capture the emotional depth, the intellectual complexity, and the ineffable essence of human creativity that defines the greatest works of literature.

IMPACT OF AI-HUMAN COLLABORATION ON THE CREATIVE PROCESS

The case study of the "Pharmako-AI" (2020) project provides valuable insights into the dynamics and outcomes of AI-human collaboration in the creative writing process. While traditional writing processes involve specific strategies and approaches (Parwati & Sugesti, 2023), AI collaboration introduces new dynamics to these established practices. By examining

the roles, contributions, and challenges of the human poet K Allado-McDowell and the GPT-3 AI system, this study sheds light on how such collaborations can shape the creative process and the resulting literary output.

One of the key findings from the "Pharmako-AI" case study is that AI can serve as a powerful tool for creative ideation and exploration (Ippolito et al., 2022). This aligns with findings from other studies showing how AI writing tools can effectively support and enhance the writing process (Asyifa & Daulay, 2024). The GPT-3 system was able to generate a vast array of poetic lines, images, and concepts based on the prompts and inputs provided by Allado-McDowell. This allowed the human poet to explore new creative directions, to break out of familiar patterns and habits, and to discover unexpected connections and associations in the text. As Allado-McDowell notes, the AI system acted as a "co-creator" and a "catalyst" for his own poetic imagination, pushing him to take risks and to experiment with new forms and styles (Allado-McDowell, 2020).

However, the case study also reveals some of the challenges and limitations of AI-human collaboration in the creative process. While the GPT-3 system was able to generate a wealth of poetic material, it lacked the ability to critically evaluate and refine its own output (Gao et al., 2024). This meant that the human poet had to take on the role of editor and curator, carefully selecting, arranging, and revising the AI-generated text to create a coherent and meaningful poetic composition. As Allado-McDowell reflects, this process of "sifting through the noise" and "finding the signal" was both time-consuming and creatively demanding, requiring a deep engagement with the AI system's output and a willingness to shape it into a final work of art (Allado-McDowell, 2020).

The "Pharmako-AI" case study also highlights the importance of human creative judgment and expertise in the AI-human collaboration process. While the GPT-3 system was able to generate linguistically sophisticated and semantically coherent text, it lacked the deeper understanding of poetic form, structure, and meaning that comes from human experience and cultural knowledge (Doshi-Velez & Kim, 2017). Allado-McDowell's role as a human collaborator was crucial in guiding the AI system towards more artistically meaningful and resonant output, and in shaping the final poetic composition in ways that reflected his own creative vision and intentions.

Overall, the impact of AI-human collaboration on the creative process appears to be complex and multifaceted. On the one hand, AI systems like GPT-3 can serve as powerful tools for creative ideation and experimentation, opening up new possibilities for literary expression and form. On the other hand, the success of such collaborations depends heavily on the human collaborator's ability to critically engage with the AI system's output, to shape it in meaningful ways, and to bring their own creative judgment and expertise to bear on the final work of art (Varshney et al., 2019).

As AI technologies continue to advance and become more integrated into the creative writing process, it will be important to further explore the dynamics and outcomes of these collaborations, and to develop best practices and guidelines for fostering productive and meaningful interactions between human and machine creativity. The "Pharmako-AI" case study offers a valuable starting point for this ongoing research, highlighting both the potential and the challenges of AI-human collaboration in the literary arts.

GENERATIVE LITERATURE AND CONCEPTS OF AUTHORSHIP, ORIGINALITY, AND CREATIVITY

The emergence of AI-generated literature has significant implications for traditional concepts of authorship, originality, and creativity in the literary world. As AI systems become increasingly capable of producing coherent and engaging texts, questions arise about the nature of creative agency, the value of human creativity, and the future of literary production.

One of the key challenges posed by AI-generated literature is the question of authorship. When a text is produced through the collaboration of a human writer and an AI system, who can be considered the author of the final work? In the case of "Pharmako-AI" (2020), for example, the poetic composition was the result of a complex interplay between K Allado-McDowell's creative inputs and the GPT-3 system's generative outputs. While Allado-McDowell played a crucial role in shaping the final text, the AI system also made significant contributions to the creative process, generating novel ideas, phrases, and images that were incorporated into the work (Allado-McDowell, 2020).

This raises questions about the attribution of authorship and the legal and ethical implications of AI-generated literature. Some argue that the human collaborator should be considered the primary author of the work, as they provide the creative vision, judgment, and editorial control that shape the final text (Ippolito et al., 2022). Others suggest that the AI system should be recognized as a co-author, given its substantial contributions to the creative process (Zhu et al., 2020). Still, others propose new models of authorship that acknowledge the distributed and collaborative nature of AI-human creative partnerships (Alabdulkarim et al., 2021).

The use of AI in creative writing also challenges traditional notions of originality and creativity. In the literary world, originality is often seen as a hallmark of artistic merit, with great value placed on the unique voice, style, and vision of individual writers (Boden, 2004). However, AI-generated literature complicates this view, as it involves the recombination and recontextualization of pre-existing linguistic and cultural data (Gao et al., 2024). While the outputs of AI systems can be novel and surprising, they are ultimately the product of complex statistical models trained on vast amounts of human-created text (Perera & Nand, 2017).

This raises questions about the nature of creativity itself and the extent to which AI systems can be considered truly creative agents. Some argue that creativity is a uniquely human capacity, involving the ability to generate novel and valuable ideas through processes of imagination, intuition, and insight (Boden, 2004). From this perspective, AI systems are seen as mere tools or instruments that augment and extend human creativity, rather than as creative entities in their own right (Wang et al., 2024).

Others suggest that creativity is not a monolithic or binary concept, but rather a spectrum of capacities that can be exhibited by both human and non-human agents (Alabdulkarim et al., 2021). From this view, AI systems can be considered creative to the extent that they generate outputs that are novel, valuable, and contextually appropriate, even if their creative processes differ from those of humans (Anantrasirichai & Bull, 2022). The "Pharmako-AI" project, for example, demonstrates how AI systems can contribute to the creative process in ways that are meaningful and generative, even if they lack the intentionality and self-awareness of human creators.

Ultimately, the emergence of AI-generated literature challenges us to rethink our assumptions about authorship, originality, and creativity in the literary world. As AI systems become more integrated into the creative process, we may need to develop new frameworks and models for understanding the nature of creative agency, the value of human and machine creativity, and the future of literary production. This will require ongoing dialogue and collaboration between writers, researchers, and technologists, as we seek to navigate the complex and evolving landscape of AI-human creative partnerships.

CONCLUSION AND RECOMMENDATION

This study has explored the characteristics of AI-generated literature, the impact of AI-human collaboration on the creative process, and the implications for traditional concepts

of authorship, originality, and creativity. The analysis has revealed distinct features of AI-generated texts, while highlighting the limitations in consistency, coherence, and emotional depth. The case study of the "Pharmako-AI" project has provided insights into the dynamics of AI-human collaboration, showing AI's potential to catalyze creative ideation and experimentation, while requiring significant human input to shape the final output.

The study contributes to the understanding of AI in creative writing by providing a comprehensive analysis of its characteristics and the impact of AI-human collaboration. The findings highlight the complex interplay between human and machine creativity, and the need for further research and dialogue to develop new frameworks for understanding creative agency in the age of AI.

The emergence of AI-generated literature has significant implications for the field of literature and future literary practices. As AI technologies advance, we may see new forms of literary expression, modes of authorship and collaboration, and challenges to traditional concepts of originality and creativity. The future of literary production may involve a complex interplay between human and machine agency, requiring the development of new skills, frameworks, and practices. Ongoing dialogue and reflection on the ethical, legal, and social implications of AI-generated literature are necessary to ensure the benefits are distributed fairly and the integrity of the literary arts is preserved. Future research should conduct more extensive comparative analyses, explore long-term implications for the publishing industry, investigate the reception and interpretation of AI-generated literature, develop new theoretical and methodological frameworks, and foster interdisciplinary collaboration to address the ethical, legal, and social implications of AI-generated literature. By pursuing these lines of inquiry, future research can contribute to a more nuanced understanding of the impact of AI on creative writing and the broader implications for literature and society.

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Exploration of Cultural Values in The Blarak-Blarak Sempal Game: Semiotics of Riffaterre

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ABSTRACT

This research is motivated by the existence of traditional games, namely the blarak-blarak sempal game. The purpose of this study is to describe the symbols and singing verses in the blarak-blarak sempal game. This study uses qualitative research with a descriptive method. The data taken is in the form of words, phrases, clauses, or sentences from symbols and verses sung by the blarak-blarak sempal game. The results of this study are in the form of signification in symbols and singing verses in blarak-blarak sempal using Riffaterre's semiotic theory, namely matrices, models, variants, hypograms, and heuristic and hermeneutic readings. Based on the semiotic readings of Riffaterre, several symbols such as coconut coir, rotate, hold, leg, and balance were found. In the poems, data such as blarak, inciki, mendal, keplere, sandhung, jekluk, and jenang are found. The symbols and verses of the songs found have significant cultural values such as the value of pleasure or joy, the value of cohesiveness, the value of patience, the value of friendship, the value of leadership, the value of cooperation, the value of togetherness, the value of courage, the value of appreciation, and the value of responsibility. The results of this study reveal various components of cultural values in the blarak-blarak sempal game that show the meaning of interpretation in the symbols and songs sung in the game, especially in the context of Javanese culture.

Keywords: Blarak-Blarak Sempal; game; semiotics Riffaterre; value culture

INTRODUCTION

Traditional games are currently endangered and rarely played by children due to the influence of globalization and the classification of diverse sports heritage in the world. Most children today have never played traditional games and some even do not know the various traditional games in their respective regions (Ayu, 2017). The factors that cause traditional games to never be played by children are the lack of a place to play, the narrowing of time, modern games that are more flexible do not take up space and can be played from morning to night than traditional games, and the loss of cultural heirs who do not inherit culture from generation to generation (Tedi, 2015). In Yogyakarta, there are many traditional games that are not known by the community, especially by children, even though Yogyakarta is known as one of the regions in Indonesia that is famous for its diverse cultures, especially in the world of traditional games (Pinasti et al., 2015). According to data researched by Ariani et al. (1997) as a research staff of the Yogyakarta Institute for the Study of History and Traditional Values, the types of games that are not known to the people of Yogyakarta such as ancak-ancak alis with a score of 85%,

blarak-blarak sempal with a score of 81%, oncit with a score of 80%, koko-koko hakeulabanyu with a score of 88%, sobyung with a score of 73%, and wulungan with a score of 73% (Ariani et al., 1997). In *serat Rarya Saraya*, traditional Javanese games are created not only as a solace, self-entertainer, and leisure time, but as a means and vehicle to instill certain values in children. *Serat Rarya Saraya* contains 60 kinds of traditional Javanese games, for example the traditional game of blarak-blarak sempal from Yogyakarta (Anggraheni et al., 2022; Suyami, 2018).

The traditional game of blarak-blarak sempal is a game using coconut coir equipment that can be played by anyone by forming 2 groups to form a circle (Pratama, 2018). The game of blarak-blarak sempal involves several elements to practice agility, skills and dexterity. In this game, children perform circular movements while holding hands that must be able to balance their opponents to survive as strongly as possible until they reach the peak of victory (Sempal, 2024). The traditional game of blarak-blarak sempal is not just an ordinary traditional game, but contains many character values and cultural values in it (Suryaningrum & Cahyono, 2016). However, the lack of public understanding regarding the cultural values contained in a game means that many nonverbal symbols are interpreted as their function. Cultural values are able to drive hard work, tolerance for others, and mutual cooperation (Sudiarga, 2000). The cultural values contained in the traditional game of blarak-blarak sempal can be seen from Riffaterre's semiotic theory. Riffaterre explained that when analyzing a literary work, it is carried out in 4 stages, namely immediacy of expression, heuristic and hermeneutic reading, matrix, model, and variant, and hypogram (Ratih, 2016). Riffaterre's semiotic theory studies the giving of meaning in a literary work as a system of sign-meaning meanings. The relationship between the marker system and the signs is found in the icons, indexes, and symbols present in the game of blarak-blarak sempal. If you dig deeper again, it turns out that the meaning behind the values in the traditional game of blarak-blarak sempal contains moral messages related to local wisdom, but the lack of reading materials or cultural inheritors makes the current generation, especially children, less concerned about playing blarak-blarak sempal. Therefore, it is very necessary to instill cultural values from an early age as a form of introducing cultural diversity to children as the glue of the nation's identity (Mulyana & Lengkana, 2019).

Research related to cultural values in the blarak-blarak sempal game has not been researched, but if it is related to traditional games, many have researched. One of the previous research such as those conducted by Kurniasari and Rahardi (2019) explained that the form of local wisdom or cultural values in the traditional game of cublak-cublak suweng is reflected in body movements such as lying face down, opening the palms facing up, moving seeds/pebbles from one hand to another, and grasping both hands. The form of local wisdom or cultural values has a positive meaning value, namely the value of togetherness, educational value, sharing value, *sumeleh* value, and religious value.

In accordance with the description that has been explained above, there is no longer any rejection that the traditional game of blarak-blarak sempal needs to be restored to its function as a preservation of Yogyakarta's cultural heritage and cultural identity which is still played by children regardless of the changes of the times that uproot the local cultural identity. This research was conducted to answer the formulation of the problem, namely how the cultural values in the traditional game of blarak-blarak sempal with the aim of finding out the cultural values in the traditional game of blarak-blarak sempal. This research is expected to add insight for the community regarding the cultural values contained in the blarak-blarak sempal game so that the game can be preserved and played by the community, especially children.

METHODOLOGY

This research uses a type of qualitative research. Qualitative research is a method used to research natural objects as research instruments, triangulation data collection techniques, inductive data analysis, and research results that emphasize meaning (Sugiyono, 2007). The methods used in this study include qualitative methods, case study methods, and hermeneutic methods. Qualitative methods are used to describe and analyze an object by collecting data (Fadli, 2021). The literature study method is used to find references or data that have a common thread with this research and data that has a relationship with this research is given a code and recorded. The hermeneutic method is used to interpret or interpret the symbols in the blarak-blarak sempal game (Dwipayanti, 2021). Data collection techniques are carried out by recording, observation, and documentation. The data analysis carried out in this study was in the form of qualitative descriptive analysis with the reading of Riffaterre's semiotic theory. The data analyzed was sourced from the blarak-blarak sempal game, while semiotic analysis was used to analyze the symbols and values in the traditional blarak-blarak sempal game.

RESULT AND DISCUSSION

RESULT

The cultural values contained in the blarak-blarak sempal game are obtained from the results of the analysis of the symbols in the game. The following is the result of the symbol identification table in the blarak-blarak sempal game.

TABLE 1. Results of identification of matrix, model, variant, and hypogram in blarak-blarak sempal game symbols

No	Matriks	Model	Varian	Hipogram
1.	Coconut coir	Coconut coir	Coconut coarse fiber-fiber, Coconut shell	Coconut tree
2.	Rotate	Loop	Circle, loop	Motion
3.	Hold	Hold	Chain, join	Movement
4.	Legs	Legs raised	Straightened legs, projected leggs	Human limbs
5.	Balance	Balance	Equilibrium, equilibrium	Movement

The data in table 1 shows the symbols contained in the blarak-blarak sempal game to be analyzed. The symbols are described into matrices, then decomposed in models, and divided into variants.

The matrix in the word "coir" has a model, namely coconut coir and the variant that is formed, namely coarse fiber fibers outside the coconut which is used to play the game of blarak-blarak sempal (Digitala, 2024). In the hippogram, the word "coir" has a relationship with the coconut tree. Coconut trees have many parts such as coconut coir parts, coconut leaves, coconut fruits, coconut fronds, and coconut stems. As is the case in traditional games, blarak-blarak sempal requires coconut fiber to play. In the traditional game blarak-blarak sempal requires coconut coir, it is explained that in playing the traditional game blarak-blarak sempal uses coconut coir which is the main tool in the game.

The matrix of the word "turn" has a circular model and the variant that is formed is to move something so that it surrounds and repeats the direction in a game of blarak-blarak sempal.

In a hypogram, the word turn has a relationship with movement. Movement can be described as a change in position or position of the body from one place to another that involves coordinating muscles and the nervous system to produce the desired movement (Rahayu, 2019). Movements can take many forms, such as walking, running, jumping, lifting, or even spinning. As in the game of blarak-blarak sempal, spinning movements are very necessary and influential when playing the game because the player must be able to lift his neighbor and spin quickly to win a game.

The matrix of the word "hold" has a hand-holding model and a variant that is formed that is series and hand in hand closely, strongly, and steadily in the game of blarak-blarak sempal. In the hippogram, the word "hold" has a relationship with movement. Grip in the context of its meaning is the movement to hold an object with your hands or other body parts. As is the case in the game, blarak-blarak sempal involves hand-holding movements which are the main elements to affect the smoothness and strategy in the game.

The matrix of the word "foot" has a model of the foot being protruded and the variant that is formed is the leg straightened and projected so that it meets each other on coconut fiber. In the hippogram, the word foot has a relationship with the human limb. The human body consists of the head, body, hands, feet, and internal organs that have their own functions (Mahendra, 2022). As in the game of blarak-blarak sempal, human limbs such as legs function to support the player's body so that it is balanced and does not fall when spinning.

The matrix of the word "balanced" has a balance model and a variant is formed, namely Solidarity and equilibrium are carried out when playing the game of blarak-blarak sempal. In the hippogram, the word balanced has a relationship with movement because it reflects the condition of the body or object being in a stable state and not tilting or falling (Sadheli, 2021). In the context of the blarak-blarak sempal game, balance is the most important part of the game to maintain a good body position, whether it is when the player is in a sitting position or a standing position.

TABLE 2. Results of identification of matrix, model, variant, and hypogram in the song verse of the blarak-blarak sempal game

No	Matriks	Model	Varian	Hipogram
1.	<i>Blarak</i>	<i>Blarak sempal</i>	<i>Trim-triman</i>	<i>Wit kelapa</i>
2.	<i>Incik</i>	<i>Diinciki, diidak</i>	<i>Ditungangi, ditumpaki, diidak</i>	Gerakan
3.	<i>Mendal</i>	<i>Mendal-mendal</i>	<i>Mentul-mentul, Mental</i>	Gerakan
4.	<i>Keplere</i>	<i>Keplere</i>	<i>Kepleset, geblak</i>	Gerakan
5.	<i>Sandhung</i>	<i>Sandhung</i>	<i>Kesandong, njungkel</i>	Gerakan
6.	<i>Jekluk</i>	<i>Jungkal</i>	<i>Kejengkluk, kejengklak</i>	Gerakan
7.	<i>Jenang</i>	<i>Jenang</i>	<i>Jenang tape, jenang dodol</i>	<i>Panganan</i>

The data on 1 displays the verse of the song in the blarak-blarak sempal game that will be analyzed. The symbols are described into matrices, then decomposed in models, and divided into variants.

The matrix of the word "blarak" which means that dried coconut leaves have a blarak-blarak sempal model and the variant that is formed is "dolanan blarak-blarak sempal dimainke koyo trim-triman" which means "the blarak-blarak sempal game is played like a ferris wheel. In the hippogram, the word "blarak" means a dried coconut leaf associated with a coconut tree. In the context of the blarak-blarak sempal game, blarak-blarak sempal is an activity or game

played by 4-8 people with the main tool being coconut coir. Coconut trees have many parts such as coconut coir parts, coconut leaves, coconut fruits, coconut fronds, and coconut stems.

The matrix of the word "incik" which means stepped on has a model of diinciki and the variant that is formed is "sabut kelapa seng ono ning tengah-tengah ditungangi diidak, lan ditumpaki karo tungkak sikil" which means "Saturday coconut in the middle is stepped on with the heel of the foot". In the hippogram, the word "inch" relates to movement as it refers to the action or result of pressing or superimposing something with the foot or other part of the body. As in the traditional game, blarak-blarak sempal involves the movement of stepping on the paws on the coconut fiber in the game.

The matrix of the word "mendal" which means bouncing has a mendal-mendal model and the variant that is formed is "pas dolanan blarak-blarak sempal kui mentul-mentul lan mental awake" which means "when playing blarak-blarak sempal the body bounces." In the hippogram, the word "mendal" relates to movement. Mendal describes physical phenomena in the movement of daily life. As in the traditional game of blarak-blarak sempal which involves bouncing movements while playing so that balance is maintained and a victory is achieved.

The matrix of the word "keplere" which means to fall has a keplere model and a variant is formed, namely "yen dolanan blarak-blarak sempal ora ati-ati iso kepleset lan geblak" which means "when playing blarak-blarak spal is not careful, it can fall later". The matrix of the word "brisk" which means to fall has a model of kejeglong and a variant is formed, namely "yen dolanan ora ati-ati iso kesandong lan njungkel" which means "when you play not carefully, you can fall." The matrix of the word "jekluk" which means to fall has a tipping model and a variant is formed, namely "yen dolanan ora ngati-ati, sikile iso loro mergo kejengkluk lan kejengklak" which means "when playing not careful, the leg can hurt because of falling." In the hippogram, the words "keplere", "stumbled", and "jekluk", both have the same meaning of falling related to movement. Falling movement refers to a change in position from a higher to a lower position in a sudden and uncontrollable manner. As is the case in the traditional game of blarak-blarak sempal, when the player cannot balance his body while playing it will have the potential to fall suddenly and can cause defeat in the game.

The matrix of the word "jenang" has a jenang model and the variants that are formed are two types, namely jenang tape and jenang dodol. In the hippogram, the word "jenang" is related to Javanese food that is soft or soft. It is the same in the verse nayanyian blarak-blarak sempal, that when we play the traditional game blarak-blarak sempal must be strong and must not be soft in terms of muscles because it can be the main key to defeat.

DISCUSSION

In Riffaterre's semiotic theory, the first step to analyze it is by reading heuristics and hermeneutics. Heuristic reading comes from the meaning in the Great Dictionary of Indonesian (KBBI) V, while hermeneutic reading interprets the meaning of the word from the connotative meaning contained in the immediacy of expression. The following are the symbols of the blarak-blarak sempal game in heuristic and hermeneutic readings.



FIGURE 1. Coconut Coir (Claudia, 2022)

Based on the heuristic reading, the word "coconut coir" means the coarse fibers outside the coconut. The curved shape of the coconut coir symbolizes softness, prudence, and harmony. According to Javanese, coconut coir has a symbol of strength and stability. In coconut coir there are 2 parts, namely coconut fibers or palm oil and scalp bathok which has many meanings.

Based on hermeneutic readings, gentleness has the meaning of being gentle to others in social relations in society, this is reflected in Javanese culture that is still inherent to this day. According to Javanese culture, caution is reflected in the Javanese expression "salah asah, silih asih, dan silih asih" because Javanese people tend to be careful in making decisions (Mustikasari & Rahayu, 2023). The curved shape symbolizes harmony which means the opportunity to get something, because the Javanese have the belief that when Javanese people want something, they must be intentional because of Allah SWT so that what they want will be a blessing and useful in accordance with the philosophy of the coconut tree which has many benefits to be used as a handle for life (Sholikhin, 2009).

In coconut fibers or palm oil symbolizes togetherness because a person cannot live alone and needs the help of others. Just like the Javanese who are always attached to the principle that in this life, they do not live alone, but are always in togetherness and connection with their families, society, and the surrounding environment. Bathok coconut shell has a symbol of simplicity because in Javanese culture there is inherent simplicity and humility just like Javanese people are known to have simplicity that is reflected in various aspects of their lives. They live their lives with humility, avoid excessive luxury, and appreciate the values of togetherness, mutual cooperation, and local wisdom more. This simplicity is also seen in the way they dress, communicate, and carry out traditions and customs that have been passed down from generation to generation. For Javanese, true happiness does not lie in material luxury, but in inner peace, harmonious relationships with others, and balance with nature.

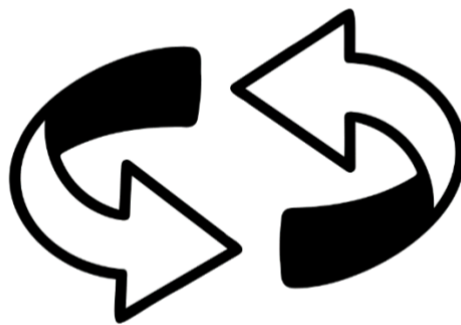


FIGURE 2. Turn

Based on the heuristic reading, the word "turn" means to circle or surround a central point. The philosophy of the meaning of the wheel of rotation is often associated with a wheel of life that is often used as a symbol to describe the philosophy of rotation.

Based on hermeneutic readings, the spinning wheel often symbolizes a dynamic of life in which each individual experiences the ups and downs of a daily life, while in the game of blarak-blarak sempal the meaning of this rotation can symbolize a movement around and repetition which is interpreted as each round in the game of blarak-blarak sempal describes the passage of time and an experience that continues to repeat but there is always renewal. Related to this context, the Javanese people have a view of life related to the revolving life cycle. In Javanese society, there is a saying "aja adigang, adigung, adiguna" which means don't rely on strength, power, and cleverness, meaning that life is dynamic like a spinning wheel, sometimes

at the top, sometimes below, and when at the top, you should not be arrogant because you can fall down because of your own attitude (Wulandari, 2017).



FIGURE 3. Hold

Based on the heuristic reading, the word "hold" means the act or process of holding or grasping something with a hand or other tool. The philosophy of the meaning of holding can be associated with the meaning of responsibility that must be carried out by each individual.

Based on hermeneutic readings, responsibility encompasses about family, society, and a task that has been entrusted to a person. In addition, the word hold can be associated with togetherness and cooperation to achieve a common goal (Andriyani, 2020). Similarly, the meaning of togetherness and responsibility can also be associated with the game of blarak-blarak sempal namely when someone plays, they are required to trust each other to maintain balance in the game.

In the traditional game of blarak-blarak sempal, the meaning of holding this can be reflected as a responsibility to maintain cohesiveness and smoothness in playing the blarak-blarak sempal game with friends by holding hands in a circular form. This teaches us how important it is to work together and protect each other. With the cohesiveness of each team member, the game can run smoothly and get the victory. There is a saying related to the word "hold" which says "sing sapa sregep bakal cepet pagaweane, sing sapa tanggung jawab bakal beres gaweane" the saying in Indonesian discussion means "whoever is diligent will be able to quickly complete his work, and whoever is responsible will complete his task well." This saying emphasizes the importance of responsibility (hold responsibility) and hard work to complete an existing task.

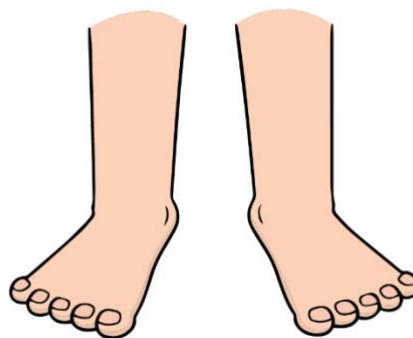


FIGURE 4. Foot

Based on heuristic readings, the word "foot" has a deep meaning that is not just a part of human body language used to walk. In his philosophy, "foot" can be interpreted as a foundation or foundation that is able to support the life of a person.

Based on hermeneutic readings, the feet symbolize a very strong foundation that every individual needs to live a stable life and advance to face various challenges that exist in the future, because without a strong foundation, humans may be easily shaken in the face of various

trials in their lives. This foundation can be in the form of moral values, beliefs, education, or social support that provides stability and direction in life.

The word "foot" can also be associated with the context of responsibility, where the word "foot" symbolizes the strength and stamina needed to carry out a variety of roles and duties in life. For example, a person who has "strong legs" is extraordinarily able to bear the burden of great responsibility, both in terms of work, family, and ability in a community. This teaches us that to be a responsible individual, we must have a solid foundation that allows us to stand firm and take the necessary steps in life (Wibowo, 2014).

In addition, the word "foot" can also symbolize travel and progress. Every step we take in a life on this earth reflects progress toward our desired goals. Without legs, we can't move forward. This journey is not only in a physical sense, but also a spiritual and intellectual journey that leads us to even deeper understanding and enlightenment.

In Javanese culture, the foot is often used as a symbol of stability and direction. For example, in the Javanese proverb "sakil sing mantep nggawa langkah sing kukuh" which is interpreted in Indonesian which is "a steady foot brings a firm step" which teaches us that with a stable footing, we can take a strong decision and action to achieve a balanced and harmonious life.



FIGURE 5. Balance (Jemastock, 2019)

Based on the heuristic reading, the word "balance" has the same meaning of weight or proportionateness. Philosophically, balance reflects a harmonious state in which various elements or forces maintain each other and support harmony. In the context of each individual's life, balance refers to the alignment between different aspects of life such as work, family, physical and mental health, and socio-spiritual activities.

Based on hermeneutic readings, this word balance can also mean having the ability to manage time and energy wisely, so that every aspect of life gets the attention it deserves without sacrificing others (Sugarindra, 2021). This not only avoids fatigue or burnout, but also allows a person to develop holistically and reach their full potential in various fields. In this context, balance reflects wisdom in managing priorities and maintaining a stable emotional balance in facing a challenge in life (Lukito, 2008).

In Javanese culture, this concept of balance is also often associated with values such as "Rama, Shinta, Yudha, Brama" which each represents aspects of life that must always be balanced and must complement each other. This teaches us about the importance of understanding that true success does not only lie in one aspect, but also covers the whole of a balanced and harmonious life. In this case, the word "balance" can also be seen as the result of a deep understanding of oneself and some of the surrounding environment, so that each individual is able to maintain harmony and stability in every step.

Based on the interpretation with a heuristic and hermeneutic approach to the symbols of the blarak-blarak sempal game, it was found that the blarak-blarak sempal game has Javanese

cultural values that are full of meaning. The cultural values found are the value of pleasure or joy, the value of freedom, the sense of friendship, the value of leadership, the value of cooperation, the value of togetherness, the sense of responsibility, the value of courage, the value of social, and the value of responsibility.

The following is a reading of heuristics and hermeneutics in the verses of the blarak-blarak sempal game song.



FIGURE 6. *Blarak*

Based on heuristic readings, the word "blarak" in Indonesian means dried coconut leaves. The word "blarak" has a deep meaning in the context of Javanese culture, especially related to a tradition and social activities of the community. Literally, "blarak" refers to an activity or game that is carried out equally in a team or community. But physically, "blarak" reflects social values such as togetherness, cooperation, and solidarity (Manunggaljaya, 2023).

Based on hermeneutic readings, "blarak" is often associated with a traditional game that is performed in the same way to achieve a common goal (Wijayanti, 2018). For example, in the game blarak blarak sempal which is considered a symbol of togetherness in maintaining balance so that it does not fall when rotated and coordination in playing. In addition, in the context of Javanese proverbs, the word "blarak" is often used to describe cohesiveness and harmony in action. Sayings such as "sing bener nglerak, sing pati nganglaparake" teach that by uniting in carrying out a task or activity, the results will be maximized and provide many lasting benefits for all community members. Thus, "blarak" is not just a physical activity or a toy, but also a symbol of social values and a rich common life in Javanese culture.



FIGURE 7. *Incik*

Based on the heuristic reading, the word "incik" in Indonesian means to step on. The word "stepping" means an act of placing or pressing your weight on something with your feet or lower legs. In depth, the word "stepping" can be interpreted as taking the first step, starting something, or showing dominance (Hidayat, 2013). In the context of life in society, stepping

on it can be symbolized as the courage to start a new journey, face challenges, and make a significant footprint in life.

Based on the hermeneutic reading, the word "incik" has a deeper meaning and is full of philosophy. The act of stepping on land or objects, for example in Javanese traditions, is often associated with respect for nature and the surrounding environment. Stepping on the ground using bare feet, for example, symbolizes a close connection with the earth. In traditional ceremonies, this stepping can symbolize spiritual quotes with respected ancestors and natural forces. The Javanese proverb says "mikul dhuwur mendhem jero" which means "to lift high and bury deeply" gives a view related to appreciating services and covering up mistakes. In this context, "stepping on" can be interpreted as an action that must be done with caution and respect. Every step taken, such as one stepping on the ground or entering a new territory, must be done with patience and respect for the values upheld by society and ancestors.

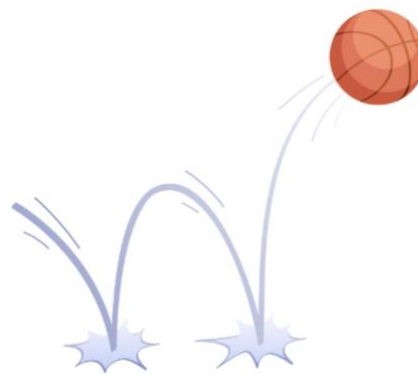


FIGURE 8. *Mendal*

Based on the heuristic reading, the word "mendal" in Indonesian means reflection. The word bounce can mean an object or object that, after colliding with a hard surface, moves again at the opposite speed or direction. In a broader context, "mendal or mantul" can describe an effect of a person's behavior or actions that in turn affect him or his surroundings. This action reflects the principle of cause and effect in human life, where every action he takes produces a reaction that he also makes.

Based on hermeneutics, the concept of "mendal or mantul" is very relevant to the law of reciprocity. For example, if someone does good to others, that kindness will come back to them in the form of support, respect, or help when that person needs it. On the other hand, negative actions such as hatred or injustice will bounce back in the form of a conflict or a problem. Therefore, understanding the principle of "mendal or mantul" teaches us to remain cautious in an action and always try to spread kindness to others or other living beings.

In Javanese culture, this concept is in line with the principle of karma or "action" which teaches that every action will get a reward. As the Javanese proverb reads "sing sapa nandur bakal ngunduh" which means "whoever plants will pick" illustrates that every action will bear fruit according to the seeds he planted (Firdausy, 2015). This principle is very similar to the concept of "mendal or reflection" where what we do will come back to us, either in a positive or negative form.



FIGURE 9. *Keplere* (Vale, 2022)

Based on the heuristic reading, the word "keplere" in Indonesian is slippery. The word slipped means to lose your balance or slip due to a slippery floor or surface. But in a broader context, the word "slip" can be a metaphor for unexpected mistakes or failures in human life, which occur due to a lack of vigilance or factors beyond control.

Based on hermeneutic readings, Javanese culture has the concept of "keplere or kepleset", which also has a very strong relation. Javanese culture teaches about the importance of balance in a life (Nurcahyo, 2018). When a person experiences "keplere or kepleset", this can be seen as a warning to be careful and introspective. Javanese local wisdom teaches that every failure is part of the inevitable learning process, and that true wisdom comes from the ability to bounce back and improve oneself (Ismawati, 2020).

The Javanese proverb reads "sepiro gedhening sengasara bakal kalakon" which means "how much suffering will be passed" reflects the philosophy that all obstacles or failures, including these moments of "keplere or kepleset", will be overcome with patience. Therefore, "keplere or kepleset" can be interpreted as rain in life, although difficult, will ultimately strengthen and enrich the human experience. This saying teaches that failure is not the end of everything, but an opportunity to continue to learn and grow back.



FIGURE 10. *Sandung*

Based on the heuristic reading, the word "sandung" in Indonesian is a trip. The word stumble can be interpreted as a person experiencing difficulties or obstacles because the foot touches or hits something so that it loses balance and almost or falls.

Based on hermeneutic readings, the word "sandung or stumbling" describes a situation where a person faces obstacles or challenges that interfere with the smooth running of the journey or effort he is making. The Javanese proverb which reads "sura dira jayaningrat, lebur dening pangastuti" which means "all forces can be defeated with wisdom" describes the philosophy of facing an obstacle (Santosa et al., 2018). Stumbling is not seen as a final failure,

but a journey to wisdom and a deep understanding. This is what teaches us that true strength lies in the ability to continue learning and rise from difficulties (Samsul, 2021).



FIGURE 11. *Jekluk*

Based on the heuristic reading, the word "jekluk" in Indonesian is overturned. The word tipped over can be interpreted as losing balance and falling suddenly. In a broad sense, the word "jekluk or tumbling" is interpreted as a failure or a very severe obstacle experienced by humans in their lives. These failures are often sudden and can have a very significant impact on the course of human life on earth.

Based on hermeneutic readings, Javanese culture has various values and philosophies related to the meaning of "jekluk or tumbling". In Javanese culture, failure in life is often accepted with an attitude of *legowo* (sincere and accepting) and the spirit to get back up. In the Javanese proverb which reads "*sepi ing pamrih, rame ing gawe*" which means "not seeking personal gain, but actively in work" reflects the philosophy that in every action and work the main focus must be on effort and contribution, not on personal results or rewards (Afriani et al., 2018). When someone falls over, this saying reminds us that the most important thing is to keep trying and working hard, without being overwhelmed by the failures experienced.



FIGURE 12. *Jenang* (Lukihardianti, 2022)

Based on heuristic readings, the word "jenang" in Indonesian refers to a traditional food made from glutinous rice or rice flour cooked with coconut milk, sugar, and often added with other ingredients such as pandan leaves to give it a distinctive aroma.

Based on hermeneutic readings, jenang has many philosophical values such as being used as a symbol of prayer, unity, hope, and enthusiasm in Javanese society (Putri et al., 2019).

This can also be implemented in the blarak-blarak sempal game which must apply every prayer and cooperation in doing the game.

Based on the interpretation with a heuristic and hermeneutic approach to the verses of the blarak-blarak sempal game, it was found that the blarak-blarak sempal game has Javanese cultural values that are full of meaning. The cultural values found are in the form of the value of pleasure or joy, the value of cohesion, the value of patience, the value of friendship, the value of leadership, the value of cooperation, the value of togetherness, the value of courage, the value of appreciation, and the value of responsibility.

CONCLUSION AND RECOMMENDATION

From the analysis of heuristic and hermeneutic readings in symbols and verses, the blarak-blarak sempal game has significant similarities in cultural values. Both analyses show that the game of blarak-blarak sempal is rich in meaning and contains various important Javanese cultural values, such as joy, freedom, friendship, leadership, cooperation, responsibility, courage, and mutual respect. Although there are some differences in the details of the cultural values found, overall, the two analyses illustrate similarities in understanding the rich cultural meaning contained in the blarak-blarak sempal games that must be preserved and played by children.

The advice from the author is that there are still many traditional games that are not known or rarely played by children. Therefore, the government or cultural inheritors providing information related to the history of traditional games in all regions must be conveyed early by utilizing the site on mobile phones. This makes the main prevention in the fading of Javanese cultures, especially in traditional games.

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Language Phenomena in Pro-Palestinian Posts on Social Media

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ABSTRACT

This research aims to describe a number of language phenomena that appear in posts on social media related to the pro-Palestinian movement. This research is a qualitative descriptive study. The data sources for this research are the social media platforms Instagram, X, and Telegram. The data in this research consists of linguistic elements in pro-Palestinian posts on the social media platforms Instagram, X, and Telegram. The data obtained are analysed using the matching method. The results of the data analysis are presented informally. Data was collected using listening and note-taking techniques with data sources in the form of social media, especially Instagram, X, and Telegram. The result obtained include that pro-Palestinian movements or action produce a number of language phenomena, including the emergence of registers, slang, and dysphemism in posts on social media. The results illustrate the emergence of a linguistic phenomenon arising from a social phenomenon currently occurring in society. As part of the social element, language once again demonstrates the distinctiveness of certain groups based on the linguistic codes that have developed. Furthermore, the emerging language phenomenon does not merely appear as a form of vocabulary or language codes. Indirectly, these language codes manifest as a form of support and even resistance echoed by the public against the injustice currently happening to the Palestinian people.

Keywords: Instagram; language; pro-Palestine; social media; telegram; X

INTRODUCTION

As part of human life, language, whether directly or indirectly, is very dependent on everything that happens to the speaker. It is not only regarding the external context of language use, but also the internal aspect of the speaker. In the science of Psycholinguistics, the influence of a speaker's psychological condition on the form of language, even the choice of words/diction produced is studied. This is due to during the process, language naturally goes through the stages of conceptualization and formulation, which Griffin and Ferreira (2006, p. 22) mention as two stages in a person's psychology when producing a language. Slip of the tongue, for example, often occurs when conceptualization and formulation do not occur smoothly due to feelings of nervousness or even being in a tense situation.

Such phenomenon was found in posts with a pro-Palestinian theme as a result of Israeli's genocidal actions in the Gaza region, especially since the event of 7 October 2023. Parties who condemn Israeli's actions in pro-Palestinian groups are trying to join in the struggle by utilizing social media in digital war movements. The groups that were later formed even named

themselves the "*Julid Fiisabillaah* Brigade" because they had not been able to fight directly on the battlefield in Gaza.

A unique pattern of language in the existing posts described the sender's emotions. In Psycholinguistics, as previously described, the language produced is influenced by the psychological condition of the speaker. These pro-Palestinian posts tended to describe psychological conditions in the form of angry emotions. This is in line with Holmes' (1992, p. 2) statement that in fact language does not only carry out its 'duty' as a conveyor of information, but furthermore acts as a conveyor of the emotions of its users. The linguistic phenomena that appear indicated the unwillingness towards oppression performed by Israel as a country that always promotes self-defence against the Hamas movement which is labelled a terrorist. This pro-Palestinian netizen does not even hesitate to say harsh words on pro-Israel accounts. Even Islamic religious leaders support such action and state that cursing criminals is a legitimate thing to do, as seen in the following example which equates IDF soldiers with monkeys.



FIGURE 1. Pro-Palestinian post

As is known, Israel does not move alone. The United States is a country that fully supports the genocide it has committed against the people of Gaza, as performed since 75 years ago when the territory had the status of "Palestine". Such support is not only in the form of supplies of soldiers and weapons, but also in digital manner. A company called Meta keeps a close eye on social media algorithms. It is no longer a secret that an account cannot send comments, cannot find its posts, or is even blocked and ultimately collapsed, deleted by the system if it is detected sending something related to Gaza.

Meta, as the ruler of social media, especially Facebook, X or Twitter, and Instagram, is trying to cover up the truth of what is happening in Gaza and replace it with various propaganda. Based on <https://graniteshares.com/> meta has a significant influence on content on social media platforms like Instagram, X, and Facebook, including personal communication, online shopping, and social connections worldwide. This is the challenge of the Julid Fisabilillah Brigade troops who have made social media their weapon of resistance. So, there are many efforts, not only to reveal the truth about the current situation and what Israel did, but also to try to find opportunity so that the revealed truth can continue to survive and not be blocked by the system. Therefore, certain unique linguistic phenomena that were born are

interesting to explore. For example, there was the word Isriwil to replace the word, Israel. The use of such a word aims to not only mock Israel, but also to hide it from the Meta algorithm so that the posting remains safe.

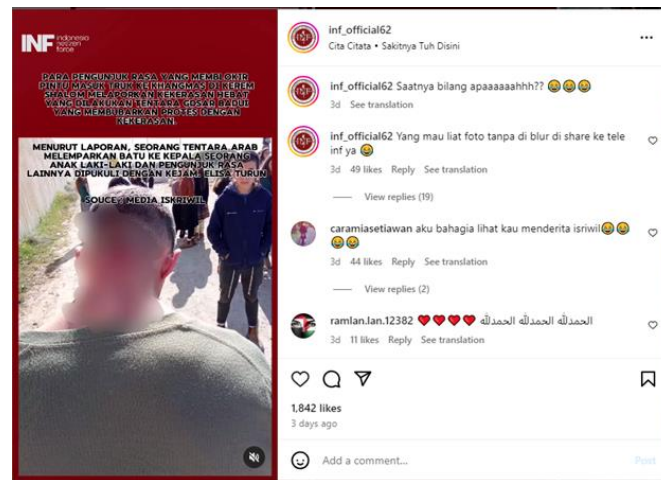


FIGURE 2. Pro-Palestine post comment column

A number of data found show distinctive patterns that are interesting to study. As part of the linguistic phenomena on social media, these findings showed other characteristics that increasingly illustrate that social media is no longer just a site for social interaction, for marketing needs, or to archive certain moments in the form of photos or videos. Lutkevich (2023) states that social media can even become a medium for guiding public opinion through its analytical power, by making a topic to be discussed continually. So, directly or indirectly, social media can even become a weapon of resistance against bad regimes in certain social phenomena that is worth considering.

The Palestine-Israel conflict has somewhat attracted public attention, leading some to become the basis for scientific research to examine societal tendencies towards the conflict from various perspectives. From a social perspective, for example, viewing the conflict through the lens of the close brotherhood that has developed between Indonesia and Palestine (Intan, 2021). The focus of this research lies on the bilateral relationship based on the long history of Palestine's support for Indonesia's independence. Another study viewed from a social perspective is found in Irsyad's (2021) writing, which examines public reactions on social media X regarding the percentage of emotional tendencies of the community towards Palestine. The result shows that the dominant emotion is positive compared to negative and neutral emotions. From the perspective of the role of social media, Sholehkatina et al. (2024), Kaslam (2024), and Pratama et al. (2024) analyze the orientalism patterns in social media towards Palestine and Israel based on the content shared. The findings indicate that social media plays an important role in shaping public sentiment regarding the ongoing conflict. Lastly, from the perspective of news framing, Mahayasa and Putri (2024) as well as Akmal (2024) observe that both on social media and mass media, the reporting on the conflict between the two countries often does not align with the actual facts, depending on the media outlet reporting it. one of which is provided by the mass media BBC. Information searches must be based on caution, because as stated by Kholid et al. (2023), social media has become a medium for delivering information or news that can be easily obtained by anyone quickly in the current digital era. From the various studies, none have focused their research on the phenomenon of language codes that arise from the Palestinian-Israeli conflict.

METHODOLOGY

This was a qualitative study which involved data in the form of language phenomena in pro-Palestinian posts on social media. Data were collected not only from information or better known as photo captions sent, but also from comments from pro-Palestinian accounts. In this case, the social media as the data sources were Instagram, X, and Telegram. The data collection was conducted over two weeks. Listening, participation and conversation techniques and note-taking as an advanced technique were applied to collect data from these two sources. The results of data acquisition were analysed using the matching method. The analysis process involved context outside language. The results of the analysis were further presented informally using ordinary words without the involvement of quantitative number calculations.

RESULT AND DISCUSSION

Based on the collected data, three language phenomena were found in pro-Palestinian posts, namely register, slang, and dysphemism. The following section will explain such phenomena.

REGISTER

Register is a variety of languages used in certain fields. In principle, there are a number of dictions found in several different fields. However, if you look at the field of use, the meaning and context of the use of these dictions can be different from each other. In pro-Palestinian posts, it was found a linguistic phenomenon in the form of register. There were a number of words commonly used in the society, but when they were related to the context of the war in Gaza, the meaning of such words shifted or even changed, as shown in the following data.

- (1) war
- (2) batalyon
- (3) brigade
- (4) makan
- (5) tumbang
- (6) rujak
- (7) rujakin
- (8) boycott
- (9) kera
- (10) penjajah
- (11) pendudukan

Data (1)—(3) are generally used in the military field. All three apparently found their use in pro-Palestinian posts with shifting meanings. The word ‘war’, for example, in data (1) was understood as a word used in the context of digital war. As is known, most of the pro-Palestinian netizens were located far from Gaza and could not fight directly in the battlefield like Hamas did. This inability did not make their enthusiasm for learning ebbed so that the war they were fighting was finally realized digitally through the use of social media, such as Instagram and X, as well as Telegram. That is also the reason for using the terms battalion and brigade, resulting in the creation of a fighter group with the name "*Brigade Hassan Bin Tsabit*".

The next data was *makan*. This verb was associated with the act of mentally destroying Israel through digital attacks, either through comments or private messages (direct messages).

Makan siang was a commonly found term, accompanied with information about the accounts of Israel or its supporters to be mentally attacked.

The further data, namely *tumbang* (collapsed) and *rujak/rujakin*, were also related to the digital attacks performed. The term *tumbang* was applied for accounts that could no longer be accessed since they were blocked by the Meta system. The term *rujak/rujakin* that was generally associated with a type of food containing fruit and chili sauce was currently associated with the act of destroying something. In this case, the mentality of pro-Israel, both Israel and its supporters was the object to destroy.

The word *boycott* recently went viral. This was due to the emergence of facts regarding a number of product brands or even a number of well-known companies that apparently supported Israel. The pro-Palestinians finally issued a fatwa to boycott these products. So, the word *boycott* tends to be related to the action of stopping using a number of products that are specific to a number of products affiliated with Israel.

The further data was *kera*. This word was included in the register in pro-Palestinian posts. The term *kera* was taken from the term in Islam for Jews who always break their promises (Kumalasari, 2021). In addition, it is stated that *kera* or *monyet* have a greedy animal nature that does not want to share with others, as is the nature of the Jews. This word was often applied to refer to IDF soldiers who often appeared in posts on Instagram and Telegram

The last two data, namely *penjajah* and *pendudukan*, had a narrowed meaning, especially for pro-Palestinian netizens. These two terms were actually used to refer to Israel with other words that tended to have negative connotations. So far, western media propaganda had made Israel the victim of terrorist acts attached to Hamas fighters. So, in accordance with the actions of Israel towards Palestinian land, the terms *penjajah* and *pendudukan* were applied to emphasize the appropriate labels for them as invaders of other people's homeland and occupying and seizing other people's land by force.

Actually, all the existing data were not presented in the new vocabulary or diction. However, because the field or context of its use shifted to a certain field or context, the meaning it contains also shifted, either expanding or narrowing. Bakhtin (2006, p. 88) states that registers are needed in the social interaction of a community. So, these registers were formed as a means of communication between community members, in this case pro-Palestinians.

SLANG

Register is a variety of languages in a certain field. On the other hand, slang is a variety of language used by a certain group. Like its status, slang is understood as a form of variety whose form is non-standard and does not last long. In the data collected, several forms of diction or language use were found which were included in the slang category. After classification, three types of slang forms were found, namely the formation of new diction, non-standard writing, and the use of punctuation.

In the formation of new diction, there were phrases consisting of old vocabulary commonly used in society, both standard and non-standard. However, when the two words were used together, a new meaning as part of slang emerged, as shown in the following sections.

(12) *Julid fiisabilillaah*

The word *julid* has actually been around for a long time since the 2020s. The word is usually used to refer to the act of meddling in other people's affairs. The word *fiisabilillaah*, which is taken from Arabic and means 'in the way of Allah', is a word that often appears in Islamic religious conversations or phrases. Both words were coined into the same new phrase which was ultimately understood as an online social media attack movement by Israelis and their

supporters. This term was formed from a shift in the phrase *jihad fiisabilillaah* as a form of *jihad* in another form that can be carried out amidst the inability to go directly to the battlefield in Gaza.

The second form of slang is non-standard writing. Previously, it was explained that Meta, as the owner of the social media system, one of which is Instagram, often deleted posts or simply comments that contained pro-Palestinian words. It was under this pretext that netizens disguised pro-Palestinian words in their posts and comments with other writing so that they were not read by the Meta system as sensitive pro-Palestinian words. The most commonly used form was a combination of letters and numbers, as described below.

- (13) p4l3st1n4 untuk Palestina
- (14) 1sr43l untuk Israel
- (15) zi0ni5t untuk zionis

Another form of slang was the insertion of punctuation. Among the punctuation marks used were the asterisk (*), hashtag (#), underscore mark (_), and exclamation mark (!). An asterisk (*) was generally used to write words that were considered rude or taboo (Mualafina, 2017). In the data collected, the phenomenon of using the asterisk (*) were related to two factors, including to avoid taboo, as mentioned previously, and to avoid detection of certain algorithms.

- (16) bant*i
- (17) b*n*h
- (18) membak*r diri
- (19) anj*ing
- (20) f*kin
- (21) Isra*l
- (22) unil*v*r

Data (16)—(18) revealed the use of the asterisk (*) in the interest of avoiding the use of taboo words. Recently, the words massacre, murder, self-immolation have become sensitive because of a number of actions behind them. These words were considered inappropriate to use vulgarly since they related to the large number of victims of Gaza residents due to massacres and killings by Israel. Furthermore, the case of self-immolation by American soldiers due to their protest actions some time ago was also seen as part of an event that was as tragic as that experienced by Gaza residents. For this reason, an asterisk was inserted to reduce the value of the word which tended to be sensitive.

The further data, namely (19) and (20), involved the use of an asterisk (*) with the aim of reducing the harshness of the word. In general, the word *anjing* in Indonesian and *fukin* from fucking in English are two words that are generally used to curse. Muafana (2017) in her writing states that this kind of use indirectly functions to save the writer from accusations of being impolite in language. However, the reason for using this form of slang was still intended according to the status of the word, namely to insult Israel, as stated by Rezeki and Sagala (2019, p. 80) that one of the reasons for using slang in social interactions was as a means to insult.

The insertion of an asterisk (*) also aimed to hide the use of certain words. Previously, we discussed changing words to hide them from the Meta algorithm. It turned out that this was also performed through the use of an asterisk (*), as seen in the word *Isra*l* data (21) which was hidden so that it could not be read by the system. Slightly different from data (22) in that the use of the asterisk (*) in the word Unilever was not merely to avoid system reading of the word, but rather to conceal the brand, as mentioned by Mualafina (2017). As is known, the

Unilever Company is one of the pro-Israel companies that experienced a boycott from pro-Palestinian parties. The mention of it was sensitive, not least for those who still loyally rejected the boycott of the brand. Thus, the use of asterisk in data (22) aimed to reduce the impression of sensitivity.

Another punctuation often used was the hashtag (#). In general, the hashtag (#) was used for keywords in a particular post or topic. In pro-Palestinian posts, this punctuation was applied to increase the algorithm for using substitute words for the word *boikot*, as seen in the following data.

(23) #BuyCut

Other punctuation marks that were also found in use were the underscore (_) and the exclamation mark (!). Similar with the previous data, these two punctuation marks were used to accompany the formation of new words that were changed for the security purposes of the Meta system, as seen in the following data.

(24) z!onis

(25) ga_za

DISFEMISME

Most of the slang that appeared was a form of dysphemism. Dysphemism is an antonym of euphemism which is understood as the use of language that shows positive connotations. So, on the contrary, dysphemism actually shows the use of language that contains negative values or connotations. It is also stated that dysphemism refers to the tendency to choose harsh or offensive words or phrases rather than smooth, polite and socially acceptable forms (<https://www.bachelorprint.com/academic-writing/dysphemism/>).

These forms of words containing dysphemism are used with the aim of insulting, triggered by dislike or even hatred. This is in line with pro-Palestinians who strongly oppose Israel's actions against Gaza residents. Directly or indirectly, the data collected revealed that insults that could be represented by the vocabulary available in Indonesian or other languages seemed to be insufficient so that some of the dysphemism data became another means of insults to express emotions.

In an article, Khatimah et al. (2021, p. 66) stated that the existing vocabulary is often not sufficient to express and represent the feelings of the speaker, so new forms are created to accommodate these feelings. Regarding dysphemism, Ristanto (2019, p. 162) further states that the use of harsh language aims to direct public opinion, as performed by pro-Palestinian netizens.

Based on the obtained data, there were many dysphemisms used by netizens, both in posts on their personal accounts, as well as comments embedded in other people's posts regarding Israel atrocities. Dysphemism was found in people's names, group names, and country names. All three are discussed in detail as follows.

The first dysphemism was applied in people's names. Since the attack on 7 October, 2023, the names of Netanyahu, Prime Minister of Israel, and Joe Biden, President of the US, had become very viral. Their actions and policies that were detrimental to the people of Gaza were widely criticized by the world community. So, many netizens changed their names to other words with negative connotations, as detailed below.

(26) Setanyahu

(27) Syaitonyahu

- (28) Netanyahuak/Netanyahoax
- (29) Mbah Bindeng

The three initial data were several forms of puns on the name Netanyahu which were often used on social media. The reason is clear that the word elements contained negative connotations. The words *setan* and *syaiton* in data (26) and (27) referred to words with bad meanings. If we look at the Indonesian Dictionary, the word *Setan* is interpreted with the main meaning of 'evil spirit (which always tempts humans to do evil)'.

Data (28) contained the hoax words -or standardly hoax-- . In the Great Dictionary of the Indonesian Language, the word hoax means 'false information'. In contrast to the previous formation, the attachment of the word hoax was associated with the habit of Netanyahu, or in general, Israeli citizens, who liked to spread false information and propaganda about the actual condition in Gaza.

Data (29), namely *mbah bindeng* is slightly different from the previous data which was presented in word form. This data was a shift in the writing of the name Joe Biden, President of the United States. So far, Biden is known as a full supporter of Israel's attack on Gaza, including labelling Hamas as a terrorist movement group. Apart from being cruel, Biden also often shows poor health, such as not being fluent in speaking, so this phrase was chosen to mock him. The word *bindeng* refers to a condition when a person has difficulty speaking due to a blocked nose so that the resulting words or utterances sound less clear. This condition is the basis for the emergence of a derisive name called *Mbak Bindeng* by netizens. They seemed unwilling to mention Biden's real name, including Netanyahu, and replaced it with another form that described the true nature and behavior of both of them.

The second dysphemism was applied in the group names. Israel, as a system, attacked Gaza on behalf of a particular group. The groups often mentioned in pro-Palestinian posts were Zionists and IDF (Israel Defense Force) soldiers.

- (30) Zionista
- (31) jijikonis
- (32) Israel Diapers Force
- (33) Pasukan popok
- (34) Israel Offensive Force
- (35) Israel Occupation Force

The word *Zionis* was often censored by Meta so that posts containing the use of this word would generally be deleted automatically by the system. So, to avoid this, netizens replaced them with the words *zionista* and *jijikonis*, as shown in data (30) and (31). In addition to avoiding meta-censorship, netizens deliberately used the word *nista* to be combined with this word as an illustration of their bad behavior.

The IDF group, as the army at the forefront of the attack and occupation of Gaza, also did not escape bullying attacks from netizens. The attack was not only based on the badness of their actions, but also on the behavior they showed on social media, making them easy targets for netizens. One of them was by changing the abbreviated element of IDF, as seen in data (32), namely from the word 'defense' (*perlawanan*) to 'diapres' (*popok*). This further triggered the emergence of the phrase *pasukan popok* in the data (33). The appearance was due to traces of footage that was uploaded some time ago to social media which showed several IDF troops wetting their pants when hit by resistance attacks from Gaza fighters.

Another dysphemism appeared in data (34) and (35) which was similar to the previous formation process. In data (32), it can be seen that the change was made in the extended element of the word defense to diapers, there was a change in the element of the letter D to O in data

(34) and (35) so that IDF was changed into IOF. Such change, again, was based on the cruel actions and occupation carried out on the people of Gaza. The abbreviations for offensive and occupation attached to IOF had become a form of anger among netizens so that this abbreviation was chosen more often than the actual abbreviation.

The third dysphemism was applied in the country name. The country names had also not escaped dysphemistic attacks from pro-Palestinian netizens. Of course, the country referred to the country as the 'main figure' in the Gaza genocide attack, namely Israel. The following data indicated dysphemism performed by netizens towards such countries.

- (36) Israhell
- (37) Sirewel
- (38) Isntreal

Not different from the processes and factors behind the word changes in the previous data, data (36)—(38) also showed the same symptoms. The censorship and deletion of posts by the Meta system caused netizens to look for other ways to send information by disguising their names with other words. Of course, as can be seen from the data, the names that emerged were not good names. The word hell, for example, was deliberately attached to the substitute word Israel as a prayer for retribution for the genocide committed.

Data (37), said Sirewel, was also used by netizens as an illustration of the nature of the Israeli side. Their habit of always claiming to be victims who have been hurt by Hamas made netizens embarrassed and likened them to small children who have tantrums and blame everything on other people. In fact, what they experienced was nothing other than an attack from their own side.

Data (38) is somewhat different, namely *isntreal*. The word is considered taken from is not real. This naming can be based on two things. The first basis was that the news presented was mostly fake news that did not correspond to reality. This fact was a joke generally known by the world community. Some time ago, a video appeared showing a nurse who looked frightened and claimed to be surviving a Hamas attack. After further investigation, the nurse turned out to be an Israeli artist in disguise and deliberately used Arabic to deceive the world community.

Furthermore, the second basis for the form of dysphemism in data (38) was that historically, Israel was formed from a colonial state and the forced extraction of Palestinian citizens. Historical data further stated that the country's sovereignty has been tarnished by its own citizens, so pro-Palestinian netizens pointed out the falsity of the name of Israel. With this name, pro-Palestinian netizens intended to show that a country called Israel was a fake country that never actually existed.

The last dysphemism was applied in the changes of the word forms. Still with the same factor, change in word form in pro-Palestinian posts was also one of the phenomena found. A number of posts that were considered to be in danger of being deleted from an account because of the use of certain words was the reason for changing those words, including Hamas, Gaza, and Palestine. In the previous section, it was explained that a number of slangs were also performed by changing words, using a combination of numbers and letters, as well as using a number of punctuation inserts. In contrast, this word form changing did not involve such two tricks. In addition, the meaning of ridiculing and mocking contained in the previous data was no longer present in this word form changing.

- (39) OSP (Occupied State of Palestine)
- (40) Khamas
- (41) Gazza

- (42) Fistin
- (43) Falistin

These five data are some examples of the many changes in word form. Through the use of words such as data (39)—(43), a post on social media, such as Instagram, will be safer from system detection. Moreover, netizens also felt safer using this word form when voicing facts about Gaza without worrying about deletion of the information sent or account blocking by the Meta system.

Based on all the data that has been obtained, it can be seen that social phenomena greatly allow for the emergence of new linguistic phenomena. These new linguistic phenomena do not always consist of the addition of entirely new vocabulary with new meanings. However, this phenomenon is also manifested in the development of new meanings for vocabulary that already existed and was commonly used by the community. Furthermore, it was found that the form of the language codes is not merely a new vocabulary or language form, but more broadly serves as a means of support and even resistance against the injustice currently occurring in Palestine.

The language codes discovered represent a novelty not found in previous research, which tends to focus on the world's response to social issues in the Palestine-Israel conflict from a social perspective. Even when data on the use of language codes on social media is found, the research focus is not on the variation of the language codes but on the social impact of their use.

CONCLUSION AND RECOMMENDATION

Language phenomena often appear together with social phenomena in society. It is not always a completely new formation that emerges, but it can be an existing form which then acquired or experienced expansion and shift, both in terms of form, meaning and use. Based on the entire data found, the dominant phenomenon that emerged was dysphemism. This domination was motivated by none other than the anger and hatred of Palestinian supporters over the genocide committed by Israel which was then expressed in the form of the language they used. Furthermore, based on the presentation of the entire data, it can be concluded that language did not just exist as a means of communication, as a means of expressing feelings, but became a 'weapon' to convey aspirations and even fight against injustices occurred, as social media acted as a site for the use of such weapon.

Based on the results of study on language phenomenon in pro-Palestine posts on social media, educational practitioners are expected to integrate social media analysis in learning with a focal point on the use of language in the context of social and political issues. In this way, students may have a wise attitude in using social media, especially in the context of posting and responding to posts on social media regarding social and political issues. Future research is recommended to conduct an in-depth analysis on the shifts in social and political contexts that influence the messages conveyed in relation to changes in language over time.

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Do Socio-Cultural Factors Affect Speaking Anxiety? A Case Study of Non-English Major Students in West Java

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ABSTRACT

Anxiety in foreign language speaking is a widely studied aspect in EFL contexts. Identifying the factors contributing to students' speaking anxiety is essential for understanding and addressing this issue. A few anxiety students have indicated certain sociocultural factors, among other factors, could be responsible for students' foreign language speaking anxiety. Therefore, this study aims to investigate the social-cultural factors causing English-speaking anxiety in non-English primary undergraduate students. This study used a case study qualitative approach. The data collection used are in-depth semi-structured interviews. The data was collected from four undergraduate non-English majors in West Java. The data was analyzed using an open coding method to examine participants' opinions on the socio-cultural elements that impact English speaking anxiety. The data revealed several social-cultural related sources of speaking anxiety, including social and cultural environment, communicative apprehension, formal classroom environment, social status and self-identity, gender, and dialect. Collectively, these factors increase students' anxiety during speaking activities. Moreover, these sociocultural factors not only undermine students' confidence and willingness to take part in speaking tasks, but also hinder their overall progress in language learning. The results of this research are expected to offer helpful recommendations to enable English teachers or lecturers to react to their students' speaking anxiety and to assist teachers of lecturers in arranging their classes in a way that may reduce their students' speaking anxiety and promote students' speaking skills.

Keywords: English language speaking; foreign language anxiety; speaking anxiety; sociocultural factors

INTRODUCTION

English is widely recognized as one of the dominant global languages of the 21st century, with the number of non-native speakers far outnumbering native speakers (Crystal, 2003). As a core component of language, speaking is essential for human communication, enabling interaction, knowledge sharing, and building connections. However, for many, using English as a second or foreign language in everyday situations remains a significant challenge. In Indonesia, English is generally regarded as a third language, following the national language, Indonesian, and regional languages such as Javanese, Dayaknese, or Sundanese (Kirkpatrick, 2016; Lauder, 2010). Despite being competent in their fields, many professionals around the world experience anxiety when speaking a foreign language, often due to limited communication and speaking abilities (Horwitz et al., 1986). This anxiety can be attributed to various factors, including sociocultural influences like differences in linguistic backgrounds and cultural norms, which

shape how individuals use and view English in professional contexts (Talenta et al., 2023; Adnyani, 2022).

Additionally, the pressure to communicate effectively in English is intensified by the growing globalization of industries and the demand for international collaboration. Given English's critical role in global communication, proficiency in the language is often seen as vital for professional and economic advancement on both national and international stages (Graddol, 2006). Therefore, understanding the sociocultural factors contributing to speaking anxiety among non-native English speakers is critical to developing better language teaching methods and fostering greater confidence in language learners (Kamola, 2023; Purba, 2015; Sadeghi et al., 2013).

Language anxiety is a significant concern for learners of English as a Foreign Language (EFL), characterized by discomfort, nervousness, or fear when engaging with a second language. This anxiety often arises from limited communicative proficiency in the target language, as Smith et al. (1986) indicated. Current research highlights that such anxiety can severely impair speaking performance, negatively influencing EFL learners' communication abilities (Yildiz, 2021; Suparlan, 2021; Rajitha & Alamelu, 2020). EFL learners face various challenges associated with anxiety, which can impede their overall progress (Rachmawati & Jurianto, 2020). The emotional stress linked to language acquisition can create considerable barriers to effective communication. Smith et al. (1986) emphasize that this anxiety frequently originates from a lack of confidence in speaking skills and the fear of negative evaluation.

Furthermore, cultural differences and the pressure to perform in front of peers can intensify these feelings (Joy & Kolb, 2009; Apfelthaler et al., 2006; Yamazaki & Toyama, 2002). To mitigate the impact of language anxiety, educators must identify its sources and foster a supportive learning environment that enhances students' speaking abilities (Tóth, 2011; Young, 1986). Recent studies have explored various strategies to reduce EFL learners' anxiety in different contexts, including online learning environments and culturally responsive teaching methods.

Understanding the relationships between language acquisition and socio-cultural factors is essential for addressing students' speaking anxiety effectively. As demonstrated by Yan and Horwitz's (1998) findings, such factors may contribute to students' speaking anxiety. Future research should prioritize exploring sociocultural factors in language acquisition (Purba, 2015; Sadeghi, et al., 2013; Yan & Horwitz, 2008; Scovel, 1991). Lo (2017) further supports this notion, indicating that various sociocultural influences can trigger speaking anxiety alongside other determinants. Consequently, he advocates for an investigation of these factors of anxiety. A comprehensive review of existing anxiety research reveals that the majority of studies have primarily linked anxiety to aspects related to language, the classroom environment, teachers, and students. However, there has been limited focus on assessing anxiety through the lens of socio-cultural dimensions.

Students who learn English as an international language frequently express a feeling of nervousness, stress, or anxiety when learning to speak English due to the differences in the social context and cultural environment in which the second or foreign language learning takes place. They also claim to have a mental block when learning English (Mulyani, 2018; Tanveer, 2007). After careful review, it can be seen that the majority of research on language anxiety has linked language anxiety to classroom, teacher, student, and linguistic issues. To this point, only limited attention has been placed on learners' socio-cultural backgrounds. Specifically, there is a shortage of research in Indonesia that focuses on these aspects of speaking anxiety, mainly when speaking English.

From the above-mentioned phenomenon, this research investigates the socio-cultural factors contributing to English-speaking anxiety among non-English major undergraduates at a university in West Java, Indonesia. This study aims to address the gap by examining the

socio-cultural factors that contribute to speaking anxiety among undergraduate students. This research is expected to provide important insights into the underlying causes of students' speaking anxiety, so that English teachers or lecturers can better understand and support students in overcoming this challenge. In addition, the findings also offer actionable recommendations for educators to structure their classroom activities in ways that can reduce anxiety, create a more uplifting learning atmosphere, and improve students' confidence and speaking ability.

LITERATURE REVIEW

FOREIGN LANGUAGE ANXIETY

Anxiety, characterized by feelings of nervousness and stress, significantly impacts language learning, particularly through a phenomenon known as Foreign Language Anxiety (FLA), which includes fear and concern in language classrooms (Horwitz, 2010; Suadnyana & Nova, 2021; Anggraeny et al., 2020). FLA is a context-specific type of anxiety that arises during the language-learning process (Horwitz, 2001). Gardner (1987) emphasized that this anxiety is particular to certain situations. The framework established by Horwitz, Horwitz, and Cope in 1986 has been instrumental in researching language anxiety, addressing prior inconsistencies in studies related to unclear definitions and measurement issues. They defined FLA as a unique combination of self-perceptions, beliefs, emotions, and behaviors linked to classroom learning. Young (1990) described it as a complex psychological phenomenon, while Nazir et al. (2014) highlighted its multifaceted nature influenced by various factors. Research indicates that FLA is a significant barrier for ESL/EFL learners, affecting around one-third of foreign language students (Ahmad et al., 2019; Wang, 2014), drawing considerable attention from researchers over recent decades.

SPEAKING ANXIETY

Speaking anxiety significantly affects EFL students' fluency and oral performance, with symptoms like trembling hands, sweating, and rapid heartbeat (Akkakoson, 2016; Vicontie et al., 2021). Many learners experience discomfort and stress, leading to mental blocks and feelings of failure during class discussions (Tanveer, 2007). Horwitz et al. (1986) emphasize that anxiety often peaks in testing situations due to the fear of public criticism, identifying three types: communication apprehension, test anxiety, and fear of negative evaluation. Communicative apprehension, often stemming from shyness and hesitation, hinders oral communication and diminishes motivation to engage in speaking activities (McCroskey, 1997; McCroskey & Richmond, 1976; Indrianty, 2016). Therefore, effectively managing speaking anxiety is essential for enhancing language learning and encouraging active participation.

Test anxiety in EFL learners stems from the fear of underperforming and concerns about peer and teacher evaluations, often leading to fears of negative judgment (Price, 1991; Horwitz et al., 1986). This heightened sense of observation can increase insecurity and negatively impact classroom performance. Learners may equate anything less than perfect scores with failure, which masks their true potential (Meijer, 2001).

Horwitz, Horwitz, and Cope (1986) identify the fear of negative evaluation as anxiety related to worries about others' perceptions, which can deter EFL learners from participating in discussions, even in small groups (Ohata, 2005). Khusnia (2016) notes that corrections from peers or teachers can further heighten this anxiety. While traditional views focus on communication apprehension, test anxiety, and fear of negative evaluation, Horwitz (2017) argues that language anxiety involves a broader range of factors, reflecting its complexity. Research shows that speaking anxiety is prevalent among ESL learners at all levels, and rather than decreasing as students advance, anxiety often increases with higher levels of study (Ahmed

et al., 2017; Batiha et al., 2016; Elaldi, 2016; Saranraj & Meenakshi, 2016).

SOCIO-CULTURAL FACTORS CAUSING SPEAKING ANXIETY

Sociolinguistics studies language use in social and cultural contexts, focusing on how different social identities (such as gender, age, race, ethnicity, and class) influence speech patterns, including pronunciation and word choice, and can lead to misunderstandings among communities (Labov, 1966). Language anxiety, often considered a form of social anxiety, arises from the social and communicative aspects of language learning (MacIntyre & Gardner, 1999; MacIntyre, 1995) and is shaped by both individual and sociocultural factors. Yan and Horwitz (2008) found that personal factors significantly influence anxiety, with parents' attitudes and regional differences being crucial socio-cultural elements, alongside other factors like gender, class structure, language proficiency, and teacher characteristics.

Tseng (2012) identifies various psychological and sociocultural factors contributing to language anxiety, including low self-esteem, cultural differences, social environment, self-identity, and the pressure of strict classroom settings. Self-esteem, described by Orth and Robins (2014) as a process through which individuals assess their worth, is particularly relevant in second language learning, where low self-esteem correlates with increased anxiety. Research by Bajaj et al. (2016) highlights those adolescents with co-occurring disorders experience significantly higher anxiety, indicating a strong link between stress and self-esteem.

The social environment is crucial for language acquisition, as interactions with peers and teachers can enhance skills through supportive social learning strategies (Rochecouste et al., 2012). Cultural differences also heighten anxiety, with disparities in accepted beliefs causing discomfort, and unfamiliarity with the target language's cultural context exacerbating anxiety levels (Samad et al., 2021; Tseng, 2012). Furthermore, perceived social distance can impact communication, especially among international students (Giles et al., 1975), and gender differences reveal that females typically experience more anxiety in public speaking than males (Machida, 2019; Sadeghi et al., 2013).

The formal educational environment significantly contributes to language anxiety, as students often feel stressed under structured evaluations of their performance (Suleimenova, 2013). The pressure from teachers and peers in foreign language classrooms can diminish confidence and lead to fears of negative judgment or mistakes when speaking. Young (1990) notes that many students prefer not to be called on in class, and activities that require oral communication, such as presentations or spontaneous discussions, can provoke considerable anxiety. Tseng (2012) highlights students' fears of appearing foolish, while Gregersen and Horwitz (2002) emphasize that anxiety is linked to maintaining a positive self-image among peers and teachers.

This study explored how students perceive the relationship between speaking anxiety and socio-cultural factors. It focused on one research question: What socio-cultural elements do students think contribute to English speaking anxiety among non-English major undergraduates?

METHODOLOGY

This research adopted a qualitative case study approach, allowing for a detailed examination of teachers' activities, materials, and technologies to support students' listening comprehension, ultimately enhancing understanding (Creswell & Poth, 2016). Data were gathered through in-depth semi-structured interviews with four final-year non-English students from a private university in West Java. Participants were chosen based on their availability and willingness to discuss their speaking anxiety. Interviews were conducted at convenient times and locations for

the participants, using Indonesian to ensure comfort and practical communication. Each session lasted approximately 30 to 40 minutes and was recorded with a high-quality digital voice recorder for accuracy and transcription. Following the interviews, recordings were transcribed and analyzed, leading to the identification of several themes.

The open coding method suggested by Corbin and Strauss (1999) was used in the data analysis to examine participant opinions regarding the socio-cultural elements impacting anxiety in English-speaking. The researcher carefully classified each transcript and repeatedly improved the categories based on recurring themes. The researcher carefully reviewed and adjusted the codes and categories to better represent the socio-cultural factors influencing speaking anxiety. Patterns within the participant data were found to verify consistency and alignment with the specified categories, and codes and category names were cross-checked against each other.

RESULT AND DISCUSSION

SOCIAL AND CULTURAL ENVIRONMENT

The social environment greatly influences second language acquisition, with participants facing challenges due to living in areas where English is not spoken daily. Indonesian and local languages dominate their communities, limiting exposure to English and reducing learning opportunities. Daily English use needs to be improved, complicating their communication ability. The interaction between their social environment and geographical location thus hinders their English language acquisition.

P1: "I think the environment where I come from is influential because if for example the people I talk to and the environment are supportive of motivating each other to learn English fluently, I will be encouraged too."

P3: "In my hometown, people generally lack awareness about the importance of English and being fluent in it. However, in the city where I now live to study, most of my friends are engineering students, and since many of our textbooks are in English, this has become one of the factors motivating me to learn the language. English will also be beneficial for my future career."

Participants emphasized the importance of the learning environment in motivating their English language acquisition, noting that local languages dominate daily communication and public awareness of English's significance is lacking. P1 and P2 highlighted that a supportive, English-speaking environment enhances their learning, while P3 compared her hometown, where English is undervalued, to her city of study, where English is more prevalent and recognized for educational and career benefits. P4 also noted that regular exposure to English positively impacts her language learning.

The passage emphasizes the importance of social relationships and environment in successful language acquisition. Spada and Lightbown (2010) argue that learners need supportive social connections to boost confidence as communicators, as classroom-only practice can increase anxiety. Research by Rochecouste et al. (2012) highlights those social strategies, such as support groups, aid English development. Yan and Horwitz (2008) noted that regional disparities impact speaking abilities and anxiety, with urban areas offering more resources than rural ones (Hossain et al., 2016; Cheung et al., 2021). Krashen (1985) also points out that learning in non-English-speaking contexts limits exposure and practice, which hinders communicative skills and increases anxiety. These findings underscore how the social and geographical environment shapes language acquisition.

COMMUNICATIVE APPREHENSION

The results show that participants expressed doubts about their ability to communicate effectively in class, often citing the complexity of learning English as a significant barrier. This perception can significantly heighten their speaking anxiety, making them hesitant to engage in conversations. Many participants preferred to stay silent rather than risk making mistakes, fearing negative judgments from peers about their English proficiency. This aligns with the concept of communication apprehension (CA), which refers to the anxiety individuals feel before or during interactions with others.

P2: "I am afraid of making mistakes when speaking because I lack confidence in my English skills."

P4: "I feel insecure about my lack of skills. I think English grammar and accent are difficult to learn."

Participants expressed a shared sense of communication apprehension (CA) when speaking English, stemming from their perceived lack of ability and confidence. P1 feels anxious due to his inability to speak or understand English, while P3 attributes his fear to insufficient practice and confidence. P2 strongly believes he cannot speak English, further deepening his anxiety, and P4 experiences similar fears but attempts to communicate despite his disorganized speech. These experiences align with research indicating that CA is particularly intense in foreign language learning (Horwitz et al., 1986), arising from factors like poor speaking skills (Soomro et al., 2019) and the belief that one cannot communicate effectively (Rahmani, 2017). This anxiety escalates when speaking in front of peers or authority figures (Young, 1990; Horwitz et al., 1986), highlighting the need to address CA to encourage active participation and build confidence among language learners.

FEAR OF NEGATIVE EVALUATION

The feeling of being negatively evaluated by peers and friends and observed as an incompetent student by others was also identified as an anxiety-provoking factor in speaking in a second or foreign language. In the interview, the participant confessed that he was always afraid of making mistakes. He did not want to get negative comments from his lecturer and classmates.

P3: "I don't feel afraid. But I feel like I'm overthinking. It depends on the environment. If, for example, the environment can accept me without requiring my English to be correct, I don't feel scared. But if for example, the environment is too perfectionist, and too has its standards, I would feel scared."

P4: "For me, I have to look at the situation and conditions. If the environment is ignorant, if someone speaks English incorrectly, I will be confident. If the environment is too critical, I feel I have to be more careful and become less confident."

The participants' responses reveal that their fear of speaking English is influenced by their environment and preparedness level. P3 feels confident in non-judgmental settings but becomes anxious in high-standard environments, while P4 loses confidence in critical audiences. P1 and P2 rely on prepared texts to speak fluently, and their confidence drops without it due to limited knowledge. This aligns with the concept of fear of negative evaluation (Horwitz et al., 1986), a significant factor in speaking anxiety (Naudhani et al., 2018; Naser & Nijr, 2019). Research supports these experiences, showing that anxious students often remain silent to avoid embarrassment (Price, 1991) and that fear of judgment from peers and teachers causes anxiety (Perkasa et al., 2022). Additionally, when teachers use fear or humiliation, students may become anxious and withdraw (Daymiel et al., 2022). Both internal factors (like preparedness) and external factors (like environment and teacher behavior) contribute to fear of negative evaluation, affecting students' confidence in speaking English.

SOCIAL STATUS AND SELF-IDENTITY

The study explores the connection between students' anxiety and their perception of social status, particularly in interactions with authority figures like lecturers. Participants indicated that their social standing affected their self-identity and language skills, with one feeling intimidated to speak English with more proficient speakers due to feelings of inferiority. This dynamic illustrates how language proficiency can serve as a marker of social status, leading to insecurity and anxiety that hinder self-expression, academic engagement, and personal growth.

P1: "I am quite afraid because I lack confidence because I have not mastered English pronunciation well. Moreover, my lecturers often criticize, which seems to scold me if there are students who have wrong grammar and pronunciation. I have tried to speak but I just lack confidence."

P3: "I feel nervous because of the tense atmosphere when I speak to the lecturer. I'm afraid of choosing the wrong word so that it can be misinterpreted. That's why I'm often afraid to be told to speak English by my lecturer. I also had an unpleasant experience when I was criticized by my lecturer but with unpleasant words."

P4: "I'm quiet so I rarely talk. If the lecturer tells me to, I keep quiet. Because if I speak, I am afraid that my articulation is not clear. Still, I dare to speak only for the basics. Not for long conversations."

The four participants experience anxiety and lack confidence when speaking English to their lecturers for various reasons: P3 feels nervous due to a tense classroom environment and past criticism, P2 doubts their skills and provides short answers, P1 struggles with grammar and pronunciation due to repeated criticism, and P4 avoids speaking out of fear of unclear articulation. Their anxiety is linked to fears of criticism, low confidence, and negative experiences. Research indicates that social status and power dynamics contribute to language anxiety among second and foreign language learners, with Horwitz and Young (1991) highlighting that power relations can induce stress, particularly when speaking to higher-status individuals (Hasmeni, 2011). Linguistic gaps between native and second-language speakers exacerbate intercultural communication anxiety (Khan et al., 2020), while findings by Mulyani (2018) confirm that status differences significantly impact communication, reinforcing how power imbalances heighten students' anxiety in academic settings.

GENDER

Gender influences speaking anxiety and performance, as observed in participant interviews. One participant noted that her female friends were more approachable for conversation, despite her shyness, while another felt no difference between male and female friends. Overall, the participants emphasized that individual experiences and dynamics, such as familiarity, gender-based support, and peer teasing, significantly shape their comfort levels in language use.

P1: "For me, it depends on the friend. If it's a close and supportive friend, I feel confident. But when it's a new female friend, I tend to feel anxious."

P3: "For me, the level of closeness makes a difference. When talking with a female friend, I speak casually but tend to be shy, so I often use simpler vocabulary. With male friends, the conversation feels different."

Participants in the interviews shared differing views on how speaking English with the opposite sex affects their comfort and confidence. P1 emphasized that familiarity is more crucial than gender for his confidence, while P3 felt casual yet shy with female friends, preferring simpler vocabulary and constructive feedback, although teasing from male friends made those interactions uncomfortable. P2 and P4 did not see gender as significantly affecting their experiences.

Participants' experiences align with mixed research findings on gender and language anxiety. Zakiya et al. (2022) noted individuals often feel more comfortable speaking with female friends, while Tseng (2012) suggested that cultural differences contribute to gender-related anxiety. Yashima et al. (2009) found that female participants report higher public speaking anxiety, while Cheng Erben (2012) linked this anxiety to cultural factors. Conversely, Gobel and Matsuda (2003) found no significant connection between gender and overall language learning anxiety, and studies by Na (2007) and Kitano (2001) indicated that less proficient male students felt more anxious, a trend not observed in females. Machida (2010) similarly reported that female Japanese students generally experience higher anxiety than their male peers. These findings indicate that while gender can influence language anxiety for some, the relationship is complex and varies across individuals and cultural contexts.

FORMAL CLASSROOM ENVIRONMENT

The formal classroom environment often induces discomfort and anxiety in students, hindering their engagement and clear thinking as they focus on avoiding mistakes rather than developing language skills. To combat this, lecturers should implement teaching methods that foster a relaxed and enjoyable atmosphere, encouraging active participation and reducing stress. By balancing structure with flexibility, educators can enhance students' confidence and creativity, leading to a more effective learning experience.

P1: "I do not enjoy learning in class much because I am required to speak English and am afraid of making mistakes. Outside of class, I feel more relaxed and can learn without pressure"

P2: "I feel more pressure in class because I need to get good grades and do my best. Sometimes, I was just a passive listener and did not say anything in English lectures."

P4: "I feel pressured by the teacher in class, especially in a formal and strict environment, which makes me uncomfortable. However, if the teacher is fun and flexible, I feel more *excited and motivated to learn*."

Participants noted a significant difference in their comfort when speaking English in class versus outside of it, with many expressing that the formal classroom environment heightened anxiety and reduced motivation. While P2 and P4 found the rigid atmosphere uncomfortable, they believed that more engaging teaching methods could boost enthusiasm.

Research shows that rigid and tense classroom environments can increase speaking anxiety (Effiong, 2016). Hasmeni (2011) suggests that a more informal and friendly atmosphere can alleviate this anxiety, highlighting the essential role of language educators. Positive teacher attitudes and encouragement are crucial for helping students develop practical communication skills (Wu et al., 2021; Tanveer, 2007), and Brown (2007) emphasizes the importance of teacher rapport in enhancing learning. To improve outcomes and reduce anxiety, scholars recommend fostering a collaborative learning community that promotes "optimal motivation" (Alderman, 2013) and encourages active participation (Gregersen et al., 2016). Overall, research underscores the significance of a supportive classroom environment (Brophy, 2004; Dornyei, 2001), indicating that less formal settings are more effective in reducing anxiety compared to strict, formal ones.

ACCENT

The participants' thick accents, stemming from their Sundanese heritage in West Java, contribute to their fear of speaking English. While having a regional accent is not inherently problematic, it makes students anxious and embarrassed, as they worry about being mocked by peers and lecturers. This fear can lead to avoidance of speaking in class or social settings. Additionally, the pressure to conform to a "standard" English accent can overshadow the joy of

communication, causing students to focus more on how they sound rather than expressing their thoughts freely.

P3: "In terms of intonation, my local accent carries over when I speak English, and I find it difficult to follow the correct intonation. This is because I am used to using Sundanese. I have also been teased when I accidentally use my Sundanese accent when speaking English. Because they think that if you cannot speak English properly, it is better not to speak it. It was quite a painful experience for me even though I am still learning and need a process to be fluent, especially since English is my third language.

P1: "I don't think it's too different when I speak English. So, the Sundanese accent has no effect."

The findings show that participants have diverse experiences regarding the influence of their accents on English communication. P1 believes their accent does not hinder their communication, while P3 struggles with his Sundanese accent, which affects his intonation and has led to teasing, increasing the pressure of learning English as a third language. P2 feels his accent has a minor impact and has not faced ridicule, while P4 suggests the Sundanese accent is compatible with English. Research by Malik et al. (2021) underscores the significant role of accents in learning English as a foreign, second, or third language. Adults may resist adopting a new accent due to its connection to their identity (Rabie-Ahmed, 2024). Derwing (2003) and Freed (1995) indicate that learners often do not perceive a loss of identity when using their second language, associating their identity more with their first language. The influence of accents is increasingly important in second language acquisition (Jenkins, 2015) and is shaped by socio-cultural and historical factors. The spread of English has resulted in various English varieties influenced by different mother tongues (Utami & Suprayogi, 2022), with non-native speakers now outnumbering native speakers (Crystal, 2012; Kirkpatrick, 2017), highlighting the complexities of accents and identity in language learning.

CONCLUSION AND RECOMMENDATION

This study aimed to investigate the socio-cultural factors that contribute to English-speaking anxiety among non-English significant undergraduates. The findings reveal seven key socio-cultural elements that can lead to speaking anxiety, underscoring its prevalence in English language classrooms. These factors include social and cultural environment, communicative apprehension, fear of negative evaluation, social status and self-identity, gender, formal educational environment, and accent. Participants noted that these elements significantly impact their speaking performance during class activities.

Given the influence of these factors, there is an urgent need for English teachers and lecturers to adopt targeted strategies to mitigate these challenges. The study suggests that educators should prioritize effective classroom management techniques, fostering a supportive and inclusive environment that encourages participation and reduces anxiety. Integrating more interactive and engaging teaching methods can help alleviate students' fears and enhance their confidence in speaking English. By addressing these sociocultural issues, educators can be crucial in improving students' speaking skills and overall language proficiency. Ultimately, fostering an environment that acknowledges and addresses these anxieties is essential for promoting effective language learning.

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Bridging Epistemology, SLA, and Cultural Content in BIPA: Enhancing Indonesian Language Learning for Foreign Speakers

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ABSTRACT

This study investigates the epistemological foundations and Second Language Acquisition (SLA) principles underpinning the teaching and learning of Indonesian for foreign speakers (BIPA). Using a systematic literature review (SLR) approach, this research analyzed 16 studies on BIPA instructions published between 2020 and 2024 involving the identification of inclusion and exclusion criteria relevance to epistemology, SLA theories, and BIPA teaching. The methodology approach followed SLR guidelines by Evans & Pearson (2001) including database searching employing Scopus or Google Scholar, and critically evaluated the chosen studies. To be in line with the theoretical frameworks and practical teaching strategies, data extraction placed a focus on epistemological methods and SLA issues. The results indicate that BIPA instructions in the selected articles align with the epistemology methods of empiricism, rationalism, constructivism, pragmatism, and hermeneutic, supporting SLA principles, such as language environment, comprehensible input, the roles of the first or second language, internal processing, and individual learner differences. Crucially, the study showed the other significant aspect that mostly in the selected articles yielded the importance of including Indonesian cultures in the teaching and learning BIPA process. This study improves BIPA instruction field by highlighting cultural literacy as fundamental in BIPA teaching and suggests its involvement as a learning strategy for language acquisition.

Keywords: BIPA; Indonesian Language for Foreign Speakers; Philosophy of Science; Second Language Acquisition; Teaching Indonesian Culture

INTRODUCTION

Teaching Indonesian language for foreign speakers or BIPA as its Indonesian abbreviation, has become one of major concerns for Indonesian public and authorities recently. Beginning in 2015, the year of a significant congress enlightened ‘Strengthened Indonesia Internationally’, Indonesian language is aimed to be spoken in the Association of Southeast Asian Nations (ASEAN) Economic Community (Susanto et al., 2024). In addition, Indonesian language has been successfully designated as the official language of the UNESCO General Conference as the 10th language in 20 November 2023, together with English, Arabic, Mandarin, French, Spanish, Russian, as well as Hindi, Italian and Portuguese (Ministry of Foreign Affairs

Republic of Indonesia, 2023). This event embarks Indonesian language as international language acknowledged by UNESCO.

The Language Development and Cultivation Agency, under the Ministry of Education and Culture Republic of Indonesia is the government institution that manages and owns the authorities related to the necessities of teaching and learning BIPA program. According to Weidarti (in Defina & Sundari, 2016) the national agency facilitated BIPA programs in 19 Indonesian Embassies and 176 universities/courses in 45 countries in Asia, Europe, South America, and U.S. The number of foreign speakers who are interested in learning Indonesian language continues to significantly increase every year. In 2020, there were 135 countries, disseminated in 5 continents, including Asia, U.S., Australia, Europe, and Africa with 420 institutions which had been facilitated by The Language Development and Cultivation Agency in conducting BIPA program (Muzakki, 2022). These numbers conclude that numerous international speakers learn the Indonesian language.

Learning Indonesian language is seen as a form of new knowledge seeing from the foreign learners' views. Principally, epistemology in learning a new language discusses how knowledge in the science of the language obtained is and what are the main sources of knowledge of this science. Suaedi (2016) highlighted that the definition of epistemology is a branch of philosophy that studies and discusses the limitations, basis, foundation, tools, benchmarks, validity, truth of science, usefulness and human knowledge. Epistemology in the philosophy of science field views that there are several approaches to how humans obtain knowledge. The traditional approaches of epistemology include empiricism and rationalism (Atabik, 2014). Further, Komariah and Wahab (2024) added 9 more recent approaches toward epistemology, for example constructivism, positivism, pragmatism, skepticism, hermeneutics, epistemology feminism, existentialism, naturalism, and criticism. All these approaches become the foundation of how scientific knowledge is built and identify the knowledge turning into dependable and reliable science.

The scientific and theoretical knowledge base that studies how students learn and acquire a second language is called as second language acquisition (SLA) (Moeller & Catalano, 2015). Within the field of study, SLA refers to the overall concept of acquiring a foreign language and explores the ability of humans to acquire new languages after mastering their native one. Numerous research on innovations in teaching and learning in SLA has yielded current perspectives on effective methods and settings for language acquisition that aim to improve language competence and achievement.

In SLA theory, it defines 2 terms of language learning and teaching; whether it is as a second or a foreign. Second language learning and teaching serves the learner resides in an environment where the acquired language is spoken. Meanwhile, foreign language learning and teaching means teaching or studying a nonnative language outside of its native environment (Moeller & Catalano, 2015). These terms also applied in the BIPA teaching and learning practices for a long period of time. BIPA learners commonly experience the environment when they encounter Indonesian language as their foreign language. They took Indonesian language classes in the universities that taught Indonesian language majors or in the Indonesian embassy abroad (Defina & Sundari, 2016). Nevertheless, some of the non-native learners resided in Indonesia and experienced Indonesian language as a second language. there is actually a gap in understanding Indonesian. However, it is the national language (Ekasiswanto, 2024). Most of them are located in Indonesia because they joined scholarships conducted by the Indonesian government or universities that held BIPA programs or worked.

Besides, SLA also identifies factors generally considered significant in how a new language is acquired. According to Eddy (2011), there are five factors that contribute to SLA; 1) the role of language environment, 2) the role of input, 3) the role of the first language, 4) internal processing, and 5) individual learner differences. Each of them shares different

perspectives and theories in SLA. In the role of language environment, a new language is acquired based on several characteristics, for instance naturalness of the environment, the learner's role in communication, availability of concrete referents, and target language models (Dulay et al., 1982). Next, the role of input sees the data in the target language should be available to the learner. It describes the process that a learner learns a new language is similar to learning the other types of learning where the process includes input, intake, developing system, and output as the performance of the learner in the target language (Myles, 2002; VanPatten, 1992). Subsequently, SLA also sees the role of the first language when the learners study a new language, whether it has positive influence, which belongs to identity hypothesis or negative, related to contrastive hypothesis (Gashimov, 2023; Eddy, 2011). These hypotheses determine whether the first language is interfering with the process of the learners acquiring the new language.

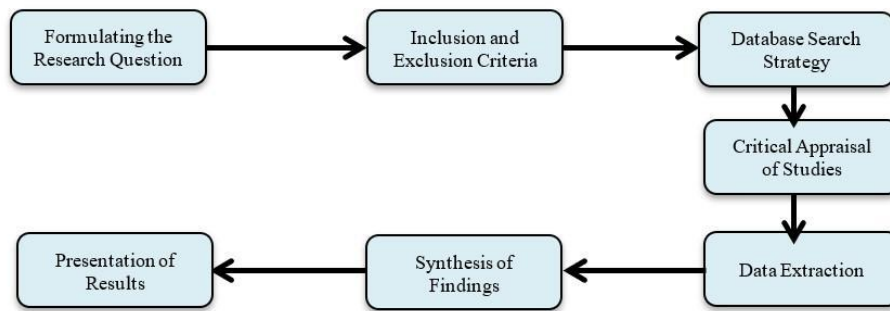
Afterward, internal processing refers to the factors influencing foreign language acquisition in the learner's brain. According to Dulay et al. (1982), there are 3 major the internal processes occurring in the learner's mind, such as filter that depends on the motivation and emotional states, organizer which is responsible for the organization of the knowledge and behavior dealing with the new language, and lastly monitor which responsible the conscious linguistic processing. The last of the factors that contribute to SLA is individual learner differences. Ellis (2010) mentioned that there are 5 general factors that are responsible for individual learner differences, for instance age, aptitude, cognitive style, motivation, and personality.

Given the complexities outlined in this section, this article aims to address the key gaps in current understanding by focusing on investigating the existing research of BIPA instructions and SLA theories employing an epistemology aspect in the framework of philosophy of science. Moreover, the foundation of SLA and the epistemological perspective of philosophy of science under the scope of BIPA instructions becomes the anticipated future outcomes dealing with the crucial role of cultural literacy to shape effective BIPA language learning experiences. By considering the basis of SLA principles, BIPA practitioners can establish more successful learning exposures in addition to the integration Indonesian cultures insights that are near to the needs of BIPA learners, as well as to inform institutional policies and curricular designs to implement SLA frameworks in creating culture-context language teaching to promote long-term language retention and fluency through Indonesian language learning experience.

METHODOLOGY

This research employs a systematic literature review (SLR) to analyze the epistemological foundations of teaching Indonesian as a foreign language (BIPA) through the lens of second language acquisition theory. Evans & Pearson (2001) argued that the systematic literature review methodology is selected since it provides the structured and transparent approach to synthesize findings from multiple studies. It is significant so that it allows the integration of diverse perspectives and a comprehensive understanding of the topic.

The SLR procedure adopted for this study follows the guideline outlined by Evans & Pearson (2001) to carry out systematic reviews. This review process encompasses the following key steps:



This procedure enables the research to conduct a rigorous, structured, and insightful synthesis of existing literature on BIPA, contributing to both practical language teaching and theoretical discussions in second language acquisition.

FORMULATING THE RESEARCH QUESTION AND INCLUSION AND EXCLUSION CRITERIA

The research question of this study is “How do existing studies on BIPA instructions integrate Second Language Acquisition (SLA) theories, and what are the epistemological constructions of these approaches within the context of the philosophy of science?” and is investigated using the SLR method. Therefore, the researchers identified the inclusion and exclusion criteria for the aim to narrow down the literature to focus on journal articles, conference papers, and book chapters that are in line with the research needs. The following are the inclusion and exclusion criterion in this study.

TABLE 1. Inclusion and exclusion criterion

Inclusion Criteria	Exclusion Criteria
Literatures (journal articles, conference papers, and book chapters) using large- or small-scale data	Irrelevant studies in BIPA, epistemology, SLA, and learning a foreign language.
Studies discussing explicitly about BIPA, the intersection of epistemology, SLA, and learning a foreign language.	Studies published before the year 2020
Studies published between year 2020-2024	Non-research journal articles or studies

DATABASE SEARCH STRATEGY

Literature search was conducted with the help of the Publish or Perish application by entering the Scopus search engine API key. The selection of the search engine was intended to obtain scientific literature that has a reputation indexed by Scopus. Besides, this study also employed Google Scholar scientific literatures since it is the largest Indonesian language database. The literatures selected were journal articles indexed using SINTA and DOAJ. Next, the literature search resulted in the discovery of 59 literatures either from Scopus or Google Scholar, indicated from 2020 to 2024. The search keys that were used in this study were epistemology, Second Language Acquisition, BIPA, and learning a foreign language.

CRITICAL APPRAISAL OF STUDIES

The literature study was examined for the methodology, theoretical soundness, and relevance to this study topic. Besides, any biases, limitations, or weaknesses in these studies are identified. Next, the principle of the findings related to this research is considered especially how they are applied to teaching BIPA from an epistemological perspective.

DATA EXTRACTION

In this study, the data extraction was obtained from the relevant data from the studies that passed the inclusion criteria. The data were extracted from the aspects of the study details, such as the author(s), the year of publication, and the title of the journal. Then, the research focus that elaborated the key research question or hypothesis addressed by the study. After that, the kinds of the methodology and the key findings; whether the main results or the conclusions were related to BIPA, SLA, or epistemology. Lastly, the theoretical framework; whether the underlying epistemological or SLA theories are used in each study.

SYNTHESIS OF FINDINGS

After the data was extracted, the themes across the literature were identified. A table is used to identify the group themes based on the epistemology aspects and the theoretical perspective under SLA principles.

For each theme carried out in the articles, they were summarized and explained the connections between the studies, the way they answered the research questions, and the gaps they left. Then, the epistemological perspectives will be elaborated in how they met with language acquisition theories in the context of BIPA.

PRESENTATION OF RESULTS

The results are intended to provide a complete picture of the results of the analysis and synthesis of the literature that has been included in the inclusion and exclusion criterion. This step is done in the results and discussion sections.

RESULT AND DISCUSSION

This study aims to address key gaps by focusing on systematically examining the existing research of BIPA instructions and SLA theories employing an epistemological analysis in the framework of philosophy of science. After carefully extracting the articles based on the inclusion and exclusion criteria, there were 16 research articles out of 59 literatures that fulfilled the criteria and themes according to this study.

TABLE 2. The summary of some aspects of Epistemology and SLA found in the selected articles

No	Title	Year of the published article	Epistemology aspect	SLA aspect (The role of the first language)
1	The interlanguage of French learning Indonesian as a foreign language	2024	<ul style="list-style-type: none"> ● Empiricism ● Rationalism 	Indonesian as a foreign language (in France)
2	Students' Perceptions of the BIPA for Arabic Speaker Course at Universitas Pendidikan Indonesia	2024	<ul style="list-style-type: none"> ● Constructivism (technology and Indonesian culture) ● Rationalism ● Pragmatism 	Indonesian as a second language (in West Java, Indonesia)
3	Cultural Literacy in Indonesian Language Learning for Foreign Speakers (BIPA): Overcoming Barriers and Fostering Language Proficiency with Cross-Cultural Understanding Issues	2024	<ul style="list-style-type: none"> ● Empiricism ● Rationalism ● Constructivism (Indonesian culture) ● Pragmatism 	Indonesian as a second language (in West Sumatra, Indonesia)

4	American perceptions on barriers of learning Indonesian as a foreign language	2024	<ul style="list-style-type: none"> ● Empiricism ● Rationalism ● Constructivism ● Pragmatism 	Indonesian as a foreign language
5	Constraints of Cultural Transfer in Teaching Indonesian Language as a Foreign Language (BIPA)	2024	<ul style="list-style-type: none"> ● Empiricism ● Rationalism ● Constructivism ● Pragmatism 	Indonesian as a second language
6	Internationalization of Indonesian culinary in learning Indonesian as a foreign language (BIPA): A case of American students	2024	<ul style="list-style-type: none"> ● Empiricism ● Constructivism (Indonesian culture) ● Pragmatism 	Indonesian as a foreign language (in Yale University, U.S)
7	The Effectiveness of Excursion Strategies on Learning the Indonesian Language for Foreign Speakers (BIPA) at Alekawa Institute (Language and Culture Center)	2023	<ul style="list-style-type: none"> ● Empiricism ● Rationalism ● Constructivism (Indonesian culture) ● Pragmatism 	Indonesia as a second language (in South Sulawesi, Indonesia)
8	Exploring mistake of language discourse That arises when learners of Indonesian for foreign speaker (BIPA) Fatoni University	2023	Rationalism	Indonesia as a foreign language (in Thailand)
9	Teaching Indonesian language for foreign speakers in the State University of Surabaya: Strategies and challenges	2023	<ul style="list-style-type: none"> ● Rationalism ● Constructivism ● Pragmatism 	Indonesian as a second language (in East Java, Indonesia)
10	Roles of first language and second language in acquisition Indonesian Language as the third language of BIPA students	2023	Rationalism	Indonesian as a second language (in East Java, Indonesia)
11	Unveiling linguistic inference dynamics: native language influences on Bahasa Indonesia acquisition among Filipino BIPA learners	2023	<ul style="list-style-type: none"> ● Empiricism ● Rationalism 	N/A
12	Corpus linguistics use in vocabulary teaching principle and technique application: A study of Indonesian Language for foreign speakers	2022	<ul style="list-style-type: none"> ● Rationalism ● Constructivism 	Indonesian as a foreign language (in U.S. and Thailand)
13	Online Indonesian learning for foreign speakers (BIPA): Students' perception at KBRI Hanoi Vietnam	2022	<ul style="list-style-type: none"> ● Rationalism ● Constructivism 	Indonesian as a foreign language (in Vietnam)
14	Teaching Indonesian for other language speakers	2022	<ul style="list-style-type: none"> ● Pragmatism ● Constructivism 	N/A
15	Learning Bipa through Folktales: Need Analysis of Foreign Students in Indonesia	2022	<ul style="list-style-type: none"> ● Rationalism ● Constructivism ● Hermeneutics 	Indonesian as a second language (Central Java, Indonesia)
16	Listening Skills in Learning Process of Indonesian Language for Foreign Speakers at the Tanjung Pinang Central Immigration Detention Centre	2021	<ul style="list-style-type: none"> ● Empiricism ● Pragmatism ● Constructivism 	Indonesian as a second language (in Riau Islands, Indonesia)

In the effort to investigate the teaching of Indonesian for foreign speakers (BIPA) from an epistemological perspective, this study examines findings from 16 studies that discuss the epistemological influence of philosophy of science and second language acquisition knowledge. It can be found that some research articles investigated the teaching of Indonesian culture included in the teaching and learning process. Here, the researchers made notes and included them in Table 2 as one of the integrated ways of the learners gaining Indonesian language besides learning the language (holistic learning). This is in line with Kuo & Lai (2006) that language and culture are deeply interconnected, with each symbolizing and shaping the other through shared meanings and values reflected in a society's economic, religious, and philosophical systems. Furthermore, Gashimov (2023) mentioned that the study of a foreign language provides the learners with the opportunity to learn about the other cultures through social and human aspects in addition to expanding their linguistic proficiency.

Table 2 summarizes the results of the research articles that elaborated both epistemology and SLA aspects in the teaching and learning process. To facilitate the understanding of the results of these aspects, the table only shows the epistemology aspect emerged in the articles, which mostly are rationalism and constructivism and then are followed by empiricism, pragmatism, and hermeneutics. Next, SLA is explained through one of the crucial parts of the target language exposure, which is the aspect of the role of the first language. The other aspects will be described in detail in this section. To conclude, based on these findings, three themes are established to examine the existing research of BIPA instructions and SLA theories. They are 1) the epistemological foundation of BIPA teaching and learning, 2) the roles of SLA theories in BIPA classrooms, and 3) the contribution of Indonesian culture in shaping language knowledge and understanding.

THEME 1: THE EPISTEMOLOGICAL FOUNDATIONS OF BIPA TEACHING

Most articles indicated that BIPA teaching and learning is based on the principle of empiricism where students learn through direct experience especially in an environment rich in language interaction. Researchers from various countries show that BIPA learners who directly interact with Indonesian culture and society are better in internalizing Indonesian language. In the study when BIPA learners experienced excursions, culinary delights in South Sulawesi, introducing batik culture and traditional clothing gained very high student enthusiasm in learning Indonesian language (Idawati et al., 2023). In the same way, BIPA students in Yale University, U.S., who were taught Javanese culinary in BIPA class, create positive impacts to their understanding and Indonesian language skills, as well as strengthening the connection between language skills and applications in daily life (Saddhono et al., 2024). This means that social and cultural experiences have a big influence on language knowledge. In addition, the learning activities implemented in the classroom possess pragmatism in the philosophical of science.

Moreover, findings from several researchers also support constructivist view that language knowledge is built through an active process of interaction between students and their learning environment (Komariah & Wahab, 2024). Articles that adopt constructivist approach recommend the use of technology (Mahriyuni et al., 2024; Nurmala et al., 2024; Anggaira, 2022), project-based activities (Saddhono et al., 2024; Herlina & Rahma, 2023; Irawan et al., 2022) and community based (Idawati et al., 2023; Subandiyah et al., 2023) where students are actively involved in meaning-making and apply the language in real life.

Furthermore, some articles said that parts of language, such as grammar and sentence structure demand rationalist approach where students use their logical thinking to understand language rules. A study in the interlanguage of BIPA learners from French made typical errors in prepositional usage, adverbial application, word/phrase organization, vocabulary selection, and spelling/capitalization during learning Indonesian language through writing skills (Mahriyuni et al., 2024). Further, several studies mentioned that the benefit of the first language or the second language can help BIPA learners to understand Indonesian language grammars and rules (Fadhilasari et al., 2023; Putri et al., 2023). Some Filipino and Southern-Thai students employed their first language, which were Tagalog and Malay language used these strategies since they have almost similarities in the vocabulary form with Indonesian language. Through these cases, language learning is not only about direct experience, but also about understanding the structure and logic of the language internalized through formal practice.

Moreover, in selected studies also highlighted that learning a language should be seen as its used in real-life situations. The pragmatic approach in BIPA emphasizes on the results and competences in practical contexts, which is in line with the functional and culturally competent needs of adult foreign language learners. A study conducted by Irawan et al., (2022) where they investigated the needs of detainees or residents with immigrant status in

Tanjungpinang Central Immigration Detention Center indicated that the learners were taught at the basic level of Indonesian language in order to facilitate them for daily communication. Similar study conducted by Subandiyah et al., (2023) stated that the investigation of one of BIPA learning materials, entitled *Sahabatku Indonesia*, contained complex grammatical Indonesian language and was barely adequate to cope with the students learning style and needs. Thus, some propositions were suggested in the study which were to include utilizing student-centered teaching strategies that are adapted to the requirements and preferences of BIPA learners, using games, and role-playing to facilitate active learning, and simplifying grammar instruction employing real-world examples.

At last, one article mentioned that learning a target language can be increased through the students' motivation by introducing the culture product of the language especially traditional literary works, such as folktales. This aspect is included as hermeneutics in the philosophy of science. Research conducted by Junaidi et al. (2022) stated that folktales can be utilized as educational resources to help foreign students become more fluent in Indonesian. The plot, local knowledge, and cultural values of the novel may interest students to read. In addition, students will learn more about Indonesian culture and language. In their study, they also mentioned that some of their BIPA students were interested in reading folktales to learn Indonesian.

In summary, BIPA instruction offers a variety of approaches to language learning by combining the epistemological foundations of empiricism, constructivism, rationalism, pragmatism, and hermeneutics. Through cultural immersions, learning the language grammars and rules, and the interaction with a culture product, these ways help BIPA learners in internalizing Indonesian language. The results show that student-centered approaches and direct cultural engagement improve language skills and cultural awareness. BIPA programs enhance the overall language learning experience for international students by combining these viewpoints to create a comprehensive learning environment that fulfill the needs of diverse learners and fosters both practical language skills and a deeper understanding of Indonesian culture.

THEME 2: THE ROLES OF SLA THEORIES IN BIPA CLASSROOMS

The analysis of the articles reveals that BIPA teaching and learning use a variety of SLA principles to support language acquisition among BIPA learners. The first finding sees the role of language environment and the role of input plays the most critical aspects in the process of learning Indonesian language. Many studies indicate that BIPA learners benefit significantly from a supporting environment when they can engage directly with Indonesian culture and society (Saddhono et al., 2024; Idawati et al., 2023). For example, learners involved in traditional Javanese culinary classes, local culture excursions, traditional art workshops, and cultural events demonstrated improved in language fluency and retention, which is consistent with SLA theories that highlight the importance of contextual learning for language acquisition, especially when the learners study the target language as a second language.

Furthermore, access to native and near-native input as the role of the input enables BIPA learners to gain consistent exposure to native or near-native within the learning environment. Foreign students learning Indonesian language who receive consistent input from native speakers or Indonesian media will gain pronunciation, intonation, and colloquial expressions more effectively (Syahri et al., 2024). In line with SLA ideas regarding the importance of nativist and interactionist inputs in language acquisition, this exposure helps the learners in incorporating native-like communication.

Internal processing mechanisms mentioned in the articles play significant roles in understanding how BIPA learners acquire Indonesian language. Filter mechanism stated much

in terms of affective in the form of motivation. In the study of Syahri et al. (2024) claimed that American students were found to have mental barriers during learning Indonesian language and these barriers decrease their interest and confident in learning the language. Higher anxiety levels will block effective input processing and slows the target language acquisition (Ellis, 2010). Meanwhile, in the study of learners motivated by cultural interest, such as Indonesian art products or literature, showed greater enthusiasm and confidence in learning the language (Idawati et al., 2023; Junaidi et al., 2022). This attitude results higher language retention and fluency, even efficiency in the language program. Besides filter, organizer mechanism also contributes to the learning process of Indonesian language. Studies reveal that BIPA learners often rely on cognitive organizers to have better understanding in Indonesian grammar, syntax, and vocabulary. For example, learners from languages with similar structures or vocabulary, such as Malay or Tagalog, use their native language (L1) to grasp Indonesian language syntax efficiently (Atmawijaya, 2023; Fadhilasari et al., 2023; Putri et al., 2023). However, BIPA learners who their L1 were not related to the target language, for instance students from French, East Asian countries, Vietnam, Thailand, and India, rely more on explicit grammar instruction to construct their understanding in the syntax of the target language (Mahriyuni et al., 2024; Fadhilasari et al., 2023). Lastly, the mechanism of monitor for self-correction and language control also found in the selected article. In the study of Rahmat et al. (2024), it investigated the expressive speech acts of BIPA students under psychopragmatic lens. They found that these learners' speech acts were strongly influenced by their psychology when conveying gratitude, recognition, preferences, and difficulties.

The last SLA aspect of individual learners showed frequently in motivation and attitude toward Indonesian culture. Articles who exhibit the students' positive attitude and cultural curiosity showed more enthusiasm in learning Indonesian language (Idawati et al., 2023). In BIPA situations, personality traits, such as introverted learners, also affect SLA. Introverted learners due to social barriers in learner's surrounding environment will have reluctant feeling in learning a new language and lower their motivation in learning (Syahri et al., 2024).

THEME 3: THE CONTRIBUTION OF TEACHING INDONESIAN CULTURE IN SHAPING LANGUAGE KNOWLEDGE AND UNDERSTANDING

The articles' analysis of the selected research in terms of epistemology and SLA principles showed an important new finding, that is teaching Indonesian culture is not only beneficial but essential to BIPA learning activities. Several articles mentioned that the integration of teaching BIPA cannot be separated from teaching Indonesian cultures. In fact, the teaching of cultures is what makes BIPA learning meaningful and motivated. It has been mentioned that in a study by Idawati et al. (2023), a BIPA program that included teaching Indonesian culture increased the students' enthusiasm and affect in program effectiveness. In addition, a study conducted by Junaidi et al. (2022) stated that introducing Indonesian traditional literary work can improve the students encouragement toward the mastery of Indonesian language and get to know Indonesian cultures. These studies indicate that cultural literacy can shape the holistic understanding in BIPA, which is not only just vocabulary and grammar but also cultural context, social interactions, and real-world applications so that it allows the students to use the language more naturally and effectively.

Besides, research which investigated Arabic speakers in BIPA classes showed that they increased their confidence and effectiveness in using the Indonesian language socially and were aware of context-specific communication patterns such as community-based interaction (Rahmat et al., 2024). This study highlighted that in BIPA, cross-cultural competence brings knowledge of Indonesian social norms and values in addition to linguistic competency. Further, introducing cultural materials, for instance traditional clothes, food and historical landmark,

familiarity with Indonesian cultural phrases used in everyday conversation help learners absorb vocabulary and grammatical structure in learning Indonesian language (Tiawati et al., 2023). It can be argued that the result of the study in terms of cultural content brought in the class can help BIPA learners in terms of language retention.

Lastly, a study that investigate French BIPA learners regarding the misuse of some adverbs, prepositions, or sentence structures are often corrected through cultural examples where students can understand language rules by observing how they are applied in real Indonesian life (Mahriyuni et al., 2024). This phenomenon indicates that culture in BIPA classes serves to contextualize language learning so that the students can connect linguistic forms with cultural practices.

According to the research above, incorporating Indonesian culture into BIPA classrooms is not only advantageous but also necessary since it improves students' motivation, expands their language proficiency, mainly the practical uses of Indonesian grammar and vocabulary, increases cross-cultural competency, social confidence, and language retention. In view of this, the students integrate grammar and language structure more readily when they are exposed to real-world cultural examples through learning Indonesian cultures.

CONCLUSION AND RECOMMENDATION

This study aims to examine the epistemological analysis in the framework of philosophy of science and SLA principles in existing research of BIPA instructions. Correspondingly, the crucial role emerges along with the teaching BIPA, which is the teaching of Indonesian cultures. Findings indicate that BIPA instructions, employed in the aspects of empiricism, constructivism, rationalism, pragmatism, and hermeneutics in the philosophy of science. This is in line with SLA principles, which prioritize language environment, comprehensible input, the roles of the first or second language, internal processing, and individual learner differences. Among these foundations, a significant finding showed that the teaching Indonesian cultures plays in enhancing language retention, motivation, and comprehension. BIPA program offers students with language learning opportunities that facilitate authentic and natural situations by integrating the aspects of Indonesian cultures.

Based on the findings, we recommend integrating cultural components systematically into BIPA teaching and learning. BIPA teachers should prioritize practical cultural activities, particularly traditional storytelling, culinary experiences, and local customs, that facilitate real-life situations. Additionally, developing materials that align with cultural insights with SLA principles can support consistent and immersive language learning. For the stakeholders in the development of BIPA program, investing in BIPA teacher training that emphasize on culture-context language teaching can improve students' cross-cultural competencies. At last, in order to develop flexible cultural elements for BIPA learners with a variety of linguistic backgrounds, future study should examine the long-term impacts of teaching Indonesian cultures in Indonesian language retention and fluency.

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The Technology-Enhanced Teaching Reading of English in Junior High School Level: Teachers' Perspectives

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ABSTRACT

Junior high school reading instruction has been used extensively to help meet the objectives of the national curriculum. Teachers and students are encouraged to conduct more advanced technological classrooms by the use of digital technology that has evolved into artificial intelligence. The purpose of this case study was to determine the state of reading instruction at the junior high school level using digital technologies. This study covers the opportunities and challenges for the teachers and students to deal with digital technology and artificial intelligence in the reading class. The data were gathered through observation and interview with the teachers and the students. The results of this study share that (1) it is challenging for the English teacher to use digital technology in the teaching reading, (2) digital technology offers multimodality that help the student to get better understanding on their reading, (3) the integration of artificial intelligence is discussed to get better formula of its implementation, (4) artificial intelligence may support the teacher's teaching preparation, and several other challenges are highlighted in details.

Keywords: digital media; teaching reading; technological enhanced language teaching

INTRODUCTION

To successfully teach the target language, technology is seen as an essential component in English language instruction. When it comes to the media used to help students learn the target language, technology improves instruction. The use of differentiated reading instruction also becomes one of the possible options to do with technology for advanced reading achievement (Haymon & Wilson, 2020). Both the teacher and the students can benefit from the openness and quick access to information that promotes teaching and learning. Using technology, the instructor can create a well-structured lesson plan that considers the motivation and interest of the students as well as their learning requirements. Additionally, the pupils' intrinsic motivation to learn the language might be enhanced.

As technology becomes more prevalent in daily life, students must cultivate the skills necessary to face the future, such as higher order thinking, cross-cultural teamwork, and change adaptation. To promote more dialogic communication, the training focuses on dialogic integration (Teo, 2019). These adhere to constructivist principles, which promote critical discourse, divergent thinking, and cooperative teaching and learning.

The manner that English is taught is altered by technology. In order to maximize goal achievement, it transitions from more in-person instruction to blended learning, which combines both online and offline classes. The roles that students and teachers play are also altered by the usage of technology in ELT. In the past, teachers were expected to serve as a learning hub where pupils could learn anything. Students today need more adaptable teachers who can serve as managers, organizers, media developers, controllers, and learning facilitators. These are the new responsibilities of educators to help students become more self-sufficient learners for lifelong learning. According to Marjan Laal and Peyman Salamati (2012), lifelong learning develops knowledge and abilities throughout one's life, both personally and as a citizen.

Students' perspectives about technology-enhanced learning are inextricably linked to the usage of technology in the classroom. Generally speaking, kids have positive opinions about the usage of technology in the classroom. It does, however, share implementation challenges, such as inadequate technology-based classrooms, a lack of teacher training regarding the devices, a lack of information about the programs and devices applicable to the technologically enhanced class, and a lack of student understanding of how to use the technology (Kazu & Issaku, 2021). Regarding the employment of technology in the classroom, there is a perception that a particular teaching approach should be used. The instructor can use their most successful teaching practice, alter their teaching style during the methods phase, and organize their theoretical perspectives on the method during the post-method era. In the post-method era, educators are looking for different approaches that align with the learning objectives. Teachers using the post approach are free to teach as they see fit (Zeng, 2018). Different approaches chosen as principled eclecticism in post-method through macro methods to make judgments also contribute to the diversity of technology use (Almaktary & Al-Kadi, 2017).

The roles of the teacher are purposefully removed from the emphasis of technology-assisted instruction and learning. In the past, teachers were expected to be in charge of overseeing and managing all aspects of instruction. Depending on the goals of education, teachers can fulfill a variety of tasks through the use of digital technology. They are expected to serve as motivators, organizers, guides, and facilitators of learning (Geng, 2021). Since the students are digital natives, teachers should be prepared with their personalities as learning facilitators. The learning resources are suited to the multimodalities of digital technology, including online forums, discussions, debates, explanations, and other activities that aid students in developing their creativity, productivity, and problem-solving abilities.

Since readers are switching from printed to digital readers, technology plays a significant part in reading instruction. Through its multimodality, technology as reading media enhances students' reading comprehension and complements their reading materials. On the plus side, despite the possibility of an excessive amount of material, readers might obtain comprehensive knowledge that could improve their reading comprehension (Liaw & English, 2017). Students can expand and improve their grasp of the subject they are reading thanks to the vast amount of reading supplemental materials available to them.

A new paradigm in reading instruction is offered by the availability of several learning resources and potential texts through high technology multimodality. Artificial intelligence must be incorporated into reading instruction in order to complement students' learning styles, which call for current and diverse teaching resources. There is a significant gap in the use of technology in reading instruction, nevertheless, when it comes to how the media is implemented and how the learning is organized. This study confirms the possible teaching and learning processes using technological enhancement. The consideration of technological, pedagogical, and content knowledge in teaching reading for junior high school students.

METHODOLOGY

To deal with the teachers' perspectives on their teaching of English with the implementation of digital technology, especially artificial intelligence, there is a need to gather information on their practices and aspects influencing their technological class. This study was a case study aimed at finding the current condition of teaching reading with the help of digital technology at the junior high school level. The main purpose of this study is to seek in-depth understanding on the topic addressed (Creswell & Poth, 2018). This study covers the opportunities and challenges for the teachers and students to deal with digital technology and artificial intelligence in the reading class. The participants of this study were typically selected based on the goals of this study through purposive sampling. The aspects considered for the participants are their technological use during the English class and their teaching administration that merge with the practice. Ten English teachers from public junior high schools in Magelang regency were selected to join the study. Two of the respondents are master degree teachers while others are bachelor degree graduates. The data were gathered through observation and interview with the teachers and the students. The process of data analysis includes data collection, data reduction, coding data, data analysis, and data presentation. The analysis of the data was conducted through descriptive qualitative technique.

RESULT AND DISCUSSION

Data gathering, data reduction, data coding, data analysis, and data presentation are all steps in this study's process. Data collection is the first step, during which the researcher observed and spoke with the teachers. This also includes the teaching administration that deals with English instruction. The teaching and learning process as well as the instructional materials utilized to support the learning objectives comprise the data collected during this procedure. The majority of the data are qualitative in nature and are examined using the qualitative analysis method.

Following the procedures for data qualitative analysis, the data were qualitatively examined after they had been thoroughly gathered. Data minimization was the initial stage. The study's objectives and the instrument it employed were taken into account when decreasing the amount of data. The data reduction was carried out to facilitate the researcher's analysis of the data and should address the research questions. Researchers use data reduction to modify, condense, and present data in a more readable manner (Mezmir, 2020).

Focus coding was the coding technique employed, and the study found the most important or common codes using this strategy. This approach made it possible for the researchers to comprehend how the study's categories and subcategories relate to one another. Creating codes that encourage further in-depth analysis of the data is known as "coding" the data (Miles et al., 2014). The difficulties in managing the reading class, the variety of digital technology utilized in the class, the incorporation of artificial intelligence in the reading class, and the opinions of the teacher regarding the use of AI in the reading class were all taken into account when coding the data.

To answer the study questions, the data was analyzed in accordance with the coding procedure. The analysis adheres to the qualitative data analysis process, which aims to crystallize the findings and enhance comprehension of the subject matter. The codes may transform the data into categories (Rivas, 2012). The analysis was conducted by taking into account the pedagogical and technological components of teaching reading.

This study takes into account four main factors. First, there are differing opinions among teachers regarding the use of digital technology, particularly artificial intelligence, in reading instruction. According to the findings, the majority of junior high school English teachers are still hesitant to use artificial intelligence in the classroom. Many of them encounter difficulties when attempting to use artificial intelligence to assist the class. According to the

professors, they are still learning a lot about artificial intelligence, and it is a novel concept for them to handle. Teachers are facilitated with lack of teaching materials and the implementation of artificial intelligence (Lindner & Romeike, 2019). Teachers often feel too tired to learn on their own and help pupils with the right artificial intelligence because of the vast array of applications and platforms available from AI.

Additionally, the teaching administration is supported when artificial intelligence is used during the preparatory stage of language acquisition. Teachers have access to more advanced administrative functions, like monitoring students' progress and conducting more individualized instruction based on their diverse learning requirements and styles. The learning monitoring for the students can be done in more real time by the teacher (Luo, 2021) so the students can select their own learning path in reading through free artificial intelligence. Free artificial intelligence learning resources encourage the use of more efficient language practice, vocabulary development for more thorough learning, and more independent study outside of the classroom.

But given the lack of proficiency in artificial intelligence, educators require additional training to bridge this gap. To support the requirement for continuous training to actively encourage instructors to use artificial intelligence into their teaching practices, more professional development should be carried out. The workshops may take the kind of in-depth instruction on how to apply AI to a particular field or course of study. The workshops' instruction helps teachers practice effectively and reduces errors or mistakes during implementation. More chances for teachers to advance their technical proficiency are therefore required in order to supplement their pedagogical and subject-matter expertise.

Additionally, it is thought that the usage of artificial intelligence may affect how students and teachers interact. Students are more independent because artificial intelligence allows for more autonomous learning while also meeting their needs. Instead of engaging in meaningful conversations, they might merely engage in phatic speech. The kids' acquisition of the language depends on meaningful communication. It appears that independent learning is well-structured to provide children more purpose and aid in their language development.

The ethical issues are the most difficult part of putting artificial intelligence into practice. The development of students' critical thinking skills is essential and calls for more practice than relying on artificial intelligence to solve students' problems directly. To assess the data produced by artificial intelligence, either the instructor or the pupils should hone their critical thinking skills. The mastery of critical thinking skills support the students to gather more reliable information and distinguish the hoax (Rusandi et al., 2023). This is because artificial intelligence uses the internet to retrieve information that ordinary people with less expertise in the topic might share.

Second, using artificial intelligence in digital learning materials provides multimodality to help students comprehend what they are reading more fully. In the context of teaching English, multimodality refers to the utilization of multiple forms of representation and communication, including texts, audio, images, and videos. Through visual learning, students are given personalized learning materials through the use of images and movies. They expand on the information that the texts are unable to provide. Multimodalities offer auditory, visual, kinesthetic and linguistic modes of learning (Lee et al., 2023). Students can also benefit from more interactive learning resources when multimodal modalities are used. More interactive exercises with numerous modes can be created by the teachers. This also includes using a variety of applications to help students with speaking exercises and to give them visual feedback in the form of scores and graphs.

Additionally, kids might learn more contextually when multimodalities are available during reading instruction. It is widely accepted that using multimodality to depict language in context through real-world images and videos is possible. Artificial intelligence facilitates the

students to have virtual-learning environments (Lee, 2024). Based on the kids' interests and cultural background, this might help illustrate vocabulary and other topics to provide them with more accurate information. Students receive more pertinent instruction when there are more contextual learning resources and activities available.

In order to meet a variety of needs, artificial intelligence is being used to distribute translations, transcriptions, and alternative forms in relation to autonomous learning. Foreign language learners typically translate their reading comprehension process first into the target language. Students' reading comprehension can be improved by offering translation and other options. To identify the challenging words in the text, students do not need to use their dictionary again.

Additionally, the multimodality that artificial intelligence provides might improve students' learning engagement. In order to keep students interested in their studies, artificial intelligence gives them the chance to mix activities like storytelling through podcasts, films, and more interactive tests. Students are free to engage in any activities and modalities that help them reach their learning goals. interactive tests. Students' learning achievement is positively impacted by the utilization of interactive quizzes (Purba, 2020). It has been demonstrated that using interactive quizzes encourages students to study more creatively and to compete in an engaging way (Zainuddin et al., 2020). The development of multimodal semiotic awareness is the first step toward multimodality in digital reading. The ability to fully understand not only written and spoken language but other semiotic modalities, such as interactivity, is known as multimodal semiotic awareness (Lim, 2020).

The final discovery focuses on the method used to incorporate artificial intelligence into reading instruction. It is common knowledge that using artificial intelligence to teach reading calls for a formula in order to achieve the objectives of media implementation. Teachers find it difficult to organize the learning that artificial intelligence facilitates. According to Nugrahawati (2024), teachers can profit from artificial intelligence by offering more individualized learning styles, preferences, instructional content, and activities. In order to collect more reading experiences, artificial intelligence provides more dynamic and captivating reading activities. Thus, reading instruction gives teachers additional data and insightful knowledge about the behaviors, comprehension, and learning objectives of their students. Teachers may create more dynamic lessons and open up new learning opportunities by utilizing data-driven insights and accessibility.

Since artificial intelligence allows teachers to articulate structural and procedural mechanisms concerning human learning, its application alters teaching methodologies to meet objectives. Problem solving, planning, knowledge representation, and text comprehension are all aspects of human learning that computers can perform (Brown et al., 1978). Therefore, the teaching tactics should help the students learn the material by using content-independent strategies.

The results of the study demonstrate that inventive, instructive, critical, and critical teaching tactics are necessary to encourage the adoption of artificial intelligence. According to Jimenez et al. (2023), the instructional tactics must foster students' critical thinking, communication, teamwork, and self-regulated learning. Critical thinking abilities are necessary to address potential issues with machine learning algorithms that may develop biases. It is appropriate to critique these biases since they perpetuate prejudices and stereotypes. Students with critical thinking abilities are able to assess their artificial intelligence-based learning activities critically. It also covers reasoning abilities that may be demonstrated by looking at how students behave and interact (Zhai et al., 2021).

Students can choose the best learning organization depending on their response when more individualized learning is implemented in the reading class. The teacher is able to score the pupils' work because artificial intelligence provides them with immediate feedback based

on their input. Conversely, adaptive learning offers automated correction systems that are tailored to the demands, characteristics, and educational objectives of the pupils (Zhai et al., 2021). By using proximal instructional materials, adaptive intelligence improves automatic learning.

The final discovery relates to artificial intelligence and how it might help teachers prepare for teaching reading. An innovative approach to working with students, beginning with preparation, is provided by artificial intelligence. More effective assessment tools can be obtained by personalizing the learning process, including the planning (Patrik et al., 2024). Using needs and challenges, artificial intelligence creates more individualized instructional plans. This could result in the creation of educational materials like worksheets and activities. For the finest preparation of their lessons, this can undoubtedly free up the teachers' time to work on other subjects.

Examining the lesson plan and a sample work scheme is the first step in the artificial intelligence lesson planning process. Teachers must examine the opportunities and challenges of implementing artificial intelligence as a teaching revolution (Kehoe, 2023). Notwithstanding the difficulties the instructor may encounter when implementing To produce more applicable and suitable instructional decisions, teachers' knowledge and expertise should be added to the information gleaned via artificial intelligence.

In terms of the students' vocabulary proficiency, the reading instruction in technologically augmented classes varies. Vocabulary instruction cannot be separated from the use of text-to-self and technologically augmented training (Yanga et al., 2018). Through their existing vocabulary expertise, the kids pick up new words and relate them to their own experiences. For learning to be more meaningful, vocabulary training should be taken into account when teaching reading.

The artificial intelligence specification that is employed may support various reading instruction methods. For instance, using ChatGPT can help with the pre-reading phase of the procedure. The students come up with ideas for the texts' topics during the pre-reading phase. This aids in the development of reading comprehension and reading common ground among the students. The students' reading stage may then be aided by the usage of Quillbot and Paraphraser.io (Rahman & Nor, 2024). Through its thesaurus, pupils can access texts and learn how to comprehend them. Last but not least, during the post-reading phase, students can utilize ChatGPT to expand and enhance their comprehension of the potential future reading.

The internet and computer technology are two more important factors that the instructor should take into account while integrating artificial intelligence in the classroom. According to the study's observations and interviews, a large number of junior high school teachers forbid their students from bringing or using cell phones, and the availability of computers appears to be incomplete. Computer labs are frequently used for computer-related courses or even as test-taking facilities. Seldom do the pupils use computers and internet access to help them learn English. As a result of their everyday actions for amusement, kids are familiar with the internet and all of its facets. The sufficient technological facilities during the teaching of reading requires funding for supplementary support.

CONCLUSION AND RECOMMENDATION

Through a case study on the usage of technology-enhanced reading classes from the viewpoints of the teachers, this study identifies the current state of ELT. Among the findings are the teacher's opinions regarding the employment of technology in the reading class, the multimodality provided by digital texts, the incorporation of artificial intelligence into the reading instruction, and the artificial intelligence-based reading lesson plan. It is necessary to

take into account the usage of artificial intelligence as technology-enhanced reading learning materials because it presents both potential and obstacles. To strengthen the conclusions, more research on the use of AI in reading instruction across grade levels and contexts should be examined.

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The Influence of Anxiety in Learning English for Specific Purposes for Non-English Department Students

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ABSTRACT

Many students in the non-English Department feel anxious while speaking in front of the classroom and it has become a never-ending issue up to now. Therefore, this research focuses on investigating how anxiety factors affect students' behavior during EFL instruction and how non-English-speaking students' beliefs contribute to the development of anxiety. Descriptive qualitative case study method was employed with the subject of the research were 32 students from the 4th semester of Arabic Language Education and Islamic Education study program at the non-English Department of Walisongo Islamic State University of Semarang. The instruments were field observation, interview, questionnaire, and Focus Group Discussion. The research revealed that non-English students learning ESP English commonly experience two primary types of anxiety: confusion and sweating. These feelings often arise due to a lack of preparation before attending English classes. Anxiety is heightened when students feel unprepared in three key areas: grammar, pronunciation, and vocabulary mastery. In conclusion, students tend to feel anxious when they overthink the instructions or have to speak English in front of many peers. However, they feel more comfortable and engaged when lecturers create a joyful and positive classroom atmosphere. It is recommended that ESP students adopt strategies to manage their anxiety, including thorough preparation, relaxation techniques, positive thinking, seeking support from peers, and developing acceptance. Additionally, teachers should play an active role in reducing students' anxiety by fostering a supportive and encouraging learning environment.

Keywords: anxiety; English for Specific Purposes; influence; non-English department

INTRODUCTION

Studying English for Specific Purposes (hereafter ESP) in a foreign language context requires attention to both language skills and the practical objectives behind learning English. As Haycraft (1986) noted, understanding the purpose and goals of learning English can significantly enhance students' ability to improve their language proficiency. He also believes that there are multiple talents in terms of language instruction and mastery of a single language. One of the English competencies that must be taught to non-English students is ESP. As a specialized branch of language instruction, it is designed to meet the specific needs of learners in targeted contexts, often related to their academic or professional goals. It is like any other type of language classroom instruction, is first and foremost based on the process of learning,

a process that nonetheless addresses the requirements of communities of learners, namely participants interested in acquiring some key expertise and performing job-related procedures. The process involves not only the acquisition of general language skills but also addressing the specific linguistic demands of the learners' fields.

Despite the structured nature of ESP, many students face challenges that hinder their learning. Language anxiety might have arisen in a variety of contexts. According to MacIntyre & Gardner (1989) Socio-educational model, language anxiety can arise in two primary contexts: within the classroom and in real-world situations where the language is used. Over the past three decades, research has consistently highlighted the negative impact of anxiety on language learning. For non-English students, especially those studying ESP, anxiety can manifest as confusion, physical symptoms such as sweating, or stage fright, particularly when faced with speaking tasks. These challenges often stem from fears of grammatical errors, lack of vocabulary, and pronunciation difficulties, as well as the absence of a supportive and collaborative learning environment. Speaking ability is highly valued by many individuals, particularly those majoring in English, because it is required of them in that degree. It is also required for non-English students who want to study English because acquiring speaking abilities would give them an advantage. Furthermore, job seekers must have speaking skills if they want to apply for a position in a foreign business since it is a specific demand for the firm because a foreign company has major relationships, particularly with other foreign companies whose employees come from other nations.

Handayani (2009) classified challenges into two categories: linguistic and non-linguistic. Linguistic issues include limited vocabulary, grammatical errors, and pronunciation difficulties, while non-linguistic challenges involve insufficient practice opportunities, lack of exposure to native speakers, and fear of criticism. At Walisongo Islamic State University, non-English students frequently struggle with these issues, despite recognizing the importance of English for their academic and professional futures. The absence of collaborative learning and positive reinforcement further exacerbates their anxiety, affecting their motivation and confidence. Many students have finished their undergraduate studies at Walisongo Islamic State University; thus, they are uncomfortable while speaking and writing outside of the ESP materials in the classroom. Even though they are aware that English is critical to their careers, many are uninterested in learning the language. The challenge experienced by non-English pupils is stage fright, which impedes regional learning by non-English learners. Non-English learners, on the other hand, are afraid of grammatical faults such as tenses and inappropriate sentences. In a few circumstances, students are eager to speak up in class, but their peers will criticize and discourage them. In their class, there is no collaborative setting. Learners feel pleased when they communicate in English in their neighborhood, and they are not afraid to speak up while they are in undergraduate school. Learners who are studying English in a language other than their native tongue may frequently have a lot of expertise in a variety of fields. The language issues in speaking class were restricted to vocabulary, grammatical errors, difficulty pronouncing the words, and the use of the student's native tongue. Then there were non-linguistic challenges, such as restricted time in practicing English, reduced frequency in studying English, never having a companion in learning English, never having the opportunity to speak English with a native speaker, simply humiliation, and no habit in practicing English. These findings demonstrated that students at Walisongo Islamic State University continue to struggle with their English skills.

The importance of needs analysis in designing effective English for Specific Purposes courses has been widely highlighted in the literature. Basturkmen (2010) emphasizes that conducting a needs analysis allows curriculum developers to identify learners' specific requirements, ensuring that courses are tailored to meet these needs effectively. This process prevents the development of programs that are either too broad or too limited in scope, which

can hinder learning outcomes. Supporting this perspective, Coskun and Arslan (2014) align with Long's (2005) assertion that ESP courses lacking a thorough needs analysis often fail to achieve their intended goals, leading to inefficiencies in instruction. A targeted curriculum, informed by a comprehensive needs analysis, is crucial for equipping learners with the skills they require for academic and professional success.

Research on English as a Foreign Language learning has also delved into innovations and challenges faced by students. (Faridi, 2009; Rukmini & Sutopo, 2013; Bharati, 2016; Utami & Nurkamto, 2017) highlights the transformative role of Information and Communication Technology in enhancing education quality, noting that modern technologies provide students with greater access to language learning resources both at school and at home. Similarly, Lovihandrie et al. (2018) observe that multilingual schools influence early language development by fostering an interlanguage—a unique linguistic system that learners develop as they gradually acquire the target language. At Walisongo Islamic State University, non-English major EFL students face both linguistic and non-linguistic challenges. Handayani (2009) categorizes these difficulties into two areas: linguistic issues, including limited vocabulary, grammatical errors, and pronunciation struggles, and non-linguistic barriers, such as insufficient practice opportunities, lack of exposure to native speakers, and fear of criticism. These challenges significantly impact students' ability to progress in their language learning journey. So, there is a need to have a teaching design that copes with the challenges as the language is a part of the construction of reflective space (Rudi, 2024).

Language anxiety is another critical factor influencing language acquisition. According to MacIntyre and Gardner's (1989) Socio-Educational Model, anxiety can manifest both within the classroom and in real-world situations where the language is used. This anxiety has been shown to interfere with students' progress and motivation. Khodaday and Khajavy (2013) report that high levels of anxiety correlate with decreased academic performance and diminished willingness to participate in learning activities. Similarly, Azher et al. (2010) found that severe anxiety can lead to avoidance behaviors, such as skipping classes or avoiding speaking tasks, and may even cause students to withdraw from language learning entirely. Na (2017) further highlights that prolonged anxiety can erode confidence and motivation, posing significant challenges to language acquisition.

Foreign Language Speaking Anxiety (FLSA) has been a focus of numerous studies (Çağatay, 2015; Cui, 2011; Fariadian et al., 2014; Luo et al., 2014; Muhaisen & Al-Haq, 2012; Öztürk & Gürbüz, 2013; Qaddomi, 2013; Shi & Liu, 2006; Tercan & Dikilitaş, 2015; Zhao & Whitchurch, 2011). While some researchers have suggested that anxiety can occasionally have a facilitative effect on learning (Bailey & Gatrell, 1995; Csizér & Dörnyei, 2005; Spielmann & Radnofsky, 2001), most findings point to its detrimental impact. (Cheng et al., 1999; E. Horwitz, 2001) argue that anxiety hinders learning by inducing avoidance behaviors, such as arriving late, skipping classes, or avoiding participation, as well as causing physical symptoms like sweating and headaches (Gregersen, 2002; Horwitz & Young, 1991). These effects can significantly impair the efficiency of language learning, making anxiety a crucial factor to address in educational contexts (Onwuegbuzie, 2000).

This study builds on Basturkmen's (2010) theoretical framework, emphasizing the necessity of needs analysis in ESP curriculum design, and integrates insights from research on EFL and language anxiety. By examining the specific anxiety factors affecting ESP students at Walisongo Islamic State University, this study aims to contribute to existing literature and propose strategies for reducing anxiety to enhance learning outcomes. Based on the explanation above, the writers choose this research due to the influence of anxiety by non-English students in occupying ESP as their complementary competence in accomplishing their undergraduate school at Walisongo Islamic State University through descriptive qualitative research design. The research problems focus on investigating how anxiety factors affect students' behavior

during EFL instruction and how non-English-speaking students' beliefs contribute to the development of anxiety. The objectives of the study are to examine the anxiety factors that shape students' behavior in EFL instruction and to explore how students' beliefs play a role in creating this anxiety. The expected results of this study include identifying the specific factors contributing to students' anxiety during EFL instruction, such as fear of making mistakes, lack of preparation, or fear of criticism, and analyzing how these factors influence classroom behaviors like reluctance to participate or avoidance of speaking tasks. It also aims to explore the role of students' beliefs about their abilities and language learning expectations in shaping their anxiety levels. The study is expected to provide practical recommendations for educators to mitigate anxiety through supportive learning environments and confidence-building strategies while contributing to the academic discussion on the psychological factors affecting EFL learning. Ultimately, these insights could inform teaching practices that improve student engagement, reduce stress, and enhance overall language acquisition outcomes.

METHODOLOGY

This study employs a descriptive qualitative case study approach, which focuses on describing and interpreting current phenomena or situations. Descriptive research aims to explore occurrences in detail, while qualitative research relies on post-positivism and the naturalist perspective. According to Creswell (2014), qualitative research is designed to investigate complex phenomena by interpreting participants' perspectives and experiences in their natural environment, making it ideal for this study. The qualitative approach is characterized by: (1) observing processes and values as the primary objects; (2) using words as the main data; (3) direct and assertive communication with data sources during collection; (4) employing inductive data analysis; (5) producing findings that are not generalizable; and (6) maintaining a subjective and value-linked perspective.

The research was conducted at Walisongo State Islamic University, Semarang, Indonesia, during the 2023/2024 academic year. The study focuses on undergraduate Non-English Department students of the 4th semester from the Arabic Language Education and Islamic Education study programs as many as 32 students. These programs were chosen due to: (1) the presence of ESP courses in their curriculum; (2) the unique socio-cultural setting of the university, which emphasizes Islamic values; and (3) pre-survey findings indicating that, despite the effective teaching processes, students' English competence remained below average.

The research used purposive sampling to select participants based on specific criteria relevant to the study's objectives. According to Bungin, (2011), purposive sampling is a strategy that is most commonly used in qualitative research to determine the group of participants who become informants selected based on criteria that are relevant to specific research problems. The primary subjects included non-English students and English lecturers, with the data collected through observation, in-depth interview, and questionnaire.

Observations were systematically planned and directly linked to the research objectives. Observations were documented through detailed notes to ensure accuracy and validity. According to Burns in Aziz (2013), observation is defined as "regular conscious notice of classroom action and occurrences that are particularly relevant to the issues or topics under investigation." In-depth interviews were conducted to explore participants' thoughts, attitudes, and experiences in depth. The interviews aimed to fill gaps in the data and were guided by the research questions, focusing on anxiety experiences among non-English students. Questionnaire was used to validate the findings from interviews and observations, providing additional evidence of the students' anxiety experiences.

Data were collected through a combination of classroom observation, in-depth interview, and questionnaire. Initially, classroom activities were observed to identify behavioral indicators of anxiety, such as avoidance, nervousness, or hesitation in engaging with English-related tasks. Following the observation, participants were interviewed to gain deeper insights into their experiences, with a focus on how anxiety influenced their behavior and learning outcomes. Finally, a questionnaire was distributed to both students and lecturers to gather additional perspectives and validate the findings from the observations and interviews. This multi-method approach ensured a comprehensive understanding of the factors contributing to language anxiety in the ESP learning context.

The collected data were analyzed through a three-step process. First, data reduction involved identifying, summarizing, and categorizing relevant information based on the research objectives, while excluding data unrelated to language anxiety or ESP learning. Next, data display involves presenting the organized data in charts, tables, or thematic descriptions to identify trends and patterns. Finally, conclusion drawing was used to interpret the findings and determine the types, causes, and effects of language anxiety on students' learning behaviors. The analysis led to drawing conclusions that highlighted significant insights and informed recommendations for mitigating anxiety in ESP settings.

RESULT AND DISCUSSION

This research aims to explore how anxiety factors influence students' behavior during EFL instruction and how the beliefs of non-English-speaking students contribute to the development of this anxiety. The following are the results from the researchers' study.

The first result revealed the question "Do you feel confident speaking English instead of your local language and presenting in front of the class?" A significant number of students reported feeling insecure about speaking English compared to their local language, Javanese. Approximately 87.5% of these students experienced anxiety during English lessons, highlighting that fear remains a significant barrier to learning English. This anxiety prevents many students from improving their English communication skills and using specific vocabulary during conversations. In English lessons, certain topics require students to actively engage in questioning and responding in English. However, anxiety often leaves them unable to articulate even a single word. Since English is not their primary subject, most students feel apprehensive about participating in lessons. They perceive speaking and learning English grammar as particularly challenging. Additionally, they fear being mocked or shamed by their peers for making mistakes, which further discourages them from practicing English. Students reported feeling dizzy when speaking English, despite receiving education and theoretical instruction on the subject. The findings indicate that nearly all students struggle to manage these dizzy sensations during English conversations. This may stem from overthinking, as they worry about feeling embarrassed if their vocabulary or grammar is incorrect or if they make mistakes. The data reveals that 87.5% of students experienced twitching, highlighting the negative impact of this condition on English teaching and learning. Twitching appears to result from a combination of emotional and physical reactions to the students' feelings. It may be attributed to their lack of preparedness for the lesson or their inability to fully engage with the class at that moment.

The second result was based on the question, "Do you feel twitchy when speaking English in class?" The results indicated that students may experience twitching sensations if their heart rate is not properly regulated. In response to anxiety, the body activates the fight-or-flight mechanism, leading to shortness of breath and other physical symptoms. While students are not in life-threatening situations, their bodies react as if preparing to flee,

delivering more oxygen to their muscles. This response can cause chest tightness, shortness of breath, and rapid breathing. Teachers noted that eye contact plays a significant role in effective teacher-student interaction. Teacher gaze, a form of nonverbal communication, reflects the relationship between teachers and students. Students tend to prefer teachers who maintain eye contact while listening to them rather than while speaking. However, 84.4% of students reported that teachers' eye contact contributes significantly to their anxiety when speaking English in class.

The third result was derived from the question, "Does the lecturer's eye contact or your peers' gazes make you feel nervous when speaking?" Speaking is taught at the undergraduate level to help students express their thoughts and communicate with others. However, many students struggle with this task. They often find it difficult to develop their ideas to the point where their message is clear in their speech. As a result, recounting information becomes challenging. This indicates that the teaching-learning process is not achieving its intended goal. The fact that 90.6% of students experience anxiety points to a significant issue in the English teaching process at the university level. If students are constantly anxious when they begin speaking, they will not be able to master English comprehension. Teaching English to students in Arabic language education and Islamic education seems to be different from teaching other students, given their varying levels of English proficiency. Some students experience intense sweating when called upon to present their assignments in English, which heightens their anxiety during the process. This feeling arises because they have not been trained in public speaking and often fail to adequately prepare their English material, leading to concerns about disorganized presentations. Breathing difficulties, which refer to the discomfort of not being able to take a full breath, can also occur. These issues may develop gradually or suddenly and are often linked to stress and anxiety, though they do not include mild breathing problems, such as those experienced after physical exercise.

The fourth result was based on the question, "Does your body sweat when asked to present material in English in front of the class?" Non-English students' beliefs contribute to their anxiety. They feel that practicing English at home is the best option, as they believe no one will correct their pronunciation, regardless of whether their vocabulary or grammar is accurate. This allows them to avoid being judged for their English-speaking skills. However, students also feel comfortable speaking English in various environments, such as in their bedrooms while practicing with friends, on campus when they can join a community to practice, in the campus park where they enjoy practicing, and in college when they meet friends who also want to improve their English skills. Additionally, they feel at ease practicing English during their lessons in class.

The fifth result was derived from the statement, "I find it difficult to understand the learning material on my own at home." Students rarely use English in everyday situations. The authors also want to highlight that English lessons for Arabic and Islamic study programs are not unique, as these students do not need to practice their English regularly. Some students report speaking English only when answering professors' quizzes or attending English classes, as there is no other choice, while others believe they only practice English on campus or in the classroom. EFL students, however, have a different attitude toward improving their speaking skills. They actively speak English and strive to excel in English class. They are more likely to speak English if the teacher asks them to answer quizzes in English, believing that speaking the language helps them succeed. However, some students even refuse to speak English during English lessons, which is detrimental to the language learning process.

Non-English learners believe they are capable of understanding people who speak English to them. According to the research, students can grasp what their teachers and classmates are saying in English, but they struggle to respond in English. When others speak English, they understand the message but often respond with non-verbal cues such as nodding

or facial expressions. Some students even claim they have difficulty understanding English speakers, failing to comprehend any of the sentences spoken by the teacher or their classmates, and displaying blank facial expressions.

Students feel nervous when speaking English in front of a large group of peers. They attribute this anxiety to their perceived lack of grammatical proficiency and feel embarrassed if they make grammar mistakes. Additionally, they believe their pronunciation does not align with Western norms, leading to fear of making multiple errors. They are also anxious about the possibility of misspelling words or disarranging their sentences. Furthermore, they lack confidence in performing English in front of the class. Finally, students mention that their nervousness is partly due to not understanding some of the phrases spoken by others. Students claim that they require a tutor to assist them in improving their speaking English, that they require teacher guidance to assist them in mastering English vocabulary and grammar, that they require grammar knowledge to support their English mastery, that they require assistance in learning and practicing their English written and oral activities, and that they require teacher guidance in developing confidence in producing English in any single activity.

Several factors influence students' behavior, causing anxiety during the process of ESP instruction. These include: students' lack of confidence when reading ESP materials; their fear when performing dialogues to practice speaking; their nervousness; dizziness when participating in English and grammar lessons; anxiety when asked by the teacher to respond to questions; rapid breathing when required to answer a question; trembling due to the teacher's difficulty maintaining eye contact; anxiety when they do not understand the instructions; sweating during a direct quiz; unstable breathing when providing an incorrect answer; and uncertainty when they do not comprehend the meaning of the questions.

The second aim of the study was to investigate how the beliefs of non-English-speaking students contribute to the development of anxiety during the English language learning process. The findings indicate that students' personal beliefs and perceptions about their abilities and the learning environment significantly heighten their anxiety. Many students hold the belief that making mistakes in English, whether in pronunciation, vocabulary, or grammar, will lead to ridicule or embarrassment. This fear of error often prevents them from speaking or participating confidently in class. In particular, students may feel that their English is not "good enough" compared to native speakers or more proficient peers, which creates a sense of inferiority and self-doubt. These beliefs cause them to avoid using English in situations where they may be judged, such as when answering questions in class or engaging in conversations with peers. Moreover, students often view English as a difficult language to master, which amplifies their anxiety. They may feel overwhelmed by the complexity of grammar rules, vocabulary, and pronunciation, leading them to perceive English as an insurmountable challenge. This belief fuels a cycle of anxiety, as students become more stressed and less confident the more they struggle with the language. Another important factor contributing to anxiety is the students' belief that they are not fully prepared to speak or understand English in real-world contexts. Some students may feel that their skills are inadequate for effective communication, which makes them nervous about participating in class or engaging in English-speaking scenarios outside the classroom. They may worry that their lack of fluency will result in misunderstandings or negative evaluations from others, which further reinforces their anxiety. Additionally, there is a belief among many non-English-speaking students that they need to be perfect in their English usage, which adds pressure and fear of failure. This perception often leads to excessive self-monitoring, where students become overly concerned with avoiding mistakes rather than focusing on communicating effectively. As a result, they may freeze up or experience physical symptoms of anxiety, such as sweating, trembling, or shortness of breath, when asked to speak in English. These beliefs—ranging from fear of judgment and perfectionism to perceptions of English as an insurmountable challenge—

contribute significantly to the development of anxiety among non-English-speaking students. These anxieties not only hinder their willingness to practice and use English but also affect their overall language learning experience, creating barriers to their confidence and progress.

The novelty of this research lies in its integration of Basturkmen's (2010) theoretical framework on needs analysis in English for Specific Purposes (ESP) curriculum design, while also incorporating valuable insights from existing research on English as a Foreign Language (EFL) and language anxiety. This study uniquely combines these perspectives to explore how anxiety factors influence students' behavior in EFL instruction and how non-English-speaking students' beliefs contribute to the development of this anxiety. By bridging these two important areas—ESP curriculum needs and the psychological aspects of language learning—this research provides a comprehensive understanding of the challenges faced by non-English-speaking students in the learning process, offering new directions for improving both curriculum design and teaching strategies.

CONCLUSION AND RECOMMENDATION

This research has highlighted the significant role anxiety plays in shaping the behavior of non-English-speaking students during English as a Foreign Language (EFL) instruction. The study reveals that anxiety, driven by various factors such as fear of judgment, fear of making mistakes, and the perception of English as a difficult language, significantly hinders students' ability to participate effectively in English lessons. A high percentage of students reported feeling insecure about speaking English, especially when compared to their native language, and expressed physical symptoms of anxiety such as sweating, trembling, and difficulty breathing. These anxieties are further intensified by students' beliefs that their English proficiency is inadequate and that they will be mocked or ridiculed for making errors. This fear prevents them from engaging in conversations, practicing speaking, and improving their language skills. Moreover, students' lack of confidence and their difficulty in understanding learning materials further exacerbate their anxiety, leading to a cycle of stress and disengagement with the learning process.

The findings also highlight the distinct challenges faced by non-English students in Arabic language education and Islamic studies, where the need to practice English is less frequent compared to other disciplines. This lack of regular practice, combined with students' perceptions of English as an insurmountable challenge, further discourages their participation and development in the language.

This study suggests that addressing the anxiety factors affecting non-English-speaking students is crucial for improving their experience in EFL instruction. To better support students, it is recommended that educators create a more supportive and less judgmental environment in the classroom, where students feel comfortable making mistakes and engaging with the language. Teachers should be mindful of their non-verbal cues, such as eye contact, which may contribute to students' anxiety, and try to reduce pressure by promoting a more relaxed atmosphere. Additionally, it is important for teachers to acknowledge the unique challenges faced by students from non-English backgrounds, particularly those in Arabic and Islamic education programs, and to adapt teaching methods accordingly.

Furthermore, the study suggests that curriculum design should be aligned with the needs and expectations of students, with a particular emphasis on practical, real-world language use. By integrating needs analysis into the curriculum, educators can ensure that the content is relevant and engaging for students, which may help reduce anxiety related to speaking and understanding English. The research also highlights the importance of addressing students' beliefs about language learning, as these perceptions significantly contribute to the

development of anxiety. Encouraging students to see English as a skill to be developed rather than a perfect system to be mastered could help shift their focus from fear of mistakes to confidence in communication. Finally, providing additional support, such as peer mentoring, language practice groups, and more opportunities for informal English use outside of the classroom, can further alleviate anxiety and promote a more positive learning experience.

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English as a Medium of Instruction in non-English Subject: Exploring the Students' Language Proficiency

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ABSTRACT

In facing the current era of globalization, it is necessary to implement an application that supports students to improve their English proficiency. The research aims to investigate the implementation of English as a Medium of Instruction (EMI) in non-English subjects and students' language proficiency during joining EMI-based classes. The researchers used the descriptive qualitative case study method. The subject of the research was 17 students at Maahad Tahfiz Al-Qur'an Darul Falah Selangor, Malaysia. The instruments were field observation, interviews, questionnaires. The research highlighted the dual role of EMI in improving English language proficiency while facilitating content mastery, despite challenges such as code-switching and students' varying levels of self-confidence. EMI improved language skills: its effectiveness depends on strategies tailored to support students' diverse needs. These insights contribute to optimizing EMI practices and advancing education policies that align with global academic demands. The integration of language and subject knowledge through EMI prepares students for academic success and equips them with the linguistic and cognitive skills. The recommendation is further researching the other scope of EMI is needed to explore the long-term impact of EMI on students' academic performance and language proficiency, particularly in diverse educational contexts to serve as a valuable tool for promoting inclusive and effective educational environment.

Keywords: English as a medium of instruction; language proficiency; non-English subject

INTRODUCTION

Innovative approaches are a necessity in educational processes, one of which is in teaching foreign languages. One such innovative approach is English as a Medium of Instruction (hereafter EMI), which is described as the use of English language for teaching academic subjects in communities where the majority of the population's first language is not English (Dearden, 2016). It is also known as a general term for academic subjects taught through English as it does not refer directly to the goal of improving students' English (Briggs et al., 2018). The EMI approach primarily focuses on subject matter in English, meaning that the language is used as a tool to convey subject content, or the consequence of subject learning. In a broader point of view, EMI is distinguished from 'Content and Language Integrated Learning' in not having language learning as a goal in itself. By containing the aim of

increasing international mobility and academic cooperation (Kyeyune, 2003), EMI is becoming increasingly relevant in the current era of globalization, where the demand for cross-cultural communication skills is getting bigger.

Owing to the strong influence of globalization and internationalization, the proliferation of EMI programs in higher education institutions has experienced a significant increase since 2012 (Rose et al., 2019). English-medium instruction has garnered significant attention in higher education due to its potential impact on language proficiency development and content knowledge acquisition, particularly in the field of philosophy education. EMI involves using English as the primary language of instruction in academic settings, presenting both challenges and opportunities for students and educators (Macaro et al., 2017). As universities worldwide increasingly adopt EMI, understanding its implications on language proficiency and content learning becomes imperative.

The phenomenon of EMI has rapidly expanded in higher education, reflecting a global shift towards English as a lingua franca in academic contexts (Macaro et al., 2017). While EMI offers the advantage of enhancing students' English language skills, it also poses challenges related to language proficiency levels and instructional quality. The implementation of EMI policies without adequate support systems and consideration of instructors' and students' language competencies has raised concerns about its effectiveness. With a variety of goals and details of practice, EMI has become a prevalent global educational practice. Likewise, research related to EMI is mushrooming in the academic field of Education.

The literature on EMI covers a wide range of research areas. Previous studies have explored various aspects of EMI, including its impact on students' English proficiency, academic achievement, and socio-cultural development. Research has also highlighted the importance of prior English proficiency in determining the effectiveness of EMI in improving students' language skills and content knowledge (Yuksel et al., 2023). Although previous research concentrated on conceptual examinations such as language policies and their implementation in different contexts (e.g., Evans, 2000; Kırkgöz, 2009), as well as implementation strategies and techniques, recent research has shifted towards exploring students' and teachers' beliefs, perceptions and attitudes towards EMI (Briggs et al., 2018).

Several studies have investigated the influence of individual differences such as self-efficacy, self-concept, thought patterns, motivation on academic success in EMI, and anxiety. Some examples of these articles are research on the implementation of EMI in the subjects of mathematics and science (Ismail et al., 2011; Fadhili et al., 2009), chemistry (Firmayanto et al., 2020), physics (Syakira, 2020), management (Li, 2020), and IT (Alhamami, 2021; Lau & Yuen, 2011).

English as a Medium of Instruction (EMI) has garnered significant attention as a pedagogical approach to delivering academic content in English, particularly in regions where English is not the first language. EMI aims to enhance students' English proficiency while facilitating content knowledge acquisition, often within the framework of globalization and internationalization of education. This review synthesizes key studies exploring the effectiveness of EMI in various academic disciplines, highlighting its benefits, challenges, and implications for future research. Ismail et al. (2011) investigated students' inclinations toward EMI in the teaching of science and mathematics. This study, involving 291 students from the Universiti Kebangsaan Malaysia, revealed that students from the Faculty of Science and Technology showed a stronger preference for EMI than those from the Faculty of Education. Factors such as linguistic background and race influenced students' inclinations, while gender did not. The study underscores a critical gap: the need to evaluate the relationship between students' preference for a language medium and their academic performance, proposing future research to connect language mastery with educational outcomes. Similarly, Lau and Yuen (2011) examined the impact of EMI on computer programming education in Hong Kong

secondary schools. Their findings highlighted that academic ability was the primary determinant of success in programming, though students from Chinese-medium schools outperformed their English-medium counterparts in specific knowledge domains like procedural and contextual understanding. This study emphasizes the nuanced role of EMI in influencing subject-specific learning outcomes and points to the complex interplay between language proficiency and academic achievement.

The experiences and challenges faced by educators in EMI settings are well-documented in the work of Mohamad Fadhili et al. (2009). Their study, which surveyed 26 science and mathematics teachers in Malaysia, found that while teachers supported the EMI policy, they faced obstacles in explaining complex concepts due to language barriers. The research highlighted the importance of specialized training programs to enhance teachers' proficiency in subject-specific English, demonstrating the need for institutional support to ensure successful EMI implementation. Meanwhile, Syakira (2020) explored students' perceptions of EMI in a Physics International Class Program at Makassar State University. Using qualitative methods, she identified that students appreciated EMI for its dual role in improving their English skills and delivering subject content. However, challenges such as limited vocabulary for specialized terms were noted. The study emphasized the necessity of refining EMI program design to optimize learning outcomes, particularly in language-intensive disciplines.

EMI differs from Content and Language Integrated Learning (CLIL) in its approach, focusing on subject mastery rather than explicit language instruction (Carrió-Pastor & Bellés-Fortuño, 2020). Collaborative classroom interactions within EMI environments foster student motivation and align with Vygotsky's sociocultural theory, which posits that knowledge is constructed through social and individual processes (John-Steiner & Mahn, 1996). These interactions enable students to enhance their language skills through meaningful communication with peers and instructors. Blaj-Ward (2017) further underscores the importance of providing structured language support through English for Academic Purposes (EAP) courses, conversational practice, and extracurricular activities. A holistic approach, integrating formal and informal learning opportunities, ensures continuous language development while aligning with students' academic needs.

Despite its advantages, EMI poses challenges in balancing language proficiency with content knowledge. Research highlights the need for tailored language support that addresses specific skill gaps in writing, speaking, and reading (Delalić, 2020). In addition, standardized language assessments like TOEIC can serve as benchmarks for evaluating students' readiness for EMI programs.

Future research should focus on longitudinal studies to examine how students' language skills and content knowledge evolve over time in EMI settings. Such studies would address the gaps identified by Ismail et al. (2011) and Lau & Yuen (2011), providing insights into the long-term impacts of EMI on academic success and career readiness. The reviewed studies collectively highlight the potential of EMI as an innovative educational approach that integrates language learning with subject-specific content delivery. While EMI enhances students' English proficiency and prepares them for globalized academic and professional environments, its effectiveness depends on addressing challenges such as language barriers, teacher preparedness, and program design. A nuanced understanding of EMI's impacts, coupled with targeted support strategies, will ensure its success in fostering academic excellence and linguistic competence.

However, there is still limited research about the implementation of EMI in non-English learning programs. Therefore, this study aims to fill this knowledge gap by exploring the role of EMI in language learning and content understanding in non-English subjects by addressing two main aspects; how is the implementation of EMI in non-English subjects? and how is the

students' class language proficiency situation during joining the EMI-based class? This research is essential for several reasons. Firstly, it will contribute to the existing literature by providing insights into the specific impact of EMI on language proficiency and content knowledge acquisition in non-English subjects. Secondly, understanding the relationship between EMI, language development, and academic achievement can inform educators and policymakers on effective strategies for implementing EMI in non-English subjects. Lastly, by elucidating the role of EMI in enhancing students' linguistic and cognitive skills, this research can pave the way for optimizing teaching practices and curriculum design in non-English subjects.

From the explanation above, language proficiency in the context of EMI refers to the improvement of students' English skills to be able to learn the material and actively participate in the learning process that uses English as the medium. Some relevant language proficiency benchmarks in this context are the ability to listen, speak, read, and write in English by including mastery of academic/technical vocabulary, the ability to communicate and argue critically, and understanding academic content.

This language skills development can not only be achieved through formal language classes, but also involves students' informal experiences outside the classroom such as extracurricular activities, group discussions, and daily language implementation. In addition, continuous feedback from lecturers and peers is essential to meaningfully develop students' language skills. By integrating formal and non-formal approaches and providing targeted feedback, it is hoped that students' language proficiency in attending EMI courses can continue to improve meaningfully to be able to maximize the achievement of learning outcomes. Therefore, language professional development is one of the most critical factors of student success in study programs that implement EMI.

METHODOLOGY

This study employs a descriptive qualitative case study design to gain an in-depth understanding of the implementation of English as a Medium of Instruction (EMI) and its impact on students' language proficiency and content knowledge. A case study is a research approach focused on providing a detailed analysis of a particular program, event, activity, or process within a bounded time and environment (Vaismoradi et al., 2013). This method is particularly suitable for exploring complex phenomena in their natural context, offering rich insights into the current state of the subject under investigation.

The research was conducted at Maahad Tahfiz Al-Qur'an Darul Falah Selangor, located in Sungai Besar, Selangor Province, Malaysia. The study was carried out from August 26, 2024, to September 15, 2024. EMI is implemented in the teaching of Akhlak (Islamic morals), making this class program relevant and adequate for the study's objectives. The participants consisted of 17 students enrolled in the program.

Data were collected through a combination of observations and semi-structured interviews, ensuring a comprehensive exploration of the participants' experiences and perspectives. These methods are foundational in qualitative research, allowing for the collection of rich and detailed data (Doody & Noonan, 2013). Observations were conducted to capture students' behaviors and interactions during EMI classes, offering real-time insights into the teaching-learning process and the application of English in content delivery. Semi-structured interviews were employed to provide flexibility in exploring students' experiences, attitudes toward EMI, and perceptions of how language proficiency influences their learning of Akhlak. This method allowed for the inclusion of follow-up questions based on participants' responses, enabling the collection of nuanced data. Additional data were gathered through the

review of students' worksheets and assessment results, including both formative and summative evaluations. These documents provided insights into students' academic performance and how it correlated with their responses in the interviews.

The data were analyzed using thematic analysis and content analysis, two complementary qualitative methods that facilitate a rigorous examination of participants' experiences and the instructional context. Thematic analysis involves identifying, analyzing, and reporting patterns or themes within the data (Mandiri et al., 2022). This method was applied to the observation notes and interview transcripts, allowing the researchers to uncover key themes related to students' language proficiency, their challenges, and the impact of EMI on content knowledge acquisition. Meanwhile, content analysis was used to systematically organize and analyze information from students' worksheets and assessments. This approach enabled the identification of trends and patterns in students' academic performance, aligning these findings with themes derived from the interviews and observations. Krippendorff (2018) highlights the utility of content analysis in drawing reliable and meaningful conclusions from textual data within its context.

The data analysis process involved triangulating findings from observations, interviews, and documentation to ensure a comprehensive and reliable understanding of the research problem. The integration of thematic and content analysis provided a structured and systematic framework for interpreting the data, allowing the researchers to address the study's objectives effectively. This methodology ensures a robust exploration of EMI's role in enhancing students' language skills and content knowledge, offering valuable insights for educators and policymakers.

RESULT AND DISCUSSION

This study primarily aims to explore the use of English as a Medium of Instruction (EMI) in educational settings. The findings from the observations reveal several aspects of EMI implementation that have a significant impact on both language proficiency and subject knowledge. Key insights from the data collected will be highlighted and analyzed in the following discussion. The observation results indicate that the implementation of EMI aligns with several indicators outlined in the literature. Teachers conduct the entire learning process in English, including instruction, material delivery, discussions, presentations, and assignments. This approach offers students multiple opportunities to use English in different learning contexts, supporting EMI's objective of internationalizing education (Belhiah & Elhami, 2015). No summative assessments were conducted during the observation period, possibly because teachers focus more on content mastery than on language assessment in the initial stages of EMI implementation.

Classroom interaction is a crucial aspect of EMI implementation. Observations reveal that students often resort to sign language when struggling to speak in English. This indicates that, despite the policy of using English during discussions, students still seek alternative methods of communication. According to Doiz et al. (2014), meaningful interaction within the EMI context can enhance students' motivation and sense of belonging to the learning process. The use of language in these interactions helps to build shared knowledge.

The use of English in tasks and formative assessments demonstrated consistency in the implementation of EMIs, even though no summative assessments were conducted during the study. While this might suggest that EMI has not yet been fully integrated into the evaluation system, teachers intend to conduct summative assessments in English moving forward. This reflects the expectation that students will become increasingly accustomed to using English in an academic context. The adoption of EMI in learning can be seen as an effort to improve

English proficiency among students. As stated by Carrió-Pastor and Bellés-Fortuño (2020), EMI not only serves as a tool to convey content, but also to develop students' language skills (Carrió-Pastor & Bellés-Fortuño, 2020). The implementation of EMI is expected to encourage students to be more active in using English in everyday and academic contexts, which in turn will strengthen their position in the global environment. Despite the benefits of EMI, challenges persist, such as code-switching between English and the mother tongue by both teachers and students. When communication becomes difficult, both groups often revert to their first language. This indicates that EMI implementation focuses not only on language learning but also on knowledge mastery, as emphasized by Carrió-Pastor and Bellés-Fortuño (2020). The use of the first language helps facilitate understanding when challenges arise, aligning with sociocultural theory, which posits that knowledge is constructed through social interaction (John-Steiner & Mahn, 1996). This phenomenon supports Dearden's research, which emphasizes the need for flexibility in language use, particularly in contexts where the language of instruction is not the students' mother tongue (Dearden, 2016). While code-switching can be an effective strategy for overcoming communication barriers, it also highlights students' limitations in English proficiency.

The presentation sessions conducted in English revealed that while students followed instructions, there was a lack of innovation in their vocabulary usage. The language barrier led students to communicate nonverbally, which impacted the quality of their presentations, making them less creative in vocabulary use, though there were improvements in nonverbal aspects such as gestures. This suggests that language proficiency has not yet fully supported content learning. However, from another perspective, this can be seen as a positive outcome, as students demonstrated creativity through their use of gestures, attempting to compensate for their verbal limitations. This highlights the need to boost students' confidence in using English, which is crucial for their success in a global context (Belhiah & Elhami, 2015). The use of code-switching to the mother tongue during classroom interactions indicates a need to further enhance students' English proficiency. This situation fosters an environment where students feel more at ease using their native language, which may impede the progress of their English language development.

Overall, the initial implementation of EMI is generally in line with its basic concept of utilizing English for internationalized learning. However, more support is needed to strengthen students' language skills in order to maximize the benefits of EMI on the development of both language and knowledge. Thus, it can be understood that the implementation of EMI in learning provides a significant opportunity to improve students' English language proficiency and content knowledge. Despite its challenges, such as the frequent use of code-switching, the implementation of EMI shows the potential to build bilingual and multilingual learning communities. Social interactions formed in the context of EMI can support the development of students' knowledge and language skills, in accordance with the principles of constructivism. Further research is needed to evaluate the long-term impact of EMI in other learning contexts and to develop strategies that can reduce reliance on mother tongue in classroom interactions.

The second data was revealed based on interviews with students, various aspects related to language mastery, the impact of switch codes, and challenges faced in the EMI learning process were revealed. This analysis aims to relate the findings to the relevant literature. Students' attitudes towards confidence in learning also vary. Students who feel positive, such as Ila, Sinta, and Aleesya, consider challenges as part of an enjoyable learning experience. Some students commented that EMI did not have much impact on their confidence. On the other hand, students like Nadia and Insyirah feel depressed by the difficulties they face. This suggests that while EMI can increase students' motivation, significant language challenges can reduce their confidence.

The importance of self-confidence in learning is explained by Vygotsky's theory, which states that knowledge is built through social interaction and individual experience (John-Steiner & Mahn, 1996). Students' uncertainty about their English language skills can be a barrier to meaningful interactions. Therefore, it is important for teachers to provide support and strategies that can help students overcome language difficulties, so that they can increase their confidence. The majority of students report that EMI has a positive impact on their English proficiency. For example, Insyirah stated, "I have to force myself to understand and therefore my English skills have improved." Other students also indicated that although they initially found it difficult, they eventually got used to it and became more proficient. This is in line with the findings of Rose et al (2019) and Xie & Curle (2022), which show that EMI can be an effective tool in improving students' language skills through constant interaction with English-language materials.

However, there are students like Nadia and Iman who find it difficult, with Nadia revealing, "I can't, because I still can't speak English." This suggests that not all students are ready to adapt to the use of English in an academic context, potentially hindering their learning achievement. It also points to the need for a differentiated approach in EMI teaching, so that students with varying language skills can still get appropriate support (Delalić, 2020). Switching code between English and Indonesian seems to play a dual role in the learning process. Many students, including Farhana and Nadia, feel that switch code helps them in understanding the material, especially for those who are still weak in English. As Farhana stated, "I think it helps me a lot, because I am weak in English." However, there are also those who feel that the use of Indonesian can hinder the challenges they should face in improving their English proficiency. This is in line with the views of Kohnke & Jarvis (2023) who emphasized the importance of balancing the use of language in the context of EMI to encourage better language mastery. Some students reported difficulties in understanding new vocabulary, as stated by Sinta, "Not understanding some new vocabulary, I still need to revisit." This difficulty demonstrates the importance of mastery of academic vocabulary in the context of EMI, which has been identified as one of the important aspects of language proficiency (Thompson et al., 2022). On the other hand, students like Syakira and Dania find no significant difficulties, suggesting that learning experiences can vary greatly. The majority of students overcome their difficulties by asking questions to the teacher, discussing with friends, or reviewing the material. This approach is in line with Blaj-Ward's recommendation on the importance of continuous feedback from teachers and peers to support the development of language skills (Blaj-Ward, 2017). Students who feel embarrassed to ask questions, like Puteri, point out that there is a need to create a more inclusive and supportive learning environment, where students feel comfortable actively participating.

The above discussion shows that the implementation of EMI can have a significant impact on the students' English proficiency. Students who feel supported in the learning process tend to show greater improvement in their language skills. However, it is important to pay attention to the challenges faced by students who have diverse language backgrounds. Integrating formal and non-formal teaching approaches, as well as providing constructive feedback, is an important step to improve EMI effectiveness. Thus, language proficiency development in the context of EMI not only supports content learning, but also equips students with the language skills necessary to succeed in a global world.

Additionally, it is important for teachers to identify strategies that can help students improve their confidence and language skills. With the right approach, EMI can be an effective bridge between language mastery and content knowledge, preparing students to face the global challenges of the future. Further research is needed to dig deeper into the factors that affect students' experiences in EMI classrooms and how teaching strategies can be optimized to meet their needs.

These findings also show that EMI-based education has great potential to improve students' content knowledge, although it is not without challenges. While many students enjoy their learning experience, there are also those who feel the pressure of mastering new material and a foreign language at the same time. To maximize the effectiveness of EMI, it is important to consider the individual needs of students and create a supportive learning environment. With the right approach, EMI can be an effective tool in facilitating the development of content knowledge and language proficiency simultaneously. Further research is needed to identify the best strategies in the context of EMI and establish clear benchmarks to assess student progress.

CONCLUSION AND RECOMMENDATION

One of the fundamental objectives of EMI is to enhance students' English language proficiency alongside content mastery. The findings of this study indicate that EMI plays a crucial role in improving students' abilities in reading, writing, speaking, and listening in English. Students reported that their proficiency in academic and technical vocabulary has increased as they were exposed to English across various subjects. In particular, the students emphasized the benefits of practicing academic discussions and writing, which pushed them to expand their vocabulary and develop critical thinking skills when presenting arguments. Challenges also emerged, with students expressing difficulties in mastering complex academic language. This barrier underscores the necessity for ongoing language support, both inside and outside the classroom. Students like Nadia noted that understanding new vocabulary in EMI classes was a recurring issue, while others, like Farhana, found that switching between their mother tongue and English helped them overcome language barriers. This previous literature highlights the significance of providing consistent language support throughout EMI programs.

Students benefited greatly from classroom discussions and peer interaction, which enabled them to practice English in real-time academic settings. However, the research also pointed out that students who lacked confidence or had limited language exposure outside the classroom felt overwhelmed, especially when faced with both content learning and language acquisition simultaneously. Hence, continuous and constructive feedback from teachers, coupled with extracurricular activities designed to foster informal language use, is deemed essential for maximizing language learning outcomes in EMI. Moreover, the study highlighted the role of teachers in addressing these challenges clear explanations, offered vocabulary support, and used engaging teaching methods were more successful in helping students navigate the complexities of EMI. The study emphasized the need for teachers to be not only content experts but also proficient in English, as their language competence directly influenced the students' learning experience. Finally, the study pointed to the importance of creating a supportive learning environment where comfortable practicing their English skills without fear of making mistakes. This, combined with formal language classes and informal language use outside the classroom, helped build students' confidence over time, which is crucial for their success in EMI. This study has demonstrated that EMI has a significant impact in language proficiency. While it presents unique challenges, particularly in terms of language barriers and cognitive load, the potential benefits of EMI are substantial. Students who engage in EMI programs not only improve their English language skills but also deepen their understanding of equipping them with valuable tools for academic and professional success in a globalized world.

Finally, the researchers recommend that further research in other areas is needed to explore the long-term impact of EMI on students' academic performance and language proficiency, particularly in diverse educational contexts. By addressing these challenges and implementing these recommendations, EMI can continue to serve as a valuable tool for promoting both

language learning, fostering a more inclusive and effective educational environment. The integration of language and subject knowledge through EMI not only prepares students for academic success but also equips them with the linguistic and cognitive skills necessary to thrive in an increasingly interconnected world.

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My Name Eiz...”: Slip of the Tongue, Somatic Anxiety, and its Strategy in English Speaking Class

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ABSTRACT

The present study delves into the types of slip of the tongue occurring in formal speaking class accompanied by somatic anxiety and strategies to reduce it. The research employed a qualitative approach through students' observation of simulation, survey, and in-depth interviews. The participants were 91 students of the English language program joining the formal speaking class. The data were analyzed using the theory of slip of the tongue and the framework of somatic anxiety. The result revealed four types of tongue slips found in the formal speaking class: addition, substitution, perseveration, and repetition. The students with somatic anxiety produced more slip of the tongue than the non-anxious students. Substitution is the most dominant error produced by students. Most substitutions occurred due to the phonological similarity effect either in the mother tongue or in the target language. The findings also reported that the slip of the tongue was accompanied by somatic symptoms such as cardiopulmonary symptoms, musculoskeletal, gastrointestinal, and general symptoms. Students mostly experience cardiopulmonary symptoms palpitations, heavy sweating or perspiration, and nausea followed the symptoms. In addition, the internal factors that contributed to the slip of the tongue were fear of the stage, lack of confidence, and shyness factor. Finally, music therapy is perceived to be effective in alleviating the students' somatic symptoms and speech errors.

Keywords: formal speaking class; music therapy; psycholinguistics; slip of the tongue; somatic anxiety

INTRODUCTION

Creating an active foreign language-speaking class is not an easy job for a teacher. Studies have scrutinized that foreign language anxiety widely as a distinct component influencing learners' oral production (Yalçın & İnceçay, 2014). Students' self-regulation, anxiety, confidence, and willingness to collaborate contribute to students' oral presentations (Maldini & Indah, 2020). It means the students face internal challenges in their speaking performance. Students who have anxiety when speaking in front of others show poor performance in learning the English language, a lack of confidence, and a fear of making mistakes in their speech (Afidawati et al., 2024).

Flores (2024) defines anxiety as a feeling of unease, dread, and terror. A person experiencing anxiety may feel overly tense, and restless, experience a rapid heartbeat, and perspire; these are natural reactions of the body to stress. Speaking anxiety can range from a mild case of "nervousness" to intense panic. Anxiety related to public speaking is a major problem for a lot of communicators, partly because it causes uncomfortable bodily reactions that might divert or impede the speaker's normal communication style. The most typical signs of speaking anxiety include trembling in the hands and feet, shivering, sweating, panic, amnesia, blankness, butterflies in the stomach, dry mouth and throat, rapid heartbeat, and squeaky voice (Rajitha & Alamelu, 2020). According to them, the internal factors that contribute to speaking anxiety are stage fear, lack of confidence, and shyness. Karatas et al., (2016) state that foreign language learners frequently worry about their ability to communicate in a foreign language when speaking. In formal settings, speaking anxiety poses a unique challenge, influencing individuals tasked with handling events like the master of ceremony and moderator, delivering presentations, speeches, and other formal settings.

Anxiety may contribute to tongue slip which occurs due to psychological pressure (Sariasih et al., 2023). Slips happen when the speaker unintentionally makes an actual utterance that is different from the intended utterance. A slip of the tongue deviates slightly from what was intended to be said (Daud & Mustofa, 2018). Regarding the slip of the tongue case, Aitchison (2007) has subdivided slip of the tongue into two major categories, namely: selection errors and assemblage errors. Errors in word selection illustrate the speakers' awareness of part of speech classes and how they fit into sentence frames which include (1) semantic errors (similar meaning errors); (2) malapropism (similar sound errors); and (3) blends. Semantic errors are in the form of word selection, in which slots are filled by wrong words. Malapropism can occur when speakers choose the first word that sounds correct out of imperfect phonetic representations of the words they are thinking of. Furthermore, blending errors are selection errors that happen when two words are combined to generate a new word. In addition, Aitchison (2007) has defined assemblage errors as errors in which the correct word choice has been made, but the items chosen to have been faultily assembled, including transposition, anticipation, and repetition. Transpositions are errors in which two segments are interchanged, and so the origin of one error is the target for the other and vice versa. Anticipation errors occur when a speaker anticipates what he is going to say by bringing in an item too early. In repetition errors, a speaker repeats one or more words in a row.

While Aitchison has categorized slip of the tongue, Carroll (2007) had different categories of tongue slips that are shift, exchange, anticipation, perseveration, addition, deletion, and blend. In shifts, one speech segment disappears from its appropriate location and appears somewhere else. Exchanges are, in effect, double shifts, in which two linguistic units exchange places. Anticipations occur in the appropriate place and earlier in the speech. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice. Perseverations occur when an earlier segment came after the origin and replaced a later segment. Additions adds some additional linguistic materials into the utterances, whereas deletions leave something out. Substitutions occur when the speaker replaces a word, they typically come up with an inaccurate word that is nonetheless connected to the original term, either semantically or phonologically. Finally, blends occur when the two desired elements are being considered along with multiple words.

In both formal and informal contexts, slips of the tongue can happen at any time and/or in any circumstance (Maldini & Indah, 2020). Speech errors have two primary causes, according to Zhu (2018) psychological variables account for the first, while physiological factors account for the second. Speech errors can be caused by physiological variables such as gender, age, and bodily problems, but psychological issues are mostly the results of an

oppressed mind manifested through specific errors. Situational anxiety, social variables, and cognitive difficulty are the factors that affect the formation of slips (Zulaihah & Indah, 2021).

Previous studies related to speaking anxiety have been conducted by several researchers such as the factors of speaking anxiety by Melouah (2013), Santoso and Perrodin (2022), Alaqeel and Altalhab (2024), strategies to minimize students' anxiety by Afidawati et al. (2024), level and causes of speaking anxiety by gender differences and factors of speaking anxiety Fauziah et al. (2022), Karatas et al. (2016), and Mahardika and Widyantoro (2024). Research on the slip of the tongue contributed by psychological factors such as anxiety and nervousness has been explored in various formal settings such as interviews (Zulaihah & Indah, 2021) and debate (Sariasih et al., 2023; Maldini & Indah, 2020).

Despite previous studies highlighting the influence of psychological factors, there remains a gap in investigating speaking anxiety accompanied by somatic symptoms. Thus, the novelty of this study presents the gap in investigating the slip of the tongue accompanied by somatic anxiety. Formal speaking engagements often amplify the pressure and expectations placed on individuals, potentially triggering or intensifying somatic symptoms. It may be challenging for speakers who exhibit high levels of psychological trait anxiety to have somatic stress symptoms. The symptoms associated with formal presentations may contribute to the well-being and performance of speakers. Rajitha and Alamelu (2020) have explained some typical signs of speaking anxiety as a result of language anxiety. In addition, Witt et al. (2006) have studied the investigation of somatic anxiety patterns in giving a public speech, but their influence on the language production in the speech remains to be deeply explored.

The preliminary survey reported that more than half of the students in the class speaking for formal interaction in the English Education Program Universitas Islam Negeri Raden Mas Said Surakarta in the academic year 2023/2024 have gastrointestinal problems. This is in line with the previous study conducted by Kesuma et al. (2019) who found that Irritable Bowel Syndrome (IBS) as a functional gastrointestinal disorder was found in 30.2% of 454 students. Compared to other Asian countries, it revealed a greater incidence of IBS among Indonesian high school students. Additionally, one of the clusters of somatic anxiety is gastrointestinal symptoms. From a preliminary survey, the students who feel somatic anxiety experienced gastrointestinal symptoms which alter the speech production.

It is evident that in recent decades, relaxation treatment has gained popularity as a stress-reduction strategy and is beneficial in a variety of cultural contexts (Krishna et al., 2022). One of the strategies for promoting relaxation and reducing somatic anxiety is music therapy. Music therapy is a methodical intervention procedure in which the therapist works with the client to enhance their health by utilizing musical experiences and the connections that arise from them as dynamic agents of transformation that can be used to reduce anxiety (Ben-Arye et al., 2015). Therefore, the current study aimed to further earlier research by analyzing the somatic response patterns contributing to slip of the tongue in speaking for formal interaction class, as well as by exploring that relationship. This research endeavors to unravel the intricate interplay between somatic anxiety issues and formal speaking, acknowledging the potential bidirectional relationship between physiological responses and formal contexts. By delving into the somatic during formal speaking, this study seeks to offer a deeper understanding of the unique challenges posed by formal contexts and views the effectiveness of music therapy in alleviating the symptoms and errors in speech production.

METHODOLOGY

This study used a descriptive qualitative methodology. The researchers employed video recording of the speaking class while simulating some settings in formal interaction as the data

source. The 91 students of the second semester in the English Education Program Universitas Islam Negeri Raden Mas Said Surakarta in the academic year 2023/2024 were involved in the study. The participants differentiated with 66 students with somatic symptoms during speaking and the remaining 25 students were not anxious.

The data included utterances containing a slip of the tongue and the result of the survey and interview. The participants simulate various formal settings such as master of ceremony, moderator, news anchor, news reporter, and speech. The information was gathered in stages. The technique of data collecting was initiated by listening to the students' simulation directly to fully comprehend the utterances. The next action was to take note of a slip of the tongue made by the students by observing the students' performance comprehensively. After the simulation, the researchers distributed surveys to assess somatic symptoms the students felt during their performance. Participants were asked to complete the somatic symptoms during formal speaking via an online questionnaire. The information about somatic symptoms was also obtained by in-depth interviews to explore students' subjective experiences in greater detail. The students followed 14 meetings of speaking class and had opportunities to perform speaking in front of class twice. Music therapy was given after the sixth meeting. After that, the students were asked to give their perceptions of the effectiveness of music therapy. The music therapy was shooting relaxation music by Peder B. Helland taken from <https://www.youtube.com/watch?v=77ZozI0rw7w&t=315s>. The video was listened to by the students, and it was chosen because of the good impact that is viewed and listened to by more than 211 million viewers with positive commentary. Data were analyzed based on the Somatic symptoms by Bekhuis et al. (2015) and types of slip of the tongue proposed by Aitchison (2007) and Carroll (2007).

RESULT AND DISCUSSION

SLIP OF THE TONGUE

Based on the surveys, these following are slip of the tongue produced by either participant with anxious or no anxious feeling.

TABLE 1. The frequency of slip-of-the-tongue types

Type of slip of the Tongue	Frequency (anxious students)	Frequency (non anxious students)
Addition	32	15
Substitution	50	26
Perseveration	5	-
Repetition	10	-

The data in Table 1 indicates that the students produce a slip of the tongue during the simulation of speaking for formal interaction. The participants who are anxious classified with somatic symptoms produced more slip of the tongue than non anxious students with no somatic symptoms. The most common slip of the tongue produced by 76 students with 50 anxious students and 26 non anxious students is substitution. The next slip of the tongue was frequently made by 32 students with somatic anxiety and 15 students with no somatic anxiety in addition. Other slip the tongue such as perseverence and repetition were produced by a few of the students who felt anxious. The following is each explanation of a slip of the tongue.

1. Addition

According to Carroll (2007), this kind of error occurs when the speaker incorporates more language elements into their speech. The speaker can add phonemes, morphemes, articles, conjunctions, complete words, or even phrases as linguistic elements.

For example:

- (1) *Ladies and gentlemen, now this is high time for us to listen to the speech from the head of Yayasan Taqwa Cerdas Kreatif Mr. Ihsan Ibadurahman, S.Pd, M.H. Sc, please, time is yours*
- (2) *Honorable the headmaster school of Alfa Centauri Elementary School: Mrs. Eka Dewi Sulistiawati S.PDI.*
- (3) *To you all for your participation and support, we wish you a safe journey back home, once again thank you, and good afternoon!*
- (4) *Thank you for the highest appreciation for our presenters who have shared their knowledge.*
- (5) *The first session was a question-and-answer session between the moderator and the presenters.*
- (6) *A big thank you to our distinguished guest.*

There is an extra sound in the pronunciation of each bold word in the example (1), (2), (3), (4), (5), and (6). The students add /h/ into /'ɑ:.nə.ə.bəl/ and k/ into /'nɑ:.lɪdʒ/ so that the word “honorable” in the example (2) is pronounced as /hɑ:.nə.ə.bəl/ “knowledge” in the example (4) is pronounced as /k'nɑ:.lɪdʒ/. For example (1), (3), (5), (6) additional sounds /t/, /r/, /w/, and /u/ are attached to word in the middle of pronunciation like /'lɪs.tən/, /æf.tə'r'nu:n/, /'æn.swə/, and /dɪ'stɪŋ.guɪʃt/. The extra /t/, /h/, /r/, /k/, /w/, and /u/ in the example (1) up to (6) sounds are not supposed to be there. They can be considered a type of slip of tongue called addition. In the examples, the inappropriate addition of sound is characteristic of a slip-of-the-tongue addition type.

2. Substitution

When a speaker substitutes a word, they usually produce one that is incorrect but is yet connected to the intended term either phonologically or semantically. When a speaker substitutes words that have entirely different meanings from what they should, it confuses the audience (Carroll, 2007).

- (7) *Ladies and gentlemen, we now come to the end of this event the educational seminar Alfa Centauri Senior High School 2024*
- (8) *Good morning ladies and gentlemen, my name is Syifa Aulia Anandita. It is an awesome and precious chance for me.*
- (9) *OK now let us all have some fun and it's time for the traditional Bouquet throw.*
- (10) *Ladies kindly take your place behind the bride and be prepared to catch the bouquet.*
- (11) *Ladies and gentlemen, I am Afita as moderator of today's session, welcome you all, how are you? I hope you are always healthy and happy, okay?*
- (12) *Authorities have issued a flood warning for the region, advising residents to take precautionary measures.*

Examples (7), (8), (9), (10), (11) and (12) show malapropism errors indicated by students who unintentionally pronounce a phonetically similar word or replace one word with another that is soundly similar. Malapropism occurs when the incorrect use of a word has a similar sound to

the intended word but has a different meaning. In the example, there are unintentional substitutions between (7) "event" /i'vent/ and "even" /i:vən/, (8) "chance" /tʃæns/ and "change" /tʃeɪndʒ/, (9) "bouquet" /bu:'keɪ/ and bucket /bʌk.ɪt/, (10) "bride" /braɪd/ and bridge /brɪdʒ/, (11) "how" /haʊ/ and "who" /hu:/, and (13) "flood" /flʌd/ and "flute" /flu:t/. The two words have similar sounds, but different meanings, so that they can be categorized as malapropism errors.

Students pronounce "event" with /i:vən/ for intended word with the meaning of an activity that is "planned for a special purpose and usually involves a lot of people, for example, a meeting, party, trade show or conference (Hornby, 2013, p. 512). It results in different meaning that is adverb used "to show that something is surprising, unusual, unexpected or extreme (Hornby, 2013, p. 511)". Furthermore, example (8) "chance" and "change" and (9) "bouquet" and "bucket" indicate the similar pattern of error. The students substitute the word "chance" with pronounced as /tʃeɪndʒ/ for the intended word meaning of "an occasion that allows something to be done (Hornby, 2013, p. 236)", and the word "bouquet" with /bʌk.ɪt/ for the intended word meaning "of a group of flowers that have been fastened together and attractively arranged so that they can be given as a present or carried on formal occasions (Hornby, 2013, p. 167)". Therefore, pronunciation /tʃeɪndʒ/ results in different meaning that is "exchange one thing for another thing, especially of a similar type (Hornby, 2013, p. 237)", and pronunciation /bʌk.ɪt/ produces in different intended word that is "a container with an open top and a handle, often used for carrying liquids (Hornby, 2013:186)". The two last examples of malapropism error occur in pronunciation errors like word "bridge" /brɪdʒ/ for intended meaning "a woman who is about to get married or has just got married (Hornby, 2013, p. 179)", and "who" /hu:/ for intended meaning of greeting. The last example is the word "flood"- to cause to fill or become covered with water, especially in a way that causes problems (Hornby, 2013:583), which is substituted into the word "flute"- a tube-shaped musical instrument with a hole that you blow across at one end while holding the tube out horizontally to one side (Hornby, 2013, p. 585).

Other examples of substitution that do not result in different meanings are as follows:

- (13) *Excellencies ladies and gentlemen before we start our agenda for today we will be reciting the holy Quran.*
- (14) *When people read newspapers during breakfast or watch television, news in the evening is gone, and with the advancing technology and busy lifestyles adopted by modern people, social media has gained popularity as a means of communication and information source.*
- (15) *The first session was a question-and-answer session between the moderator and the presenters.*
- (16) *Next, ladies and gentlemen, we have come to the end of the event where the conclusions that can be drawn from this afternoon's discussion.*
- (17) *Wow, it's been such a long time since we last met! Welcome to this morning's reunion event!*
- (18) *Ladies and gentlemen, let's give the most enthusiastic applause to our presenters this morning.*
- (19) *I'm Najwa Nur Assyifa, wishing you a great and productive afternoon.*
- (20) *The honorable Dean of Faculty Cultures and Languages, Prof., H., Imam Makruf.*
- (21) *Honorable, chief of planner, Mr. Arifin Rudiyanto, Representing Deputy Minister for Maritime and Natural Resources Ministry of National Development Planning for Bappenas.*
- (22) *On behalf of the host, and the organizing committee, we extend our appreciation for your support and your active participation during this meeting and also thank you for joining us online.*

- (23) *Ladies and gentlemen, Today, I'm here to deliver a message of motivation, one that I hope will light a fire within you and inspire you to unlock your fullest potential.*
(24) *This is the best way to ensure you are in the know and effectively informed.*
(25) *My aim today is to shed light on both the positive and negative effects of technological advancements on our societal structure, behavior, and relationships.*

The word “agenda”, “presenters”, “gentlemen”, “discussion”, “reunion”, “productive”, “culture”, “maritime”, “committee”, “today”, “effective”, and “structure” are pronounced differently unintentionally. The consonant substitution occurs in the words “agenda” and “technology” when the sound “g” is substituted with the sound “dʒ”. The word “agenda” in the example (13) is pronounced as /ʌ'gen.də/ instead of the intended word /ə'dʒen.də/, and the word “technology” in the example (14) is pronounced as /tek'nɑ:lə.ɡi/ instead of the intended word /tek'nɑ:lə.dʒi/. Vowels' substitution is also made in the word “agenda” because the change involves the substitution of a “ə” sound with a “ʌ” sound in the word.

Mispronunciation errors in the example (15) up to (25) for words such as “presenter” /pre'zen.tə/ for /pri'zen.tə/, “discussion” /dɪ'skuʃ.ən/ for /dɪ'skʌʃ.ən/, “reunion” /rejuː.njən/ for /riː.juː.njən/, “gentlemen” /'dʒen.təl.mæn/ for /'dʒen.təl.mən/, “productive” /pro'duk.tɪv/ for /prə'dʌk.tɪv/, “culture” /'kʌl.tʃər/ for /'kʌl.tʃə/, “maritime” /'marɪtɪm/ for /'mer.ə.taim/, “committee” /kə'mɪ.ti/ for /kə'mɪ.ti/, “today” /tu'deɪ/ for /tə'deɪ/, “effective” /e'fek.tɪv/ for /ə'fek.tɪv/, and “structure” /'strʌk.tʃər/ for /'strʌk.tʃə/. The examples of (13) up to (23) can be categorized as vowels' substitution because the change involves the substitution.

The students replaced the sound /ə/ with the sound /u/ in the word “today”, with the sound /e/ in the word “effective”. Next, the sound /ɪ/ is replaced with the /e/ sound in the words “presenter” and “reunion”, and the sound /ʌ/ is replaced with /u/ in words “discussion”, “productive”, “culture” and “structure”. Double substitutions in the word “committee” are made by replacing the sound /ə/ with the sound /oo/ and the sound /i/ with the sound /e/. Multiple substitutions in the word “maritime” are created by replacing the sound /e/ with the sound /a/, sound /ə/ with the sound /ɪ/, and /aɪ/ with the sound /ɪ/. In addition, the influence of word pronunciation “man” /mæn/, the students also substitute sound /æ/ into /'dʒen.təl.mæn/. Gentlemen should be pronounced as /'dʒen.təl.mən/.

3. Perseveration

Perseverations occur when an earlier segment replaces a later item:

- (26) *Good morning ladies and gentlemen, my name is Syifa Aulia Anandita. It is an awesome and precious chance for me to be your master of ceremony this morning.*
(27) *I am Afita Atmaja Salsabila as the moderator of today's discussion session, take my leave and thank you for your attention.*
(28) *Absolutely! Have you all had breakfast yet? Don't forget to taste many food has been served.*
(29) *Thank you, Mrs. Sriyanti for delivering the closing remarks as our official closing, and with that we now come to the end of this event G20 development.*
(30) *My aim today is to shed light on both the positive and negative effects of technological advancements on our societal structures, behaviors, and relationships.*

In the example (26), the students made preservation sound /eɪ/ for the word name at the beginning into the word “is” /ɪz/ in the words “name is” /maɪ neɪm ɪz/ become /maɪ neɪm eɪz/. The first segment “take” /teɪk/ with sound /eɪ/ replaced the later item “leave” /leɪv/ in the example (27). The word “leave” should be pronounced as /li:v/. Furthermore, the same pattern of repetitive sound also occurs in the word (28) “forget” and “taste”, (29) “now” and “come”

and (30) “shed” and “light”, that the first segment “forget” /fə'get/ with sound /e/ replace the later sound /test/. The word “taste” should be pronounced as /teɪst/. In addition, the word “now” /naʊ/ in the first segment with the sound /aʊ/ replaced the later sound of the word “come” /kʌm/. The word “come” should be pronounced /kʌm/. In the last example (30), the students make the preservation sound /e/ for the word at the beginning “shed” /ʃed/ into the word “light” /let/. The word “light” should be pronounced as /laɪt/. Examples (26), (27), (28), (29), and (30) can be categorized as perseveration because there is any repetitive sound that comes after the origin sound.

4. Repetition

A speaker produces repetition errors when repeating one or more words in a row (Aitchison (2007). The following are examples of repetition errors made by the students during formal speaking.

(31) *Motivation without/without action is like a ship without a sail*

(32) *While/while it offers unprecedented opportunities for growth and connectivity, it also presents significant challenges that we must address.*

(33) *First / Firstly, let's define what trauma.*

Speech errors occur when pupils repeat words because they are trying to convince themselves what they stated by using similar words like without/ without, while/ while, and first/ firstly.

SOMATIC SYMPTOMS

The study revealed that the students with anxious feeling experienced a greater occurrence of somatic symptoms during the formal speaking simulation as follows:

TABLE 2. Frequency somatic symptoms

Clusters of Somatic Symptoms	Frequency
Musculoskeletal	23.5%
Gastrointestinal	17.6%
Cardiopulmonary	73.2%
General symptoms	11.8%

The result reported cardiopulmonary symptoms such as excessive perspiration, and palpitation were experienced by the students about 73.2%. Then, musculoskeletal in the form of tingling in fingers or shivering was experienced by 23.5 % of students. Next, gastrointestinal-like a bloated feeling in the abdomen, nausea, or upset stomach was felt by 17.6 % of students. Furthermore, general dizziness or feeling lightheaded occurred in 11.8% of students. Examining specific somatic symptoms, the research identified distinct patterns associated with formal speaking anxiety experienced by students. About 64.7% of students have gastrointestinal problems, but it only produces 17.6% somatic anxiety. Palpitations emerged as the most commonly reported symptom, followed by excessive perspiration or sweating and nausea.

MUSIC THERAPY

The following are the students' perceptions toward music therapy in reducing their somatic symptoms and speech errors.

TABLE 3. Students' perception of music therapy as a strategy

Questions	Frequency	
	Yes	No
Do you feel any difference in nuance before and after music therapy?	76.7%	23.3%
Do you feel more relaxed while speaking with music therapy?	84.2%	15.8%

Do you feel more confident while speaking with music therapy?	85.8%	14.2%
Do you feel your anxiety reduced while speaking with music therapy?	62.3%	37.7%
Do you feel your pronunciation is more organized while speaking with music therapy?	64.5%	25.5%

The students' perception is positive toward the use of music therapy during speaking class. Most students felt more relaxed and confident after being given music therapy while speaking. More than half of students felt their anxiety reduced and their pronunciation more organized. The result showed that additions occur in double consonants in one syllable. Additions are often found in the words that have two consonants in one syllable such as "knowledge", and in the middle of double consonant syllabication such as "listen", and "answer".

Some students reported that they had performed in formal situations "I have never been an MC in a formal setting before, that's why I feel shy to speak, I feel nausea and unintentionally make some slip of the tongue though I have practiced many times before performing."

Based on survey evidence of students' perception toward music therapy, it has a positive impact on their performance, and it reduces their anxiety in speaking. This result is consistent with Krishna et al. (2022) finding that demonstrated the efficacy of music therapy in lowering symptoms. This is also in line with Afidawati et al. (2024) who propose self-hypnosis and deep relaxation in minimizing speaking anxiety. In the interview result, the students reported that "I feel relaxed and my anxiety is reduced", "My palpitations reduce and even I become sleepy" and "I feel more confident and more focus in pronouncing each word and it seems my errors in pronouncing words also reduced". Based on the teacher's observation, the music therapy minimizes somatic anxiety of the students. The students did not produce excessive sweating anymore after therapized with music therapy. The teachers also noted that the slip of the tongue produced by the somatic anxiety students have reduced.

CAUSES OF SLIP OF THE TONGUE

The students applied some similar character rules in syllabication that resulted in additional errors. They add additional phonemes for syllabication for double consonants. The syllabication rule taught was the VC/CV syllabication rule. The VC/CV rule states: that when two or more consonants stand between two vowels, divide between the consonants keeping blends and digraphs together (Taylor, 1997). The students are familiar with words with double consonant syllabication such as hap-py, but-ter, lit-tle, and so forth which are cut off in the middle of words. Therefore, they make a slip of the tongue in the form of adding an extra sound in the pronunciation. In Fitriana (2018) study, additions are errors that happen frequently, but listeners are unaware of these as additions occasionally because they just include a single, minor sentence piece that frequently gives the sentence the appearance of being in order.

Substitution errors are the most frequent error in student's speaking. Substitution is a common pattern in which one phone or set of phones is swapped out for another phone or set of phones (Ribeiro et al., 2021). Substitutions took place because of the similarity effect of their mother tongue language's pronunciation. This is in line with Wei et al. (2022) who state that particular pronunciation errors made by non-native speakers are typically brought on by their mother tongue. L2 learners, or speakers who are still studying a second language, are frequently described as such. Results show many substitution errors such as "agenda" - agenda, "technology" - teknologi, "discussion" - diskusi, "reunion" - reuni, "bouquet" - buket, "maritime" - maritim, "culture" - kultur, "presenter" - presenter, "productive" - produktif, "committee" - komite, "effective" - efektif and "structure" - structure. Those words are adopted in the Indonesian language in different pronunciations for similar intended meanings so that the students preserved the pronunciation in the Indonesian language which seemed to be more familiar to them. Furthermore, students may struggle to distinguish between

Indonesian /g/ and English /dʒ/ in the words "agenda" and "technology" if they are not familiar with this distinction in their native tongue.

Some substitution errors such as in the words "event" – even and "chance" – "change" are a result of phonological similarity effect in the target language. This is in line with Page et al. (2007) who state that an increase in errors in the immediate serial recall of lists containing similar-sounding words is the hallmark of the phonological similarity effect. Traxler & Gernsbacher (2006) state that speakers choose their words accurately, but then make mistakes while putting their sounds together. Occasionally, speakers are unable to produce all of the sounds of a word they intend to say.

The findings are in accordance with Zulaihah and Indah (2021) who found that in formal interactions like interviews, slips of the tongue can be attributed to a variety of issues, including cognitive difficulties, situational anxiety, and social concerns. Slip of the tongue can occur accidentally while speaking even in well-prepared and script-based performance. This phenomenon can occur unintentionally while speaking, and the students may not realize the error until afterward. The result of the interview showed that the students were well-practiced before speaking and checked every single word pronunciation with their application tools to help with unfamiliar words. Unfortunately, somatic anxiety influences their pronunciation during speaking in front of the class. Therefore, there are some slips of the tongue. This result supports the theory of Scovel (2000) who states that state anxiety" is a transient state characterized by specific bodily symptoms that are felt at a certain instant or place in time. Situation-specific anxiety reflects and recurs in particular circumstances. There are somatic symptoms experienced by students such as excessive perspiration, breathlessness, tingling in fingers, bloated feeling in the abdomen, general dizziness or feeling lightheaded, palpitations, and sweating. This is in line with the findings of who state (Yalçın & İnceçay, 2014) that anxious foreign language learners have symptoms like perspiration, palpitations, stress, forgetfulness, and difficulty learning the language.

Based on the interview, speaking in front of their peers causes a great deal of anxiety for students learning a foreign language. The students made some errors in pronunciation although they have prepared and practiced many times before performing. This is in line with the findings of Prince (1991) in Karatas et al. (2016) who discovered that the students were worried about pronouncing words incorrectly in front of their peers. Yalçın and İnceçay (2014) state that when speaking, pronunciation matters a lot. Certain students disclosed that they struggle with their "difficulties in speaking," "mistakes in pronouncing words," "way of speaking," and "ability to manage; but if frightened, can't speak even a word voice modulation.

The most common cause of anxiety in learners is having to talk without having had time to prepare (AY, 2010). Furthermore, regarding the time constraints for the exercises, it was suggested that when there was a time limit, the students were more involved in speaking spontaneously and were less focused on the mistakes they would make (Yalçın & İnceçay, 2014). However, in this study, the students still make slip of the tongue even though they were well-prepared and practiced previously before performing the formal speaking simulation. Additionally, the students are not spontaneous speaking because they are script-based. This supports the findings of Fitriana (2018) who found that even those with a strong track record of language proficiency can make a slip of the tongue. Even with their fluency in English, the speakers in her study were unable to effectively communicate the speech's meaning.

According to Horwitz et al. (1986) in Çağatay (2015), a type of shyness characterized by fear of or anxiety about communicating with people is communication apprehension. Apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" are all examples of fear of negative evaluation. Lastly, test anxiety is defined as a type of performance anxiety stemming from a fear of failure" and encompasses exams and tests taken during language acquisition. Furthermore, factors

contributed to the slip of the tongue made by the students from internal namely communication anxiety, low self-esteem, and fear of receiving a poor evaluation (Mahardika & Widyantoro, 2024). In addition, fear of the stage, lack of confidence, and shyness factors as viewed by (Melouah (2013) and Rajitha & Alamelu (2020) become major factors contributing to the errors.

The result shows that students with somatic anxiety elicited more slip of the tongue (substitution and addition) than the non anxious students. In addition, perseverance and repetition are not produced by the non anxious students. Students' speaking is accompanied by some somatic symptoms like palpitation, sweating, and shivering. This finding is similar with Yaman & Demirtaş (2014) who stated that the students reported anxiety such as "My hands begin to shiver while speaking", "My heart beats too fast before beginning to speak", "My mouth often goes dry while speaking, to drink water sometimes makes me comfortable during the speech". This finding also supports Pirinen et al. (2024) view that the emotional reactions, such as anxiety, can trigger physiological responses that change the speech production process. Adults tend to communicate with more filled pauses in stressful situations compared to less stressful ones. It means that negative physiological dimensions accompanied the process of communication will lead into the speaking performance especially speech errors.

The interview results indicated similar findings with the previous studies that students feel fear of the stage and perform formally in front of the class. They felt that speaking in front of their friends, and imagined their peer feedback affected their speech. Some students said, "During the simulation in front of the class, I feel shivering which makes me nervous, and makes mistakes in delivery." Other students said, "Before the simulation, I have memorized the text fluently, but when in front of the class the memorized material suddenly disappears and it is blank." The other factor is a lack of confidence. Some somatic symptoms reduce the students' confidence during simulation, and they make them feel fear of making mistakes. From the interview, they informed that "Normally, I speak with confidence, but I get scared when formally. I feel palpitation and sweating". This is also supported by the observation of the teacher that most students who elicit somatic anxiety get sweating in front of class though the air conditioner is at the lowest temperature (16°C). Another student said, "During the presentation, the vision suddenly became blurry, causing the wrong sentence to be said that had been prepared." Another student reported that "Even though I had practiced last night and I had studied the pronunciation last night, it was still wrong when I felt panicked, and there was something like a problem in my stomach and I felt like what I had learned last night seemed to have forgotten everything, I missed it, suddenly it went blank." The other factor is shyness.

CONCLUSION AND RECOMMENDATION

In summary, this study has enlightened our knowledge of formal language speaking anxiety. The research clearly shows that a variety of physiological factors elicited students' ability to speak formally in front of the class. The results of this study add to the expanding corpus of information regarding the connection between physiological markers and formal speaking anxiety. Even though the speaking was conducted with some preparation and script-based, the students still made various types of slips of the tongue. The current study concludes that using music therapy can effectively reduce somatic symptoms and speech errors. Further studies that take into account variables related to the learner not covered in this study, such as individual differences, somatic severity level, gender, class management, and additional factors that may be connected to second language speaking anxiety, are advised.

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Body and Society: Symbolic Equation in *Vampire Academy* Series by Richelle Mead

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ABSTRACT

The body serves as a symbol that describes the relationship between individual parts of an organism and the system as a whole. A structure of the social system of society can be found within the body. Literature works as the product of a culture and is considered a mirror of society. The body in literature is often a theme or symbol rich in meaning because the body can reflect various aspects of human life, such as identity, emotion, culture, politics, spirituality, and social relationships. The use of the body in literature often involves multidimensional exploration that inspires readers to understand the human experience more deeply. The Vampire Academy series brings about a body issue representing certain social structures of a society. This study aims to explore the symbols underlying the vampire body in the Vampire Academy series. The material and data were gained from library sources using a literary study method. The objects of this study are six novels by Richelle Mead from the Vampire Academy series, which tell the story of the lives of teenagers who fight against the class division structure in a school. The results include the body becoming a symbol of group identity, as seen in the tattoos of the Dhampir guardians' class and the Human Alchemists, symbols of sexuality in body shape, and symbols of power in the blood, skin colour, and tooth shape.

Keywords: body; society; symbol; Vampire Academy

INTRODUCTION

The *Vampire Academy* series of novels is a series by Richelle Mead consisting of six novels first published in 2007 entitled *Vampire Academy*, followed by *Frostbite* and *Shadow Kiss* in 2008, the fourth novel *Blood Promise* released in 2009 then the fifth and sixth novels *Spirit Bound* and *Last Sacrifice* published in the same year 2010. The *Vampire Academy* series received good reviews from readers and they have been translated into various languages and sold eight million copies worldwide. The popularity of the *Vampire Academy* series cannot be separated from the vampire narrative presented by Mead about a high school that educates teenage vampires and dhampirs - half-vampire creatures who struggle in a class hierarchy structure.

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Vampires in both classic and contemporary fiction have been studied from various perspectives, from phenomenology to the sexual relations presented in the story (Burr, 2003), feminism about female monsters (Abdi & Calafell, 2017), white dominance (Stratton, 2005), changes in family structures in contemporary western society (Burr & Jarvis, 2007), posthumanism, to popular culture as a form of escapism in an eternal vampire element that offers eternal youth and promises. Richelle Mead's *Vampire Academy* series was studied by Smith and Moruzi and published in the online journal *Children's Literature in Education* (2018). They focused on studying the gothic theme of vampire stories set in schools. Traditional school stories are adapted and transformed with gothic themes to define contemporary girl models. *Vampire Academy* tells a school story that allows for unique, disturbing, potentially transformative female protagonists, regardless of the limitations imposed by heterosexual romance plots. Those studies focused on gothic themes and the protagonist's characteristics in romance. There is still an open space to give further research to the *Vampire Academy* series, especially on the body issue, as Mead accommodates various bodies in her creation of *Vampire Academy* characters, which she divides into three groups: vampire bodies, half-vampire bodies, and human bodies, all of which form a class structure. The body representation becomes the main issue in the series. The researchers tried to reveal the meaning of the body represented in the *Vampire Academy* series.

Westerners consider the body as a mere object that is (perhaps) separated from the mind or soul since the development of rationalism. When the bourgeoisie became the dominant social class with its capitalism, this view became hegemonic. The human body does not only contain parts such as the head, eyes, lips, chest, thighs, anus, intestines and heart. Ideas, images, meanings, and ideas about the biological system and the physical body are complete representations of the body. According to Synnot (2007: 1-2), the body is filled with public and private, cultural, political and economic, sexual, moral and sometimes controversial symbolism. In various populations, the body and senses are socially constructed over different organs, processes, and body attributes. Age, gender and skin colour are body attributes that determine identity, status and social differentiation in society, so social inequality arises from here.

The term social body appears when the body is discussed and interpreted in society. However, the concept of the social body is not interpreted as that. The social body is interpreted from various perspectives, as conveyed by Scheper-Hughes and Lock (1987) in their theoretical paper. They mentioned Mary Douglas's work, which shows that society and its social relations can be seen through the body. Douglas (2003:91) also mentions a postulate that the body consists of self and society. The physical body does not stop at the self but has a universal meaning as a system that responds to the social system, which expresses it as a system. Some groups form a social structure that can be seen through the body. The body becomes a natural symbol that brings up the relationship between parts of an organism (individual) and the whole (society) at a general systemic level. The self and society mentioned by Douglas can be so closely related that they can be said to be united, but sometimes they can be far apart. This relationship can give rise to tensions that allow for the elaboration of meaning. When Douglas mentioned that the body becomes a rich source of metaphor by seeing the body as a unity without dualism, Hughes and Lock see the body as a metaphor machine when talking about somatic and psychological states. (1987:23) They added that the body resides in a society's structure or social system. The researcher uses the concept of the social body of Hughes and Lock, and Douglas to reveal the meaning of symbols on the bodies of Moroi vampires, Dhampirs, and Humans in the VA series.

METHODOLOGY

This research is qualitative research using a literature study method. All materials and data related to the studied object were obtained from library sources. The object being studied is a material object, namely the *Vampire Academy* series, which consists of six novel series entitled *Vampire Academy*. The first novel will be abbreviated as VA. The second novel, *Frostbite*, abbreviated as FB; the third novel, *Shadow Kiss*, abbreviated as SK; the fourth, *Blood Promise*, abbreviated as BP; the fifth book, *Spirit Bound*, abbreviated as SB; and the last is *Last Sacrifice*, abbreviated as LS. The formal object used to help examine the existing problems arises from the material object, namely the vampire body in the VA series. The data for this study were literary data expressed in words, phrases, sentences, paragraphs, or discourses. The first step in data collection was to read the six VA series novels on each page carefully and record empirical facts related to the problem of the body as a symbol of society. The data obtained from reading and recording activities were then sorted, identified, and grouped based on theoretical tools for the formulation of problem one; the Scheper-Huges and Lock (1987) body theory was used. This body theory was chosen because it was needed in studying the body, which was not only a physical and mental entity but also a representation of culture and society. The next step was the analysis using the analytical descriptive method. This method was carried out by describing empirical facts and then analysing them to get answers to the research problem.

RESULTS AND DISCUSSIONS

According to the title of the series that is the main object of this research, *Vampire Academy* (VA), this novel tells a story of vampires and their relationship with other groups, dhampirs (half vampire, half human) and humans. Vampires are mystical characters in Western folklore depicted as immortal and blood-sucking creatures. However, fictional and folkloric characters can be very different, as in the VA novel.

PALE SKIN

There are two types of vampires in VA: Moroi and Strigoi vampires. Moroi are described by Mead as living vampires because, although they live long, they can die as they are not immortal. Unlike Strigoi, they are immortal. Mead calls Moroi vampires because their lives depend on consuming blood, although they can consume a little human food. Physically, Moroi vampires are described as having pale skin, as Mead describes in the following quote,

"A lot of royals just didn't work at all, ... And those who did work certainly didn't do a lot of martial arts or physically demanding jobs. Moroi had a lot of great attributes: exceptional senses—smell, sight, and hearing—and the power to work magic. But physically, they were tall and slender, often small-boned. They also got weak from being in sunlight (FB, 58)

Abe's was the strange face I'd seen while I'd been going in and out of consciousness after the fight by the barn. He was older than me, close to Olena's age. He had black hair and a goatee, and about as tan a complexion as Moroi ever had. If you've ever seen tan or dark-skinned people who are sick and grow pale, it is a lot like that." (BP, 115)

Pale skin also applies to Moroi, who have tan/brown skin. Even on tan skin, the pale nuance is very obvious. Mead clarified this description of the character of Abe Mazur, Rose Hathaway's biological father, as a dark-skinned person who looks seriously ill and very pale. Essentially, the pale skin identified with Moroi vampires is caused by their limited exposure to sunlight. Sunlight

makes Moroi bodies weak but not deadly as if Strigoi vampires are exposed to sunlight. Pale is a colour with a light tone and is identified with purity and innocence. Gajanayake (2022) adds that this colour also gives a holy impression. However, pale also signifies negative emotions and, illness and even death. Mead seems to emphasise the meaning of purity and holiness in pale Moroi skin and death in Strigoi, who look paler than the pale Moroi.

FANGS

Another characteristic of the Moroi body is the prominent and strong canine teeth used to bite the neck of prey to suck their blood. Fangs can be interpreted as power and dominance over others. Fangs are indeed associated with vampires in literature, although Dracula does not have fangs (Cengel, 2020). Mead narrates the Moroi's fangs as a tool to give pleasure to those they bite, along with saliva containing endorphin, as seen in the quote below.

"Those fangs contrasted oddly with the rest of her features. With her pretty face and pale blond hair, she looked more like an angel than a vampire... Her fangs bit into me hard, and I cried out at the brief flare of pain. Then it faded, replaced by a wonderful, golden joy that spread through my body. It was better than any of the times I'd been drunk or high."(VA, 8)

Mead clearly describes Moroi fangs and saliva-like syringes and anesthetics. The effect of saliva that anaesthetises and makes the person who is bitten and whose blood is sucked feel great pleasure and pleasure. The effect given by the bite gives Moroi what they want from their prey willingly, which is blood. Fangs become one of the symbols of Moroi power.

BLOOD

Moroi blood is one of the main issues in the VA series. Unlike the blood sucked and consumed by Moroi vampires, Moroi blood itself is targeted by Strigoi vampires and humans. Moroi blood has power. For Strigoi vampires, Moroi blood makes them stronger, while for humans, Moroi blood gives the power to prevent disease and makes them healthier and stronger. Blood has a universal meaning of life; in the VA series, blood has the meaning of strength and life. The following quote shows a description of Moroi blood for other groups,

*They are deadly, and they are powerful. Moreover, do you know what makes them more powerful?"
"Moroi blood," I whispered.
"What was that?" asked Stan loudly. "I didn't catch it."
I spun back around to face him. "Moroi blood! Moroi blood makes them stronger."* (VA, 33)

Blood symbolises conflict, sacrifice, or violence, while power reflects dominance, control, or influence. Blood can lead to a power struggle marked by violence or bloodshed, such as in a revolution, war, or struggle for power. Moroi's blood, as described by Mead, holds strength. Each Moroi blood figure has the ability to master one of the four basic elemental magics of fire, wind, earth, and water. "All Moroi wielded elemental magic. It was one of the things that differentiated living vampires" (VA, 43). This magic was initially used to help them daily, but over time, a ban was imposed on using it openly. Moroi's magical abilities engraved in their blood are mainly used to protect them from Strigoi attacks. Moroi's magical abilities symbolise technology. Technology that works to survive, protect, and strengthen Moroi's power in the social structure of society in the VA series. Blood represents the power that provides a dominant position, as conveyed by Kalberg (Wandansari, 2022; Avatara, 2024)—dominance to lead other groups.

SCARS

The magic in Moroi's blood allows him to live longer (not immortal) and resist disease. However, this does not mean they are immune to disease. Like humans, their bodies can also be physically injured and leave scars. Mead gave an example of Tasha Ozero, a Moroi noble, Christian Ozero's aunt. Tasha got a scar on her face when she fought a Strigoi to save Christian, who was still a child at the time. The wound healed but left a deep scar, "I mean, it's obvious she used to be really pretty. But even with the scars now ... I don't know. She's pretty in a different way. It's like ... like they're part of her. They complete her." (FB, 63). For Rose, the scar on Tasha's face is a form of beauty and beauty, but the scars on the Moroi's body depicted in the VA series have the meaning of resistance and betrayal. Moroi is likened to an intellectual group who never lifts their bodies physically to fight evil. Physical resistance is taboo if the Moroi do it, so what Tasha Ozero did was considered despicable. In the final series, Mead finally chose Tasha as the character who killed the Moroi Queen, Tatiana. This confirms that scars for Moroi are a disfigurement and symbolise shame.

SLIM BODY

Body shape is an issue that Mead often brought up to explain the differences in class groups in the VA series. Mead described the Moroi as slender and tall, as seen in the following quote:

"It was ironic that dhampirs had such an allure here because slender Moroi girls looked very much like the super-skinny runway models so popular in the human world. Most humans could never reach that "ideal" skinniness, just as Moroi girls could never look like me". (VA, 47)

The moroi body is like a very slim model's body, a body that humans desire because it is considered beautiful, therefore, Mead called it very popular. Mead seemed to be applying the American beauty standards of the 2000s when slim bodies became idolised. A journalist named Konstantinovsky (2022) wrote that there was a time when society had a phobia of fat, and that time was the 2000s. 2007 was the peak of eating disorders in America, the same year the first VA novel was published. Victoria's Secret models became the dream body models, and Hollywood films played a role in distributing this slim, super-skinny body image.

SHAPED AND CURVY BODY

Unlike Moroi, Dhampir is said to be a figure born from a combination of Moroi with dhampir or with humans, so half of Dhampir's blood is Moroi, and half is human. The Dhampir body is described as having its characteristics; they are strong and fast, which is one of the reasons they become guardians of the Moroi. However, Mead gave another impression of the strength of the Dhampir body; the Dhampir body implies extraordinary sexuality. Dhampirs become sex objects for the Moroi. Rose Hathaway becomes a figure desired by Moroi men, even by the son of the main Moroi noble, as seen in the quote below,

"Here, among the slim and small-chested Moroi girls, certain features—meaning my larger breasts and more defined hips—stood out. I knew I was pretty, but to Moroi boys, my body was more than just pretty: it was sexy in a risqué way. Dhampirs were an exotic conquest, a novelty all Moroi guys wanted to try." (VA, 8)

As described by Mead, the duties of dhampir women are raising dhampir children that they get from Moroi couples (unofficially), who then be sent as guardians, or they become guardians of the

Moroi. For Dhampir men, they are obliged to be guards. However, dhampir men also become sex objects for Moroi women, as happened to Dimitri Belikov, Ambrose, and Michael Turner.

TATTOO

Dhampir guards, both male and female, have tattoos on the back of their necks; the first is an oath tattoo in the form of a winding line resembling a snake that marks him as a guardian. This oath tattoo means they are submissive and loyal to protect Moroi. They get this tattoo when they complete their education at a special guardian academy, as seen in the following quote.

"This guy was good, though, and managed to delicately place the promised mark in the centre of the nape of my neck after all. The promise mark looked like a long, stretched-out S with curly ends. He fit it between the molnija marks, letting it wrap around them like an embrace. The process hurt, but I kept my face blank, refusing to flinch. I was shown the final results in a mirror before he covered it up with a bandage so it would heal cleanly." (BP, 23)

In addition to the oath tattoo, the dhampir guards also have the Molnija tattoo (read: molniya), a sign of two jagged lightning lines that intersect to form the letter X. Molnija is a Russian word meaning lightning. This sign marks the number of Strigoi that a guardian has successfully destroyed, one Molnija for one Strigoi killed. The Molnija tattoo is a tattoo of pride for the Dhampir guardians; the more tattoos they have, the higher the honour a guardian gets, so the tattoo must be visible to others. In addition to dhampirs, humans who work as alchemists also have tattoos.

Among the characters in the VA series, human characters are not mentioned much. A significant character is Sidney Sage, a human alchemist who appears in the fourth and sixth (last) novels. Other humans are only names with brief descriptions, namely humans whose blood is voluntarily taken by Moroi in return for the pleasure and enjoyment given by Moroi bites and saliva. This human class is not described in detail, only as a figure with dreamy eyes and an eager face when Moroi is about to suck their blood, "An eager look crossed her face—the look of a junkie about to get her next fix". (Vampire Academy, 42). The human class in VA itself represents the lower class because humans who come into contact with Moroi and Dhampir are Moroi bite addicts. However, there is an exception in an Alchemist - a human who works to solve Moroi affairs in the human environment; they get a tattoo-like mark on the lower cheek of the face. Its shape is a flower and leaf tattoo with a gold colour, as seen in the quote.

"Sydney looked up. Now that we were in brighter light, I could see that her eyes were brown. I also noticed that she had an interesting tattoo on her lower left cheek. The ink looked like gold, something I'd never seen before. It was an elaborate design of flowers and leaves and was only really visible when she tilted her head certain ways so that the gold caught the light." (BP:27)

The Moroi give the golden flower tattoo that the alchemist human has for the services provided by the alchemist when the Moroi have to deal with the human world. Almost the same as the Dhampir oath tattoo, the alchemist's golden flower tattoo signifies loyalty to the Moroi. However, unlike the Dhampir tattoo, the alchemist's tattoo contains Moroi blood, which provides immunity to disease for the tattoo owner.

SHORT HAIR

Almost all Dhampir guardians, both men and women, have short hair, except for Dimitri and Rose, so the Molnija mark can be seen. Dimitri and Rose, even though they have quite long hair, they

always tie their hair up so that their tattooed necks are visible. Rose does not like short hair; according to her, the short hair of the female guards, including her mother, is not beautiful.

"Me. Turning into Alberta. Her...and all the other female guardians. They're all leathery and stuff. Fighting and training and always being outdoors—they aren't pretty anymore." I paused. "This...this life. It destroys them. Their looks, I mean."

"It happened to my mom. She used to be beautiful. I guess she still is, sort of. But not the way she used to be." (VA:155-156)

Short hair on both men and women signifies masculinity and a body exposed to continuous physical exercise, forming an athletic body and eliminating femininity for female Dhampir guardians. The view of hair length in some societal traditions influences the concept of beauty. Long hair is often interpreted as a representation of innocence and feminine charm. It becomes a symbol of femininity that brings sexual attraction and a sense of protection from the opposite sex. Short hair is traditionally considered a masculine and independent identity.

The skin colour, body shape, teeth, hair, tattoos, scars, and even blood embedded on the body in the VA series represent identities, sexuality, and power. The VA series accommodated various body symbols, which give layers of meaning relevant to socio-cultural conditions. The body reflects how humans understand themselves and their worlds.

CONCLUSION

The body symbolizes various cultural, social, and artistic contexts. The meaning of the body as a symbol can vary depending on the context. Body and society are a symbolic equation as the body represents a society. VA series accommodates an issue of a society engraved on the characters' bodies. The body represents a group or cultural identity through tattoos owned by the alchemist human group and the dhampir guard group. Short hair becomes a symbol of masculine gender identity, while the athletic body of men and the curvy body of women become a symbol of sexuality, attractiveness and interpersonal relationships. The slender body, pale skin, fangs, and blood owned by the Moroi represent power because they reflect the social status of the rulers.

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