



# ETERNAL

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## Social Media to Boost Student Communicative Competence

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**Abstract.** Online learning or people in Indonesia called as *pembelajaran dalam jaringan (daring)* has been widely used in teaching and learning particularly in pandemic Covid-19. Teachers try hard to create interesting activities with social media as a means for students to develop their communicative competence. This paper is to describe the implementation of Instagram Live Streaming as the media platform for speaking activity in vocational school as well as to reveal the students' perception after implementing Instagram Live Streaming in their speaking activity. This is a descriptive qualitative research for the 11th grader students of a vocational school in rural area. Findings show teachers implemented Instagram Live Streaming in the 2013 curriculum consisting of observing, questioning, experimenting, associating and communicating. This application is applied on the communicating phase. Students' responses are positive due to its benefits on improving students speaking skills in particular on pronunciation, intonation, and self- confidence.

**Keywords:** Instagram Live Streaming, communicative competence, social media

### INTRODUCTION

English has an important role in almost every aspects of life. World Economic Forum noted about a quarter of the world population, or 1.75 billion people use English as the main conversation language (Ugwuanyi, 2021). This important role of English occurs in several sectors and aspects such as communication, business, information, diplomacy, science, technology until the education area. People in many countries are motivated to learn and communicate in English wherever and whenever they communicate or create texts, spoken and written ones. Everyone can learn English nowadays – offline and online – and through formal and informal institution – general school and private course as well as social media.

In learning English, learners learn various skills listening, speaking, reading and writing in which speaking is the use of language to indicate to others that they can understand the feeling (Cameron, 2001). The other purpose of speaking is to bind communication among members of society as a manifestation of one language competence. Thus, learners need to practice this skill continuously in order to speak fluently.

There are lots of activities that can be done to support learners in improving their speaking. Typically, learners learn to speak directly with teacher in the classroom. In such situation, teachers create activities such as short talks, debate, discussion, interview, picture cued, role play, and many more. However, as the world now face the pandemic covid-19 outbreak, teachers had to do all of the teaching and learning process online.

Accordingly, teachers need to choose and decide the application that could possibly use as the most suitable the media in the teaching and learning process. The digital revolution necessitates a shift from traditional to digital education methods (Affini et al., 2019). A number of familiar applications are offered to use in teaching and learning process, such as Microsoft teams, Google Classroom, WhatsApp, YouTube, Instagram, and many more.

Instagram is one of the applications which is very popular nowadays. Instagram enables its users to connect with friends or people across geographical, political or economic borders. Unlike other social media applications that rely on both, text and pictures. In fact, the data on Napoleon Cat's website showed that the Instagram users in Indonesia until January 2020 already reach 78.670.000 users (napoleoncat, 2020). The popularity of Instagram could possibly happen because of its features. There are many interesting features which Instagram keep on adding new features for its users. The features such as a feature to post pictures or videos, write a captions, or stories. These features are very attractive.

As for these features, some would not use it solely to share images or videos with their audience but also for other purposes, such as online discussion, online marketing and also online teaching. The feature named Instagram Live Streaming gives a service to the user to do a live streaming activity as in television. This feature enables the user to be seen by their audience, known as the followers, to see all the activities shared by them. Moreover, the newest updates of this feature enables the user to invite other people to join on their live streaming, up to four people, although they are in a different place. This feature usually used by a person who wants to share something and wants to be seen by many people both alone or with others.

Previously, people use Instagram application for sharing their life, style, hobbies, or story. Nonetheless, lately, people are realizing that this application can be used not only for publishing someone's daily life activities, but it also can be used for educational purposes. There are several researchers who have tried to combine teaching and learning process on improving the students' English skills using Instagram.

This paper describes how English teachers implement social media – Instagram Live Streaming as the media for applying speaking activity during the class to involve the technology in the learning process at a vocational school in rural area focusing on nursing. Most all of the subjects in this school were done using online, since March 2020, including English subject. However, some of the productive subject and productive skill in nursing should be done directly using a very strict health protocols. Although English are not counted as productive lessons in this school, the teachers also need to be creative in carrying out the online teaching and learning process. Thus, all of the material can still be conveyed and understood by the students. So that, all of the teachers are forced to be more aware of the current technology to achieve this goal.

On implementing the Instagram application to the teaching and learning process, the researchers applied this application to the speaking activity in the lesson plan. The researchers found this school implements the 2013 Curriculum in running the teaching and learning process. The 2013 curriculum aims to prepare the Indonesian people to have the ability to live as individuals and citizens who believe, productive, be creative, be innovative, and be effective and be able to contribute to society, nation, state, and world civilization (Permendikbud, 2013). Hence, during the teaching and learning process, teachers stimulate students to observe, create questions, associate, experiment, and then communicate. All those steps are called as scientific approach. Based on (Sani, 2015), scientific approach involves observation activities that are needed to formulate a hypothesis or collect data. Moreover, (Fauziati, 2014) also explains that

a scientific teaching approach is an approach of teaching which is designed with the same rigor as science at its best; learners make observations, develop hypotheses about phenomena, devise tests to investigate their hypotheses and communicate their findings to others. By paying attention to that statement, scientific approach is considered as a teaching method that can encourage learners to be curious about learning material and to improve their oral communication and critical thinking. In this research, the scientific approach will be used in the teaching and learning process to achieve the learning objectives successfully.

To be brief, this paper describes the implementation of Instagram Live Streaming as the media platform in speaking activity and to reveal the students' perception after implementing this application as their media in a speaking activity.

## **II. Literature Review**

### **A. English in Vocational School**

As international language, English becomes the most studied language. This language is studied in all of the educational institutions starting from kindergarten to the regular senior high school, including Vocational School. This kind of school is different to the regular senior high school. The difference comes from the educational purposes. Based on the government regulations *PP No. 29 Tahun 1990 Pasal 3* (Kemendikbud), the education purposes in the vocational school, the students are prepared to be ready on having and mastering several skills from productive to the general subject. The material given in vocational school also will be different from one major to another one. It is because each major has their own specialization, for the example, a vocational school which focus on nursing will be focus on giving their students some materials that have correlation to the healthy field, but the vocational school which is focus on computer, the teacher in that school will also give material related to the computer to their students.

On language learning in vocational school, especially for English subject, all the skills has the same importance. The skills are writing, listening, reading and speaking are interconnected one and other. Thus, in this study, the researchers focus to reveal one skill to develop the oral communication with others, which is speaking skill.

### **B. Definition of Speaking**

Speaking is one of the four language skills (reading, writing, listening and speaking). By applying these skills, learners can communicate with others to achieve certain goals and also to express their opinion, intention, or viewpoints. Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic. Words can persuade listeners to agree with what the user is attempting to express (Susanto, 2019). Moreover, (Wongsuwana, 2006) said that speaking is one of the skills that can be trained and it does not depend on the talent of someone. It means that anyone can speak without any exception. Through speaking, humans are able to connect their mind in every aspect of life. This way can make the students be more fluency in their communication. It is because when they speak, they know what they are thinking and how they feel about it. Besides, speaking is oral-language proficiency and a complex language skill that involve knowledge, pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about peoples behavior, or to make polite requests.

Overall, speaking is one of four skills of English that has aimed to communicate someone opinion, idea, thought, and feeling to the other people. Speaking can also make

people can communicate to each other. Moreover, the people especially the students have to mastery this skill because it can help everyone to build communication in our daily life. Furthermore, without speaking, people cannot express their feeling, wants, opinion, and make people difficult to communicate with other which can be a cause of bad relations.

## **METHOD**

The research design is descriptive qualitative. Qualitative research methodologies have been created in the social sciences to allow researchers to investigate social and cultural phenomena (Susanto, 2018). The participants were the 11<sup>th</sup> grade students of vocational school in rural area. The researchers employed document, interviews, and questionnaires. The collected data analyzed by qualitative descriptive analysis. Whereas, in order to find the students perception after using Instagram Live Streaming in their speaking activity, students' answers were elaborated to the distributed questionnaire based on (Qiong, 2017) which were selection, organization, interpretation.

## **FINDINGS AND DISCUSSION**

### **The implementation of Instagram Live Streaming as the media platform for speaking activity**

In the learning process, speaking activity is one of the important activities that need to be conducted for providing students to practice their communication ability. Usually, this activity was done in the class by speaking naturally and holding communication between two people in a role play based on a dialogue text or even speech. Meanwhile, the current situation, the pandemic outbreak that frightening everyone in this world because of the virus that hard to be detected, gave a big impact which also reached the educational field. Almost one and a half years the teaching and learning process was done online, people could not do their activity freely as before. By facing the distance apart, the teacher needed to be creative for the main purpose that the lesson given can still be accepted and understood by the students.

Based on this situation, the possible tools for connecting teacher and students in teaching and learning process was only mobile phone and internet connection. Although the adaptation time to this kind of situation was long enough, there were so many teachers and researchers who had involved various kinds of media technology in the teaching and learning process. One of those media technology that purposed namely the Instagram application. Lately, this application could be more popular than the others media that were used by everyone especially in the education field, such as WhatsApp and Google Classroom. It was because this application always focused on developing the feature as what that people need nowadays. Besides, it was also proved by lots of researchers, not except the English education researcher who collaborates this application with the teaching and learning process. The finding research that collaborating the teaching and learning process used Instagram application, mostly focused on how they could apply Instagram in teaching writing and for finding the effectiveness of using Instagram in teaching writing. Those only dwell on Instagram in general and teach writing. The activity where students write sentences and publish them to the Instagram application, that called feed posting. Meanwhile, this application provided several new features that can also be used to apply skills other than writing skills.

In this research, the researchers proved that statements by combining, speaking skills with one of the feature on Instagram which did not analyze by any other researchers, the feature was

Live Streaming feature on Instagram application. The students, however, rarely practised speaking practice during the pandemic. The researchers referred to each stage of the implementation of Instagram Live Streaming as the media platform for speaking activity which was conducted by cooperating with the English teacher and 20 students of the 11th grades in SMK Kesehatan Rahani Husada Klaten that explained in finding. Each stage that had been implemented especially in the communicating part when the students applied speaking activity using this application showed that technically they did not find any difficulty. The instructions and steps given were not found any problems yet. Practically all of the students also have collected the recorded video as planned.

The purpose of communicating was to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or nonverbally. (Suharyadi, 2013, p. 4) argues that communicating is also called collaborative learning. For teachers, collaborative learning was directive-oriented active-oriented in which the teachers are managers in the students' learning. The students presented the communicative and effective written or spoken knowledge based on what they have learned. The following excerpts display the communicating stage:

### **Excerpt 1**

Teacher: *sekarang mari kita persilakan setiap kelompok untuk **mempresentasikan** dialog yang telah dibuat. Yang lain harap memperhatikan, dan nanti setelah satu kelompok presentasi, yang lain diminta untuk memberikan saran dan kritik atas pekerjaan teman kalian.*

[For now, let us invite each group to present their dialog. Please, the other students pay attention to the presenters because after they finished their presentation, the audience was asked to give feedback such as critics and suggestions.]

The excerpt above explained the teacher's instruction for the students to start the presentation of the dialogue that has been arranged in front of the class. During the presentation, it was found that the students' pronunciation and intonation on uttering the sentences were mostly wrong. Therefore, the teacher explained that there was a different way when they read a dialogue text. It needed a natural speaking as we talk in our daily life. In improving student's ability in speaking the students needed to give more speaking practice using dialogue text.

In line with the feedback given by the teacher to the students which stated that the students needed more activity in speaking practice, then she gave the last activity that could help the students for practicing their speaking. It was a speaking activity that involved Instagram Live Streaming. The students were asked to practice their speaking based on the dialogue text about *Offers and Suggestion* they had created in good intonation and pronunciation. It was planned as a part of homework.

In addition, the student's feedback related to the learning process using Instagram Live Streaming as their speaking activity was good. When the researchers asked their response to the activity that day especially when using Instagram for their speaking activity, they were so excited. Therefore, the researchers concluded that implementing Instagram Live Streaming in speaking activity could be a solution for students on practicing their speaking during the pandemic. They also felt enthusiastic about the application that is known as a popular media or application nowadays and they can use it not only for entertaining but also for education.

## **The students' perception after implementing Instagram Live Streaming in their speaking activity**

The second research problem of this research is finding students' perceptions related to the after implementing Instagram Live Streaming in their speaking activity at SMK Kesehatan Rahani Husada Klaten. To answer the research question, the researchers distributed questionnaires. The questions in the questionnaire included as the short-answer question in a form of Google Form. The questionnaire link was distributed to the students of 11 grades students through the WhatsApp group. Based on the theory from (Qiong, 2017) which stated that to find someone's perception, there are needed to pass some steps below as selection, organization, and interpretation.

The second step in the process of finding perception is organization. It meant from each activity that has been done, the student's perception of using Instagram Live Streaming was the same. The proving explanations were needed to pass the two characteristics of the organization. The First was the organizing process provides the structure of human perception. In this stage, before the students practiced their speaking using Instagram Live Streaming, it could be said that during the pandemic, they were almost very rare on applying speaking practice. Then, when the researcher proposed the students practice their speaking using one of today's popular applications, they seemed enthusiastic. It could be stated as enthusiast because the atmosphere of the student spirit feels more alive. Moved to the second characteristic of the organization was the process shows that human perception has stability. Since the very first speaking activity that did not use Instagram or speak directly in the class, up to the second and the third speaking activity using Instagram Live Streaming, the students have a gradual increase in each stage. Start from incorrect pronunciation, then after the first practice their pronounce has improved, but the problem changed to intonation. When the student read or spoke a dialogue that needed to use a good intonation, their speaking still liked reading a text. It continued when the students asked to do the second speaking practice use the different dialogue text and asked to speak using correct intonation, they did it well.

The last step in finding perception was interpretation. In this session, the interpretation would be achieved after analyzing the student's answer in the questionnaire. From all of the students' answers to the questionnaire about their perception in implementing Instagram Live Streaming revealed that most of them explained the reasons in six different aspects.

The first finding was like or dislike perception after implementing Instagram Live Streaming by adding their reason. From the data served, most of them stated that they like to use this application for doing this activity because of their very first time in experimenting their speaking activity by implementing this application which they knew as a popular media. In case, when they got a chance to do their speaking activity using this application, they were so enthusiastic which they show by showing an excited expression.

The second finding was the effect to the students related to their speaking competence. Based on the students' answer, there found that all of the students got an improvement of their speaking competence after implementing Instagram Live Streaming for speaking activity with several words that had the same meaning as the word improvement, such as better, increase, be more trained, and more good in speaking.

STUDENT	STUDENTS' ANSWER
---------	------------------



S1	my speaking increase
S2	better
S3	increasing
S4	My speaking is little bit increase
S5	my speaking is better
S6	my speaking is good
S7	My speaking is more good
S8	My speaking increase after the activity
S9	more confidence to speak
S10	<i>sedikit ada peningkatan</i>
S11	good enough
S12	improve
S13	increase
S14	Better than before
S15	increase
S16	My speech got better and improved after using instagram live streaming
S17	<i>menjadi lebih terlatih</i>
S18	better
S19	My speech got better and improved after using instagram live streaming
S20	improve

The third was the student's perception of what they felt with their self-confidence improvement after implementing Instagram Live Streaming for speaking activity with the reason of their answer. By analyzing the student's responses, it could be seen that all of the students got the increasing self-confidence effect after implementing Instagram Live Streaming for a speaking activity. Besides, during Live Streaming, the other people could participate in seeing our activities directly, so they would be more required to be more serious and braver when speaking by using this application.

The fourth finding was the student's response related to the benefit they got after implementing Instagram Live Streaming for a speaking activity. The answers showed that that each of them found at least one benefit of this application. The benefit that felt by the students consisted of several aspects such as the effectiveness and the efficiency of this application that can be done anytime and anywhere especially during a pandemic or distance learning at this moment, the easy steps on practicing the feature, the easy steps to learn this application for the students who never use this feature, and also the effect they got from using the Live Streaming feature of this application which can improve their speaking ability.

The fifth question directs the students to give their answer to the obstacle they met after implementing Instagram Live Streaming for a speaking activity. Based on the student's

responses they stated that they found several obstacles when they use this application for their speaking activity in such as the unstable signal and they felt that it ran out of the internet quota which was quite a lot.

The last, the students were asked to state whether Instagram Live Streaming was good to be continued as a media for implementing speaking activity followed by the reason. By leading to the student's answers, it revealed that all of the students agreed continuing to use the application to be applied as the media for the next speaking activity. It was proved by "yes" answer which delivered by the students that defined as their agreement. The reason of their agreement came with the various views such as its benefits like the efficiency and the effectiveness which could help them to practice their speaking which then affected of students' increase in speaking skills. The ease of operating this application to be practiced in speaking activity. While the students finished on practicing their speaking, they could save their Live in that application so that they can look back their video. By re-looking at the video, they also use it as a tool for evaluating their speaking.

## CONCLUSION

This study aimed to reveal the implementation of Instagram Live Streaming as the media platform for speaking activity and the students' perception after implementing Instagram Live Streaming in their speaking activity. Based on the analysis of the data, and the discussion in the previous chapter, the conclusion could be drawn that the implementation of Instagram Live Streaming as the media platform for the speaking activity that had been applied to the students of the 11th grades at vocational school. This could be seen from the students' responses that stated on the questionnaire given at number four and six about the benefits and continuity of Instagram application for implementing speaking activity. Several students stated that they felt the steps in practicing the Live Streaming feature from Instagram application was easy to be practiced.

After implementing Live Streaming as the media for the students speaking activity, there were also found several benefits of this application that they felt which has been generated from the question in the questionnaire at number four such as the effectivity and the efficiency of this application that could be done anytime and anywhere especially during a pandemic or distance learning at this moment, the easy steps on practicing the feature, the easy steps to learn this application for the students who never use this feature, and also the effect they got from using the Live Streaming feature of this application which could improve their speaking ability.

In line with the benefits of the Live Streaming feature in the Instagram application, the students also felt the benefit for themselves. From the student's answers in questionnaires number two and three, most of them stated that after implementing this application as a media for their speaking activity, they felt that their speaking competence and self-confidence were increase.

As result, the last conclusion of the implementation of Instagram Live Streaming as a media platform in speaking activity was that this application good to be continued as a medium for implementing the speaking activity. It could be seen from the student's answers in questionnaire number six which shows that they stated "yes" which defined as their agreement continuing the use of the application as a media in a speaking activity. The reason of their agreement came with the various views such as its benefits, such as the efficiency and the effectiveness could help them to practice their speaking which then affects increasing students' speaking skills, the ease of operating this application to be practiced in speaking activity, and after practicing their

speaking, they also could save their Live in that application so that they could rewatch their video. Moreover, the video also could be a tool for evaluating their speaking.

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## **Appraisal Study on Attitudinal Analysis of an Article Entitled “Women make ‘Kebaya’ a fashion mission”**

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**Abstract.** The study is aimed at analyzing attitudes toward kebaya in Perdana’s “Women make *Kebaya* a fashion mission” posted in the Jakarta Post newspaper. The article was analyzed based on an attitude framework consisting of appreciation, affect, judgment, and amplification based on Eggins & Slade’s theory and Martin & Slade’s theory. The data were analyzed in a qualitative approach. The finding shows that there are 34 lexical items of four types of attitudinal appraisal found in the article. The most occurred type of appraisal used is judgment. It takes almost half of the total number (47%) of lexical items found. Furthermore, this category consists of 10 lexical items that belong to social esteem and 5 lexical items of negative social sanction. It means that the author judges *kebaya* more positively as traditional women’s dress in Indonesia than a negative one.

### **INTRODUCTION**

In everyday life communication, we usually express our opinions, feelings, or even our evaluation of someone’s behaviors, situations and conditions, and some other things through language. These expressions can be conveyed either orally or in writing. Not all of everyone can easily express what they think and feel verbally. That is why they prefer to deliver their intention textually. As noted by (Halliday, 1994) that studying text can be used to understand a language. Text is not only defined as a semantic unit of meaning, but also as an exchange of social meaning. By this, it can be inferred that analyzing a text can lead us to a deep understanding of what writers meant.

A meaning behind someone’s speech or utterances in both written and spoken can be captured through discourse analysis. Explained by (Stubbs, 1987) that discourse analysis is used to study language organization that is larger than sentences or clauses, namely linguistic units, such as the exchange of conversations or written text. Furthermore, dealing with discourse, Matthiessen (1995) in (Hidayati, 2017) mentioned three social functions that are reflected from people using language for such as interpersonal, ideational, and textual meta-function.

Appraisal theory as a part of the Systemic Functional Linguistic framework is developed from interpersonal meta-function. This theory revealed how speakers form specific identities when communicating and put themselves in front of other people. The analysis of the language used by the speakers depends on the speakers’ trust, goals, and

relationship with others Haristyanti (2015). Furthermore, the use of appraisal theory clarifies writers' position on attitudes through several discourses in contexts depending on emotions, shared feelings, judgments, and the alignment of one's author's identity construction (Martin & White, 2005).

According to Martin (2005) attitude deals with someone's feelings which consists of behavioral judgment, emotional reactions, and evaluation of things. As mentioned by (Delahunty & O'Shea, 2019; Martin, 2017) behavioral judgment is related to the assessment of social behavior. Emotional reactions are related to the feeling and opinions of the authors (Bednarek, 2009).

Attitude entangles three semantic fields which include emotion, ethics, and aesthetic (Martin & White, 2005). Further, they explain that there are three semantic regions for expressing positive and negative evaluation. The first one is *appreciation* which uses to evaluate semiotics and natural phenomena. The second one is *affect* dealing with attitudes on the feelings, positive and negative. The third one is *judgment* relating to behavior that is admired or criticized, praised or condemned. Besides the categories of attitude given by Martin & White (2005), there is another category called amplification explored by Egging & Slade (1997).

We can find attitudes conveyed in a particular text in the form of feelings, emotions, and behavioral judgments. The expression of attitude in the text conveys a positive or negative evaluation based on not only the writer's point of view but also the cultural background. Social context determined someone's attitudes reflected in the text they write.

The attitude system can be used to analyze opinions because they are expressed based on one's point of view on something conveyed by others. Even though we can find attitudes conveyed in a particular text, most of them involve feelings, emotions, and behavioral judgments by evaluating something. The expression of attitude in the text conveys a positive or negative evaluation based on the writer's point of view.

Studies concerning the use of appraisal on attitude have been conducted by many researchers. In 2021, (Nurjanah, 2021) investigated the attitudinal analysis of published news in the Guardian newspaper. This study used a systemic functional linguistic framework in analyzing the words used by the editorial. The findings show that the Guardian newspaper editorials use more negative attitudes than positive ones in the matter of affects, judgment, and appreciation. The study recommended the use of appropriate language from small units like words.

While (Asad et al., 2021) investigated two Pakistani Online newspapers on attitudinal stances. The newspaper's trend can be easily identified through the usage of language. To reveal the newspaper's stances, the analysis was carried out on 2 reports consisting of the words '5013' words on the Speech of Prime Minister Imran Khan at the 74<sup>th</sup> UN session. The result showed that both newspapers indirectly elicited attitudes by putting evaluative foundation described in the quoted text.

Another research was done by (Daniarsa & Mulatsih, 2020) to find out what kind of appraisals item was used in the editorial of two newspapers Tempo and Kompas. The results of the study indicated Tempo's editorial tended to use more negative judgment and the appraised is mainly to the government. Meanwhile, Kompas tended to use more negative affect and the appraised is mostly to the Papua people and the condition in Papua. It infers that Kompas on their side expressed more sympathy for those impacted by the riots. In

terms of graduation, both editorials tended to use more force rather than focus, especially intensification. This indicates that the opinions of the two editorials are mostly from the author's point of view.

The objective of this study is to investigate the types of appraisals used in the article entitled woman make *Kebayaa* fashion mission posted in the Jakarta Post newspaper. The study becomes important since the appraisals used in the article mostly judgment which means that the writer of the article related *Kebaya* as social esteem where normality, capacity, and also tenacity become one aspect that should be considered besides social sanction related to veracity and propriety those are led to positive or negative judgment.

A news article in the newspaper usually discusses recent issues, general interest, or specific topics with the objectives to blow up news, research results, academic analysis. A news article needs the accounts of eyewitnesses on the happening event. A news article can be in the form of photographs, accounts, statistics, graphs, interviews, debates on a specific topic. A news article has a different form to those academic papers, the last is usually published in an academic journal can be monthly or per semester. The status of academics is mostly based on how many articles they have had published several times and their articles are cited by authors of other articles.

The researches concerning appraisals on attitude in Ratih's study proposed the significance of choosing the right word to express attitude. To express the negative or positive judgment can be shown from the choice of the words. While both Asad and Daniarsa stated that the use of positive and negative appraisal on attitude is mostly affected by the writer's point of view. In this study, however in investigating appraisals *Kebayaa fashion mission* in the article posted in the Jakarta Post closely related to the culture, so the point of views of the writers affected by the culture. And this is the difference between this study to other previous studies.

Since many of the researches tried to identify the kind of appraisal related to attitudes in the text, this study tried to find out more deeply the cultural background as the important aspect as a part of the usage *Kebayain* the society. We can not ignore that cultural knowledge influences one's attitude in dress. The analysis of appraisals on attitude related to the culture is one of the important discussions since other studies hardly touch cultural theme in their studies. This will be a contribution to the discussion on culture even in the form of a news article published in the newspaper. This is the gap that we tried to fill up.

## **METHOD**

This is a study on the appraisal system or attitudinal analysis of an article from The Jakarta Post. The title of the article which was written by Yuliasri Perdana is “women Make *Kebaya* a Fashion Mission”. It was published on Sunday, November 22, 2015. A qualitative approach was applied to achieve the objective of the study. It is used since it allows the writers to collect and analyze the data in a real condition (Creswell, 2007). The article was analyzed based on an attitude framework that consists of appreciation, affect, judgment, and amplification based on Eggins and Slade's theory (1997) and Martin and Slade (2005). The lexical items found in the article are analyzed using attitudinal appraisal theory. Firstly, it

explored the linguistic elements. The frequency of the occurrence of lexical items in each category was presented. Then, it was analyzed to show the categorization.

## FINDINGS

The data collected was analyzed by looking at the lexical items which show attitudinal analysis: Affect, Judgment, Appreciation, and Amplification. After researching, the writer found 34 lexical items that can be categorized in attitude. The detailed findings can be seen below.

**Table 1 The complete data of attitudinal analysis**

No	Appraisal	Frequency	Percentage
1	Appreciation	7	21%
2	Affect	2	6%
3	Judgment	15	47%
4	Amplification	9	26%
Total		33	100%

The following is the chart that shows the comparison of the lexical items used to show attitude.

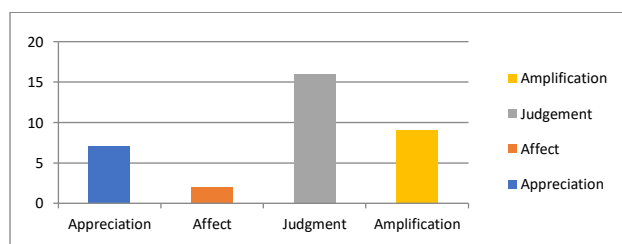


Figure 1. The total number of attitude lexical items

The following pie chart gives the efference of the most frequently used lexical items of judgment which is 47% of the total number of appraisal lexical items found in the article.

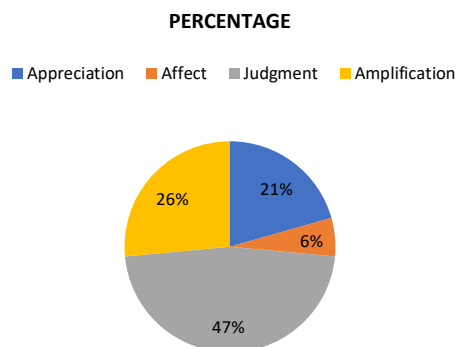


Figure 2. the percentage of lexical items used for attitude.

To see in detail the data from the lexical items used in each category, the following is the presentation.

### Appreciation

Based on the data found in the article, the writer found only 7 lexical items out of 34 (21%) that can be categorized into appreciation as described in the following table.

**Table 2. Appreciation Category**

NO	Sentence	Lexical item	Appraised	Appreciation						
				Reaction		Composition		Valuation		
				+	-	+	-	+	-	
1	When one thinks of Indonesia, ... a piece of <u>intricate</u> batik or tenun ...	Intricate	Batik			V				
2	Some women ... to bring the <u>classic</u> and elegant attire ...	Classic	Attire					V		
3	Some women... to bring the classic and <u>elegant</u> attire...	Elegant	Attire					V		
4	... official functions and <u>special</u> events.	Special	Events			V				
5	... with <u>matching</u> batik or tenun every day.	Matchin g	Batik	V						
6	... during their work and <u>leisure</u> time.	Leisure	Time						V	



7	“At first, I just <u>wanted</u> to look different,” ...	Wanted	I	V				
8	... I had many experiences that <u>prompted</u> me...	Prompted	I	V				
Total					3	1	2	1
					7 (6 positive + 1 negative)			

The data on the table 1 points out that the author used words that have more positive meanings than negative ones. It can be seen that there are six words with positive meaning with details of 3 words on the reaction; 1 word on the composition; and 2 words on the valuation. Meanwhile, only 1 word has a negative meaning in valuation. This shows that the author gives a good appreciation of the kebaya.

### Affect

The following data are on the lexical items classified as Affect.

**Table 3. Affect category**

NO	Sentence	Lexical item	Appraised	AFFECT						
				Un/happiness		In/security		Dis/satisfaction		
				+	-	+	-	+	-	
1	... <i>kebaya</i> are <u>suffering</u> ...	suffering	Kebaya		V					
2	“At first, I just wanted to look different,” she <u>laughed</u> .	laughed	She	V						
Total					1	1				

The table 2 displays that there are only two lexical items that are categorized in affect. The lexical item ‘Suffering’ indicates that it is a word that shows feelings of sadness, while being included in the category of negative affect. While the second is the word ‘laugh’. This is included in the category of positive affect.

### Judgment

The following data are on the lexical items classified as Judgement.

**Table 4. Judgment category**

NO	Sentence	Lexical item	Appraised	Judgment			
				Social esteem		Social sanction	
				+	-	+	-

1	Every country is <u>gifted</u> ...	<u>gifted</u>	Every country	V (capacity)	
2	... an Indonesian woman <u>wrapped</u> in...	Wrapped	Indonesian woman	V (normality)	
3	..., <i>kebaya</i> are suffering from <u>waning</u> appeal...	Waning	appeal		V (capacity)
4	... to bring the <u>classic</u> and elegant attire ...	Classic	Attire	V (normality)	
5	... the classic and <u>elegant</u> attire ...	Elegant	Attire	V (normality)	
6	... <u>fully</u> aware that people were noticeably staring at them.	Fully	Aware	V (normality)	
7	... fully aware that people were noticeably <u>staring</u> at them.	Staring	People		V (normality)
8	... “Did you just attend a <u>special</u> event?” ...	special	Event	V (normality)	
9	Taty, a businesswoman, and mother of six is one of 41 <u>active</u> members of Perempuan <i>Berkebaya</i> ...	Active	Member	V (capacity)	
10	... a movement to wear the <u>traditional</u> blouse and skirt sets ...	Traditional	Blouse and skirt		V (normality)
11	... Kristin Samah, an author, and <u>former</u> journalist, ...	former	Journalist	V (capacity)	
12	“At first, I just wanted to look <u>different</u> ,” she laughed.	Different	I	V (capacity)	
13	... women wear the attire regularly including for	Traditional	Ceremonies		V (normality)

	religious and traditional ceremonies.				
14	... including for religious and traditional ceremonies.	Religiou s	Ceremonies		V (tenacity)
15	... <i>kebaya</i> are usually reserved for official functions and special events	Special	Events		V (normalit y)
	Total			4	1
				5 (social esteem)	
				6	4
				10 (social sanction)	

The total number of judgment lexical items is 15 out of 33 (47%) as is described in the table 3. There are 10 words which are categorized in the positive judgement and 5 words are in negative judgment. It denotes that the author judged *Kebaya* as the positive thing.

### Amplification

The following data are on the lexical items classified as Amplification.

**Table 5. Amplification category**

NO	Sentence	Lexical item	Amplification		
			Enrichment	Augmenting	Mitigation
1	“When wearing <i>kebaya</i> , we’re frequently asked: ...”	Frequently		V	
2	“... Did you <u>just</u> attend a special event?” ...	Just			V
3	“And <u>most</u> of the time, I answer: ...”	Most		V	
4	“... No, I <u>just</u> came from home” ...	Just			V
5	They come from <u>various</u> occupations, from homemakers, lecturers and journalists to government officials.	Various		V	
6	Their commitment to wearing <i>kebaya</i> extends to overseas travel, trekking mountains, cycling and <u>even</u> paragliding	Even		V	
7	“At first, I <u>just</u> wanted to look different,” she laughed.	Just		V	
8	But then, I had <u>many</u> experiences that prompted me to wear <i>kebaya</i> every day.	Many		V	

9	<i>Kebaya</i> ...the attire <u>regularly</u> including for religious and traditional ceremonies.	Regularly	V
	Total		7                      2
			9

This is the last category of attitude. The percentage of amplification is 26 % as is described in table 4. There are 7 lexical items of augmenting; 2 lexical items of mitigating; and none can be categorized in enrichment. It means that the author used lexical items to increase the size or value of something by adding something to the words 7 times. And she used 1 word just twice for mitigating.

### Discussion

The data above shows that the number of lexical items of positive appreciation is higher than the negative ones with 6 and 1 respectively. This means that the writer has a positive attitude on *kebaya*, the traditional cloth. The knowledge of the writer about *kebaya* also contributes significant ideas to what she is going to write since *kebaya* is one of the traditional clothes which is closely related to the culture. Someone who has good knowledge of culture can appreciate it even in the form of words (Pratiwi & Mandala, 2015). According to Martin & White (2005), the lexical items used in appreciation are adjectives. However, Eggins and Slade (1977) say that they can be nouns, verbs, and adverbs. From the article, the writer found the use of the verb “want”. The word “want” shows that the thing described gives a positive reaction so that it is *wanted*. The word *prompted* also belongs to appreciation because the word shows that I was prompted to wear *kebaya* meaning that I appreciate *kebaya* and it is positive appreciation. There is only one negative appreciation, leisure. It includes a negative valuation as it means no work so it is not productive.

The data also indicates that the author address a positive judgment on the *Kebaya*. This is evidenced from the data shown in the table 4. The data display that almost half of the total number (47%) belongs to the judgment category with 5 for social esteem and 10 for social sanctions. Among 6 lexical items of judgment found, one belongs to negative social esteem. *Wrapped*. Among 11 lexical items belonging to social esteem, 4 are lexical items of negative social sanction. This means that there is more positive judgment than negative judgment. *Kebaya* is judged more positively.

The data depicts that the writer used lexical items of judgment the most frequency (47%). This shows that the article is really about people’s opinion on *kebaya* as fashion. The second most frequently used is amplification with 26%, showing that the writer used lexical items to show the amplification to emphasize her attitude. The next is lexical items of appreciation with 21% meaning that the writer appreciated the thing quite often. The least frequently used article in *The Jakarta Post* is affected. This article does not describe the feeling like sad or happy but it gives judgment on *kebaya* the traditional clothes.

The overall findings signify that the knowledge of the author about *kebaya* also contributes significant ideas to what she is going to write since *kebaya* is one of the traditional clothes which is closely related to the culture. Someone who has good knowledge of culture can appreciate it even in the form of words (Pratiwi & Mandala, 2015). As seen on the data in which the author used more positive words than negative ones.

### Conclusion

Our current study highlighted that judgment is the highest attitude used by the author since the article is about *kebaya*. There are 15 lexical items of judgment. This describes that the article shows the judgment of the writer on the use of *kebaya* (traditional clothes) as the model for the women. The second one is appreciation. It describes or gives the writer’s opinion of *kebaya* and nine lexical items of amplification as in giving the judgment of the traditional fashion the author uses some lexical items to amplify. Meanwhile, there are only two lexical items of affect as this article does not discuss someone’s feelings like happiness, sadness, or others. In short, the author judges *kebaya* more positively as traditional women’s dress in Indonesia.

Future research needs to look at several different published news and investigate the attitudinal of authors in their writing. In addition, research can also be conducted to see the difference between the use of lexical items of attitude by authors in well-known and local magazines.

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## Improving Young Learners' Pronunciation Skill through Songs

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**Abstract.** One of the essential language aspects of English acquisition is pronunciation. Teaching pronunciation starts from younger age help the learners recognize the way to pronounce accurately. This article is based on classroom action research aiming at improving the young students' pronunciation through songs. The subjects of the research were 23 young learners, the students of grade IV. There were two cycles in this classroom action research in which the researchers used songs as the intervention. The students were introduced to some English songs related to their materials and were asked to practice singing in the class. A test was administered to know the current students' pronunciation skill before the intervention (pre-test), and also a post-test at the end of every cycle to find the difference before and after they were taught with songs. The mean score of the pre-test showed that the students' pronunciation skill was in the range of "fair". After that, the mean score of post-tests 1 and post-test 2 showed that the student's pronunciation skill was improved to the range of "good" and "very good". Moreover, during the observation, the researchers also found that the students got more motivated in learning English by the use of songs. Thus, it can be concluded that the students' pronunciation skill is improved through the use of songs in the learning process.

**Keywords:** action research, songs, pronunciation, young learners

### INTRODUCTION

Pronunciation is one of the essential aspects of language learning, especially in speaking. Yates (2009) defines pronunciation as the way to produce sounds to make meaning when we speak. Hence, we need to be able to pronounce words correctly to make it easier for people to understand us. For this reason, many language learners regard pronunciation as the measure of mastering speaking skill well. Speaking is a highly crucial skill that everyone should be able to learn since it makes it easier to interact with others (Ardhiani et al., 2021). According to Cahyani et al. (2018), to be able to communicate in English, learners need to learn how to produce the language correctly. It will help the audience to be able to grasp the exact words and meanings of what the language learners convey. Kelly (2000) argues that wrong pronunciation may lead to misunderstanding between speakers.

Moreover, although this may not apply to many people, pronunciation plays an important role in English learners' first impression (Dalton-Puffer et al., 1997: 115). For example, is upon meeting a person who learns English as a second or foreign language, one will

unconsciously judge that the English learner is a good English speaker if he/she has a good pronunciation skill. Thus, it is important for English language teachers to pay attention to the pronunciation teaching process. The teacher should concentrate on using a strategy, technique, or approach while teaching English, but it should also be concerned with the resources (WL et al., 2019).

Researchers and language experts believe that it is an advantage to teach English skills, including pronunciation, since an early age. Zhang (2009), for example, states teaching pronunciation should be taught at primary level because children can effectively and quickly learn sound systems, while adults have difficulties during the learning process due to their age. Moreover, Patkowski (1980), who compared adult language to young learners, found that the latter had language intuitions more alike to the native speakers. This ability enables young learners to communicate using that language in a way that makes them sound more native-like compared to adult learners. Since the primary goal of learning pronunciation is to make the students native-like (Gilakjani, 2016: 1), hence, it is crucial to teach pronunciation to language learners since they were a child.

However, based on the preliminary observation conducted in one of 4th grade of elementary schools in Klaten, Central Java, Indonesia, the researchers found a significant problem regarding the students' pronunciation skill. This problem leads us to the fact that pronunciation is one of the most challenging skills in English language learning and teaching (Richards, 2015). Moreover, according to Schmitt (2000), if the language teacher does not correct the errors made by the language learners, it will lead to permanent errors, especially in the learners' speech. From this reason, we can see that it is essential for the teachers to correct the students' pronunciation since they were at a young age.

Another problem found during the preliminary observation and interview is regarding the language input. Most of the students are still passive learners, in which their participation during the learning processes depends on the teacher. Throughout the observation, it was found that the activities are done monotonously without any variation on the teaching method and media. The learning activity within the classroom only consists of doing the exercises or instructions in their workbooks. As a result, they lack practice and motivation in learning English. The activities that are conducted in the classroom should be able to engage them in the learning process. According to Brown (2000: 88), children will not be able to pay attention to materials that they consider to be "boring, useless, or too difficult", which often happen while learning a foreign language. When faced with such materials, they would lose their attention and start doing anything else that is more interesting to them. In this case, the monotonous activity carried out in the class has bored the students. They then prefer to do other activities during the teaching and learning process instead of paying attention to their teacher.

Nevertheless, teaching English to young learners is quite different from teaching adult English learners. To teach English successfully to young learners, teachers need to be aware of their characteristics, which differentiate them from adult English learners. Ellis and Brewster (2002: 27-28) state that children "... have a lot of physical energy and often need



to be physically active, have a wide range of emotional needs, are emotionally excitable, are developing conceptually and are at an early stage of their schooling, are still developing literacy in their first language, learn more slowly and forget things quickly, tend to be self-oriented and preoccupied with their own world, get bored easily, are excellent mimics, can concentrate for a surprisingly long time if they are interested, and can be easily distracted but also very enthusiastic." Therefore, to be able to acquire their full attention, teachers need to master the techniques in teaching English to young learners. According to Brown (2000), teachers may successfully engage the students in the learning process by having activities that capture the students' interest, having a variety of activities to maintain their attention on the material, creating enthusiastic energy, and many others. If the teacher focuses his/her teaching process on those aspects, the students would likely put their whole attention on the teacher and material.

Dealing with the problems mentioned, and considering the characteristics of young learners cited in the previous paragraph, teaching pronunciation for young learners requires various teaching techniques. Thus far, many people and researchers have discussed the best ways to improve English learners' pronunciation skill. In 2009, Saran et al. conducted research on teaching pronunciation using mobile phones. At the end of their research, it was found that the students' pronunciation skill enhances after the implementation. However, this method cannot be applied to the students because the school does not allow them to bring mobile phones to school. Another research that addresses pronunciation is conducted by Mompean and Fouz-Gonzalez (2016) on using Twitter to improve the students' pronunciation skill. Students who participate in the research until the very end show an improvement in their pronunciation skill. Moreover, they also become more engaged in learning English. This method cannot be applied to the students as well because the school does not provide computers and an internet connection for the students.

Apart from the two researches mentioned, there is also research on teaching pronunciation using songs. Vocabulary is also regarded as the cornerstone of learning English, which English learners must acquire in order to facilitate total English proficiency (Nur Affini et al., 2019). For example, the research done by Shehadeh and Farrah (2016) that focuses on the effectiveness of using songs to develop the vocabulary and pronunciation of elementary graders in Jerusalem. After being taught English using songs, the students' vocabulary and pronunciation experience an improvement. The rhythm of the songs can create a friendly atmosphere within the classroom, which will lead the students into feeling relaxed throughout the lesson because they see songs as entertainment instead of studying (Millington, 2011: 136). If the students consider a subject as something that they can enjoy, they will become interested in learning, thus resulting in the mastery of the materials.

Ellis and Brewster (2002: 162) state that songs, rhymes, and chants are considered fun for children and will make them view the target language positively. There are many challenges in teaching children, such as classroom management (Linse, 2005). However, through using songs, they will be more enthusiastic in studying a new language that they never speak with or hear. Moreover, one of the many benefits of teaching using songs for pronunciation is the familiarization of the target culture (Salcedo, 2002). This familiarization makes it possible

for children to enjoy the new and foreign language that they are learning. From this enjoyment, as stated by Millington (2011: 136) cited previously, children will be interested in learning.

As long as the children are interested, the teachers may teach them the materials that they need to master a foreign language, including teaching them pronunciation. This is the reason why using songs is one of the alternatives to practice pronunciation. Many studies argue that songs can stimulate children into learning English and that songs make learning a second language easier (Defaz, 2011) for the students. All in all, songs can help the students learn a new language because the students' learning process becomes unconscious. The students will learn without feeling the burden of learning that students often face, which means that their anxiety level is lower. According to Liu (2006), the more proficient students are in an FL, the less anxious they tend to be. Thus, there will be an increase in their academic performance. Keeping in mind the advantages and the practicality of songs to be applied in the teaching and learning process, the researchers decided to teach pronunciation to 4th-grade students of the elementary school using songs.

A repetition of the songs accompanies the use of songs within this research. According to Johnstone (1994) in Silva & Santos (2011), repetition is one of the ways for our brain to process information. Moreover, repetition will create a relaxed atmosphere (Merritt, 1994, in Silva & Santos, 2011). Therefore, during the teaching and learning processes, the teacher applies this method along with songs. The songs will be played for several times until the students can sing along to the song. Then, if the students are able to sing by themselves, the teacher asked the students to sing together without the audio. Moreover, the students sang the song repeatedly.

Furthermore, the researchers took into consideration in addressing the characteristics of children mentioned by Brewster et al. (2004: 27-28) that children "... have a lot of physical energy and often need to be physically active". Also, Nunan (2010) stated that one of the characteristics of young learners is that they "... enjoy fantasy, imagination, and movement." Therefore, many teachers often complain about their students being overly active and that they do not know how to make them pay attention to the lesson. The researchers believe that these types of issues can be addressed using the TPR (Total Physical Response) method. Larsen-freeman (2000) stated that students would enjoy learning a foreign language when they are taught using this method. To them, not having to sit still and listen to their teacher explaining the material throughout the hour excites them. As a result, they will be encouraged to learn a foreign language. Thus, the researchers decided to include this method to support the application of songs in teaching pronunciation.

Therefore, after referring to several literatures on teaching pronunciation to young learners, it is found that the most applicable method to address this problem is using songs. Then, this method is also supported by TPR to help the students understand better and help them to be more engaged with the teaching and learning process. The goal of applying the methods is to help the teacher improve the students' pronunciation skill and confidence in a more fun and enjoyable way.

## METHOD

This study belongs to classroom action research since it offers interference practice based on the problems found to improve students' particular skill. The strategy is useful in improving students' skills like as pronunciation, vocabulary, intonation, expressions, and grammar (Wiyaka et al., 2017). It is in line with what is stated by Wallace (1998) and Burns (1999): action research is a systematic process in collecting and analyzing data to investigate practical issues arising within a particular context in order to come to some decisions about what the future practice should be.

The study was conducted in one of elementary school located in Klaten, Central Java, Indonesia. The subjects involved in this research were 23 students of Grade IV. Furthermore, in this study, the researchers worked with the classroom teacher as the collaborator.

According to Elliot (1991), there are six main steps that need to be implemented in conducting action research. They are identifying initial ideas, reconnaissance, constructing a general plan, implementing action, observation, and reflection. Those six steps form a cycle that will move to form the next cycles continually. Therefore, in organizing this study, the researchers did some steps starting from observing the school for problem(s) identification. After that, the steps taken were reviewing the literature, developing instruments for applying the method proposed, collecting and analyzing the data through two cycles. The first cycle included a pre-test, material 1, material 2, and post-test 1. After that, the study was continued to the next cycle consisting of material 3, material 4, and post-test 2. Finally, the researchers drew a conclusion and wrote a report.

In collecting the data, the researchers use various techniques and instruments based on the techniques applied. For qualitative data, the researcher did direct observation in the classroom, interviewed the teachers and the students regarding the English teaching and learning. Therefore, the instruments used were observation checklist and interview guideline. Also, the researcher used video and audio recorder, camera, and field notes. Furthermore, in collecting quantitative data, the researchers conducted tests (pre-test, post-test 1, post-test 2). In the test, the students were asked to pronounce some words, and they were assessed using a rubric.

After being collected, the data were analyzed through some techniques. We used qualitative analysis to obtain data relating to the students' perspectives and arguments about their writing (Susanto et al., 2019). The qualitative data were analyzed and interpreted through steps adapted from Ary et al. (2010). Those are 1) coding the data; 2) reducing the irrelevant data; 3) classifying the data based on the purposes of the study; 4) describing the result of the data classification, and 5) drawing a conclusion. On the other hand, the quantitative data gathered from tests were analyzed using descriptive statistics. The result of the analysis is in the form of students' means score reflecting the interfered teaching and learning process to know the difference or the improvement of students' pronunciation skill before and after the cycle is done.

## FINDINGS AND DISCUSSION

The results of this research were gotten from the pre-test, post-test 1, post-test 2, as well as the observation from the researchers. Based on the two cycles done in this research, the researchers got some results, as described in the following paragraphs.

In the first cycle of this research, the researchers started by conducting a pre-test for the students. It was aimed to get the data of the students' current ability in pronunciation. The researchers used three segmental parts of pronunciation, which are vowel, consonant, and diphthong. There were ten words for each of the part. The words were taken from the materials in the second semester that given to the students from their workbooks. The researchers also used a rubric for assessing the students' ability. The researchers asked the students to pronounce the words and then checked the correct pronunciation.

**Table 1** Mean Score of Pre-test

Vocal	Consonant	Diphthong
2.434	2.304	2.608

Based on the table above, the researchers found that the students' average scores were 2.434, 2.04, and 2.608, which were in the range of "fair". It showed that the students need improvement in their English pronunciation.

After receiving the result of the pre-test, the researchers gave the first materials in cycle 1 which were "Days of the Week" and "Months of the Year". The researchers asked the students to recall the meaning of the days in English into Indonesia and vice versa. Then, the researchers gave an intervention by playing the "Days of the Week" and "Months of the Year" songs. The students listened to the song and sang along with the researchers. The researchers found that most of the students mispronounced words such as Monday /'mʌn.deɪ/ became /'mon.dai/, Friday /'fraɪ.deɪ/ got to be /fridai/, Saturday /'sæt.ə.deɪ/ turned into /saturdai/, day /deɪ/ came to be /dai/, April /'eɪ.prəl/ became /'april/ as they said it in Indonesia, and August /'ɔːgəst/ into /'agus/. The researchers gave the demonstration in pronouncing the words correctly then the students repeated after for the incorrect words. The students found it difficult for the first-time repetition. However, they started to follow the instruction and repeated properly. Afterward, the students sang the songs again without the music. They pronounced the words better than the first time they tried to sing the songs. The researchers gave rewards to the students who were able to answers the questions and sing the songs. Some of the students got more confidence to mention the name of the days and months in English. It was shown from their participation by raising their hand when the researchers asked them questions.

In the next action of cycle 1, the researchers gave the students the second material, which was "Hobbies". The researchers recalled the "Days of the Week" and "Months of the Year" songs. The students were excited to sing the songs together. Then, the researchers introduced the "What Do You Like to Do?" song. The song lyrics were written on the whiteboard, and the students copied it on their book. The researchers played the song, and the students listened

to the song carefully. After that, the researchers invited the students to sing together. After singing together, the researchers gave the students questions about the meaning of the list of words in the lyrics of the song. They showed their interest by raising their hand in answering the questions. The one who answered correctly would get a reward from the researchers. However, the students had difficulty in singing the song by themselves. They needed guidance from the researchers or the music. Also, some improvement in their pronunciation also appeared.

The last action on the first cycle was post-test. The researchers administered a post-test to know the students' improvement as the intervention had been given to them.

The students were asked to pronounce the words in English that the researchers had provided. The list of words consisted of three parts, which were the same as the pre-test such as vowel, consonant, and diphthong. Each part had 15 words. The words were taken from the workbook as well as from the COCA rank. The students were able to pronounce some words correctly. As a result of the correct answers based on the rubric the researchers had, the students' mean score presented below shows that the students were in the range of "good".

**Table 2 Mean Score of Post-test 1**

<b>Vocal</b>	<b>Consonant</b>	<b>Diphthong</b>
4.381	3.761	3.761

From the previous table, it can be seen that this result from cycle 1 indicated the improvement for the students' pronunciation skill. Therefore, the researchers found that songs could improve the students' enhancement and decided to continue using songs in cycle 2. However, the reflection for evaluation of cycle 1 showed that the use of songs with long lyrics could lower the students' interest, and it was difficult to be remembered. Thus, the songs applied for cycle 2 were chosen from those that have shorter lyrics. Moreover, not only considering the use of songs again, in cycle 2, the researchers also decided to add another complement technique.

The first activity in cycle 2 was giving the materials for the students by recalling the last topic of the songs and singing together. Afterward, the researchers played a song as the new topic of the day, which was "Time" entitled "O' Clock" as the first intervention. Then, the students were asked to stand up from the seat to follow the movement of the song as the researchers showed to them. The researchers imitated the long hand of the clock and the short hand by using their hands. The students copied the movement and sang together. The dance movement was an additional intervention. The students expressed more excitement than before. They were active in following the instructions. They asked for more and more to sing and dance. After singing together, the researchers gave the students questions about time in O' Clock mode. The researchers also gave reward to the students that were able to answer the questions as well as sing in front of the class. The movement of the song conveyed a different response (positively) from the students. Therefore, this additional technique would be used in the next meeting of cycle 2.

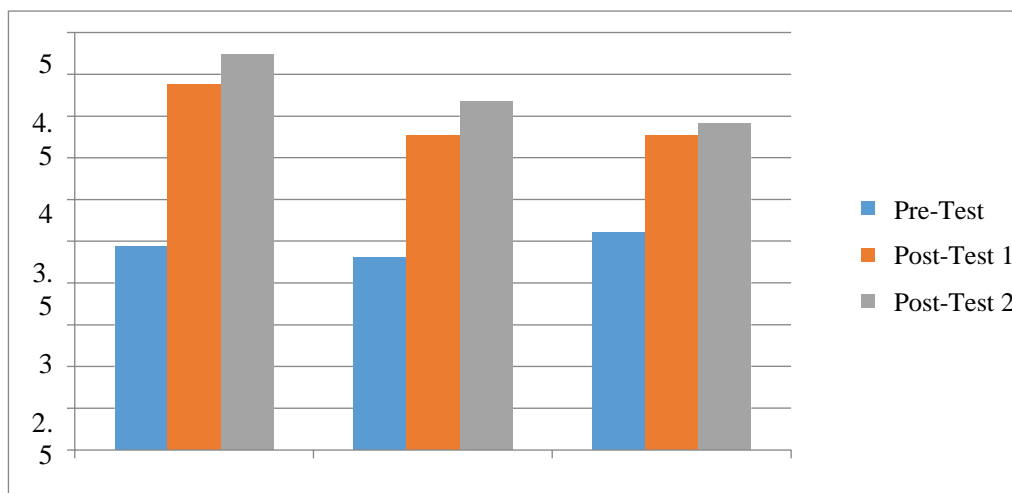
The next meeting of cycle 2 was started by recalling materials from the "Days of the Week", "Months of the Year", "What Do You Like to Do?", and "O'Clock". The students were able to sing together nicely. Although some of them still had a mistake in pronouncing some words, they were already more confident in singing and dancing together. Then, the researchers gave another material which was "Thirty". It was about the time and the half or "thirty" mode. The song was similar to "O'Clock" but the lyrics were changed into "Thirty". The students also needed to follow the movement for the song. Also, rewards would be given to the students when they actively answered the questions. Some of the students who never got the rewards were also asked to come in front of the class to get their turn in showing the movement of the song. At first, they were shy to perform in front of the class, but with the encouragement from other students, they were finally able to do it.

Finally, in the last meeting of the cycle 2, the researchers conducted a post-test. The researchers administered the second post-test by the same technique as the pre-test and post-test 1. There were 15 words divided into three parts that the students would have for the test. The students took the test, and the researchers found out that the students' ability in pronunciation was increasing. The result of post-test 2 presented in the table below shows that the students were within the range of "good" to "very good".

**Table 3** Mean score of Post-test 2

<b>Vocal</b>	<b>Consonant</b>	<b>Diphthong</b>
4.739	4.173	3.913

As a wrap-up, the improvement of the student's pronunciation skill through the two cycles done is presented as follows:



**Figure 1** The Graphic of Student's Score Improvement

The bar shows that after the implementation of songs in two cycles, the students' score of pronunciation is continually increasing in all three groups of words. Furthermore, another result that can be found from cycle 2 was that additional movement or dancing applied in the song could also affect the students' confidence. Their confidence was improved indicated by their involvement in the class by answering questions or performing in front of the class.

Next, let's discuss the result presented above based on the existing theories. First, as the researchers reminded the students and demonstrated the correct pronunciation of some words that the students said it wrong, it was found that the students finally avoid the mistakes again when saying the words. This is in line with what Schmitt (2000) said about the error that the students make, which is not corrected by the teachers will lead to a permanent error. Thus, the correction from the teacher is essential to avoid such a thing.

Furthermore, based on the result of observation during this research being conducted, the students showed their interest in learning English through songs. The students' interest is shown by their excitement in listening to the songs carefully and singing together with the researcher. As Brown (2000) said, teachers may successfully engage the students in the learning process by having activities that capture the students' interest, having a variety of activities to maintain their attention on the material, creating enthusiastic energy, and many others. Hence, the activity of singing together makes the students more engaged in the teaching and learning activity.

Another result that needs to be discussed is that the students start to pronounce the words correctly and request to sing the songs from the first meeting. This phenomenon indicates that the students want to know more how to pronounce the words in English correctly. As Millington (2011: 136) said about the enjoyment because of familiarization, the students in the class show their enjoyment as they request to sing the song more often. They become

more familiar with the English songs, as Salcedo (2002) stated that teaching using songs for pronunciation helps the familiarization on the target culture.

Moreover, in the second cycle, the researchers added movement as the improvisation along with the songs. The movement involved is simple and easy to follow. The implementation of the movement considered as one of the Total Physical Response method's activities believed in making the students enjoy learning a foreign language (Larsen-freeman, 2000). The theory was proven in the research as the students were showing their interest and improvement in their confidence. Their involvement in the class is improved shown by their participation in answering questions or performing in front of the entire class.

Another result found based on the observation during the research is that the students sing and repeat the song after they are given the demonstration of correct pronunciation from the researchers correctly. It means that repetition helps the students remember the pronunciation of the words. It is in line with what Johnstone (1994) in Silva & Santos (2011) stated that repetition is one of the ways for our brain to process information. Moreover, the repetition of the songs also gives a relaxed atmosphere as Merritt (1994, in Silva & Santos, 2011) said. Finally, the result of the students' improvement in pronunciation skill through the implementation of songs in the classroom is in line with what is said by Brewster and Ellis (2005). They said that songs and rhymes are one of the ways to make the students aware of English sounds. Moreover, as the researchers conducted a research on young learners, the theory proposed by Zhang (2009) stated that teaching pronunciation should start from the primary school because of the ability of the students in learning sound systems quickly and effectively can be applied directly.

## **CONCLUSION**

Based on the data found and its relation to some theories mentioned in the previous section, it can be concluded that the students' pronunciation skill is improved through the use of songs in the learning process. Moreover, the students' motivation and confidence are also increased after some additional movements within the songs are implemented in the class. The students become motivated and start to be interested in learning English. Therefore, the students start to speak in English by using correct pronunciation.

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## **The Need Analysis of Ethnoscience – Based English Learning Material: A Contextual Model**

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**Abstract.** English is very important for students because English has become one of the International language used by many people. However some obstacles are usually faced by Indonesians who want to learn English. One of the causes of difficulties in learning English is that the material taught is not in accordance with the application of students' daily lives. Analyze the need for ethno science-based English material in contextual model in English subjects was the research purpose. Using the research instrument composed of questionnaire; data were gathered from seventy of the seventh grade students and three teachers of SMPN 14 Semarang to analyze the students and teachers' needs in learning English. Descriptive statistics were used to analyzed the data. Based from the result, that students and teachers need interesting material in learning and teaching English subject. They agree of developing ethno science-based English material in contextual model because a English subjectis not only theory but need to practice it through student activities. The material better is if it is related to everyday life and the culture values of the local community.

**Keywords:** Need Analysis, Ethno science, contextual, English Material.

### **INTRODUCTION**

Indonesia is a rich country in cultural and linguistic diversity. Unfortunately, the era of globalization has an impact on the entry of foreign cultures which are applied and the local culture is getting lost, which should be maintained. It needs to be done to preserve various noble values and local wisdom through education. It plays a role in instilling values and sustaining cultural elements. In fact, the formal education process tends to be seen as a separate learning process from the acculturation process and separate from the context of a culture. One way is to apply a contextual model in the school environment.

In Contextual model, the study raised the theme of everyday life and the environment of the learners. It is more meaningful to student. The learning process takes place naturally in the form of student activities work and experience, not transfer of knowledge from teacher to students. Contextual models can be applied to every lesson, including English lessons. English has become one of the International language used by many people, spreads out and develops either as a second or foreign language (Alfian 2019). However some obstacles are usually faced by Indonesians who want to learn English (Sundari 2018). One of the causes of difficulties in learning English is that the material taught is not in accordance with the application of students' daily lives. Most of the reading materials provided in English course books seem limited in relation to the students' background or local culture (Dehbozorgi, Amalsaleh, and Kafipour in (Azizah, Inderawati, and Vianty 2020).

In the preliminary study in SMP 14 Semarang, the writer found that 1) the material is not appropriate to students culture values and environment, 2) there are still many teachers who use materials that are not contextual in accordance with the needs of student 3) the forms and types of texts (materials) are not fitting to SMP 14 Semarang students. The problems that have been found need to be handled appropriately. It needs to link English material with local culture and can be applied in the students' daily live. Through the adjustment of material related to students' culture, it is hoped that English will become a meaningful learning and will be easier to learn because it is not only theoretical but can be practiced with students' lives. It needs the development English material based- ethno science in contextual model. Ethno science relating to classification societies, the cultural systems, culture-related physical phenomena and to dig up the past and incorporate the values and the knowledge society (Lestari and Fitriani 2016). Based on the explanation above, this study was conducted to analyze the need for ethno science-based English material in contextual model.

## **Conceptual Framework**

### ***Ethno Science***

The term ethno science comes from the Greek word *ethos* which means 'nation' and the word *scientia* from Latin which means knowledge. Ethnoscience more or less mean knowledge possessed by a nation or more precisely by tribes or social groups and as a form of local wisdom. Ethnoscience can be regarded as a system of knowledge and cognition typical of particular cultures (Sudarmin, Sumarti, S. S., (2018). Ethno-science is indigenous knowledge from a culture that is connected with scientific knowledge, or is called knowledge owned by a nation (Usman, Rahmatan, & Haji 2019) Ethno science is a learning approach that has a close relationship with culture. Ethno science are knowledge possessed by a nation, tribe and specific social groups. Ethnography focuses more on cultures that classify existing environments or social situations. Ethnicity is an activity that transforms between original science (knowledge relating to the facts of society) and scientific science Hadi et al., (2019, p. 119). Ethno science can be defined as a set of knowledge owned by a society or an ethnic group that uses certain methods and follows certain procedures where it is a tradition in a particular society, and the 'truth' can be tested empirically (Sudarmin 2015, 16).

### ***Contextual***

Contextual is a connecting learning model real world situations that aim to equip students with knowledge that can applied in concrete daily life (Yulianto Zaini, 2019) in Dewi et al. (2021). Contextual materials were pointed students One of foreign languages became subject in primary and middle school curricula in Indonesia is an English. Using different instructional materials adapted within the constructivist learning theory will enhance students' conceptual understanding Birisçi & Metin, (2010) in Mukhaiyar, Effendi, and Amri (2018).

Shaw & Masuhara (2012) in Kiswaga and Triastuti (2018), explain different factors which necessitate evaluation of language material; First, the needs of the learners, these needs include the language proficiency level of the learners, the individual learning styles of the learners, age, what do they want to achieve and many other learner`s needs. Secondly, the language position in education setting also is important factor for material evaluation. The

setting includes several issues like, the status of the language and how it is viewed at given setting, whether it is the first language, second language or foreign language, the materials used will be different. The fourth point is whether the materials match with the principles and the approaches used. People use language as a tool of communication to engage with one another and for social needs to be met in society (Susanto et al., 2021). For example in communicative language teaching the materials must enable a person to be able to communicate using language. Fifth materials and language resources should be evaluated to match with type of the syllabuses used at a given context.

### *Need Analysis*

Jordan defines needs analysis as a process of determining the needs of a group of language learners and prioritizing learning materials based on those needs from both subjective and objective information Biduri, Rasyid, and Emzir (2018). Hutchinson and Waters (1987) in Nation and Macalister divided needs analysis into two types of needs, namely the needs of the target and the learning needs.

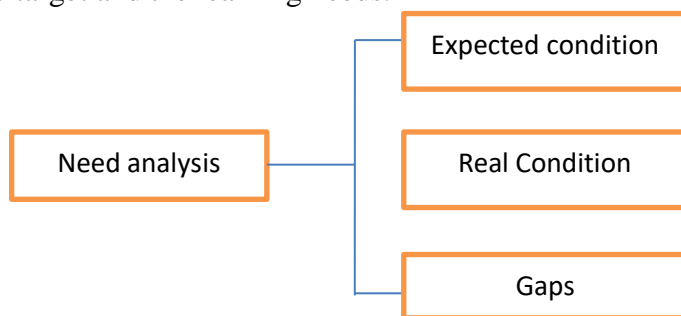


Figure 1. Need Analysis

Hutchinson and Waters in Biduri, Rasyid, and Emzir (2018) also asserted that the target needs analysis (targets) can be seen in the following three types.

- a. The necessity is to ask: “What is required in language learning?”
- b. The lacks are questioning: “What are the student shortcomings?”
- c. The wish is to ask: “What do students want to learn?”

## **METHOD**

### *Research design*

This study utilized the descriptive qualitative method of research. In the social sciences, qualitative research methodologies are being created to allow researchers to explore social and cultural phenomena (Susanto, 2018). This method involves information about variables and it is employed to measure the existing phenomenon. This study utilized the descriptive research to investigate the facts and features of a certain population or region of interest in a factual and accurate manner (Affini, 2019). Loeb et al., (2017, p. 1), descriptive analysis is data determining what works in education, but descriptive simplification. Good description

presents what we know about capacities, needs, methods, practices, policies, populations, and settings in a manner that is relevant to a specific research or policy question.

### ***Respondents of the study***

According to Sugiyono (2013) population is an object or subject that has certain qualities and characteristics in the generalization area, applied to be studied and then summarized by researchers. In this study the population is the seventh grade students of SMP 14 Semarang. The sample is a population that has a share of the number and characteristics (Sugiyono 2013). The subjects of this research were seventy students of the seventh grade and three English teachers at SMPN 14 Semarang.

### ***The Research Instrument***

The research instruments used in the study was composed of two questionnaires: students' need analysis and teachers' need analysis of ethno science-based English material. The students' need analysis questionnaire consist of ten questions and the teachers' need analysis consist of twelve questions.

### **Findings and discussion**

The following are the results of the gathered data in determining the scientific knowledge. The results of the need analysis of ethno science- based English material were obtained from the results of filling out needs questionnaires by teachers and students. The need for ethno science- based English material of SMPN 14 Semarang in the results of this study was obtained based on the results of needs analysis according to teachers and students' perceptions. Analysis of development needs is carried out by filling out needs questionnaires by teachers and students. The results of the needs analysis can be presented as follows.

#### 1. The Need for ethno science- based English material according to Student Perceptions

The needs analysis, the results of the analysis on developing the need for ethno science-based English material on the seventh grade junior high school students obtained the results of the analysis which included ten questions which will be presented as follows:

Table 1.1. Ethno Science- Based English Material According To Students' Perceptions

NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1	I find it difficult to learn English	65	5
2	I find it difficult to answer English questions	66	4
3	I am interested in the material used by teachers in teaching English so far	9	61
4	I need interesting materials to learn English	70	-

5	I like learning English material that related to my daily activities	69	1
6	I like English material that is in accordance with the local culture	65	5
7	I like English material that can grow my love for cultural values	63	7
8	I want English lessons not only theory but need to practice it through student activities	60	10
9	I understand English material better if it is related to everyday life and the culture of the surrounding community	63	7
10	I agree if English material is developed related to the culture of the local community	64	6

Based on the data from table 1.1, it is known that the development of ethno science- based English material is needed by students. They need more interesting material is adapted to students' daily lives and the culture of the local community. So far, students learn English face difficulty because they are not interested in the material used by teachers in teaching English. In addition, students have difficulty understanding English material and answering the English questions. Some prominent teaching apps used by lecturers are zoom apps, Google Meet apps, Microsoft Teams apps, Google Classroom apps, WAG apps, YouTube apps, and Skype apps . This is because the materials used when learning English is he lack of student activities or practices, the lack of linking learning with daily student activities and the culture of the local community. Students need interesting material in learning and teaching English subject. They agree of developing ethno science- based English material because a English lesson is not only theory but need to practice it through student activities. They want the material is related to their everyday life and the culture values of the local community. For more details, the percentage results can be seen in Figure 2 below:

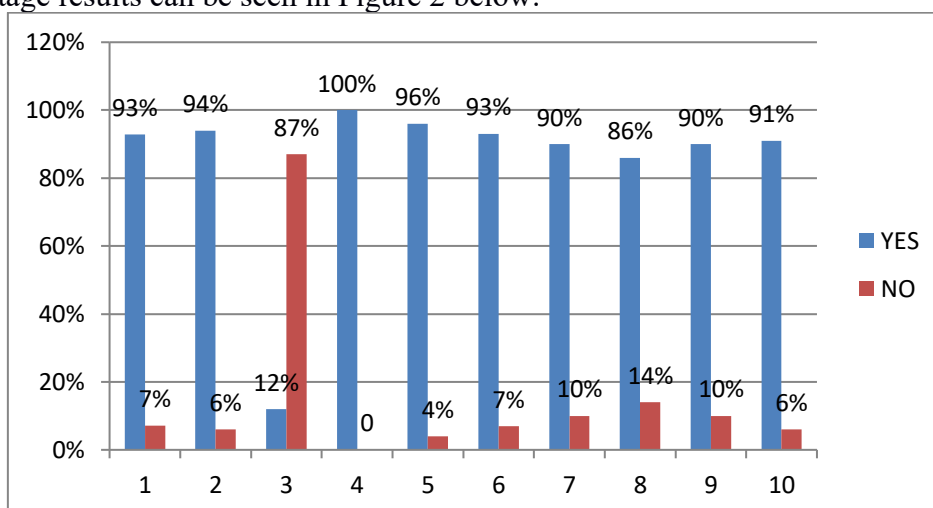


Figure 2. Percentage Result of Need Analysis Ethno Science- Based English Material According To Students' Perceptions

## 2. The Need for Ethno Science- Based English Material according to Teacher Perceptions

The needs analysis from the teachers' perception was conducted from questionnaire about teachers' necessary of Ethno Science- Based English Material. The questionnaire consists of twelve questions. Three teachers have answered the questionnaire. The result can be seen as below:

Table 1.2. Analysis of The Need For Developing Ethno Science- Based English Material According To Teachers' Perceptions

NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1.	Does the English learning process that has been implemented can make students be pleased?	3	
2.	Is learning the English transfer themes unpleasant?	3	
3	Do students have difficulty in learning the English?	3	
4	Does the English material really help students in achieving English learning objectives?	3	
5	Do you agree if the ethno science-based English material is used to help English learning?	3	
6	Are students more interested if the material is related to the potential that exists in the environment around where they live?	3	
7	Have you ever used ethno science-based English material in teaching?	3	
8	Is it necessary to use ethno science-based English material in the English learning process?	3	
9	Do you teach English by linking the surrounding culture?	1	2
10.	Does English material need to be taught by linking the surrounding culture?	3	
11	Are ethno science-based English material an interesting material?	3	
12	Is the use of ethno science-based English material in English learning necessary?	3	

Based on the data from table 1.2, it is known that the development of ethno science-based English material is needed by teachers. So far the English learning process that has been implemented can't make students be pleased. Students have difficulty in learning the English. Teachers need interesting material to teach English. They agree to develop the ethno science-based English material in helping students learning English. The facilitating of learning materials, it is necessary to link learning with students' local cultural values. Ethno science-based English materials are considered appropriate to help students improve their English skills.

## CONCLUSIONS

The conclusion of this study is that the ethno science-based English material is needed by students and teachers in English subjects for seventh grade students of SMPN 14 Semarang. The material is related to the students' everyday life and the culture values of the local community. Recommendation for the teacher to be more creative by developing learning material to achieve the learning objectives based on the students and teachers' needs.

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## **Appraisal Analysis of Characterization of the Main Character in Pramoedya Ananta Toer's Novel in Indonesian and English Translation of *This Earth of Mankind***

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**Abstract.** The number of Indonesian novels translated into various foreign languages, especially English, requires a deeper study so that illegibility and unacceptableness will not occur in conveying the true meaning in the source language. This study examines the disclosure of the main character in the novel *Bumi Manusia* by Pramoedya Ananta Toer which was translated into English *This Earth of Mankind* using Appraisal theory in Functional Systemic Linguistics (LSF) perspective which includes the culture of the source language in it. The results of the analysis show that there is a shift in appraisal or a shift in the type of appraisal in the depiction of the main character in the novel in the source language (Indonesian) with the depiction of the character in the target language (English) as seen in the change in the choice of expression (words or phrases) in the target language. This can be interpreted that in the world of translation, the choice of equivalent target language words will always change according to acceptance with the culture and norms that apply to the target language.

**Keywords:** Pramoedya Ananta Toer; *This Earth of Mankind*; Appraisal Theory; Translation.

### **INTRODUCTION**

The use of language is part of *the language metafunction* system. This language metafunction includes ideational (experience and logic), interpersonal, and textual functions contained in language (Halliday and Hasan, 1985/1992; Halliday, 1994; Wiratno, 2018:41). The metafunction of experience expresses the meaning or reality of experience, while the metafunction of logic realizes logical meaning (*logico-semantic*) which is the logical reality that connects those experiences. Interpersonal *metafunction* reflects the social reality of a discourse or meaning that is constructed from interparty relationships within it. This interpersonal meaning consists of interactional (which expresses interpersonal interactions) and transactional (which expresses the existence of information and/or goods/ services transactions). Textual *metafunction* reflects both metafunctions (ideational and interpersonal)

into symbols. The linguistic theory developed by Halliday is commonly referred to as Functional Systemic Linguistics (LSF).

Halliday's theory of interpersonal meaning was developed by Martin (2007 & Rose). They both developed *interpersonal meaning* with a theory based on an assessment he named Appraisal theory. This theory deals with evaluation: the types of attitudes negotiated in the text, the power of feelings involved and the way those values are sourced, as well as how writers and readers are positioned (Martin & Rose, 2007: 25). Appraisal (Apraisal) is used for negotiating social relationships by telling readers about our feelings (or about our attitudes) toward objects or people. Apraisal theory deals with the concept of evaluation defined as a cover board to express the author's attitude or further about the stance or stance, viewpoint, or feeling about a person's trustworthy entity or statement (Hunston and Thompson, 2003:5). In reality, interpersonal meanings are divided into two categories. The first is concerned with the sort of contact taking place — the type of commodity being exchanged. The second is concerned with how speakers take a stance in their remarks (Susanto, 2018).

Research on the attitudes, feelings and judgments of authors or speakers has been conducted within the framework of discourse analysis or critical discourse analysis. Nevertheless, the analysis of such discourse is more done with psychological theory or approach. The use of functional systemic linguistics (LSF) approaches as an alternative to other approaches in critical discourse analysis (CDA) has offered a study tool based on linguistic theory with linguistic evidence that has standard categories that are more appropriate among the language community or language fields. Furthermore, the use of appraisal theory allows as a comprehensive study to evaluate a text or discourse describing construction as a form of contribution from one specific grammatical source or an entire source of grammar (Hood, 2004:14). Susanto et al., (2019) states that Discourse Markers (DMs) have typically been restricted since they are seen as items that do not contribute to an utterance's truth-conditional meaning or the syntax and semantics of a sentence.

The appraisal analysis framework consists of three subsystems, namely Attitude, Graduation/amplification, and Engagement/Source of Attitude. Attitudes are related to Affect, Judgement and Appreciation. Affect is related to feelings, including emotional reactions. Assessment is related to behavior. Appreciation is the evaluation / assessment / appreciation of objects (Martin and White, 2005; Martin & Rose, 2007: 26). Engagement or source of Attitudes is related to the Source of Attitude or the origin of the Attitude. Graduation or Amplification is the classification of feelings that are strengthened or obscured by the phenomenon that occurs (Martin and White, 2005: 35). Through this Appraisal theory, one can know the expression of emotions or opinions, or the assessment of everything from the other party of written and speech discourse. With appraisal, one can provide text evaluations from both positive and negative points of view (Martin, 2000; Martin and Rose, 2007; Hood, 2004; Hood and Martin, 2005; Martin and White, 2005).

This research aims to analyze the attitude of the author in describing the main character in the novel *Human Earth* which is translated into English *This Earth of Mankind*. In addition, this study also analyzed the categories of Attitude Sources found in the novel. Thus, the analysis of the text was carried out on two categories of appraisal namely Attitude and Source

of Attitude. The selection of the two categories is carried out with the view that both aspects can already be used as indicators of the attitudes and feelings and assessment of the author of the main character in the novel. Analysis of the attitude of the author in the novel that will show the form of attitude or feeling, while the source of the attitude will inform the origin of the attitude shown by the author in the text.

Research on appraisal and texts has been conducted by several researchers, such as research conducted by Dong (2005), Pascual and Unger (2010), Isaac (2012), Soepriatmadji (2012), Khoo, Nourbakhsh, and Na (2012), Santosa, Priyanto, and Nuraeni (2014), Chusna and Wahyudi (2015), Fuoli (2015), and Bartley and Benitez-Castro (2016). However, of these studies only a few of those studies chose their research sources in print media. They are Soepriatmadji (2012), Santosa, Priyanto, and Nuraeni (2014), as well as Bartley and Benitez-Castro (2016). Research on the novel *Bumi Manusia* has been conducted to examine character education in the novel using the approach of Functional Systemic Linguistics (LSF) especially Halliday's register theory (Rahmi, 2016).

Based on the above discussion, research that bases appraisal studies on literary works especially phenomenal novels has not been done. Indeed, the studies conducted above vary the sources analyzed, however, not yet among those who examine using appraisal theory that compares the source language text (SL) with the translation work as text in the target language (TL). In addition, it is also necessary to examine the accuracy of the translator in diverting the message of attitude, feeling and judgment towards the main character in the SL text with the message of attitude, judgment and feeling in the TL.

Research on the literary work of the popular novel *Bumi Manusia* by Pramoedya Ananta Toer which was translated into English *This Earth of Mankind* by Maxwell Lane (Australian author) was done because this novel has attracted the attention of many people, namely literary critics, socio-political writers, even lay readers, not only in Indonesia but also in foreign countries. It is evident that the novel has been translated into 33 languages in the world.

This research covers two fields of study at once, namely linguistic research in the field of discourse (discourse analysis) and research in the field of translation science. Appraisal in the translation of Indonesian as the source language (SL) into English as the target language (TL) has not been widely done. In addition, the use of translation studies in appraisal analysis of the novel's literary works will also involve assessing the quality of translation from the aspect of accuracy. That is, the quality of the translation of attitudes, feelings and judgments and how the gradation of the author's attitudes, feelings and judgments in the SL text into the TL text, especially in terms of accuracy needs to be done.

## **METHOD**

### ***Research objectives***

The aim of the study was to compare the characterization of the main character in Pramoedya Ananta Toer's novel *Bumi Manusia* in Indonesian version with the English translation version

of *This Earth of Mankind* by Maxwell Lane to examine the degree of accuracy in the translation of attitudes and their gradations from the source language.

The research questions that must be answered with this study are:

1. How to describe the main character in the novel *Bumi Manusia* as a source language text (SL) using Appraisal theory?
2. How to describe the main character in the novel *This Earth of Mankind* as a translated text in English as a target language (TL) using Appraisal theory?

### **Research Methods**

The research design should be relevant to the study problem (Lestari & Susanto, 2017). The research methods used in this research included (1) types of research, (2) time and place of research, (3) data and data sources, (4) snippet techniques, (5) methods and techniques of providing data, (6) methods and techniques of data analysis (7), presentation of data analysis results.

#### **1. Types of the Research**

This research is a qualitative descriptive in the form of discourse analysis with a Functional Systemic Linguistics approach and research in the field of translation by examining the quality of translation, especially aspects of accuracy to the text in the novel *Human Earth and This Earth of Mankind*. It is classified as qualitative research since it deals with data connected to ideas, and the data analysis use numerical data in tables and pie charts (Susanto, Bharati, et al., 2019). This research is a qualitative study because it seeks to describe social symptoms or phenomena with sentences in everyday language in addition to using numbers to help explain the social characteristics contained in them (Miles and Huberman, 1994; Sutopo, 2006; Santosa, 2010: 97-107; Moleong, 2012; Creswell, 2013:261).

#### **2. Time and Place of the Research**

The amount of time in qualitative research is unlimited in the sense that its implementation can be at any time. This means that research can be done at any time without any time restrictions. Nevertheless, for administrative purposes, the research is expected to be completed within three (3) months.

The research site must meet the main elements of the research site i.e., the place or *setting*, actors or participants, events or events (Spradley, 1980; Santosa, 2017). The location of this research is contained in the book of the novel *Earth Man* which is the text of the source language (SL) and the novel book *This Earth of Mankind* which is a translation text in English (TL).

#### **3. Data and Source of Data**

These research data are words, phrases or clauses that indicate or represent the attitudes, judgments, and feelings of the author and his or her gradation in the text as a Indonesian as the source language (SL) of the novel *Bumi Manusia* and the words, phrases or clauses in the

text that indicate or represent the attitudes, judgments, and feelings of the author and his or her gradation in translation in English as the target language (TL) in the novel *This Earth of Mankind* by Maxwell Lane.

#### 4. Data Sampling

The determination of data samples in this study was done by taking all the data in the form of words, phrases and clauses contained in all the texts scattered throughout the chapters in the novel *Bumi Manusia* and the novel translation of *This Earth of Mankind*.

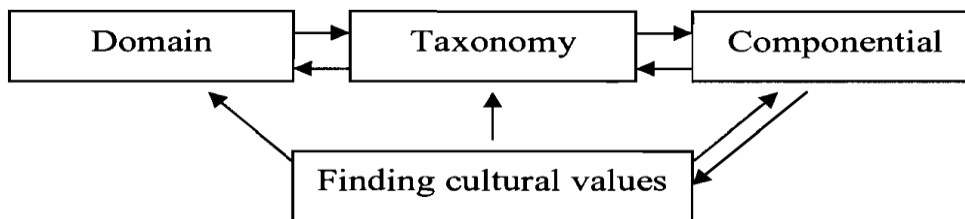
#### 5. Data Validity

In this study used data triangulations or data sources. Triangulation of this data source is the collection of data from a variety of different sources with different methods. The use of different informants is expected to be required to obtain the necessary information. A research informant is someone who has information about the object of the research (Sugiyono, 2010).

Informant is a person who is interviewed or provides information about the ins and outs of the problems needed in the discussion. This discussion was conducted in *Focus Group Discussion* (FGD) by inviting figures or experts both in the field of literary works, especially novels and experts in the field of linguistics, especially discourse analysis with the approach of Functional Systemic Linguistics (LSF).

#### 6. Data Analysis

In qualitative research, the next step after the provision of research data, is data analysis. This data analysis can be done while collecting data (Santosa, 2017). Spradely (1980) suggested steps into this type of content analysis research. The content analysis research steps are four, namely *domain*, *taxonomic*, *componential analysis*, and *cultural values*. The following is a research plot adapted from Spradely (1980).



In addition, analysis of the quality of translation is also carried out especially in the aspect of accuracy by using theories developed by Nababan et al. namely by comparing information or meaning of words, phrases and clauses in the SL text with information or meaning of words, phrases and clauses in the TL text. Translation accuracy is obtained using translation accuracy assessment instruments as shown in the table as follows.

**Table 1.** Translation Accuracy Assessment Instrument

<b>Translation Category</b>	<b>Scale</b>	<b>Qualitative Parameters</b>
<b>Accuracy</b>	3	The meaning of the word, technical term, phrase, clause, sentence or text of the source language is accurately transferred into the target language; there is absolutely no distortion of meaning.
<b>Less accurate</b>	2	Most of the meanings of words, technical terms, phrases, clauses, sentences or text of the source language have been accurately transferred into the target language. But there is still a distortion of meaning or translation of double meaning (nota) or there is a meaning that is omitted, which interferes with the wholeness of the message.
<b>Not accurate</b>	1	The meaning of the word, technical term, phrase, clause, sentence or text of the source language is inaccurately transferred into the target language or omitted.

(Nababan, et.al., 2012)

## 7. Data Analysis Procedure

After the data is collected, identification is carried out in several groups in accordance with existing criteria. Then the data analysis is carried out with the following procedures:

### a. Domain analysis

Domain analysis is done to find out the data structure to be analyzed. In domain analysis, data is sorted according to the type of data as described by experts in qualitative research.

**Table 2.** Domain Analysis

Attitude			Graduation		Source of Attitude	Quality of Accuracy
Affect	Evaluation	Appreciation	Force	Focus		

### b. Taxonomic Analysis

**Table 3.** Taxonomic Analysis

Appraising items Data (words/phrases/clauses)	Attitude						Graduation		Source of Attitude	
	Affect		Evaluation		Appreciation		Force	Focus	mon o	heter o
	(+)	(-)	(+)	(-)	(+)	(-)				
	-	-	v	-	-	-			v	
	-	v		-	-	-			v	

## FINDINGS AND DISCUSSION

### Findings

This research aims to describe the main character in the novel *Human Earth* as a source language text (SL) using Appraisal theory, to describe the main character in the novel *This Earth of Mankind* as a translated text in English as a target language (TL) using Appraisal theory.

Linguistic data in the form of appraisal Source language is obtained through novel analysis from chapter 1 to chapter 15. Furthermore, continued the classification of appraisal types according to Martin (2007 & Rose). In addition, novel analysis is also done to obtain data on the source language and the target language to be compared to each other. Here are the results of appraisal classification of Source language and Target language:

#### 1. Attitude (SL)

Figure 1. Attitude (SL)

Affect							
Positive				Negative			
Direct		Implied		Direct		Implied	
Emotional state	Physical expression	Emotional state	Physical expression	Emotional state	Physical expression	Emotional state	Physical expression
4	1	2	4	8	6	4	6

Judgement		
Positive social esteem	Negative social esteem	Social sanction
16	12	6

Appreciation	
Positive	Negative
15	4

#### 2. Attitude (TL)

Figure 2. Attitude (TL)

Affect							
Positive				Negative			
Direct		Implied		Direct		Implied	
Emotional state	Physical expression	Emotional state	Physical expression	Emotional state	Physical expression	Emotional state	Physical expression
4	1	2	4	8	6	4	6

Judgement		
Positive social esteem	Negative social esteem	Social sanction
16	10	6

Appreciation	
Positive	Negative
13	3

### 3. Graduation (SL)

**Figure 3. Graduation (SL)**

Force				
Strong intensifier	Weak intensifier	Attitudinal lexis	Metaphor	Swearing
32	-	4	25	3

Focus	
Word sharpening	Word refinement
-	-

### 4. Graduation (TL)

**Figure 4. Graduation (TL)**

Force				
Strong intensifier	Weak intensifier	Attitudinal lexis	Metaphor	Swearing
30	-	5	24	2

Focus	
Word sharpening	Word refinement
-	-

## Discussion

Based on appraisal data from the source language and the target language obtained from *the novel The Earth of Mankind*, it has been calculated into pie diagrams according to the classification of each type of appraisal found. First, *affect (attitude)* in the source language and target language, namely *positive direct emotional state affect, positive direct physical expression affect, positive implied emotional state affect, positive implied physical expression affect, negative direct emotional state affect, negative direct physical expression affect, negative implied emotional state affect, and negative implied physical expression affect* which can be presented as follows:

#### 1. Attitude/Affect (SL)

**Table 4. Attitude/Affect (SL)**

No	Attitude/Affect (SL)	
1.	Positive direct emotional state affect	5
2.	Positive direct physical expression affect	1



3.	Positive implied emotional state affect	2
4.	Positive implied physical expression affect	3
5.	Negative direct emotional state affect	9
6.	Negative direct physical expression affect	4
7.	Negative implied emotional state affect	4
8.	Negative implied physical expression affect	5

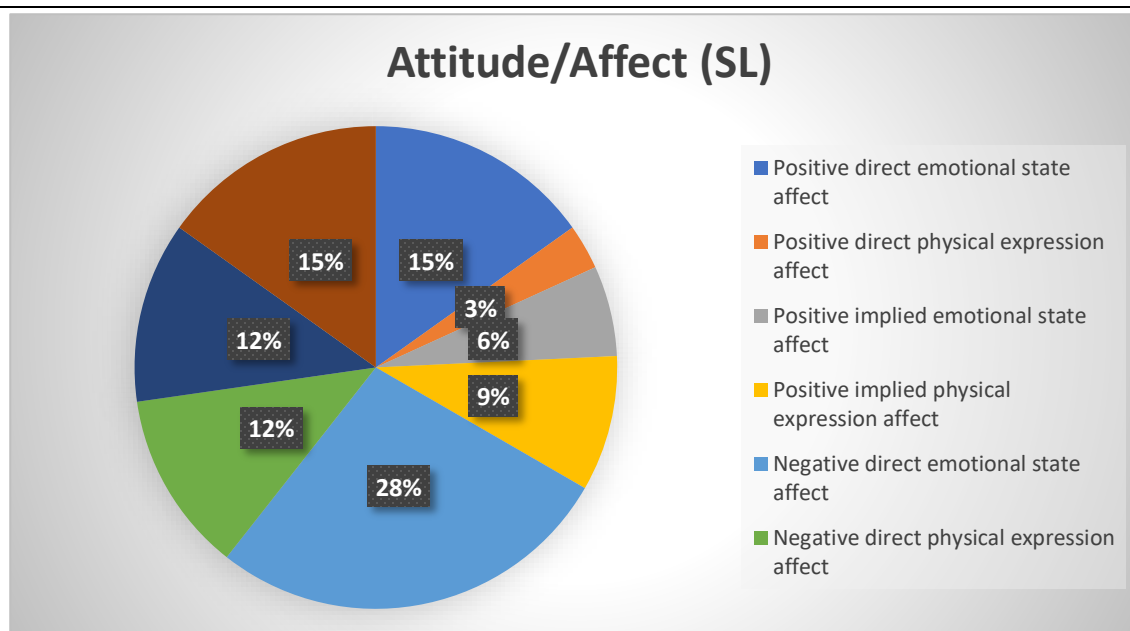


Figure 5. Attitude/Affect (SL)

## 2. Attitude/Affect (TL)

Table 5. Attitude/Affect (TL)

No	Attitude/Affect (TL)	
1.	Positive direct emotional state affect	4
2.	Positive direct physical expression affect	1
3.	Positive implied emotional state affect	2
4.	Positive implied physical expression affect	4
5.	Negative direct emotional state affect	8
6.	Negative direct physical expression affect	6
7.	Negative implied emotional state affect	4
8.	Negative implied physical expression affect	6

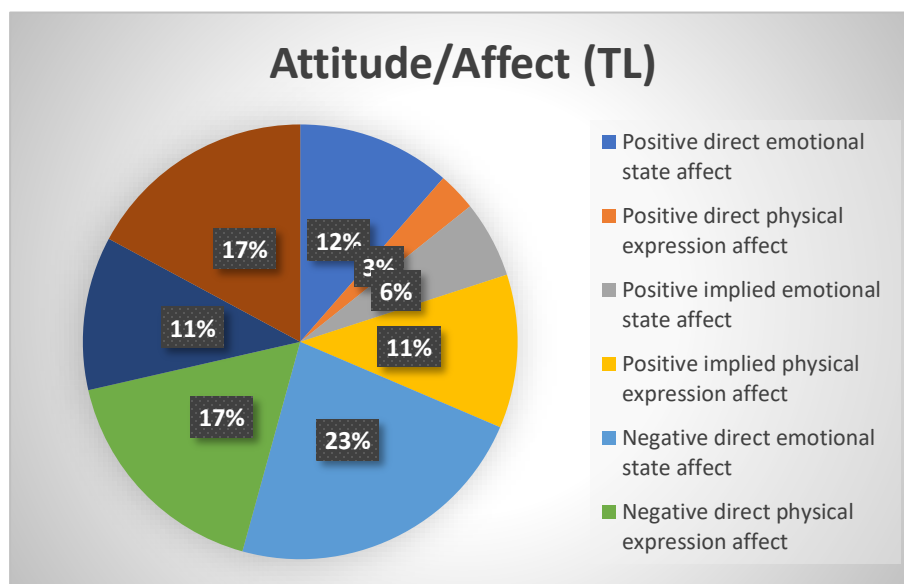


Figure 6. Attitude/Affect (TL)

Based on the calculation data above, *the positive direct emotional state* found in the source language reached the highest percentage of 28% and the lowest in *positive direct physical expression affect* which is 3%. On the other hand, in the target language there is a decrease in *positive direct emotional state*, which is 23%, but *positive direct physical expression affect* is still static. This suggests that in the depiction of a character in the target language there is *a shift*, as in the clause, "just because it pleases me to believe it" becomes "but because it **pleased** me, I decided to believe him". The word 'pleasant' falls into the category of *positive direct emotional state affect (attitude)*, but turns passive in the word '*pleased*' which belongs to the category *attitudinal lexis (graduation)*.

### 3. Attitude/judgement (SL)

Table 6. Attitude/Judgement (SL)

No.	Attitude/Judgement (SL)	
1.	Positive social esteem	16
2.	Negative social esteem	12
3.	Social sanction	6

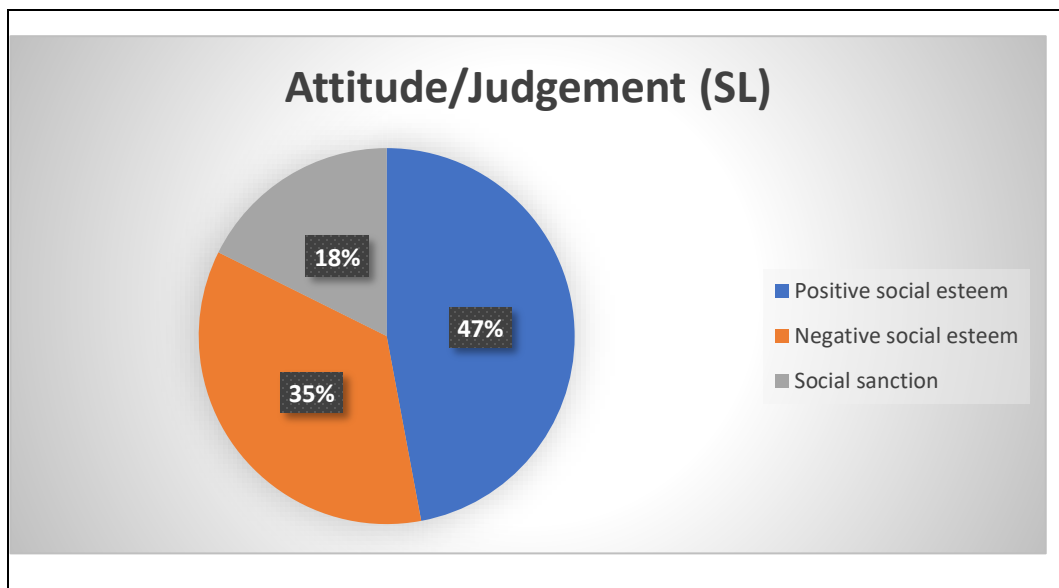


Figure 7. Attitude/Judgement (TL)

#### 4. Attitude/judgement (TL)

Table 7. Attitude/Judgement (TL)

No.	Attitude/Judgement (TL)	
1.	Positive social esteem	16
2.	Negative social esteem	10
3.	Social sanction	6

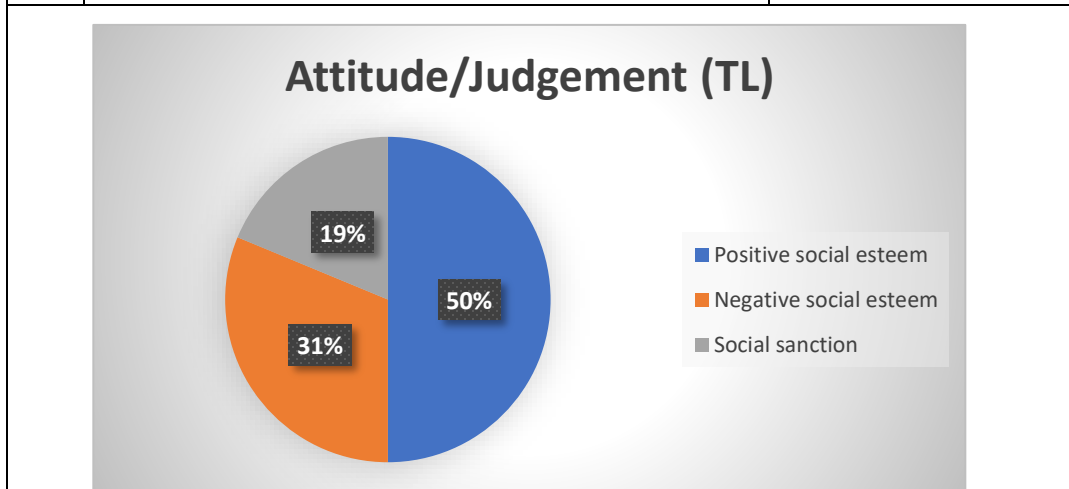


Figure 8. Attitude/Judgement (TL)

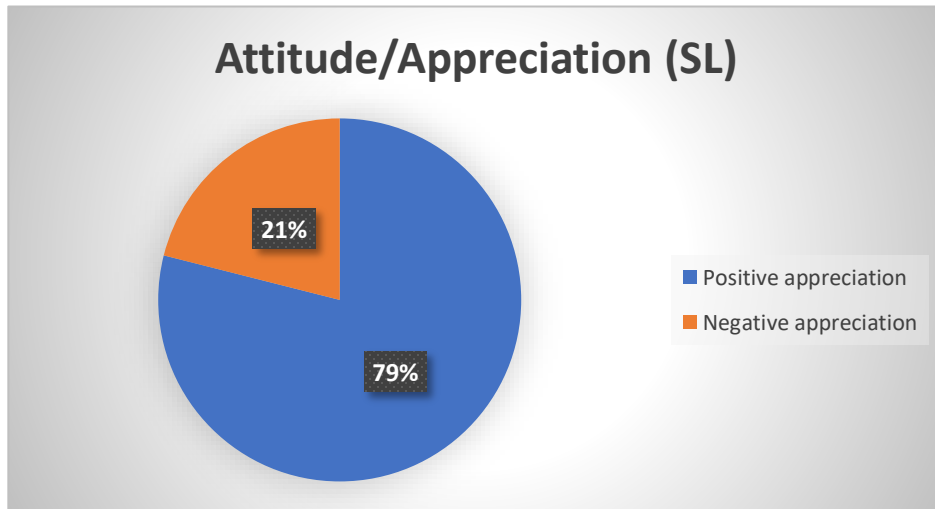
Based on the calculation data above, *positive social esteem judgement (attitude)* found in the source language reached the highest percentage of 47% and the lowest in *social sanction* which is 18%. On the other hand, in the target language there is an increase in *positive social*

*esteem judgement*, which is 50%, and *social sanction to 19%*. This suggests that in the depiction of a character in the target language there is a *shift*, as in the clause, "not yet need to **properly** show yourself in front of the eyes of others" to "I don't yet really **need** to reveal who I am before the eyes of others". The word 'right' belongs to the category of *positive social esteem judgement (attitude)*, but changed to 'need' which is included in the category of *strong intensifier force (graduation)*.

**5. Attitude/appreciation (SL)**

**Table 8.** Attitude/Appreciation (SL)

No.	Attitude/Appreciation (SL)	
1.	Positive appreciation	15
2.	Negative appreciation	4



**Figure 9.** Attitude/Appreciation (SL)

**6. Attitude/Appreciation (TL)**

**Table 9.** Attitude/Appreciation (TL)

No.	Attitude/Appreciation (TL)	
1.	Positive appreciation	13
2.	Negative appreciation	3

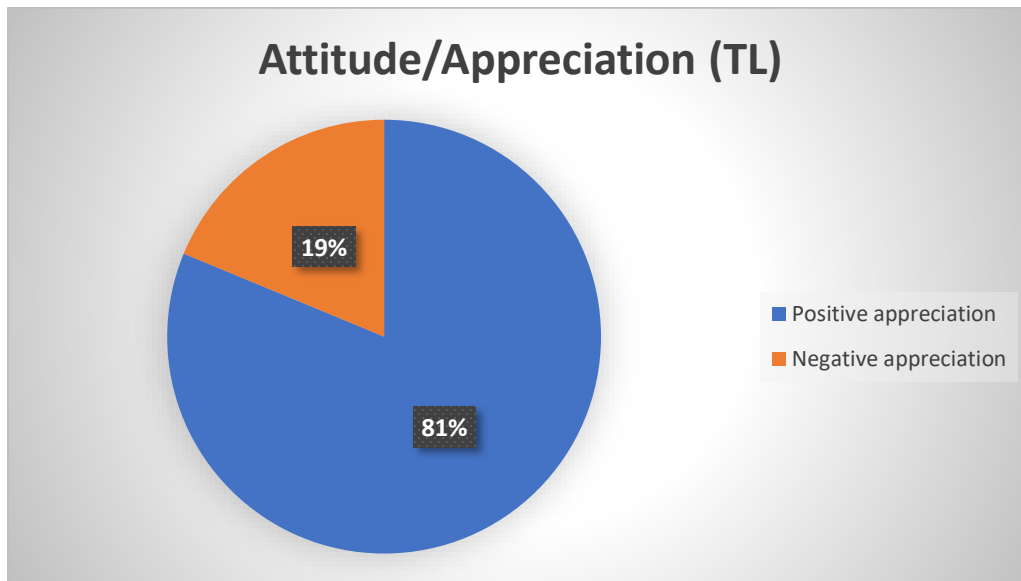


Figure 10. Attitude/Appreciation (TL)

Based on the calculation data above, *positive appreciation (attitude)* found in the source language reached the highest percentage of 79% and 21% in negative appreciation. On the other hand, in the target language there is an increase in *positive appreciation*, which is 81%, and *negative appreciation* to 19%. This shows that in the depiction of characters in the target language there is a *shift*, as in the clause, "now **I feel more valuable** in the middle of Surabaya traffic on a luxurious *bendi*" to "I now **felt like a man of real substance** as I sat in my luxury buggy in the middle of Surabaya's traffic". The clause 'I feel more valuable' falls into the category of *positive appreciation (attitude)*, but changed to '*felt like a man of real substance*' which is included in the *metaphoric force (graduation)* category.

#### 7. Graduation/Force (SL)

Table 10. Graduation/Force (SL)

No.	Graduation/Force (SL)	
1.	Strong intensifier	32
2.	Weak intensifier	0
3.	Attitudinal lexis	4
4.	Metaphor	25
5.	Swearing	3

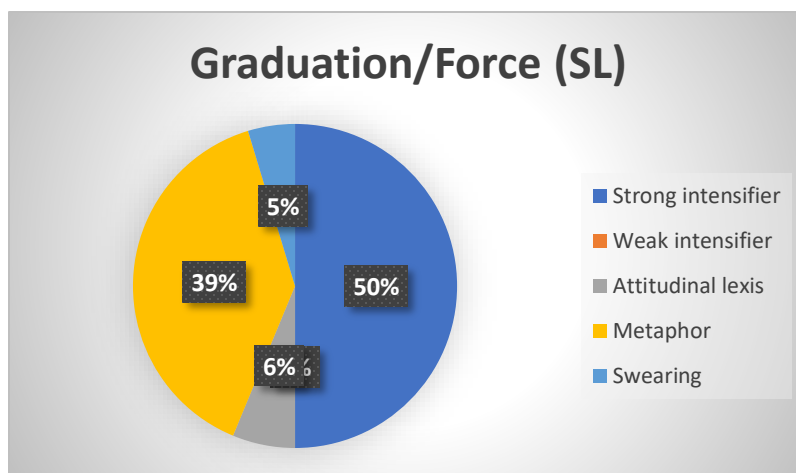


Figure 11. Graduation/Force (SL)

### 8. Graduation/Force (TL)

Graduation/Force (TL)		
1.	Strong intensifier	30
2.	Weak intensifier	0
3.	Attitudinal lexis	5
4.	Metaphor	24
5.	Swearing	2

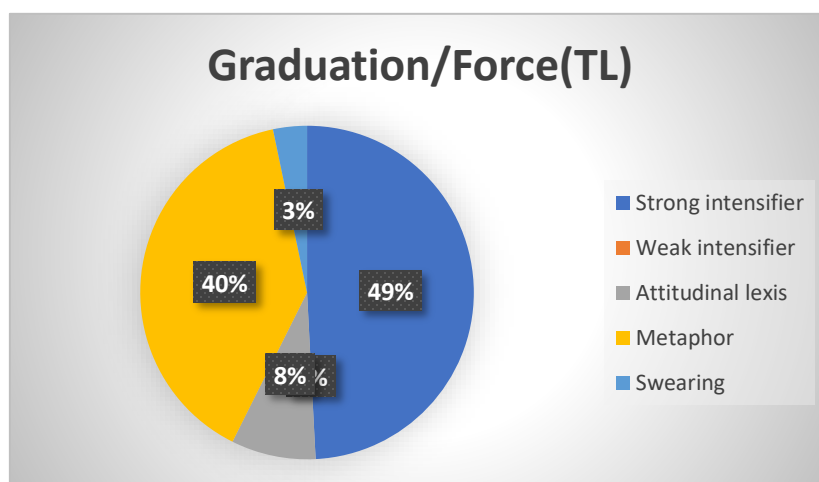


Figure 12. Graduation/Force (TL)

Based on the calculation data above, *strong intensifiers* found in the source language reached the highest percentage of 50% and the lowest of those found in *swearing* at 5%. On the other hand, in the target language there is a decrease in *strong intensifier*, which is 49%, but *swearing* is still static. This suggests that in the portrayal of the character in the target language there is a *shift*, as in the clause, "**outrageous** you, *Nyo*, waited so long. Anne-lies is so sick of you!" becomes "**you've gone too far**, *Nyo*, we've been waiting and waiting so long for you. Annelies has fallen very ill longing for you!" The word 'outrageous' falls into the category of *swearing (graduation)*, but changed to the phrase 'you've gone too far' which belongs to the category of *strong intensifier force (graduation)*.

## CONCLUSION

This research was conducted with the aim of explaining the results of an analysis of the depiction of figures in the human Earth novel in the source language and the target language entitled *The Earth of Mankind*. In the findings and discussions it can be concluded that there is an *appraisal shift* or shift of the type of appraisal in the depiction of the main character in the novel in the source language (Indonesian) with the depiction of the character in the target language (English) as seen in the change in the choice of expressions (words or phrases) in the target language. It can be interpreted that in the world of translation, the choice of the equivalent of the target language will always change in accordance with the faith with the culture and norms that apply to the target language.

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## **Engaging Students in Cooperative Learning Model of Reading Course through Numbered Head Together**

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**Abstract.** The importance of a reading course in increasing students' ability to comprehend English text is critical. However, many students dislike and are uninterested in class reading activities. As a result, this study used the Numbered Head Together cooperative learning strategy to engage students in a reading course. Since this study focuses on teaching and learning activities in the classroom, it was designed as Classroom Action Research. The research was carried out in four steps. They were planning, performing, observing, and reflecting on their actions. This research was conducted in class B of the eighth grade of MTsN 1 Kediri, consisting of 39 students. The result showed that using the Numbered Head Together (NHT) strategy could help students enhance their reading comprehension skills. Furthermore, group discussions may impact students' attention and encourage them to participate in learning activities. Students were able to participate in the teaching-learning process using the Numbered Head Together (NHT) technique. They became more receptive to the teacher's explanations and collaborated with their peers in groups. They were also more engaged, enthusiastic, and confident in class activities, resulting in a livelier and more interesting classroom environment.

**Keywords:** NHT, Cooperative Learning Model, Reading Course

### **INTRODUCTION**

Reading is the key of knowledge. Reading will open up the world's horizons. "Reading is an attempt to reach the meaning of the effort to understand the universe. That's why books are called windows to the world, which stimulate the mind to keep it open." Mata Najwa. Reading is a human effort to eradicate ignorance. By reading someone will have skills and is one of the dominant factors in creating a prosperous life with the advancement of existing knowledge and technology. According to Branger and Lewis (2001) reading is a complicated and directed sociocultural, cognitive, and linguistic activity. The readers use their understanding of spoken and written language, and their knowledge of the text's subject and culture, to generate meaning from the text.

As one of the language skills, reading helps to ensure that language learning is successful when combined with other abilities. Reading encourages students to gather knowledge from various sources, including books, newspapers, magazines, advertising, pamphlets, and other printed materials. Reading also puts pressure on students to understand how English is

utilized in written and printed forms. Reading is beneficial not just for profession, research, and pleasure, but also for language acquisition, according to Harmer. He further states reading also provides possibilities to learn languages, such as vocabulary, grammar, punctuation, and how we form phrases, paragraphs, and texts.

To achieve good writing skills, good reading skills are needed. Still, unfortunately, the world of education is currently faced with a passive condition, namely a lack of passion for reading in children. However, the love of reading in children is essential because reading can improve a child's academic achievement from an educational point of view. President Joko Widodo in a Limited Meeting via Video Conference on the Strategy to Improve Indonesia's Ranking in the Program for International Student Assessment (PISA), April 3, 2020, at the Merdeka Palace, DKI Jakarta Province, said that the report received the average PISA score in 2018 decreased in the three competency areas with the most significant decline in reading. The reading ability of Indonesian students with a score of 371 is in position 74, mathematics ability with a score of 379 is in position 73, and science ability with a score of 396 is in position 71.

Reading needs more attention, but in reality, many things need to be prepared by the teacher. Although reading is often taught in English lessons, the students' reading test results are still unsatisfactory. It is due to the following problems based on initial observations at MTsN 1 Kediri. First, the teacher's technique is essentially teacher-centered, with the teacher dominating classroom learning. The teacher spends so much time explaining, discussing, and talking that it inhibits student engagement in the learning process. Teachers' approaches are typically traditional, such as the Grammar Translation Method. Teachers that use this method frequently just look at learning in textbooks, having one or two students read the material or the teacher himself read the text, translating word by word or phrase by sentence before asking students to answer questions in the text. Second, the actions of teaching and learning are not living. Teachers decided that while reading comprehension is extremely successful, it cannot be the primary focus of the teaching and learning process (Anita & Susanto, 2017). There is no evident diversity in teaching and learning activities since teachers only see lessons printed in textbooks. Students rarely participate in a variety of engaging activities. Students rarely cooperate because they are frequently involved in competitive and independent tasks, encouraging them to quit when presented with challenging assignments. Third, the reading materials are all derived from textbooks. Teachers seldom bring materials from newspapers, periodicals, or other sources for class lessons. As a result, students regard reading to be a tedious task. The vocabulary of students is limited. This weakness makes it difficult for kids to comprehend English reading text. Furthermore, when asked about their reading habits, the majority of students replied that they do not yet make reading a habit (Nur Affini et al., 2019).

Given the above facts, there is an urgent need to apply strategies or techniques that can help solve this problem. One thing that can be done is to use a cooperative learning model. Cooperative learning is a learning model by giving assignments to more competent students in a small group whose results will be presented to other groups in the class. The group results are then explored and responded to to an active and dynamic learning process. Kagan (1992),

said that cooperative learning is a type of learning in which students cooperate in small groups to complete a task. Education specialists have created several cooperative learning models. Numbered Heads Together (NHT) technique is one of them.

This technique is one of the collaborative techniques designed by Kagan (1986) to involve more students in studying the material covered in the lesson and to check their understanding of the lesson content. Technique NHT cooperative learning also aims to help teachers improve students' competence in reading comprehension. This process consists of four fundamental phases that may be repeated with multiple curriculum materials and used to practically any topic area, grade level, or location in the lesson. (Olsen & Kagan in Yeh, 2004). NHT technique involves dividing the class into small groups and creating heterogeneous study groups with varying students. Students are given numbers to assist them in concentrating on their assignments since the teacher will ask them to provide answers based on the number they have. First, the teacher generally asks questions about the students' text. Then, in response to each of the teacher's text-based questions, students talk together to identify the best solution and ensure that everyone in the group understands it. Next, the teacher dials one of the students' numbers, and the person on the other end of the line reports the outcome of their teamwork. The teacher then asks for responses from other students. The teacher then pointed to a different number. Students, particularly those less intelligent, will know the correct answer since they are given time to discuss answers before replying. Furthermore, because no one knows who will be asked to respond, groups are more likely to ensure that all students are aware of the response.

The NHT technique has several benefits. For starters, it can help students improve their academic performance and can be used in almost any subject. Cooperative learning strategies, such as the Numbered Heads Together methodology, are beneficial in strengthening the four language skills, mastering grammar and vocabulary, and enhancing English competency, according to Lai (in Yeh, 2004). Second, it can enhance student involvement. As a cooperative learning technique, individual accountability is required to engage students with the lesson. Student involvement will increase if individual accountability is present in the learning task. Third, the NHT technique balances student engagement by reducing the dominance of brilliant students. Because students are required to respond to questions, all students, including those who are shy or weak, must participate in delivering responses. Fourth, encourage students to study. The NHT technique can encourage pupils since it creates a competitive environment and is enjoyable for them. Furthermore, students will be motivated due to their teammates' assistance. Students will actively participate in the lesson if they are motivated. Fifth, encourage bright students who know the answers to tutor other team members who don't. Peer tutoring allows for a much more dynamic flow of information than memorizing and completing individual assignments from textbooks (Backwell, 2006).

Research on the use of NHT techniques in learning at the high school level has been proven to improve students' reading skills and motivate them in learning activities resulting from group discussions (Selong, 2019). Students can participate in the teaching and learning process using the Numbered Head Together (NHT) technique. They pay attention to the

teacher's explanations and collaborate with their classmates in each group. (Fauzi et al., 2020). Mirawati et al. (2017) found a substantial effect of NHT technique on tenth graders' reading comprehension in their study. Paramita et al. (2017) found that using the NHT technique, students' reading ability improved and were more enthusiastic about studying. Caturheny et al. (2019) conducted a similar study. They found a significant difference in reading comprehension between students who were taught using the NHT approach and students who were taught using Predictive Reading strategies.

In addition to the high school level, this NHT technique is also effectively applied in junior high schools. The use of NHT techniques improves students' ability in reading comprehension (Nelly, 2018). The same study was conducted by Puspa et al. (2017), NHT techniques can improve students' understanding of descriptive texts. NHT techniques also can improve students' ability to understand narrative texts (Rayanto, 2017). In addition, Herawati (2019) showed that by using the NHT technique students' ability to understand reading texts can increase and the classroom atmosphere becomes more fun and livelier. Liana (2018) conducted a similar study, intending to determine whether there was a significant difference in students' reading achievement between those who were taught using the NHT technique and those who were not. The results revealed that there was a significant difference in students' reading achievement between those who were taught using the NHT technique and those who were not.

From the description of several studies above, it can be concluded that NHT is a recommended technique. However, further empirical studies are still needed, namely NHT in learning recount texts, because few studies use recount texts. Based on the benefits of cooperative learning using the NHT technique above and previous research studies, the researchers conducted a study on how to involve students in cooperative learning models in reading skills through Numbered Head Together (NHT) in eighth-grade students of MTsN 1 Kediri. This study aims to describe how student involvement through cooperative learning model Numbered Heads Together (NHT) technique in learning to read class VIII MTsN 1 Kediri.

## **METHOD**

Classroom Action Research was used to conduct this study. The Kemmis cycle method is used in this study's classroom action research design, which consists of four steps: planning, action, observation, and reflection. These stages are also organized into a cycle that is carried out in cycles I and II. One meeting is held at the end of each cycle. Each cycle consists of one meeting. This classroom action research was conducted at MTsN 1 Kediri. The research subjects were 39 students from class VIII B, 23 of whom were female and 16 of whom were male. The researcher chose this class for the following reasons: First, the students' ability to comprehend reading texts remained low, and second, the student's lack of enthusiasm to learn to read remained low due to the monotony of the training. To overcome classroom problems in teaching reading, the researcher uses cooperative learning strategies. The cooperative learning technique used in this research is the Numbered Heads Together technique.

Meanwhile, in conducting research, researchers collaborate with colleagues who are involved from beginning to end in research activities. The researcher acts as a teacher who teaches reading to students, while peers act as observers who observe the implementation of actions in class.

In conducting the research, the researcher took steps which included; a preliminary study conducted to obtain data on students' problems in reading comprehension, planning consisting of preparation of teaching strategies, design of lesson plans, preparation of materials and media, and determination of success criteria. The next step is implementation, observation and the last is reflection.

Research data collection was carried out utilizing observation and quizzes. Observations were made to obtain data on the implementation of the learning process and student activity during the group answer checking session. The quiz is used to collect information on student learning results. The information was then examined both qualitatively and quantitatively. Each cycle's learning process is subjected to qualitative study. WL et al., (2019) identifies that in qualitative research, theory would serve as the foundation for gaining a comprehensive and in-depth understanding of the social context while student learning outcomes are subjected to quantitative analysis.

The researcher determined two success criteria. First, the average quiz score increased by at least 25%. Second, students participate actively during the learning process. Students are considered active if 50% of students are active in discussion activities, 50% raise their hands competitively to answer questions, and 80% have positive responses to NHT techniques applied to the learning process.

The scores for the questions on the quiz are made different, between literal and inferential questions as suggested by Djiwandono (2007). For literal questions, a score of 2 is given to one correct or complete answer, a score of 1 for a correct answer and 0 for a wrong answer. For inferential questions, a score of 3 is given to an answer with a correct or complete idea, a score of 2 for an answer with a partially complete idea, a score of 1 is given to an answer with a few ideas, and a score of 0 is given if the answer is incorrect, an idea that is not right or no answer at all. The action is considered successful if the student's average score is at least 25% higher than the student's initial average score.

The researcher used observation sheets supported by field notes to collect data related to the second criterion. Observations focused on students' competition in raising their hands during the question-and-answer session. Observation sheets are given to peers who observe and mark students who raise their hands, while field notes are used to write things that are not fully covered in the observation sheet.

## **FINDINGS AND DISCUSSION**

### *Findings in cycle 1*

Based on the results of the field notes in cycle 1, the learning management carried out by the teacher has been running according to the learning scenario. In the pre-reading activity, the teacher activates the students' prior knowledge by asking questions. The teacher was also very good at showing pictures related to the topics discussed. In addition, the teacher was good at asking things related to pictures. In the whilst-reading phase, the teacher assigned each group to discuss answering questions based on the recount text using the NHT technique. Finally, in the post reading activity, the teacher checked the group's answers by taking the numbered card provided and showing the card to all groups. Then, the teacher checked the students' answers.

However, some activities were still not carried out by the teacher. In the pre-reading activity, the teacher did not explain the learning objectives to the students. In the whilst-reading activity, the teacher did not discuss the meaning of difficult words. The teacher also did not provide an explanation of the NHT technique to students. In addition, teachers were less than optimal in using the blackboard. The teacher did not ask students to conclude the text's topic during post-reading activities. In addition, the teacher did not award prizes to the group with the highest score.

#### *Management of Reading Learning with NHT Techniques*

Based on the recapitulation of observations on the management of reading learning, all aspects observed in pre-reading activities have reached a value above 75%. The average value of all aspects reached 85.42%. In whilst reading activities, one aspect, namely discussing difficult words, got a very low score of 43.75%. It happens because the teacher was less than optimal in discussing difficult words. The average value in this phase reaches 85%.

Three of the six aspects observed received low scores in the post reading activity. The three aspects were asking students to conclude the content of the text which gets a score of 31.25%. The second was closing the meeting which gained 43.75%. The third was to collect the completeness of the discussion which gets 62.50%. Therefore, post reading activities obtained a low average score of 60.42%.

Time management also got a value that is not optimal, namely 62.50%. For teacher enthusiasm, the score obtained is 75%. However, the enthusiasm of the students got a score of 81.25%. The average value of the overall learning management aspect reached 80.68%. It showed that the management of learning had been going well although some aspects need to be improved.

#### *Quiz Result of Cycle 1*

According to the quiz results, the average student score increased from the original data to the first quiz. The average value of the initial data was 52.37 and the average value of the first quiz was 54.08. That means an increase of 1.1% from the average value. Despite the improvement, the average score was still below the success criteria, which required an increase of 25% from the student's average score.

#### *Student Motivation in Discussion Activities*

Based on the data recapitulation from the observer's observations on student motivation in the first cycle of discussion activities, the following data were obtained. Of the four aspects observed, namely attention in the teaching and learning process using the Number Heads Together technique 61.70%, students asking 34.40%, student responses to questions 52.70% and cooperation with fellow group members 52.70%. So the total data recapitulation of the observer's observations on student motivation in the first cycle of discussion activities is 50.39

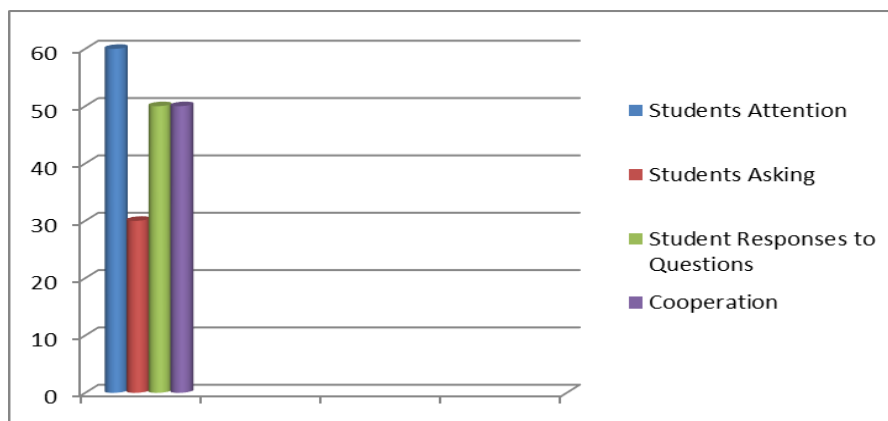


Figure 1. Student Motivation in Discussion Activities

#### *Student Opinion on NHT Technique*

Based on the recapitulation of the results of the student opinion questionnaire about the NHT technique in cycle 1, there were 39 students out of 39 students (100%) who stated that they were happy with the learning process using the NHT technique. Likewise, when students were asked for their opinions on whether the NHT technique could help them learn to read, there were 39 out of 39 students (100%). Meanwhile, when the researchers asked questions about whether the NHT technique could improve their reading ability, only two students answered no or 94.87% of students answered yes. Likewise, when they were asked whether learning using NHT techniques needed to be continued in reading activities, there were 37 students out of 39 students (94.87%) answered yes. As for the fifth question about whether the NHT technique burdens students in reading activities, only two students answered yes, or 37 students (94.87%) stated that they were not burdensome. Of the five questions asked to students about their responses to the NHT technique, 95% of the students had a positive opinion about the NHT technique.

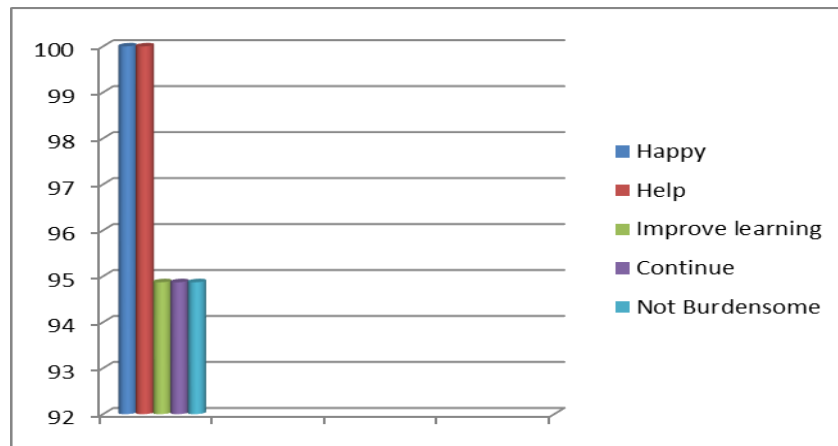


Figure 2. Student opinion questionnaire about NHT

### *Findings in Cycle 2*

Based on the results of the field notes in cycle 2, the teacher's learning management went better. The teacher carries out all the results of reflection and the results of lesson plans for cycle 2.

### *Management of Reading Learning with NHT Techniques*

Based on the recapitulation of observations on the management of reading learning. Overall showed an increase although some aspects decrease. In this case, the pre-reading activities in cycles 1 and 2 obtained the same value, namely 85.42%. For whilst-reading activities there was an increase from cycle 1 to cycle 2, from 85% to 93.75%. Post-reading activities also increased from cycle 1, which got a score of 60.42% to cycle two which got 82.29%. Likewise, with time management. In cycle 1, this aspect scored 62.50% while in cycle 2 this aspect reached a value of 87.50%. Teacher enthusiasm in cycle 1 got a score of 75% while in cycle 2, it increased by 25%. Likewise, with the enthusiasm of students. In cycle 1 it reached 81.25%. In cycle 2 it reached 100%.

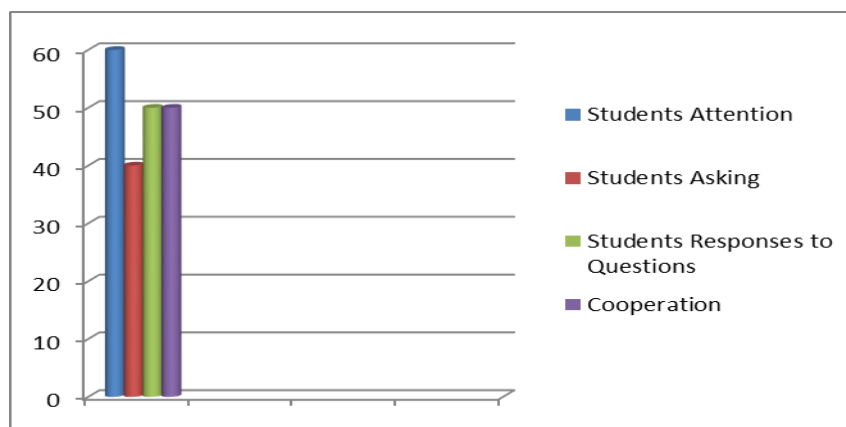
### *Quiz Result of Cycle 2*

The better improvement of the average score of the first quiz on the second quiz was visible in the second cycle. The average score for the first quiz was 54.08 and the average score for the second quiz was 79.60. It meant an increase of 25.52% from the average value. However, some students whose grades remained the same in the first cycle. There were no students whose scores are worse than the second average score but overall, the average score of the students in the second cycle was better than the average value of the first cycle. Therefore, the results of the second cycle had met the desired success criteria.



### *Student Motivation in Discussion Activities*

Based on the recapitulation of data from the observer's observations on student motivation in cycle 2 discussion activities, the following data were obtained. Of the 4 aspects observed, namely attention in the teaching and learning process using the NHT technique 62.50%, students ask 44.90%, student responses to questions 53.50% and cooperation with fellow group members 50.80%. So the total data recapitulation of the observer's observations on student motivation in the first cycle of discussion activities was 52.93%. It indicated that the criteria had been met.



*Figure 3. Student Motivation in Discussion Activities*

### *Student Opinion on NHT Technique*

Based on the recapitulation of the results of the student opinion questionnaire about the NHT technique in cycle 2, there were 39 students out of 39 students (100%) who stated that they were happy with the learning process using the NHT technique. Likewise, when students were asked for their opinions on whether the NHT technique could help them learn to read, there were 39 out of 39 students (100%). Meanwhile, when the researcher asked whether the NHT technique could improve their reading ability, all students or 100% of students answered yes. Meanwhile, when they were asked whether learning using NHT techniques should be continued in reading activities, there were 37 students out of 39 students (94.87%) answered yes or only 2 students (5.12%) answered no. As for the fifth question about whether the NHT technique burdens students in reading activities, only 2 students (5.12%) answered yes or the remaining 37 students (94.87%) stated that they were not burdensome. Of the five questions posed to students about their response to the NHT technique in cycle 2, there was an increase of 2.50% or 97.50% of students had a positive opinion about the NHT technique.

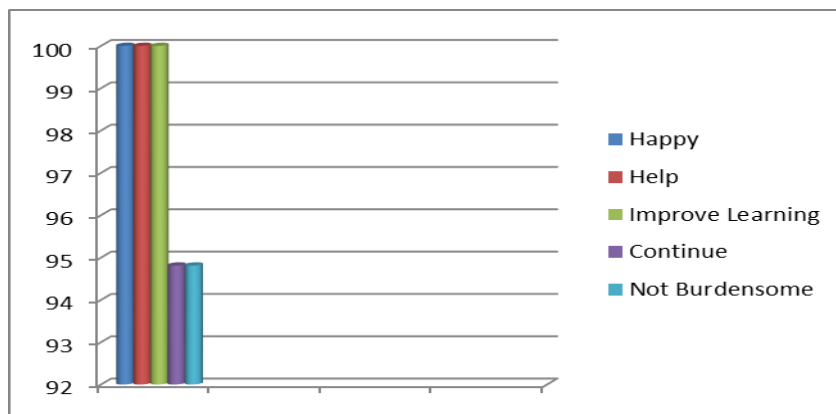


Figure 4. Student opinion questionnaire about NHT

### Discussion

The NHT technique plays an essential role in most topics in language, physics, mathematics, history, and social science as one of Kagan's structures and a cooperative learning strategy. This is because of its distinctiveness, adaptability, and free content, which allows it to be used in various subjects. It is fun and game-like procedure stimulates the active participation of students in lessons. Besides, the principles he brings are beneficial in building social relations, making students in groups positively dependent on each other, one benefit for all members and all benefits for one group, each individual is responsible for his work, then cooperate and interact at the same time

All students can enjoy the learning process and class activities without feeling bored when NHT approaches are used. Before and after the activity, the classroom atmosphere and student attitudes are also different. The results of pre-treatment observations revealed that most students struggled to understand the reading text because the teacher conveyed the content without using any techniques. In other words, the teacher merely delivers the information depending on the reading text's instructions. As a result, students are unable to concentrate on their studies. Some grow drowsy, bored, lack confidence, and become passive at times. However, after being treated by the researcher, the students significantly improved their learning abilities.

When the researcher presented the learning rules using the NHT technique, some students were still confused, based on the results of learning activities in cycle 1. But that was only natural because the kids had never been taught with that manner by the teacher before. As a result, to attain a goal in the learning process, the researcher clarified the rules and provided examples to the students. As a result, most of the students were paying greater attention to the researcher's explanation at the time, and they were able to follow the lesson well. However, the researcher was still not satisfied because some students enjoy making jokes in groups. Other students may become less focused on their studies due to this. Meanwhile, the average score of students increased somewhat from the initial data to the first assessment,

according to the quiz findings. However, the average number was still below the criteria for success. As a result, the researcher chose to continue with cycle 2.

Students got more engaged in the learning process as the actions in cycle 2 were implemented. According to the reading material, they gained confidence in asking and answering questions from the researcher. They could also participate actively in group conversations. Students in each group shared their opinions with their peers before writing down the information they learned from the reading material. So that students could interpret the reading text literally and draw inferences based on what they had learned. This study also suggested that employing NHT benefits the majority of students with moderate and poor skills. This finding supported the claim (Harper & Maheady, 2007) that adopting peer-mediated strategies like NHT, students with learning difficulties gained as much as their peers and enhanced their academic performance.

Furthermore, from the results of the quizzes in the second cycle, the average score of students had a very clear increase. The average value obtained was already above the desired success criteria. The results were consistent with those of prior investigations. On social science competency tests, Maheady, Malette, Harper, and Sacca (in Kames and Collins, 1997) compared the impact of NHT on a whole-group questioning method with a group of third-graders who reported greater results using NHT. Then Kagan and Julie (2002) observed that fourth graders' reading scores rose and grew once the Kagan framework was introduced. Response Cards and NHT were compared to All-Group Q&A by Maheady, Michielli-pendl, Malette, and Harper (in Harper and Maheady, 2007). (WGQ&A). The results demonstrated that students' quiz scores were consistently higher using the answer card technique or NHT. Mele (in Kagan, 2007) also performed studies in high schools to teach chemistry using the Kagan structure. The findings of his research showed that applying the NHT technique improved the average grade of the class.

The results of research that researchers and previous research studies had carried out show that students' reading comprehension can be increased by using the NHT technique. So the researcher recommends that the NHT technique be very appropriate to improve students' reading abilities. Students may readily understand the reading text and help each other solve issues while employing the NHT technique. Furthermore, they can participate in actively and collaborate during the teaching and learning process. So that class activities run smoothly and the classroom environment becomes more active and enjoyable.

There are some limitations to this study. Although the NHT technique was demonstrated to improve the ability of class VIII students to learn to read based on the study results, these results do not ensure that they will have the same results when implemented at different levels. In addition, this NHT technique is effective and able to involve students in cooperative learning models in reading skills when learning is carried out offline, students and teachers interact directly. The results will be different if done online, because students and teachers cannot interact directly. Furthermore, the success of using the NHT technique cannot be separated from the research conducted in the first session of learning, namely in the morning. Children at this time, can concentrate fully, physically still fit, minds are still fresh. It is

different if this research is conducted in the second session during the day. Children are no longer able to concentrate fully, physically tired, their motivation has also decreased, this will affect their learning outcomes that cannot be maximized.

## **CONCLUSION**

After the NHT technique was implemented and developed through two cycles, it can be concluded that the NHT model has been proven to improve students' ability to understand reading texts. Furthermore, the NHT technique has been shown to promote cooperative learning and involve all students in the learning process. First and foremost, students' academic performance must be improved. Second, improve your desire to study. Finally, it encourages more favorable social conduct. Fourth, it denotes amusement and competition, particularly during the question-and-answer period. As a result, students will be more encouraged to learn and their learning outcomes will be better if they are happy to learn.

Based on the research findings and discussion, there are some suggestions for both English teachers and researchers. This accomplishment will not be realized if teachers do not have the desire to improve their teaching skills. English teachers should be able to transform their teaching mindset. Instructing entails showing up to class and teaching and preparing all the necessary tactics, media, and materials to instruct their students. When you have a desire to teach and are experiencing trouble with teaching preparation, even a simple approach like NHT can be beneficial. Teachers should, however, concentrate on the following aspects: how to create lesson plans, how to choose reading materials, how to group diverse students, how to pick students to answer questions in the answer check session, how to provide aids, and how to give students more time particularly for students with low academic achievement. Furthermore, to attain the desired results, teachers must consider the principles of NHT.

For other researchers, especially those interested in using the NHT technique in their research, it is suggested that they conduct classroom action research using this strategy in teaching reading in higher grades. It is also recommended that they conduct classroom action research on other language skills, such as listening and writing. Students can work together to answer questions based on recorded conversations and report responses utilizing NHT procedures in listening skills, for example. Next, students discuss how to construct simple sentences that are grammatically correct in writing skills. The students were then asked to report the phrases they had created using the NHT technique. It is also suggested that NHT techniques be combined with cooperative learning tactics in other courses such as mathematics, history, and science, which will be investigated further.

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## A Semantic Analysis of Beauty Terms in Make-up Books

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**Abstract.** The study aimed to reveal beauty terms used in makeup books, and to find out the kinds of beauty terms found in the makeup books and their meanings. This study used qualitative method based on Miles and Huberman's theory. The writers used semantics approach based on theory of kind of meaning by Wijana and Rohmadi (2008). In this study, the writers found 69 beauty terms in two makeup books written by international top makeup artists and influencers. Those terms were then clustered into makeup tool, makeup application technique, make up terms, and makeup mistake. The 69 terms belong to primer and secondary meaning. As primer meaning, lexical meaning gained 8 terms, denotative meaning gained 15 terms, and literal meaning gained 6 terms. On the other side, the rest is grammatical meaning, connotative meaning, and figurative meaning. Each of them gained 10 terms, 13 terms, and 17 terms. This study informed that most of the terms in the context of beauty have experienced change in semantics. Denotative meaning was the top among those meanings. In relation to the findings of the beauty terms found in this study, this confirms that beauty enthusiasts, as part of our community, have established their own vocabulary.

**Keywords:** makeup, meaning, semantics, terms

### INTRODUCTION

Language has always been affected by the constant development of technology and cultures, and it is adaptive. Language is undoubtedly changed through ages and through the needs of human being, and it happens in meanings and cultures. People in specific contexts require a language in order to communicate with others (Susanto & Watik, 2017). Human as a part of social community has to build social relationship and communicate through language. Communication happens when its three components meet: a hearer and a speaker/ a writer and a reader and the message being delivered in a context of language use. Social context portrays how language is used by a certain group of people and how it is affected by the way they communicate and interact to each other. A group of people who develop and use language exclusively known as speech community. The specific words used by party or exclusive community are called variety. As a language element, words own meaning. However, a word can have more than one meaning depends on its context. One word may appear in some sentences, but it has different meaning if the contexts of the sentences change.



There is a term which uses similar word, but goes different in meaning when it comes to specific field, for example in the field of beauty.

Nowadays, the popularity of beauty world increases significantly. Begin from that, many trends of beauty have been appearing which influence the language development in the sphere of beauty. Many beauty terms which made up of similar word in general, but some of them interpret different meaning related to its context. When utilizing language for communication, both the speaker and the listener negotiate the meaning (Susanto, 2018). Those beauty terms can be understood by placing ourselves in the speaker's position.

There are many sources to learn about makeup today. Here, the writers took makeup books as the basic knowledge for learning make up to be analyzed. The terms analyzed can have different meanings depends on the field, in this case is in the field of beauty sector. In this study, the writers employed semantic approach to uncover the kinds and meanings of beauty terminologies.

Related to semantics, many studies have been conducted to figure out the meanings in specific terminologies like songs speech, jargon, advertisement, etc. Semantics comprises with system of deep meaning in a language (Pateda, 2010:65). It begins with the study about technical terms in movie script. Ni Putu Yolanda (2015) analyzed the *Soul Surfer* movie scripts to know the kinds of meaning found in the script. She presented the results qualitatively as follows: the kinds of meaning found in the movie script was referential meaning, ideational meaning, meaning-in-use meaning, and behaviorist.

Kartika Putri, A.H (2017) investigated the types of dimensions meaning found in the advertisements of beauty products. In her study, she employed qualitative analysis to describe the meanings she found in three different brands of cosmetics' products advertisements. Advertising assumes a crucial function and is one of the ways of achieving commercial goals such as profit (Susanto & Rahayu, 2014). The results of the analysis showed that the concept of beauty can be represented through slogans in cosmetics' advertisements. Some types of lexical relations were found just like polysemi, homonym, synonym, connotative, denotative and kind of ambiguity. Further, the results informed that the presentation of advertisements' language in real aspect were used to showcase the power of the products.

Jessica Bilung (2018) examined the lexical meaning of beauty jargon in makeup tutorial videos on Youtube. A semantic approach was applied to reveal the meaning and to identify the jargons in the videos. The finding presented 35 lexical items as the jargon. In addition, metaphor, specialization, generalization, amelioration was existed, and some jargons were irrelevant with the conceptual meaning, and some ambiguous lexical items.

A semantic study English language slogan was also conducted. In their study, Asrifan dkk (2019) identified the types of the English slogan and semantic analysis found in the slogan. Observation was done to get the data. Qualitative method was applied to get the findings. The findings showed that there were four types of slogans in general: product slogans, health slogans, environmental slogans, and educational slogans. While conceptual meaning,

associative meaning, connotative meaning, affective meaning and stylist were also found in the study.

This study is an attempt to identify the beauty terms found on makeup books and their meanings. From those previous studies, dissimilarities occur between those investigated earlier and this present study. Many concerns with the investigation of meanings in slogans, advertisements, movies and videos, but there are only few who put their interests in investigating about terminologies in particular field just like in makeup field. To make it clear, the source of the data was taken from the makeup book written by beauty moguls known worldwide. Furthermore, the data in this study were analyzed using the theories of meaning proposed by Wijana and Rohmadi (2008). The writers conducted this study to complete the space by investigating the terminologies in the beauty sector, and their meanings in specific. By having this study completed, the writers concern to give more understanding to the readers about some terminologies which are same in words, but different in meaning if they happen in different context and in different field.

## **METHOD**

Since this study employed descriptive-qualitative method, the writers described the findings in the form of sentences, not in number. The authors chose qualitative research because it is a characteristic that may be modified as well as a characteristic of unique occurrences discovered by the researcher (Susanto & Yosephine, 2019). The main data of this study was taken from the makeup books written by two beauty moguls, Chris Scott and Monica Sood. The book entitled *Face with a Heart* was written and launched by Chris Scott on 2014, while *The Essence of Beauty* was written and launched by Monica Sood in 2019. Terminologies related to beauty and make up were taken from the books to be identified to find out their kinds and their meanings. The data was then analyzed in three stages of analysis based on Miles and Huberman (1994): First, data reduction is the process of reducing the data which has irrelevant information. Then, there is data display which served in the form of tables, charts, networks, and etc. The last, conclusion drawing which is related to the topic. In sum, According to (Susanto et al., 2019) Those are data reduction, data display, and conclusion drawing and verification.

## **FINDINGS AND DISCUSSION**

This part presents the findings and discussion of the findings. 69 beauty terms were gained from the two books. Those then classified based on six classifications: makeup, makeup tool, makeup application technique, makeup finish, terms about makeup and makeup mistake. The 69 terms were then identified using Wijana and Rohmadi's theory to know the kinds of meaning they belong. It was found that there was lexical meaning, grammatical meaning, denotative meaning, connotative meaning, literal meaning, figurative meaning, primer meaning, and secondary meaning. The table below shows the findings.

### **1. The Beauty Terms Found in the Makeup Books**

**Table 1 Kinds of Beauty Terms Found in the makeup books**

<b>Kinds of Beauty Term</b>	<b>Beauty Term</b>	<b>Kinds of Meaning</b>
Anatomy	Apple	Figurative meaning
	Arch	Literal meaning
	Ball	Figurative meaning
	Contour	Denotative meaning
	Crease	Denotative meaning
	Crown	Figurative meaning
	Inner Corner	Connotative meaning
	Outer Corner	Connotative meaning
	Shelf	Figurative meaning
	Skin tone	Lexical meaning
	Sweet spot	Figurative meaning
	Under tone	Literal meaning
	Makeup	Blush
Bronzer		Lexical meaning
Brow		Connotative meaning
Concealer		Connotative meaning
Corrector		Connotative meaning
Eyeliner		Literal meaning
Eye shadow		Lexical meaning
Facial contour		Grammatical meaning
Foundation		Figurative meaning
Highlighter		Denotative meaning
Lipstick		Lexical meaning
Lip balm		Lexical meaning
Lip color		Denotative meaning
Lip gloss		Denotative meaning
Lip liner		Denotative meaning
Loose powder		Grammatical meaning
Luminizer		Grammatical meaning
Mascara		Literal meaning
Powder		Literal meaning
Pressed powder		Figurative meaning
Primer	Connotative meaning	
Setting spray	Figurative meaning	
Translucent powder	Grammatical meaning	
Makeup Tool	Beauty blender	Grammatical meaning
	Brush	Denotative meaning
	Bullet brush	Grammatical meaning
	Camouflage brush	Grammatical meaning
	Puff	Figurative meaning

Makeup Application Technique	Blend	Denotative meaning
	Cat eye	Figurative meaning
	Contour	Connotative meaning
	Deposit	Figurative meaning
	Fuzzy liner	Grammatical meaning
	Lash filler	Literal meaning
	Set	Connotative meaning
	Touch up	Lexical meaning
	Wedge liner	Figurative meaning
Makeup Finish	Flawless	Denotative meaning
	Glossy	Lexical meaning
	Matte	Denotative meaning
	Satin	Connotative meaning
	Stain	Connotative meaning
Term about Makeup	Base	Connotative meaning
	Coat	Figurative meaning
	Complexion	Denotative meaning
	Coverage	Figurative meaning
	Full	Connotative meaning
	Light	Figurative meaning
	Luminosity	Lexical meaning
	Medium	Figurative meaning
	Pigmented	Denotative meaning
Makeup Mistake	Sheer	Denotative meaning
	Ashy	Denotative meaning
	Clumpy	Connotative meaning
	Creasing	Grammatical meaning
	Flaky	Figurative meaning
	Smudging	Grammatical meaning

## 2. Kind of Beauty Terms Found in Makeup Books

### a. Anatomy

This part presents about the beauty terms in relation with human body. Mostly, the terms mentioned are related to facial area.

#### 1) Apple

In the sphere of beauty, the beauty term *apple* means cheeks area appeared when smiling. This meaning is opposite to the term *apple* that known in common. This statement supported by the term *apple* listed in the dictionary which refers to a kind of particular fruit. From that, it is clear that the beauty term *apple* found in the makeup books and the term *apple* listed in the dictionary or has known in common is completely different.

Here, the beauty term *apple* has meaning which does not refer the form of apple as kind of fruit, but defined as facial part in the context of beauty. It can be concluded that the beauty term *apple* belongs to figurative meaning.

2) Arch

The beauty term *arch* means eyebrow area which is highest in the line placed in the outer half of the eyebrow. Here, the beauty term *arch* refers to its referent in a conventional way. So, it can be seen that the beauty term *arch* is classified into literal meaning. The beauty term *arch* is also classified into primer meaning because this beauty term can be known without the context.

3) Ball

The beauty term *ball* means the part of the eyelid, skin that has the eyeball underneath it. Meanwhile, the term *ball* listed in the dictionary means something which has a round shape, but the term *ball* here does not mean the *ball* in general. The beauty term *ball* found in the makeup books should be defined by the concept of beauty. It is clear that the beauty term found in the makeup is opposite to the term *ball* listed in the dictionary. Both of the terms have different referents referring to each matter. From that, it can be concluded that the beauty term *ball* belongs to figurative meaning. The beauty term *ball* can also be categorized as secondary meaning because the beauty term *ball* in the sphere of makeup cannot stands without its related context.

4) Contour

The beauty term *contour* means the outer edge of the face which is the beginning of the cheek bone to roll back from the crown, whereas the term *contour* listed in the dictionary means the form of something in a specific shape. The meaning listed in the dictionary is almost similar; it is general to define the beauty term as the part of face. From that definition, it can be concluded that the beauty term *contour* belongs to denotative meaning.

5) Crease

The beauty term *crease* means line in the eye area between the eyelids and the brow bone. Whereas, the term *crease* listed in dictionary defined as the line which formed by skin fold. Referring to its referent, both of the term is almost similar because both of the term means a line, but the term listed in the dictionary defined in general. From that definition, it can be seen the beauty term *crease* belongs to denotative meaning.

6) Crown

The beauty term *crown* can be defined as the outer edge of the cheek bone. From the definition, it can be seen that the beauty term *crown*

found in the makeup books has a different meaning from the term *crown* listed in the dictionary that we have known in common. From that, it can be concluded that the beauty term *crown* belongs to figurative meaning. The beauty term *crown* can also be categorized as secondary meaning because the beauty term *crown* in the sphere of makeup cannot stand without its related context.

7) Inner corner

As the kind of meaning, the beauty term *inner corner* can be defined as small area of eye between the eye and bridge of nose. Meanwhile, in the dictionary listed that the term *inner corner* means the corner of building. From that definition, it can be seen that the beauty term *inner corner* has connotative meaning because the beauty term *inner corner* in the makeup books has different emotive value with the term inner corner in primer meaning.

8) Outer corner

Based on the context of beauty, the beauty term *outer corner* can be defined as outer part of eye in area of eyelid which shaped as V by following the outer lash line. However, the term *outer corner* listed in the dictionary means the corner of building. From that definition, it can be concluded that the beauty term *outer corner* belongs to connotative meaning because those of term means corner but it has different emotive value.

9) Shelf

In the makeup books, the beauty term *shelf* can be defined as the top of cheek bone. From the definition, the term *shelf* in the makeup books is different with term *shelf* in general. The beauty term *shelf* should be defined in the concept of beauty. So, it can be concluded that the beauty term *shelf* belongs to figurative meaning. Moreover, the beauty term *shelf* also categorized into secondary meaning because the beauty term *shelf* must be followed by its context.

10) Skin tone

The beauty term *skin tone* means the color of skin. It is similar to the term listed in the dictionary. From that definition, it is clear that the beauty term *skin tone* found in the makeup books is similar to the term listed in the dictionary. So, it can be concluded that the beauty term *skin tone* belongs to lexical meaning. Moreover, the beauty term skin tone also categorized as primer meaning because the beauty term skin tone can stand without followed by its context.

11) Sweet spot

The beauty term *sweet spot* defined as an eye area from the eyebrow across the pupil into lower lash line. It can be defined as the anatomy because the beauty term *sweet spot* associated with beauty as its context. Moreover, the beauty term *sweet spot* has different meaning to the term listed in the dictionary which means the center area of golf club. Other than that, the term *sweet spot* also cannot define in literal because it is opposite to the sphere of beauty. From that, it can be concluded that the beauty term *sweet spot* is categorized into figurative meaning. Furthermore, the beauty term *sweet spot* also classified into secondary meaning because the beauty term *sweet spot* must be followed by its context.

12) Under tone

The beauty term *under tone* is classified as primer meaning. Referring to the kind of meaning, the beauty term *under tone* can be defined without using its context in completely way. The beauty term *under tone* means the color underneath the surface of the skin. From that definition, the beauty term *under tone* could be defined by the concept of beauty. In short, the beauty term *under tone* belongs to literal meaning.

b. Makeup

This part deals with makeup product used to do makeup. Here are several makeup products found in the makeup books.

1) Blush

*Blush* means a face makeup used to bring out the color in the cheek for showing blushing look. The beauty term *blush* has connected directly into its referent. Moreover, the beauty term *blush* listed in the dictionary has some meaning such as a face makeup and reddening of the face. So, it can be concluded that the beauty term *blush* is categorized into denotative meaning because the beauty term *blush* points out the meaning of term *blush* in general way.

2) Bronzer

*Bronzer* means makeup product which is used to warm up the skin by adding a golden or bronze glow. In the dictionary, the beauty term *bronzer* means a cosmetic applied to the skin to pretend sun tan. Here, it is clear that the beauty term *bronzer* defined as makeup product. Those terms have similar meaning which referring to cosmetic to tan skin or called sun kissed look. From that, it can be seen that beauty term *bronzer* belongs to lexical meaning. Furthermore, the beauty term *bronzer* can also be categorized as primer meaning because this beauty term can be defined clearly without followed by its context.

3) Brow

*Brow* must be defined as makeup product. However, this beauty term cannot connect into its referent directly. The beauty term should be defined based on the concept of beauty. If there is no concept of beauty, the beauty term *brow* will only define as part of eye or eyebrow. From that, it can be concluded that the beauty term *brow* has connotative meaning because the term *brow* without context will only be defined as part of eye, whereas in the beauty term here means makeup product. Moreover, the beauty term *brow* is also categorized as secondary meaning because this beauty term must be followed by its context to reveal the meaning.

4) Concealer

*Concealer* can be defined as base makeup which has thicker and more solid concentration than extra coverage foundation used to cover skin imperfection such as tattoos, spots, scars, and other skin concerns. As listed in the dictionary, the term *concealer* means people who hide something. It can be seen that *concealer*, a beauty term, as found in makeup books and dictionary have different meaning although both of the term has similar function that is to hide or cover something. It can be classified that *concealer* has connotative meaning because of its different emotive value.

5) Corrector

*Corrector* can be defined as makeup product by having concept of beauty in mind. However, the beauty term *corrector* cannot be defined directly because it does not refer to its referent in a conventional way. As listed in the dictionary, the beauty term *corrector* means a person who removing errors whereas, the beauty term *corrector* means makeup product which used to neutralize skin imperfection by removing skin discoloration such as redness and darkness. Both of the definition is similar especially about the function, but the term *corrector* has different emotive value. From the definition above, it can be concluded that the beauty term *corrector* has connotative meaning.

6) Eyeliner

*Eyeliner* means eye makeup used to define the eyes by lining the inner eyelids. In the dictionary, the beauty term *eyeliner* means a kind of pencil use on the edges of the eyelids. From the definition, it can be concluded that the beauty term *eyeliner* belongs to literal meaning because the beauty term connected to its referent directly.

7) Eye shadow

*Eye shadow* means eye makeup is used to accentuate the eyes while the term *eye shadow* listed in the dictionary means a cosmetic used in the



eyelids in order to make them a color. Both of the definition has similar meaning especially about the function that is used for accentuate the eye look by coloring the eyelids. So, it can be concluded that the beauty term *eye shadow* belongs to lexical meaning because the meaning of beauty term found in the makeup book is similar to the meaning of term listed in the dictionary. The beauty term *eye shadow* also classified into primer meaning because this beauty term does not need context to reveal the meaning.

8) Facial contour

*Facial contour* is formed from the word *contour* adjoined by word *facial*. In the dictionary, the word *contour* means outline of an object. While as beauty term *facial contour* means face makeup used to define the outer line of face usually a few shades darker than skin tone. It can be seen that the beauty term *facial contour* opposites the term *contour*. *Facial contour* can be defined as a makeup product associated with the concept of beauty in mind. In short, *facial contour* has grammatical meaning.

9) Foundation

Referring to the concept of beauty, *foundation* defined as base makeup applied to the face to even out the skin tone and texture. In the dictionary, the term *foundation* means the lowest part of building and also can be defined as the basis of something like organization etc. From that definition, it can be seen that the beauty term *foundation* has opposite meaning to *foundation* as beauty term found in makeup books. So, it can be concluded that the beauty term *foundation* belongs to the figurative meaning.

10) Highlighter

*Highlighter* means makeup product which has glow finish used to emphasize particular area of the face for catching the light naturally. In reverse, in the dictionary, *highlighter* has more than one definition: first, *highlighter* is a bright colored pen used to mark part of a document. Second, *highlighter* is a pale colored cosmetic used to emphasize the shape of face. Those definitions lead *highlighter* as a beauty term to be part in denotative meaning.

11) Lipstick

*Lipstick* directly connected to lip color in the form of liquid or solid stick. The term *lipstick* both in dictionary and in beauty terminology has no different meaning, which means this term belongs to lexical meaning.

This term is also included in primer meaning because it can stand alone and meaningful without any context following it.

12) Lip balm

*Lip balm* means tinted or clear lip product which helps moisturize the lip. *Lip balm* is in the group of lexical meaning because the term itself has the same definition both in dictionary and in beauty sector. Moreover, the beauty term *lip balm* also classified into primer meaning because this term connected to its referent and does not need any context to explain the meaning of the term.

13) Lip color

*Lip color* is a lip product used for coloring the lip with various finishes. The beauty term *lip color* can be defined based on the concept of beauty which associated in the mind. The beauty term *lip color* could be understood by the people because it is commonly used in daily life. From that, it can be concluded that the beauty term *lip color* belongs to denotative meaning.

14) Lip gloss

*Lip gloss* is a hydrating lip product to create fuller lips and to coat other lip colors. The term *lip gloss* in the dictionary means a clear or very slightly colored substance put on lip to make shiny finish. From the definition above, the meaning of beauty term *lip gloss* found in the makeup books refers to the meaning of the term listed in the dictionary. Furthermore, this meaning involved objective factual information, that is why it belongs to denotative meaning.

15) Lip liner

*Lip liner* means lip product used to define the lip and make the illusion of taller lip. Meanwhile, in the dictionary the term *lip liner* means lip cosmetic. The beauty term *lip liner* refers to lip cosmetic in a broad sphere. Both of the meanings point to reference directly that indicates the concepts. The meaning is included in denotative meaning.

16) Loose powder

*Loose powder* means denser powder provides more coverage which can be matte or sheer, depending on the application technique. Whereas in the dictionary the term *loose powder* cannot be found. Here, the beauty term *loose powder* refers to the face cosmetic which can be defined by having concept of beauty in the mind. The beauty term *loose powder* is categorized into grammatical meaning because it formed from word powder narrower by-word element loose.

17) Luminizer

*Luminizer* means makeup product which creates illusion of healthy and glow skin. This beauty term *luminizer* cannot be found in the dictionary, so it can only be defined as a makeup product by having the concept of beauty. However, the beauty term *luminizer* formed by its basic word *luminous* which adjoined other word element. From that, it can be concluded that beauty term *luminizer* belongs to grammatical meaning.

#### 18) Mascara

*Mascara* means eye makeup used for enhancing eye look to be longer and voluminous. In the dictionary, the term *mascara* means cosmetic used to darker the eyelashes. From the definition above, it can be seen that the beauty term *mascara* found in makeup books has similar meaning with meaning from the dictionary, but it is closer to eye makeup commonly. The beauty term *mascara* belongs to literal meaning. Moreover, the beauty term *mascara* can be classified into primer meaning because this term can stand alone without any context following it.

#### 19) Powder

As listed in the dictionary, the beauty term *powder* could be defined as makeup powder. Referring to its referent, the beauty term *powder* means makeup powder applied to face after the base makeup application to set the base makeup. Both have literal meaning because those imply its referent in a conventional way.

#### 20) Pressed powder

The beauty term pressed powder means powder which contains generous amount of pigment that can be used over sheer and light coverage to enhance the coverage, whereas the term *pressed powder* in the dictionary means powder which is pressed. From the definition above, it can be seen that the beauty term *pressed powder* found in the makeup books is different from *pressed powder* in the dictionary. The beauty term *pressed powder* should be defined by the concept of beauty in the mind of participant. So, it can be concluded that the beauty term *pressed powder* belongs to figurative meaning.

#### 21) Primer

The term *primer* can be defined as the basic or main of something. From that definition, it could be important to take attention to the context in defining the meaning of a term. Here, the beauty term *primer* means makeup base used as makeup preparation. The beauty term *primer* can be defined as a makeup product by its concept of beauty. So, it can be concluded that beauty term *primer* contains connotative meaning because that beauty term has different emotive value with term *primer* in primer meaning.

22) Setting spray

*Setting spray* means makeup finishing product used to lock the makeup longer on the skin. In the dictionary, the beauty term *setting spray* means the setting of spray. It is opposite with the meaning of the beauty term *setting spray* found in the makeup books. This meaning deviates from the referent, but refers to other referents which have meaning so far from its conventional way for many goals. The meaning is figurative.

23) Translucent powder

*Translucent powder* means loose powder which has transparent coverage. Meanwhile, *translucent powder* listed in the dictionary means powder which is opaque. The meaning listed in the dictionary does not refer to the meaning of beauty term used in the makeup books. However, the beauty term *translucent powder* formed by word powder as basic word adjoined word translucent which defines the powder more specific. From that, it can be concluded that the beauty term *translucent powder* belongs to grammatical meaning.

c. Makeup Tool

This part mentioned beauty terms in the context of makeup tool usually used to do make up.

1) Beauty blender

The term *beauty blender* means a makeup sponge used to apply makeup. By looking at the word formation, the beauty term *beauty blender* can be categorized into grammatical meaning. The beauty term *beauty blender* can be defined in a denotative way by looking at the word. However, the beauty term *beauty blender* cannot be found in the dictionary. Here, it is important to look at the context for defining the meaning of a word. From the word *blend* which means combine and specialized by the term beauty, the beauty term *beauty blender* is defined as a makeup tool used to blend the makeup.

2) Brush

*Brush* means a makeup tool made out of natural or synthetic bristles and the wood or plastic handle with a variety of styles, shapes, and bristles types, whereas *brush* listed in the dictionary means a tool with bristles used for painting, cleaning, and making hair neat. From the definition above, it is clear that the meaning listed in the dictionary is broad. The beauty term *brush* should be defined by concept of beauty in the mind. The beauty term *brush* belongs to denotative meaning because this meaning involved objective factual information.

3) Bullet brush

The beauty term *bullet brush* means a brush with extremely versatile bristle and shaped pointy bullet on the tip. The term *bullet brush* refers to makeup tool. It can be defined by concept of beauty in the mind. Here, the word *brush* is narrower by-word *bullet* as word element used to define the shape of brush which differentiates from brush in common. The beauty term *bullet brush* has grammatical meaning because it arises as a result of the functional word in the sentence.

4) Camouflage brush

The beauty term *camouflage brush* means a brush with soft bristles that is not too scratchy and tapered at the end of bristles used to apply concealer. The beauty term *camouflage brush* has different meaning from meaning listed in the dictionary. From that, the beauty term *camouflage brush* should be defined by having concept of beauty. However, the beauty term *camouflage brush* can be claimed as grammatical meaning because this beauty term formed by word *brush* adjoined word *camouflage* which describes the word brush more specific.

5) Puff

The beauty term *puff* means a makeup tool provides a smooth and opaque finish. Meanwhile, the beauty term *puff* does not refer to its referent in conventional way. So, it is clear that the term *puff* in the dictionary has opposite meaning with the meaning contains in the beauty term *puff*. From that definition, it can be concluded that *puff* belongs to figurative meaning.

d. Makeup Application Technique

This part presents some makeup application techniques and their kinds of meaning.

1) Blend

*Blend* means combining makeup product onto the face to avoid harsh lines. In the dictionary, the term *blend* means combine into one or mix together. The term blend listed in the dictionary is defined the term *blend* in general, but it can be enough to determine the meaning of the *blend* found in the makeup books. Both of terms has similar meaning. The beauty term *blend* belongs to denotative meaning because this meaning communicated the intent in a straightforward manner.

2) Cat eye

The beauty term *cat eye* means a wedge liner with higher wing in the outer corner. Meanwhile, the term *cat eye* can be defined as the eye of cat. From the definition above, it can be seen that the beauty term *cat eye* found in the makeup books is different from the meaning of *cat eye* as literal meaning. So, it can be concluded that the beauty term *cat eye* contains figurative meaning.

3) Contour

*Contour* means make contour line by one of shades to reshape part of the face such as forehead, nose, cheekbones, and chin. In the dictionary, the term *contour* means the form of something in specific shape. Here, the meaning listed in the dictionary has a little bit difference which caused by its emotive value. The beauty term *contour* can only be defined as a makeup application technique by concept of beauty. From that, it can be concluded that the beauty term *contour* is categorized into connotative meaning.

4) Deposit

The beauty term *deposit* means applying color technique on the non-crease along the eyelid as part of the eye. The meaning of the beauty term *deposit* is different from the term *deposit* in literal way. In the dictionary, the term *deposit* means a sum of money. It can be seen that both of them is quite different. From that, it can be concluded that the beauty term *deposit* belongs to figurative meaning.

5) Fuzzy liner

The beauty term *fuzzy liner* means bottom lash eyeliner or applying the lash liner in a diffused, slightly soft-focus way and the bottom liner is half intensity of the top liner. This beauty term cannot be found in the dictionary, so the beauty term *fuzzy liner* should be defined by concept of beauty. Meanwhile, the beauty term *fuzzy liner* is formed by word *liner* adjoined word element *fuzzy*. It is clear that the beauty term fuzzy liner is the combination of the words *fuzzy* and *liner*. This term is under the umbrella of grammatical meaning.

6) Lash filler

The beauty term *lash filler* means filling the entire underside of the top lash along the lashes grow into the inner corner. This beauty term cannot be found in the dictionary. So, this beauty term should be defined by concept of beauty. The beauty term *lash filler* leads into eye area; it can be identified by word *lash* as its basis. From that, it can be concluded that the beauty term *lash filler* is categorized into literal meaning.

7) Set

The beauty term *set* means putting a powder to hold the makeup applied on the face, whereas in the dictionary, the term *set* means a group of things that belong together in used. From the definition above, it can be concluded that the beauty term *set* belongs to connotative meaning because both of the term has different emotive value. Other than that, the beauty

term set must be followed by its context to reveal the meaning related to its field.

8) Touch up

The beauty term *touch up* means retouch the appearance of the makeup look, whereas the term *touch up* listed in the dictionary means touch something to improve the appearance. From the definition, it can be seen that both of the term contains similar meaning. So, it can be concluded that the beauty term *touch up* is categorized into lexical meaning.

9) Wedge liner

The beauty term *wedge liner* means line a little higher in the outer corner of lash line and dive inward into the center of eye. This beauty term cannot be found in the dictionary. Related to its meaning, this beauty term is opposite from the meaning listed in the dictionary. From that, it can be concluded that the beauty term *wedge liner* belongs to figurative meaning.

e. Makeup Finish

This part serves some terms related to makeup finish.

1) Flawless

*Flawless* means the appearances of people's makeup looked as if they showed natural perfection. Meanwhile, the term *flawless* in the dictionary means someone or something which are extremely great. From that definition, it can be seen that the term *flawless* listed in the dictionary presents broad meaning. So, it can be concluded that the beauty term *flawless* belongs to denotative meaning.

2) Glossy

The beauty term *glossy* means a finish of shiny look, whereas in the dictionary, the beauty term *glossy* means smooth and shiny. From the definition, it can be seen that the beauty term *glossy* found in the makeup and the dictionary has similar meaning. Due to its similarity in meaning, *glossy* is regarded as lexical meaning.

3) Matte

The beauty term *matte* means a finish of less moisture and no shine on the surface often appears flat or dull. In the dictionary, the term *matte* can be defined as an appearance like a dull surface. Here, it is clear that the beauty term and the term in the dictionary has similar meaning in general. From that, it can be concluded that the beauty term *matte* belongs to denotative meaning.

4) Satin

The beauty term *satin* means the middle of dewy and matte finish, whereas the term *satin* in the dictionary means a cosmetic finish which reflects light to extent but is not very shiny. From the definition, it can be concluded that the beauty term *satin* belongs to connotative meaning because both of term has different emotive value.

5) Stain

The beauty term *stain* means a bit shiny with highly pigmented finish. Meanwhile, *stain* listed in the dictionary means a colored mark that is difficult to remove. Both of the term has different emotive value. So, it can be concluded the beauty term belongs to connotative meaning.

f. Term about Makeup

This presents about some terms related to makeup product, but is not refers to specific product.

1) Base

The beauty term *base* means the basic first layer of makeup used as makeup preparation, whereas the term *base* listed in the dictionary means basic of something. The meaning of *base* listed in the dictionary is too broad. Moreover, both of term has different emotive value. It can be seen that the beauty term *base* cannot directly defined as a term related about makeup. The beauty term *base* should be defined by understanding the context. We can conclude that the beauty term *base* belongs to connotative meaning.

2) Coat

The beauty term *coat* means last layer product provides finish touch of makeup look. In the dictionary, the term *coat* means a thin layer of substance used to cover something. From the definition above, the term *coat* does not refer to its referent conventionally. So, it can be concluded that the beauty term *coat* contains figurative meaning.

3) Complexion

The beauty term *complexion* means the appearance of a person's skin, especially on the face, which represents the result of makeup. In the dictionary, the term *complexion* means skin condition of the face. From the definition, it can be seen that both of the term has similar. So, it can be concluded that the beauty term *complexion* belongs to denotative meaning.

4) Coverage

The beauty term *coverage* means the opacity capability of cosmetic product to cover the skin. However, the term coverage does not refer to the referent conventionally. So, the beauty term *coverage* should be defined as



term about makeup by having concept of beauty in the mind. So, it can be concluded that the beauty term *coverage* belongs to figurative meaning.

5) Full

The beauty term *full* means the most corrective to cover birthmarks, hyperpigmentation, scars, etc. Meanwhile, the term *full* means something contains as much of a substance as can. From that, it can be concluded that the beauty term *full* is categorized into connotative meaning because the beauty term *full* has different emotive value although they mean a similar meaning.

6) Light

In the makeup books, the beauty term *light* means the opacity to cover unevenness and slight blotchiness. Meanwhile, in the dictionary the term *light* means something related to brightness such as light as bright source, traffic lights, an electric lamp, etc. Those meaning is different from the beauty term *light*. So, it can be concluded that the beauty term *light* belongs to figurative meaning.

7) Luminosity

The beauty term *luminosity* means glow illusion of skin. Meanwhile, *luminosity* listed in the dictionary means healthy glow of the skin. From the definition above, it can be concluded that the beauty term *luminosity* is categorized into lexical meaning.

8) Medium

The beauty term *medium* means the opacity which can cover freckles, discoloration, blotchiness, and red marks. Meanwhile, *medium* listed in the dictionary means a way to describe something in degree or amount. It is opposite from the meaning of beauty term. So, it can be concluded that the beauty term *medium* is categorized into figurative meaning.

9) Pigmented

The beauty term *pigmented* means the result of cosmetic product is related to the opacity of the color, whereas the term *pigmented* in the dictionary means acquired color. The meaning of the beauty term found in the makeup books and the term listed in the dictionary has similar meaning, although the meaning of term from the dictionary a little bit abroad than the beauty term. From that, it can be concluded that, the beauty term *pigmented* belongs to denotative meaning.

10) Sheer

The beauty term *sheer* means the most transparent coverage, whereas in the dictionary, the term *sheer* means very thin, light, and

delicate material. In common, those mentioned is similar. From that, it can be conclude that the beauty term *sheer* belongs to denotative meaning.

g. Makeup Mistake

This part serves about term which means some mistake often appear in doing makeup.

1) Ashy

The beauty term *ashy* means the color of gray. Meanwhile, in the dictionary, the term *ashy* means the color of gray. From the definition above, it can be seen that both of the term has similar meaning. So, it can be concluded that the beauty term *ashy* belongs to denotative meaning.

2) Clumpy

The beauty term *clumpy* means a thick, messy look which appears in the usage of mascara. However, the term *clumpy* in the dictionary opposite to beauty term found in the makeup books. The beauty term *clumpy* should be defined by concept of beauty in the mind. So, the beauty term *clumpy* belongs to connotative meaning because this beauty term could have the different meaning depends on its context.

3) Creasing

The beauty term *creasing* means lines caused by clumping base makeup. This term formed by word *crease* which adjoined suffix *-ing*. From that, it can be concluded that the beauty term *creasing* belongs to grammatical meaning.

4) Flaky

The beauty term *flaky* means skin condition which less hydration, whereas in the dictionary, the term *flaky* means something which breaks easily into small thin pieces. It seems the beauty term *flaky* is more specialized about makeup. From that, the beauty term *flaky* can be defined by its context. So, it can be concluded that the beauty term *flaky* is categorized into figurative meaning.

5) Smudging

The beauty term *smudging* means blotted makeup. The term *smudging* comes from the word *smudge* which means a dirty mark. Here, the beauty term *smudge* formed by word *smudge* adjoining suffix *-ing*. From that, it can be seen that the beauty term *smudging* belongs to grammatical meaning.

## CONCLUSION

From the analysis of beauty term in the makeup books entitled “Face with a Heart” and “The Essence of Makeup”, it can be concluded that there are 69 beauty terms found in both of the makeup books. Those beauty terms are divided into six classifications in the sphere of makeup, they are anatomy, makeup, makeup tool, makeup application technique, makeup finish, and makeup mistake.

Based on Wijana and Rohmadi’s theory, those beauty terms classified into lexical meaning, grammatical meaning, denotative meaning, connotative meaning, literal meaning, figurative meaning, primer meaning, and secondary meaning. However, some beauty terms have more than one meaning which are primer meaning or secondary meaning because of the appropriateness of context to explain the beauty term.

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## Enhancing Students' Listening Skill Through Quizizz Audio Feature In Online Learning At Jiarawanon-Utis 4 School

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**Abstract.** The most challenging skill for EFL learners, especially in online learning is listening. As a result, an effective teaching tool is required to improve student's listening skills and motivation. This research aim is to describe how second graders students at Jiarawanon-Utis 4 School in Loei Province, Thailand used the Quizizz Audio Feature to enhance their listening skills. Eight students from the first semester of the school year 2021-2022 took part in this study. CAR (Classroom Action Research) was conducted in this study divided into two cycles. Each cycle consists of three meetings and four steps; planning, action, observation, and reflection. Data collection were collected from listening test, quizziz, observation, and questionnaires. Then triangulation is needed to evaluate the data. The result showed that there was an improvement in students' listening skills. It is proven from the result of the average of both cycles. The average is 70,81% in the first cycle and 90,24% in the second cycle, so the enhancement is 19,43%. Furthermore, the findings of the questionnaires revealed that students gave excellent feedback regarding the use of the Quizizz Audio Feature to enhance their listening skills, as evidenced by their responses to the survey.

**Keywords:** listening skill, quizizz, audio feature, online learning

### INTRODUCTION

Covid-19 is currently a hot topic of discussion in any part of the world. This has made, numerous governments have enacted legislation to impose a lockdown in attempt to break the chain of Covid-19. As a result, all activities outside the home, including those in the sphere of education, must be suspended until the epidemic decreases. As for safety, many schools and academic institutions adopted online learning that allows students to study at home, and facilitating online learning becomes the safest method to protect students from the danger of Covid-19 pandemic. With this policy, many teachers feel challenged when conducting online learning, especially at Jiarawanon-Utis 4 School, Loei province, Thailand. The teacher should concentrate on using a strategy, technique, or approach while teaching English, but it should also be concerned with the resources (WL et al., 2019). Online learning is a sort of teaching and learning activity in which students (1) communicate with the teacher across a long distance, (2) use technology to access learning materials, and (3) engage with the teacher using technology (Anderson, 2008). Online learning is also defined as a learning activity that necessitates the use of an online network with connectivity, flexibility, and the ability to generate a variety of learning materials (Aguilera-hermida, 2020). The materials and educational activities may be accessed via technology at any time and from any location.

It enables lecturers and students to attend scheduled teaching sessions online (Cahyadi et al., 2021).

Jiarawanon-Utis 4 school puts two teachers to teach English virtually. The first teacher is from Indonesia who teaches English using Zoom Meeting as e-learning application, while the second teacher is from Thailand who help to assists students during teaching and learning process virtually. When conduct online learning the materials are delivered indirectly and the teacher and students communicate or interact through network access using technological devices or application (Milliner, 2017). In the context of ELT, listening can be said to be a difficult skill especially in online learning. (Renandya & Farrell, 2011) stated that the most impact from the spread of coronavirus was listening class where the implementation of such kind of online with a sudden preparation is not an easy task.

In this case, the researcher discovered that students at Jiarawanon-Utis 4 school had difficulties learning listening in English classes because English is rarely utilized in their school, the lack of students' motivation in learning English. In addition, the teacher rarely provides listening materials and interesting media. The school also does not provide facilities for the students to have exercises in listening. Many students have struggle when they want to determining the meaning of what they hear. Listening has an important influence on daily communication and the implementation of a language. However, listening is known as a challenging skill, especially for EFL learners (Adnan, 2014). It is undeniable that the position of English in Thailand is only a foreign language. This reason is also caused students not familiar with varied English vocabularies so that it can impact on their listening skills. When students have difficulty in listening, it can affect other skills because listening is the first skill that students must be mastered before other English language skills such as speaking, writing, and reading. Listening is not as simple as many people think. When listening to something, the listeners must focus on what they heard to comprehend the meaning, and this is why learning listening is vital since listening makes people obtain knowledge, information and will make it easy for everyone to communicate with others. So, for EFL students, listening is the first skill that must be taken by students before they have to learn a foreign language. Listening is a very complex skill compared to other skills for ESL and EFL learners; it is caused by a lack of practice and limited knowledge to follow listening activity in the class (Schmidt, 2009). As a result, in order to solve the problem in this virtual classroom, the effective media is required. The teacher must create interesting media to boost students' motivation in listening practice. Furthermore, outside influences influencing learners have an impact, such as making instructional media less appealing to students (Ardhiani et al., 2021).

Gamification is beneficial for overcoming learning obstacles and promoting participation in learning activities (Ravid & Codish, 2014). Students can be more excited in learning if media online games are used in teaching and learning activities. According to Zichermann & Cunningham (2011) by incorporating game rules into the problem-solving process, gamification has the potential to transform the way students think. It is quite effective in overcoming learning barriers and motivating students to participate in educational activities when using gamification (Ravid & Codish, 2014). In today's world, gamification plays a

significant role in successful learning (Çeker & Özdamli, 2017). Using an application-based game, the teacher can incorporate media into the learning process in the online classroom. Quizizz is an application that uses the gamification concept (MacNamara & Murphy, 2017).

In this case, two application-based games are often used for online learning in Thailand, namely Kahoot! and Quizizz. Both of them have audio features that can be used for listening practice. Busiri (2020) found that the use of Kahoot! App in learning Arabic listening makes the learning process very fun and becomes an interactive learning innovation, not only that it can motivate them in the language learning process. Then, Sakti & Afifah (2020) stated that there is an improvement of students in German listening skills using audio and picture features in the Quizizz; this study also indicates that the Quizizz app is effective as a media to train German listening skills because the students also have a positive perspective towards the app. Although both applications can enhance students' listening skills, there are study comparative between Kahoot! and Quizizz. Lestari (2019) conducted research to compare the effectiveness of Kahoot and Quizizz. The study found that; Quizizz's implementation was better than Kahoot! in terms of increasing student motivation, and Quizizz's features were more intriguing than Kahoot!, then the question in Quizizz was shuffled to make students more independent to do the quiz. The findings were also relevant to a study conducted by Basuki & Hidayati (2019), which found that Quizizz is more fascinating, motivating, familiar, simpler, and engaging, and that the app does not split students' concentration during the quiz and its allowing them to complete the quizzes independently.

Not only that, according to (Yana, Antasari, & Kurniawan 2019), The pictures and audio features in Quizizz can be used as questions or answer choices. With this feature, the teacher can make different exercises model. Moreover, (Ningtyas & Syaodih, 2020) stated that visual and audio elements in Quizizz can make learning successful in the classroom because it is interesting and not boring. (Sakti & Afifah, (Sakti & Afifah, 2020) also stated that the duration of the audio feature in Quizizz is only 10 seconds, so it makes the teacher selective in determining the listening test and adjusting the students' level. This feature is very suitable for EFL students in Thailand to learn basic listening and solve their problems in online classes. Therefore, Quizizz is a grading system that time-saving and effective tool (Medvedovska et al., 2016). In addition, to indicate whether a student's answer is correct or not, Quizizz will show a meme. This is a one-of-a-kind incentive for kids (Miller, 2016). Moreover, previous research conducted by (Dean, 2017; MacNamara & Murphy, 2017) has shown that Quizizz may be used to arrange classroom activities and creating assesments.

So, the researchers decided to use Quizizz as engaging tool to improving students' listening skills. Not only that, the fun activity in Quizizz can bring a different atmosphere in a virtual class. It can be an alternative strategy in enhancing students' listening skills, especially in online learning. Quizizz was chosen because the research of Quizizz to train students' English listening skills is still limited. It is hoped that this research will bring out a good teaching media for teachers in enhancing students' listening skills.

## METHOD

The research was conducted at 8th grade of Jiarawanon-Utis 4, Loei Province, Thailand consists of 8 students. The research participants were students in 8th grade of Jiarawanon-Utis 4th School.

This research was conducted using CAR (Classroom Action Research). Kemmis & Mc Taggart (1992), Sukmadinata (2006), and Kusnandar (2008) developed Classroom Action Research, which contains four steps in each cycle. They are planning, acting, observation, and reflection. When there are still some problems in the first cycle, however, there will be re-planning, acting, observing, and reflecting (Echeverria et al., 2011). The CAR phase is shown in the figure below.

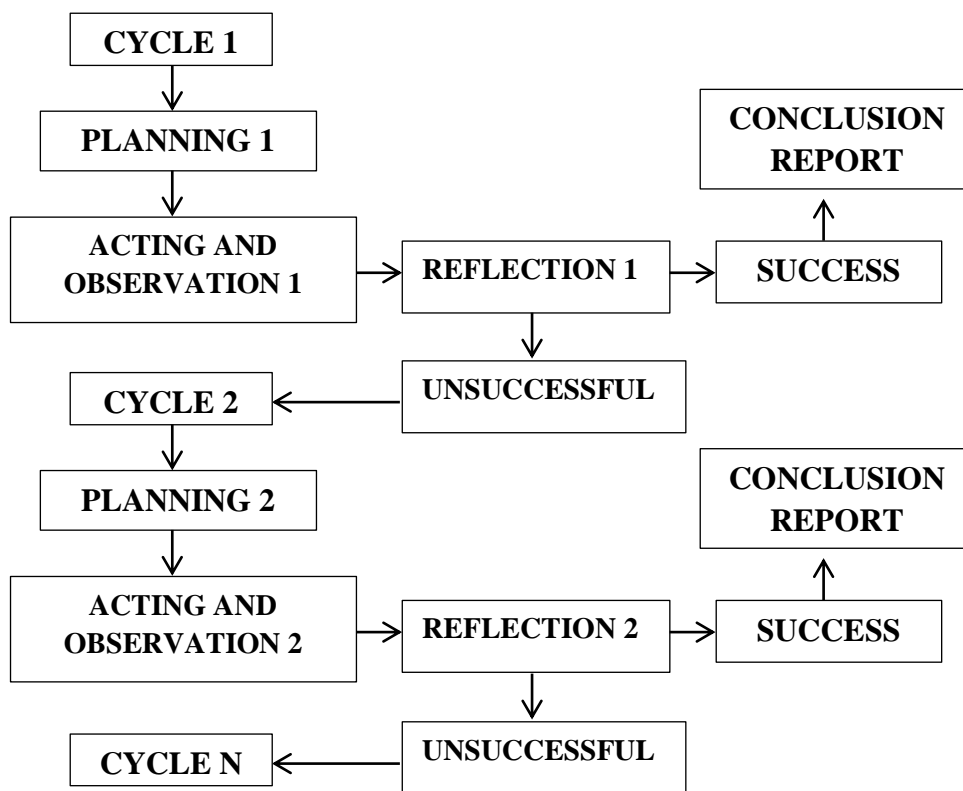


Figure 1 CAR Cycles (Kemmis & McTaggart, 1992)

There were three instrument that used in this study, they are listening test, observation, and questionnaire. Students' listening skills were obtained from Q&A and using Quizizz. Then



the questionnaire was modified from Zhao (2019) to see students' perspective through Quizizz in listening practice. The questionnaire consists of ten questions and use five statements on the Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Then, all aspects in the questionnaires also used by observers in observation checklist.

Based on research Zhao (Zhao, 2019) the theoretical basis used to see the perspective of students' motivation in using Quizizz in listening practice are according to Zichermann & Cunningham (Zichermann & Cunningham, 2011) by incorporating game rules into the problem-solving process, gamification has the potential to transform the way students think. It is quite effective in overcoming learning barriers and motivating students to participate in educational activities when using gamification (Ravid & Codish, 2014). In today's world, gamification plays a significant role in successful learning (Çeker & Özdamlı, 2017). Using an application-based game, the teacher can incorporate media into the learning process in the online classroom.

This study is focus on efforts to improve students listening skill, then the explanation of each stage is known as follows: In planning stage the researcher as the teacher prepared a lesson plan including teaching media (Quizizz). Not only that, the researcher also prepared questionnaire. Then, in acting stage the researcher implements the planned strategy and the process of teaching listening involved by the use of Quizizz app. After that, in the observing stage, the observer was done by (one teacher and one lecture) as team teaching to see the teaching and learning process. Students listening skill are obtained from the result of listening by using Quizizz and Q&A. Then for questionnaire modified from Zhao (Zhao, 2019) to see the students perspective using Quizizz to enhance their listening skill. Next, the data are analyzed both quantitatively and qualitatively. The results of the listening quiz and questionnaire are analyzed using quantitative data analysis. Meanwhile, qualitative data analysis is used to assess how well the planned approach is being implemented. In the final section, the researcher assessed the process of teaching listening using the Quizizz audio feature. In the reflecting step, triangulation is required by comparing the observation result, questionnaire, and rubric with the success indicator.

The success indicator in listening skills based in this study are following with some aspects, the first one is students' ability in understanding the meaning, the second is students' ability in guessing the words, and the last one is student's ability in recognizing the distinctive sounds. Then the indicators are achieved if the minimum average value of students is  $70 < PP < 100$  with the following range:

A =  $80 < PP < 100$ : Very Good

B =  $70 < PP < 79$ : Good

C =  $51 < PP < 69$ : Enough

D =  $< PP < 50$ : Poor

## FINDINGS AND DISCUSSION

### *Students' Listening Skill*

In this study, students were said to be successful in learning listening skills if they achieved 3 points, consisting of be able to understanding the meaning, guessing the words, and recognizing the distinctive sounds. In addition, Broughton et al. (2002) stated that listening involves of concentration, understanding, and cognition. The first one, the assessment process of students' ability in understanding the meaning is having listening test through Quizizz, the listening test consist of matching the audio with the correct picture. The second, the assessment process for students' ability on guessing the words is having quizzes through Quizizz, this activity is asking students to type the correct words based on the picture given. The third, the assessment process of students' ability on recognizing the distinctive sounds is asking students to listen the audio and then asking them to pronounce one by one based of what they have heard in the audio through zoom meeting.

The primary goal of teaching and learning process is to ensure that each student is able to master listening skills in each topic. The topics discussed in both the first and second cycle consist of four topics, they are: a) Daily routines, b) Jobs, c) Clothes, and d) Part of house. The strategy is implemented for each topic by using Quizizz app where the students does some listening quizzes and answers through this app. There are 3 meetings in each cycle and the English class is conducted twice in a week consist of 60 minutes for each meeting.

Each quizzes and test is conduct one by one. Listening test and quizez are always implemented in every class activity using Quizizz app after students listen the teacher's explanation of the vocabulary and shows the audio in each topic. Then, the final test was carried out at the end of the cycle. The improvement results from the assessment of students' listening skills are shown as follows:

**Table 1** The percentage of students' listening skill in both cycle

<b>Variables</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Students' ability in understanding the meaning	83,3%	95,83%
Students' ability in guessing the words.	58,3%	83,3%
Students' ability in recognizing the distinctive sounds	70,83%	91,6%
Average	70,81%	90,24%

The first variable is students' ability on understanding the meaning. This activity is conducted through Quizizz app. After completing this listening test, students will know their own score. All these activities were carried out in cycle I and cycle II with 6 meetings. The table shows that in the first cycle about 83,3% of the 8 students achieved the goal, and in the second cycle it increased positively by 12,53% from 83,3% to 95,83%. This improvement is possible because the students are already familiar with the use of the Quizizz app. In addition, this variable can be achieved because the teacher has explained the vocabulary for each topic

very well and shows audio during the lesson. The forms of quizzes are matching pictures based on the audio, and the audio can be played many times so its easier for them to choose the right answer if they missed some parts in the audio. So, it can affect them to easily understand the meaning of each audio they listen to. Not only that, the forms of quizzes make students interested in the topic. Based on the result, it shows that using Quizizz audio feature can improve students' ability in understanding the meaning.

The second variable is the students' ability in guessing the words. This activity is implemented using Quizizz app as well. Here, the students are asked to type the appropriate and correct word based on the picture. Table 1 shows that students experienced an increase of 25%, in Cycle I 58,3% of the total students achieved this variable, then in Cycle II it became 83,3%. In the cycle II, the students are familiar with English words as they play and listen to the words during the listening test on the Quizizz app, therefore this progress can be acceptable. This phenomenon shows that using Quizizz audio feature can help students to improve their ability in guessing the words.

The third variable is students' ability in recognizing the distinctive sounds. This activity is carried out through zoom meeting after the students doing listening test and quizzes. The students are asked to listen to the audio and they have to guess the correct word based on the audio they hear, then they have to pronounce it. Table 1 shows that in Cycle I, 70,83% of 8 students achieved the goal, and in Cycle II it increased by 20,77% from 70,83% to 91,6%. Moreover, to achieve students' success in this variable, the teacher asked the students to repeat each word after the audio was played, so that they became proficient and master in pronouncing the words although their Thai accent was not separated from them when pronouncing English vocabulary. So, it means that Quizizz audio feature also can also improve their ability in recognizing the distinctive sounds.

### ***Students' Motivation***

Motivation can be called as the most needed component in learning English because it is the key of success to students. The success of the students is depending on their own motivation. So, its concluded that motivation is a key to get successful in learning process. Harmer (2001) stated that motivation is the biggest factor in affecting students' success. Motivation is also leads them to reach their goals in learning (Ormrod, 2004). So, in here, the participants' responses regarding to their motivation in using Quizizz audio feature for listening practice were obtained from the questionnaires. The questionnaires is consists of ten items and its distributed to the students who joined in English class to see their perspective in listening practice by using Quizizz audio feature. Based on the result of questionnaires, majority students have good responses toward the use of Quizizz audio feature to enhance their listening skill.

From the result of observation and the questionnaires, it can be seen that 100% students agree that using Quizizz is easy, 100% students agree that using Quizizz doing in-class listening exercises is fun, 88% students agree that using Quizizz is effective in enhancing their listening in online learning, 100% students agree that using Quizizz doing in-class listening exercises stimulates their interest in study English, 88% students using Quizizz doing in-class listening exercises helps them review the topic, 100% students agree that the ranking list in Quizizz motivates them to study, 88% students agree that using Quizizz helps them concentrate in class. 75% students agree that doing in-class exercises using Quizizz reduce their listening test anxiety, 100% students agree that doing in-class exercises using Quizizz helps them know their classmate, 100% students agree that they would like to use Quizizz more in the future. In conclusion 94% students have good responses toward the listening practice by using Quizizz audio feature.

### *Discussion*

In the first cycle, during the teaching and learning process, it was shown that most of the students still had difficulties in following the learning activities. There are still many of them who are still confused in operate the Quizizz app, because this application is still new for them. So here, the researcher directs the students and explains to them how to use the Quizizz application before the quizzes starts. In the listening test using Quizizz, students are asked to listen to the audio and choose the picture that matches to the audio, here there are still many students wrong in choosing the picture based on the audio. This phenomenon can happen because they are still not familiar with English pronunciation because of their different accents. In Quizizz, students are also asked to write down English vocabulary based on the pictures given, but some of them still cannot do it very well. This may happen because students still have difficulty in participating in learning activities, so they are still very lacking in mastering vocabulary in English. In addition, there are still many students who are still very bad at pronouncing words in English. With this, the researcher repeated the audio playing and gave examples of how to pronounce word by word correctly.

In the second cycle, it can be seen that students are already familiar with learning listening using the Quizizz app. Here it is also seen that they are able to operate the application easily and many of them are motivated by using this app. So that in this cycle students become easier in pronouncing words in English. Not only that, students can also understand the meaning of the words played through the audio provided by the teacher in each topic. And when they asked to write the given picture, they can do it very well. This treatment is the same as the first cycle. Therefore, it can be concluded that in the second cycle, students' ability in understanding the meaning, students' ability in guessing the words, and student's ability in recognizing the distinctive sounds are increase.

After both cycles were carried out, here the students were distributed questionnaires. The results showed that the Quizizz audio feature is an effective mobile game application in learning listening. Many students also have positive responses toward the app, and they also have positive perspective that this app makes them motivated and interested in learning listening.

The findings of this study are in line with previous research conducted by Sakti & Afifah (Sakti & Afifah, 2020), which showed that using audio and picture features in Quizizz can help to improve students' listening skills. In addition, the student's perception in this study also showed that Quizizz is an effective tool to train German listening skill. San (2020) showed that using strategies-based instruction through Randal's Cyber Listening lab and Quizizz app are helped Turkish college students to improve their listening comprehension proficiency and their metacognitive awareness. Moreover, Farida (2021) conducted a study to develop listening materials using Quizizz. This study found that quizzes successfully attracted students' attention in learning listening because it was an interesting digital learning application.

From the all-research findings described above, the researcher concluded that the Quizizz app is an excellent language learning tool that can engage students, particularly those who struggle with listening skills. Unlike other findings, this research aims to improve the listening skills of EFL students outside of Indonesia and their learning motivation by utilizing the Quizizz audio feature, which will aid students in increasing their motivation and assisting them in resolving problems that may arise in the classroom. So that, they get new experiences in learning English listening skills with Quizizz as an attractive digital media, while previously they had no experience using this app because of the school's limitations in providing listening material.

## **CONCLUSION**

According to the results in this study, the researchers can conclude that the use of Quizizz audio feature is successful in enhancing students' listening skill. Students' listening skill was improved when Quizizz was applied in listening learning process. It can be seen from the improvement of the first cycle and second cycle. The improvement of students' ability in understanding the meaning is increased from 83,3% to 95,83%, then the students' ability in guessing the words is increased from 58,3% to 83,3%, the last one is students' ability in recognizing the distinctive sounds is increased from 70,83% to 91,6%. The use of Quizizz audio feature is made the atmosphere in learning listening to be more interested. In conclusion, Quizizz audio feature can be called as the effective learning tool to solve the problem in virtual class especially for students who are still lack of listening skill and low of learning motivation. Moreover, the students' responses also support the evidence that this app can increase their motivation in listening learning which is obtained from the results of questionnaires. In addition, this application was new for them and do not make them easily get bored in learning process.

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## **The Implementation of Extensive Reading Principles in an Extensive Reading Class: Students' Perceptions**

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**Abstract.** For running a successful extensive reading (ER) program, Day and Bamford's ten ER principles becomes "key ingredients" (Ng, Renandya, and Chong, 2019. P. 172). This study is aimed at revealing EFL students' perceptions toward the use of the ER principles in their ER class. To achieve the aim, a questionnaire was distributed to 39 students from English Language Education Program, Universitas Kristen Satya Wacana. Besides, an interview to 10 student-respondents was also conducted. The collected data was then analyzed by classifying them under several themes, creating descriptive statistics, and extracting transcripts of the interviews. The results revealed that EFL student-participants agree that the ER course has applied all ten ER principles. How the ER principles were employed in the course and how they could enhance both students' linguistic and nonlinguistic competences are also discussed in this paper.

**Key words:** extensive reading, extensive reading principles, reading.

### **INTRODUCTION**

Extensive reading (ER) has been widely promoted as one way to reduce EFL students' problems in EFL reading. Furthermore, when asked about their reading habits, the majority of students stated that they do not make reading a habit yet (Nur Affini et al., 2019). Through ER, students can decide how many reading materials they want to read (Palmer, 1964 as cited in Day, 2015). Besides, they can choose some options of literature, e.g., in terms of genre or topic based on their English proficiency level and interest (Ng, Renandya, and Chong, 2019). More importantly, they can read the reading materials according to their own pace or without any pressure (Stoller, 2015). Learning English, like learning any other language, entails mastering four language skills: listening, speaking, reading, and writing (Susanto & Widyaningsih, 2018).

With those characteristics, cognitively, ER is believed to increase students' language input in the EFL context (Ro, 2013). Along with the input proliferation, ER can develop reading fluency and reading comprehension (Renandya and Jacobs, 2016) and can increase students' vocabulary (Stoller, 2015). In short, ER contributes to learners' language development (Salfaeia and Bulca, 2013). In terms of affect in EFL learning, ER is believed to lead students

to enjoy the reading activities (Day & Bamford, 1998) and to decrease pressure in their academic learning (Salfaia and Bulca (2013).

Due to those potential benefits offered by ER, many experts have conducted research on ER (Yamashita, 2013; Bahmani and Farvadin (2017), and Niazifar and Shakibaei (2019). Those studies were done quantitatively to see the ER implementation, to see it's correlation to motivation and the development of students' language abilities and reading comprehension. Differently, this study is done qualitatively to see the implementation of ER in the classroom in response to the ten ER principles proposed by Day and Bamford (2002). The principles were chosen as they are recognized as "key ingredients of a successful ER program" (Ng, Renandya, and Chong, 2019. P. 172). The ten principles of ER are as follows.

First, the reading material is easy. A reading material is considered easy if students know at least 98% of the words, the number of which suggests learners' ability for unassisted comprehension to the overall meaning of the literature. Second, a variety of reading materials on a wide range of topics must be available. In other words, learners should be provided with various types of topics and genres as well as levels of reading materials. Third, learners choose what they want to read. In relation to the second principle, learners have freedom to choose what topic, genre, level to read. In addition, they can choose what reading materials they expect to enjoy and to understand. More to that, they can choose when to read and to stop reading.

Fourth, learners read as much as possible. By reading as much as possible, students will be familiar with reading and find its pleasure. Furthermore, the more books students read, the more benefits they can get. Fifth, the purpose of reading is usually related to pleasure, information and a general understanding. The goal of ER is not on comprehension achieved or knowledge gained, but more on the readers' personal experience. Sixth, reading is its own reward. ER class is designed to emphasize students' excitement of reading rather than reading for comprehension. Therefore, it is an experience complete in itself. Seventh, reading speed is usually faster rather than slower. When the reading materials are within their linguistic ability, interest, and for general, not academic, purposes, they likely become encouragement for reading fluency. Fluency leads learners to read fast, read more, and understand more.

Eighth, reading is individual and silent. Individual, silent ER provides opportunities for learners to have a personal interaction with the text and to have reading experience through their reading responsibility. Teachers play a critical role in the implementation of high-quality instruction (Anita & Susanto, 2017). Ninth, teachers orient and guide their students. The teacher orients the students about what and how to do in ER, and also the benefits of ER for their language learning. Besides orientation, teacher guidance is important in a way the teacher can share their reading experiences. Tenth, the teacher is a role model of a reader. The teacher needs to commit to read what the students may read. Being an English teacher necessitates a high level of proficiency in English teaching and learning (Susanto, Mujiyanto, et al., 2019). By so doing, an ER class can be a place for both teacher and student share their reading experience, the pleasure and value of the written materials.

This paper aims to reveal EFL students' perceptions toward the use of Day and Bamford's extensive reading principles in the extensive reading course. To meet the research objective, this study is guided with a question: "How do the EFL students perceive the ER course in response to the ten principles of ER?"

The findings can help EFL teachers run an extensive reading course based on the ten ER principles. In addition, the findings can help EFL teachers reflect on how the ten ER principles have been implemented in their ER course.

## METHOD

The research design is crucial in the study since it was utilized to create the systematic research (Susanto, Bharati, et al., 2019). This study employed two data collection instruments. i.e., a close-ended questionnaire and a semi-structured interview. The questionnaire contained ten statements representing Day and Bamford's ten ER principles (2002). It was designed in Google Form with a four-point Likert scale. The ten statements were used to see the student-participants' perceptions on the use of ER principles in their ER course. Meanwhile, a semi-structured interview was employed to ask in-depth information about participants' answers in the questionnaire. There were ten questions to be asked. They dealt with students' further thoughts of the ten ER principles employed in the ER course. The interview was then conducted online and recorded.

The data were analyzed through the following procedures. First, we read all of the participants' answers on the Google Form, transferred the data in statistical analysis software which is IBM SPSS, and then processed it in the tabular form. The result was in the form of a descriptive statistics. Second, we listened to all of the interviews' recordings and transcribed each of them. Third, we coded the data and categorised the coded data into ten themes (10 ER principles). The emerging themes have to do with how each principle of ER was implemented in the ER course. Fourth, we connected the descriptive statistic to the interviews' results. Finally, when the data was complete, the researcher concluded the study; how EFL students perceive the implementation of the ten ER principles in their ER course.

## FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of EFL students' perceptions of ER course based on Day and Bamford's ten ER principles (2002).

### **Principle 1: the extensive reading's materials (graded readers) are easy**

The ER material here is specified into the use of graded readers because it is the material used the most in the ER course. The students' perception on the implementation of the first ER principle is presented in table 1:

**Table 1**  
*The extensive Reading's Materials (Graded Readers) were Easy*

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Disagree	6	15.0	15.0	15.0
	Agree	23	59.0	59.0	74.0
	Strongly Agree	10	26.0	26.0	100.0
	Total	39	100.0	100.0	

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As shown in Table 1, even though 15% of respondents disagree, most of the respondents agree (59%) and strongly agree (26%) that the ER materials were easy. In a nutshell, they perceive the first principle has been well implemented in their ER course. There are two reasons why they think that the ER materials were easy. The first reason is that the materials, in this case, graded readers, were easy to understand. Second, the materials have various levels of difficulty.

Excerpt 1:

I agree that ER-graded reader books were easy because I can understand 90% of the story included the vocabulary and the grammatical structure. Also, the graded reader books were different from other English reading materials. I did not have to open the dictionary again and again. Of course, easy-graded reader books increase my motivation to read. It was fun because it didn't make me overwhelmed. (Participant 4)

Participant 4 perceived the graded readers were easy because she could understand 90% of the story's content, grammar, and vocabulary. As a result, she/he gets motivated to read more. This statement seems to be consistent with Day and Bamford (2002). In order to build students' engagement and pleasure in reading, the participants must know at least 98% words of the books they read. More to that, the easy reading material can navigate participants to their reading comfort zone and reading motivation (Febriana, 2017). The second reason why the student-respondents perceive the ER material is easy because it has various difficulty levels.

Excerpt 2:

Because my English skills were very average, I started to read from the elementary level. I chose that level because I think it is the easiest level. It turned out to be my favorite level, and it motivated me to read more. It makes me want to upgrade my level to catch my friends. I think now I can read pre-intermediate level, and I can read longer, for about an hour or more. Also, I know some words and idioms. For example, the word "exploded" and the idiom "a piece of cake". I'm not nervous about reading English books anymore. (Participant 10)

Excerpt 2 above shows that the participants found that the various levels in graded readers can help them to measure their reading comprehension. Besides, the appropriate level of graded readers can then create a relaxing atmosphere and promote motivation to read the upper levels of books. As stated by Wang and Guthrie (2004), such easy graded readers could trigger some students' intrinsic motivation.

## Principle 2: the extensive reading materials contained various types of topics

In response to the principle, the participants were asked in the questionnaire whether the ER materials were varied. Their answers to this part are presented in Table 2.

**Table 2**  
*The Extensive Reading Materials Contained Various Types of Topics*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.0	3.0	3.0
	Agree	13	33.0	33.0	36.0
	Strongly Agree	25	64.0	64.0	100.0
	Total	39	100.0	100.0	

In response to Statement 2, there is only 1 participant who chooses "strongly disagree". Then, 13 participants choose "agree", and 25 participants choose "strongly agree". It means that they found the second ER principle has been applied well in the ER course.

The interview data showed that there are various topics as well as genre of ER materials, in this case graded readers, such as horror, thriller, fact, romance, detective, biography, crime, music and economy (an interview with participant 8 and 10). The various topics as well as genre are believed to increase learners' knowledge, e.g. about culture and about language functions such as how to greet someone in English.

### Excerpt 3:

There are so many choices of books. So, it can increase my knowledge and can be used to fill my spare time. If I read a book about people abroad, for example, people in Korea, I can really feel like I'm in Korea right now. After reading the book, I know their culture. For example, they will bow every time they greet someone. (Participant 2)

This situation corresponds to Renandya's idea, 2016, as cited in Ng, Renandya, and Chong (2019). The urged that besides linguistic values, students also develop broader and deeper knowledge about the world, which is pivotal in linking with the text and other people.

## Principle 3: Learners choose what they want to read

Based on the principle above, the student-participants were asked in the questionnaire about the autonomy to choose graded readers.

**Table 3**  
*You were Allowed to Read What You Want to Read*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.0	3.0	3.0
	Agree	8	20.0	20.0	23.0
	Strongly Agree	30	77.0	77.0	100.0
	Total	39	100.0	100.0	

Table 3 shows that only 1 participant strongly disagrees with the statement, 8 participants agree, and the rest of the participants (30) strongly agree. Altogether, almost all of the students strongly agree that ER course provides learner autonomy in the case of choosing what to read. In brief, they agree that the ER course has met the principles.

Then, to draw a better picture, this study describes two conditions in the ER course in which learners are given autonomy. Firstly, students were free to choose what to read. Secondly, they could change their reading at any time.

Excerpt 5:

I started to have a sense of responsibility to finish the books I read. When the lecturer allowed me to read freely, the responsibility was there. --- The first time I heard about the ER class project, I was worried because my English was not good enough. After my lecturer explained that she didn't set any limitations on the genres or levels, I became more confident in doing the task. I could choose the suitable books that made the project became easy (Participant 3).

Excerpt 6:

I did it several times. The first time I changed the book because I didn't like the storyline. The story went around the bush. The second time, I've changed the book because it made me dizzy and overwhelmed. Actually, the storyline was interesting, but the vocabulary and the grammar are complicated. So, I changed it. (Participant 9)

Those activities are found to provide flexibility for them to choose what to read and improve their sense of responsibility and confidence in finishing their graded readers and assignments. As proposed by Ningsih (2018), she found the responsibility in the learning process will grow when students have autonomy in selecting graded readers. Similarly, So'n (2017) also proved that ER is regarded as an effective method to boost autonomous learning.

**Principle 4: Learners read as much as possible.**

In response to the principle, the participants were asked in the questionnaire whether the students were allowed to read as many graded readers as possible. Their answers are presented in table 4 below:

**Table 4**  
*You were Allowed to Read as Much as Possible*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.0	3.0	3.0
	Agree	6	15.0	15.0	18.0
	Strongly Agree	32	82.0	82.0	100.0
	Total	39	100.0	100.0	

As we can see in Table 4, although 1 participant disagrees, the other 6 participants agree and 32 participants strongly agree with statement number four. It indicates that most of the student-participants confirmed that they were allowed to read as much as possible in the ER course. In this way, they perceive that the fourth principle has been applied in the ER course.

First, reading as many books as possible can increase their vocabulary knowledge. Then, reading many books enhance their writing skills. Last, reading many books develops a reading habit for them. The following parts present the details of the result.

Excerpt 7:

Honestly, the first time I joined this course, I didn't feel really confident with my bank words. I feel that it's still limited. However, after I read many times in this course, my vocabulary is increased. Now, I can differentiate the word "desert", which means *gurun*, and desert, which means *sepi* or *sunyi*. I still remember that word because I made a reading journal of the book that contains the word "desert". (Participant 7)

Excerpt 8:

I can develop my writing skill because I always make summaries or reading reports after I read books. In the past, when I write something, the language would be very wordy, I could not express my ideas clearly. It looked like my sentence had many meanings. But, as time goes by, I can express my ideas to-the-point and use simple structures properly. (Participant 4)

Excerpt 9:

In ER course, I had to read many books. Therefore, it forms a reading habit for me. If I don't read a book, it feels like something is missing. I want to read and read. Especially because reading makes me better in English, for example, now my vocabulary is improving. So, I want to continue this habit. (Participant 3)

Excerpt 7 confirms the studies from Alqahtani (2015) and Stoller (2015), who revealed that if students often read the exact words, they would be firmly placed in students' long-term memories. Thus, from reading many books, students can increase their vocabulary knowledge and make the words last a long time in their memory. Excerpt 8 is essentially the same as Salehi's, et al. (2015) study where exposed reading activities that are integrated with writing things can promote higher reading and writing skills. By having a reading-writing connection, Participant 4 could find many kinds of structures and writing styles. As for excerpt 9, it is in line with Tien's argument (2015) mentioning that ER is seen as a productive method of learning English, and it can help students develop a reading habit.

**Principle 5: The purpose of reading is usually related to pleasure, information and a general understanding.**

Based on the principle, the participants were asked whether they were allowed to read for pleasure, information, and a general understanding. Table 5 below reveals the participants' view.

**Table 5**  
*You were Allowed to Read for Pleasure, Information, and the General Understanding of the Story, not about the Details*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	8.0	8.0	8.0
	Agree	14	36.0	36.0	44.0
	Strongly Agree	22	56.0	56.0	100.0

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Total	39	100.0	100.0
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The table above shows that most participants assume that ER course offered many reading purposes. Although a small minority of students disagree (8%), most of the participants strongly agree (56%) and agree (36%) with the statement. Here, the student-participants confirm that the fifth principle has applied in their ER course. The first purpose of ER applied is reading for pleasure.

Excerpt 10:

Overall, I read books in the ER course is for pleasure. The books I read in the ER course entertained me. It was such a good stress relief for me. Like, it reduced the dizziness in learning English, and it recharged my energy in learning English. The books in ER class were not difficult like other classes. Indeed, they enhanced my vocabulary and grammar. (Participant 8)

Participant 8 in excerpt 10 found that graded readers could entertain her, release her stress, and at the same time, can improve her vocabulary and grammar. This finding corresponds to Hedge's argument saying in ER, students are exposed to "an input-rich and enjoyable environment" from which their language knowledge and enthusiasm can develop naturally (Hedge, 1985, cited in Ferdila, 2014). The second purpose of ER applied is reading for information.

Excerpt 11:

My main goal in reading was to complete the assignments. Therefore, I read books in ER class mostly to find the information on it. After I read a book, of course, I would know about the story. Then, I would use the information to work on my assignments. --- The assignments were reading journals, creating a new ending, and making poster. In making reading journals, I have to read the books first to get the information, right? (Participant 6)

According to Participant 6 (see Excerpt 11), students were required to find information for accomplishing their academic assignments, like writing reading journals, creating a new ending of a story and making a poster film. The third purpose of ER applied in the ER course is reading for general understanding.

Excerpt 12:

When I read books in ER course, I knew the storyline of them. When I read Cinderella's story on English Readers, I remembered the plot and the story's flow. Also, I remember some detailed information, such as when Cinderella met the fairy godmother and Cinderella's pumpkin carriage. --- No, I wasn't paying attention to them. It just happened. (Participant 2)

Excerpt 12 shows that reading for general understanding of the story occurred when Participant 2 read a story about Cinderella. However, even though she could remember the storyline very well, she also remembered several detailed events of the story incidentally. Therefore, it cannot be denied that sometimes students can achieve both general and detailed information at the same time through ER.



### **Principle 6: reading is its own reward in the Extensive Reading course**

In response to the principle, the participants were asked in the questionnaire whether they could experience reading as its own reward in the ER course. Further details of the students' answers are highlighted in the following table:

**Table 6**  
*You were Able to Experience Reading is its own reward in the ER Course*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	36.0	36.0	36.0
	Strongly Agree	25	64.0	64.0	100.0
	Total	39	100.0	100.0	

Table 6 shows that all of the participants could reflect what they read by themselves. Among 39 participants, 14 chose "agree", and the other 25 participants chose "strongly agree". The data point out that all participants agree that in ER course, they had experienced reading for its own reward.

Excerpt 13:

Yes, I could enjoy reading in the ER class through various activities like reading and writing, presentations, and theater. Also, there were not any quizzes in ER class either. The teacher only instructed us to reflect on what we have read before in reading journals, presentations, something like that. So, it made me enjoy reading graded readers because there was not any pressure in learning English from tests or quizzes. (Participant 10)

The reading activities done for reading journals, presentations, theatre and some other enjoyable activities are all for reading experiences. These experiences are aimed at facilitating students with learning excitement of texts they had read. After all, they are expected to naturally develop their linguistics and nonlinguistic ability and positive attitude toward reading.

### **Principle 7: Reading speed is usually faster rather than slower**

Based on the principle, the participants were asked in the questionnaire whether they were trained to read graded readers fast.

**Table 7**  
*You were Trained to Read at a Fast Speed*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.0	3.0	3.0
	Disagree	14	36.0	36.0	39.0
	Agree	14	36.0	36.0	75.0
	Strongly Agree	10	25.0	25.0	100.0
	Total	39	100.0	100.0	

As can be seen in Table 7, 1 respondent strongly disagrees, 14 respondents disagree, 14

respondents agree, and 10 respondents strongly agree with the statement. It points out that 61% of the participants still agree that they were trained to read at a fast speed as required by ER's ten principles. However, the rest of them (39%) seems to disagree with the statement.

Excerpt 14:

At first, I read books in English very slow. But, after I was introduced to read fast, it started to encourage me to read more. I become addicted to reading. Fast reading makes me fluent in reading English and make me like reading activities. It was hard at first, but after I got used to speedy reading, it became easy. --- Fluent because now I can understand a story faster and without read it many times. (Participant 3)

Participant 3 mentioned that fast reading makes the participants be addicted to reading, enhance reading fluency, and improve students' reading ability. It goes along with Westbrook, Sutherland, Oakhill, and Sullivan (2018). They found reading at a fast speed makes the texts coherent so that reading activity becomes collaborative and can involve students in reading actively. It is also is in line with McLean and Rouault (2017), who stated that a fast-reading rate that is conducted over several time can give a positive impact on students' reading ability.

**Principle 8: Reading is individual and silent.**

In response to the principle, the participants were asked whether they could read individually in silence.

**Table 8**  
*You were Allowed to Read Individually in Silence*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.0	3.0	3.0
Disagree	4	10.0	10.0	13.0
Agree	12	31.0	31.0	44.0
Strongly Agree	22	56.0	56.0	100.0
Total	39	100.0	100.0	

The descriptive analysis above (refer to Table 8) indicates that. 22 participants strongly agree, 12 participants agree, 4 participants disagree, and 1 participant strongly disagrees. The median of the data is "strongly agree". It means that most participants agree that their ER course applied the eighth principle.

Excerpt 15:

At first, it was a little bit challenging to read in silence. My mouth itched. Sometimes I just felt like I want to read aloud. But, evidently, it made me relax in reading English books just like when I read in Indonesian. Besides, after I can read in silence, I realized that it helped me understand the storyline. I mean, I know what the author or the writer wanted to say. For example, the message of the story. (Participant 8)

Participant 8 in Excerpt 25 stated that her experience of reading in silence gave her a comfortable atmosphere in reading the graded readers. Besides, it could help the participant to feel the L1 reading situation. This result substantiates Day and Bamford's (2002) argument that silent reading can influence students' learning of how foreign language reading suits their lives. Furthermore, the participant mentioned that reading in silence made her more focused on reading. This condition made her understand such messages conveyed through the stories.

### **Principle 9: Teachers orient and guide their students**

The ninth principle of ER is teachers orient and guide their students. Based on the principle, the participants were asked whether the teacher guided them in working with the ER projects or assignments. The finding can be seen in Table 9.

**Table 9**  
*The Teacher Guided You in Working with the Extensive Reading Project/Assignment*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	18.0	18.0	18.0
	Strongly Agree	32	82.0	82.0	100.0
	Total	39	100.0	100.0	

As shown in the table, 18% of participants agree, and 82% of participants strongly agree. The data points out that all of the respondents agreed that the ER principled was implemented in the ER course. How the teacher helped the student-participants can be seen from the interview's result.

#### Excerpt 16:

I totally agree. So, we were given an explanation and instruction first before we started our project. Then, my teacher would follow up on our work. So, at every meeting, my lecturer would ask about our progress. Moreover, the guidance provided by my lecturer made the assignments became easier to do. Also, because the projects turned out to be easy, I became more enthusiastic and motivated to complete them. (Participant 4)

From the explanation above, it can be concluded that the teacher gave prolonged engagement, explicit guidance, and periodic monitoring throughout the whole semester. First, the teacher's guiding could help students to understand the assignments. Second, it could make teaching-learning activities enjoyable. Third, it could motivate the students to complete their tasks. The outcome of this interview perfectly matches Yoshizawa, Takase, and Otsuki (2013) 's study, which stated the teacher's instructions play an essential role for EFL students in extensive reading practice fruitfulness.

### **Principle 10: The teacher is a role model of a reader.**

In response to the principle, the participants were asked whether their teacher knew all the reading materials used and shared what they had read in the class. Their answers are presented in table 10:

**Table 10**

***The Teacher Knew All the Reading Materials Used in this Extensive Reading Class and Linked Sharing What They Had Read in the Class or Blog***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	36.0	36.0	36.0
	Strongly Agree	25	64.0	64.0	100.0
	Total	39	100.0	100.0	

The table shows that all of the respondents agree that their teacher knew all the reading materials in the ER course as well as shared what they had read. There are 36% of students agree, and 64% of students strongly agree with the statement. In brief, they agreed that this ER principle was applied in their ER class.

Excerpt 17:

During the Extensive Reading class, there were always be sharing sessions through Zoom meetings with the lecturer. When I saw that my lecturer was enthusiastic about reading, it motivated me to read as well. Without realizing it, I already have a habit of reading. --- The name of the moment we read together was DEAR. After we did it, we would share our graded readers in the main room and the break rooms. (Participant 4)

Usually, before the class continued the materials, the teacher invited the students to do an activity called DEAR (Drop Everything and Read). In this activity, after reading, they would share the books they had read and their ideas about the books. Not only students but also the teacher share their reading. It is in agreement with Hadiyanto's (2018) study. She mentioned that the teacher's reading role is believed to be a booster to foster students' reading motivation. Thus, Participant 4 admitted that the lecturer's role in the ER course could increase her reading motivation and create reading habits.

## CONCLUSION

This research was intended to explore how EFL students perceive the ER course in response to the ten ER principles by Day and Bamford (2002). The findings suggest that the student-participants perceived the ER course to employ all ten ER principles. As for pedagogical implication, in teaching ER, teachers initially need to know students' reading proficiency and interest so they can provide suitable levels of graded readers and help students gain reading enjoyment. Furthermore, teachers need to provide a variety of enjoyable activities as media for them to read the ER materials and to develop linguistic competences. e.g., readers theatre, poster presentation.

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## **The Students' Obstacle on Synchronous LMS School – Online English Learning During Pandemic**

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**Abstract.** In this pandemic, learning materials in 21st-century education are the main obstacles to improving students' quality. The government program followed up that schools were encouraged to hold online classes. The new situation poses several online learning challenges that do not always provide excitement for students when they have to adjust to the pace of learning. Online learning facilitates interaction between teachers and students to conduct language learning in real-time and interactively through online digital platforms such as video, voice calls, and communication via WhatsApp to deliver the material. In addition, speaking and learning strategies on study English as a foreign language for students to actively participate in class. Therefore, the expectations of both students and teachers regarding whether online synchronous classes are effectively implemented or not have not been sufficiently fulfilled. The researcher seeks to investigate the possible challenges in synchronous-online English learning according to students' perceptions. Researchers conducted a survey using observations, questionnaires, and interviews to collect data. Several participants were interviewed on students. The challenge consists of three major problems: technical challenges, situational challenges, and language anxiety. During the home learning strategies program, students revealed that they had different abilities to take online courses simultaneously due to their background and previous experience. However, most students have a desire to maintain strategies to improve their online learning strategies performance and to cope with changing situations. Similarly, the three grand strategies for dealing with their challenges include self-control, external control, and academic strategies. In addition, most students prefer to have asynchronous online classes over synchronous classes because of their flexibility.

**Keywords:** Synchronous – online learning, online learning challenges, learning strategies

### **INTRODUCTION**

The world is currently facing an education crisis because Covid-19 has spread globally. In addition, online classes have become a necessity for students during the Covid 19 pandemic. The world of education is currently getting a precious experience, the usual educational process centered in a building called a school, with the social distancing of Covid-19, the learning process has finally moved into student homes based on internet connections or the Republic of Indonesia Television Channel. (TVRI). Learning English in modern learning is different from face-to-face learning. Teachers struggle to manage the online classroom since

they are not accustomed to using it in a usual manner (Cahyadi et al., 2021). In accordance with the times, the classroom is no longer the only place where students and teachers meet with their learning process. In today's distance learning, teachers can deliver material and students can access explanations without having to meet in class physically. Online learning facilitates interaction between teachers and students to conduct language learning in real-time and interactively through online digital platforms such as video, voice calls, and communication via WhatsApp to deliver the material. This event is very rare amid the Covid-19 outbreak, where the student learning process will at least be fully accompanied by parents who are probably mostly doing work from home. This condition due to Covid-19 provides an opportunity for parents to be directly involved in the learning at home (Masrul, 2020). Therefore, the implication is that the learning process becomes distance learning. Here a momentum comes to the surface because parents will meet with their basic obligations again as the main educators and those in charge of the educational process of their children.

In this case it has challenged students and teachers to apply teaching and learning methods that are appropriate to distance learning situations. A teacher must discover the best approach to cope with obstacles to students' enthusiasm in studying English as a foreign language (Farah et al., 2021). During the home learning program, teachers can interact in real-time and actively with students by only sending learning materials through online learning platforms. Teachers commonly use some of the platforms to conduct real-time teaching are online video meetings, such as Zoom or Google Meet. In addition, online learning platforms support synchronous learning because teachers and students can follow the learning process. Synchronous online video teachers and student interactions have better communication and response (Mouton, 2020). In addition, students can get explanations delivered by teachers and friends through the learning platform. In online learning, especially during this pandemic, it does not always make students eager to learn. Judging from a student's experience, most of the students try to take part in online learning. According to Dhawan (2020), online learning has not been implemented effectively because students are not ready to balance study, work, and family. Therefore, Flaherty (2020) added that most students did not adapt to distance learning well. Moreover, the same situation also occurs in Indonesia as argued by Angdhiri (2020) who stated that learning from home programs is more stressful than face-to-face learning. Therefore, teachers need additional support to address some technical problems and instructional objectives compared to classroom performances. These challenges, students must come up with strategies to survive with current conditions. Learning strategies are very important because the language learning anxiety that students face in online settings is different from the challenges found in face-to-face meetings. Therefore, this study tries to find out the challenges of students in having a synchronous-learning mode during online classes.

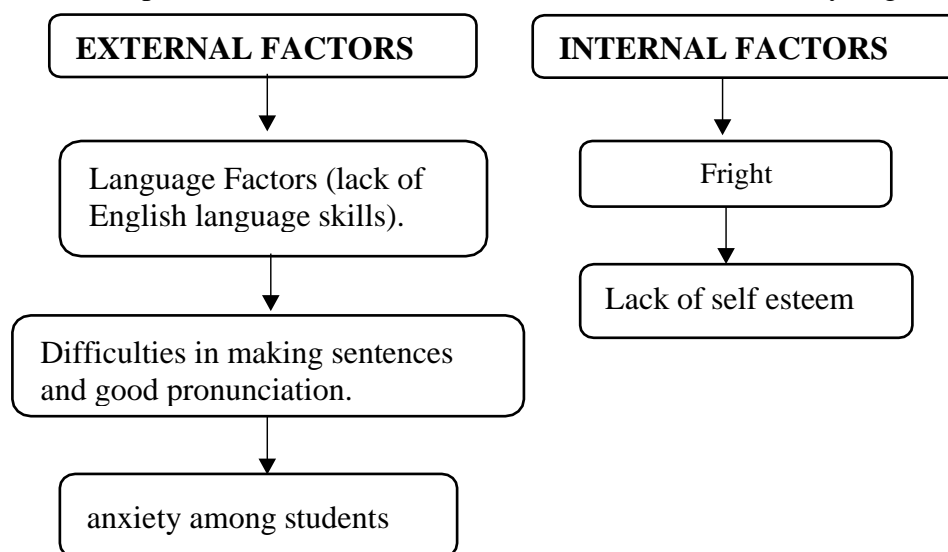
## **LITERATURE REVIEW**

The world is currently facing an education crisis because Covid-19 has spread globally. In addition, online classes have become a necessity for students during the Covid 19 pandemic. The world of education is currently getting a precious experience, the usual educational process centered in a building called a school, with the social distancing of Covid-19, the learning process has finally moved into student homes based on internet connections or the



Republic of Indonesia Television Channel. (TVRI). Learning English in modern learning is different from face-to-face learning. In accordance with the times, the classroom is no longer the only place where students and teachers meet with their learning process. In today's distance learning, teachers can deliver material and students can access explanations without having to meet in class physically. Online learning facilitates interaction between teachers and students to conduct language learning in real-time and interactively through online digital platforms such as video, voice calls, and communication via WhatsApp to deliver the material. This event is very rare amid the Covid-19 outbreak, where the student learning process will at least be fully accompanied by parents who are probably mostly doing work from home. This condition due to Covid-19 provides an opportunity for parents to be directly involved in the learning at home (Masrul, 2020). Therefore, the implication is that the learning process becomes distance learning. Here a momentum comes to the surface because parents will meet with their basic obligations again as the main educators and those in charge of the educational process of their children. This is accompanied by several challenges and changes in attitudes from students that can cause negative effects on student performance as a result of their anxiety (Ribeiro, 2020). In terms of challenges, Henry (2011) divided the divergence of challenges and opportunities in online learning into three components: communication, information management, and the mediating role of teachers that may be barriers between students and teachers in their online learning activities using synchronous and asynchronous communication. Meanwhile, Kebritchi et al. (2017) categorized the challenge issues in conducting online classes related to "student expectations, student readiness, student identity, and student participation" in online courses.

The online learning challenges faced by students in learning English are caused by several reasons. According to Young (1991) stated that the personal challenges of an online learner in general can be categorized into six main factors consisting of interpersonal and personal anxiety, students' perceptions of learning foreign languages, classroom procedures, teaching methods, teachers' perceptions of language teaching, and language tests. Some students revealed that they are well aware of the difficulties in online learning. There are two types of factors discussed to provide an overview and become indicators in analyzing challenges



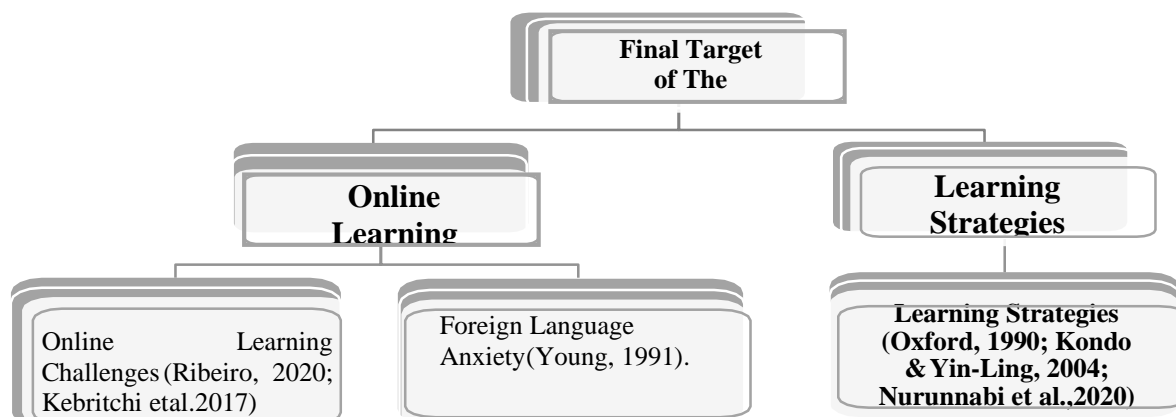
based on the root causes. The first is external factors that come from language difficulties and students' environment when they do oral communication. Second, internal factors that arise from the students themselves. The following are external and internal factors.

**Figure**  
**External and internal factors in online learning**

The pandemic has urged all circles to seek breakthroughs in dealing with the new normal situation, including students in the learning process. According to Oxford (1990), language learning strategies are defined as certain actions taken by learners to make the learning process more enjoyable, easier, effective, independent, and more adapted to the new learning process. Learning strategies can help students to increase their desire to follow the learning process effectively. An example of students' strategies to overcome their language anxiety has been revealed by Kondo & Ying-Ling (2004) in their research that there are five cluster solutions to overcome language anxiety related to "preparation, relaxation, positive thinking, peer seeking, and resignation." Students face the dual challenge of overcoming their anxiety in both language learning and online courses during the pandemic. Therefore, students are urged to find their best way to deal with the situation. Tanveer (2007) suggested that reducing student anxiety can be done by making the learning environment less formal and more pleasant to calm students down. Nurunnabi et al. (2020) found that student learning strategies to cope with pandemic situations cannot be short-term. There may be a long-time frame starting with seeking social support, managing negative thoughts, and connecting with mental health services.

The concern of the first research question is the challenges of students in synchronous- online English learning. To answer the first research question, the researcher uses the distance learning theory from Ribeiro (2020) and the four-issue theory related to online learning challenges by Kebritchi et al. (2017), including expectations and readiness identity, and student participation. The researcher also relates the theory of foreign language anxiety by Horwitz et al. (1989) and Young (1991) combined with recent research by Oteir & Otaibi (2019) and Rajitha et al. (2019) as a rubric to find out the factors and indicators of students' foreign language anxiety as one of the challenges in synchronous-online English learning. As stated in the theoretical description, the researcher also uses the theory about synchronous online learning by Hrastinski (2008) and Hughes (2014) to provide background knowledge to focus on online-synchronous learning modes.

The second research question focuses on students' strategies for overcoming the challenges of synchronous-online English learning. To precede the analysis of the second research problem, the researcher provides several theories related to the factors that influence students' challenges in online language learning to understand the causes of anxiety to be overcome. To answer the second research question, the researcher uses several theories of learning strategies in the context of a pandemic by Oxford (1990), Kondo & Ying-Ling (2004), and Nurunnabi et al. (2020) to find out students' strategies to overcome their challenges in both foreign language anxiety and online learning. The theories include a five-cluster solution for analyzing student challenges.



**Figure 2.2**  
**Theoretical Framework on Research**

## **METHODOLOGY**

The method used in this research is a survey. Researchers use quantitative and qualitative data to solve research problems. The researcher collects qualitative and quantitative data at the same time to confirm the formulated research problem and to support any evidence collected. First, the quantitative research in this study focuses on collecting numerical data from a large number of people using questions and responses as instruments. In addition, qualitative research focuses on students' experiences and their perspectives related to the subject matter. The reason the researcher uses the analysis of this research method is to get more detailed and in-depth information related to the research problem. In conducting this research, the researcher made observations, distributed open questionnaires, and conducted online interviews as data collection techniques.

This research was conducted at SMP Strada Bhkti Wiyata Bekasi, Jawa Barat in the Academic Year of 2021/2022. The implementation of the research was carried out from Januari until Juni 2022. Based on the instruction from the government, all process of teaching and learning was conducted online due to the COVID-19 pandemic. Therefore, the situation of the learning process during the study was quite limited in terms of teacher-student interactions and the experiences attained by the researcher in understanding the real class situation. The researcher observed the synchronous online learning activity at school with an English teacher using Edmodo, LMS on school, WhatsApp, Gmeet and Zoom as the learning platforms. In conducting the research, the researcher also used questionnaires and online interviews to collect the data based on the online English learning process using the synchronous mode.

The participants of this research are the students of grade VII of SMP Strada Bhkti Wiyata, Bekasi, Jawa Barat. The total number of students in class VII is 29 students. The researcher

decided to choose this class as the participants because the pre-observation revealed that the students in this class have a great enthusiasm during English learning but they seem to have several challenges in having the synchronous online learning style. The researcher selected 23 students to conduct an online interview after distributing the online questionnaire.

The researcher used those three steps starting with doing observations, distributing questionnaires, and conducting online interviews. To answer the two research questions, the data is examined by using interpretative analysis from the observations, questionnaires, and interviews to validate the data about students' opinion about their challenges in English synchronous online learning during the pandemic and their strategies to overcome their challenges.

### **Data Collection**

The Researcher used three data collection, such as Observation, Questionnaire, and Online Interview. The observation enables the researcher to figure out participants' behavior in their natural setting, particularly in language learning. The observation is conducted virtually through Zoom and Edmodo when the English online class is administered by the teacher as what has been scheduled for students of grade XI. The observation aims to understand the challenges faced by the students during their new experience of synchronous-online English learning. The researcher accompanied by the teacher used an observation sheet as the indicators of challenges and language anxiety. A questionnaire is an instrument in the form of questions and statements distributed to the participants who have experienced synchronous-online English learning after the researcher conducted an observation. In the questionnaire, the researcher formulated the items by alternating both positive and negative wording to minimize the acquiescent bias of responses. The questionnaire is aimed to obtain detailed information from the students' opinions regarding the synchronous-online learning implemented in English class. A semi-structured online interview is designed to attain additional information and deeper answers by asking questions related to students' perceptions, experiences, and feelings based on their opinion. Meanwhile, the interview is conducted to attain the details to support the research of what the students have perceived about their challenges and strategies related to the implementation of synchronous-online English learning in the pandemic situation. The researcher also interviewed the English teacher to validate the data and support the findings.

### **Data Analysis Techniques**

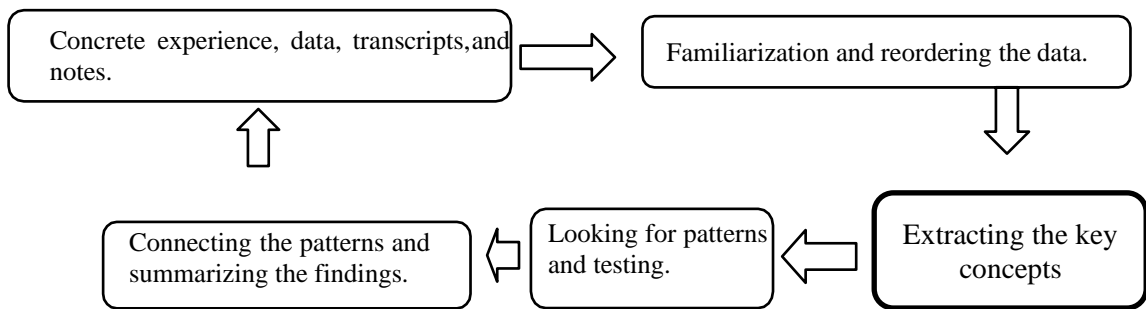
This research method uses strategies to get and collect the data needed to answer research question. The method used in this research is a survey. The researcher employed quantitative and qualitative data to collect both numeric and text information to solve the research problems. In addition, the quantitative research in this study focuses on numeric data collection from a large number of people using questions and responses as the instruments. In addition, qualitative research focuses on the students' experiences and their perspectives related to the subject matter. In doing this research, the researcher conducted an observation, distributed open-ended questionnaires, and conducted an online interview as the data-gathering technique. The researcher analyzed the data using an interpretative analysis to validate the scientific findings.

The participants of this research are the students on doing synchronous - online English learning. The researcher conducts an online interview after distributing the online questionnaire. Purposive sampling is used to decide the respondents (male and female) among the students based on the representative sample's criteria. There are several data collecting techniques as stated by Heigham & Crocker (2009), such as undertaking observations, distributing questionnaires, and conducting interviews. The researcher used those three steps to gather the data, starting with doing observations, distributing questionnaires, and conducting online interviews. The researcher questions use observations, questionnaires, and interviews to validate data in synchronous online learning of English during a pandemic and strategies to overcome challenges. After getting the data collected, the researcher analyzed the data to discover the findings. The data analysis in the mixed-method research uses a quantitative analysis for the quantitative data and the qualitative analysis for the qualitative data. In this research, the researcher conducted a quantitative analysis to examine the numeric data, followed by qualitative analysis to examine the narrative data. To analyze the questionnaire, the researcher presented the responses from the participants using percentages for the closed-ended questions. The researcher categorized the answers of participants who chose the same degree of agreement to be summed up and presented in a percentage by using the formula as stated below:

$$\frac{\sum x}{\sum n} \times 100\%.$$

$\sum x$  is the total number of participants who chose the same degree of agreement.  
 Meanwhile,  $\sum n$  is the total number of all participants.

The answers from the questionnaire with the same code or response would be placed together to make it easier to categorize. The researcher used a coding process adapted from Creswell (2003) to identify the differences and similarities of the data as shown by the diagram below:



**Figure 3.1**

**Data Analysis Techniques**

Based on figure above the researcher interpreted the numeric data in a descriptive form and used the chart diagrams to report the results. After that, the results of the open-ended questions were grouped to be interpreted and supported by the detailed information from the interview. The researcher analyzed the qualitative data by reviewing the observation sheet, reading the

open-ended answers from the questionnaire, and examining the interview recordings into some paragraphs by using interpretative analysis. The last step of data analysis was interpreting the connection of each category based on the theoretical framework and summarizing the findings. The researcher reported the results in the form of descriptive details. Based on the questionnaire, most of the students showed a negative perception of the synchronous-online English class because of the challenges and difficulties they faced during the pandemic situation.

## FINDINGS AND DISCUSSION

This section explains the results to answer the research question formulated on the research problems. The researcher distributed the closed-ended questionnaire consisting of four parts concerning the challenges in synchronous-online learning: students' expectations, students' readiness, students' identity, and students' participation. The next part of closed-ended questions focuses on students' challenges in speaking English as a foreign language virtually. According to Ardiani et al., (2021), speaking is a means for communicating ideas that have been prepared and developed in response to the listener's demands. The last part of the questionnaire focuses on students' perceptions and strategies to overcome their challenges which were discovered through an open-ended question. The data as shown by the chart below:

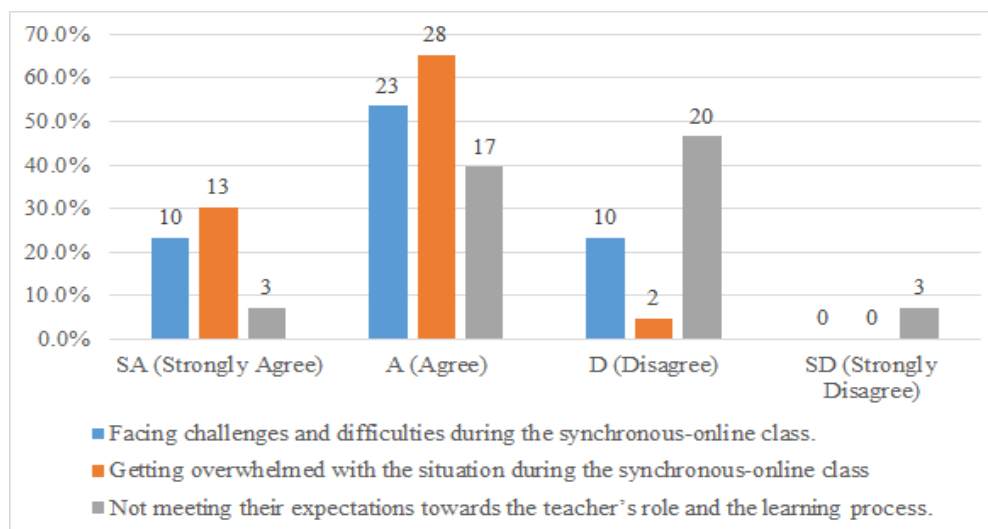


Chart 4.1

### Students' Challenges Related to Learner's Expectation in the Synchronous-Online Learning during the Pandemic Situation

One of the challenges faced by the students was related to their unfulfilled expectations in their synchronous-online learning. Based on the results shown in Chart 4.1, the first statement in the questionnaire denoted that more than half of the respondents (81.3%) chose "agree" and "strongly agree" if they face many challenges and difficulties in the synchronous-online class. In contrast, only 23.3% of the respondents disagreed with the first statement.

model *Flipped Classroom*. The percentage of the results indicated that most of the students had a negative perception in the synchronous- online class during the COVID-19 pandemic situation. The students' responses also supported the finding through the open-ended question in the questionnaire and the interview conducted by the researcher. The interviewees said that:

- *During the online class, there were some challenges such as the unstable internet connection, blackout, and difficulties to understand the materials. Moreover, I did not like using Zoom because I felt shy to speak in front of the camera. (Student 1)*
- *At first, it was quite hard to get adjusted to the new situation. But, I did not consider it a big problem since I still could follow the learning process smoothly with the new learning style. (Student 2).*

The researcher could infer from the two interviewees that during the synchronous-online class, they had different perceptions in seeing the challenges and difficulties to join the course. The biggest challenges were technical problems and the feeling of inconvenience in having a synchronous-online class. Besides that, most of the respondents showed a positive perception in the sixth statement which is about the availability of the supporting facilities to enroll in the synchronous-online class. 90.7% of respondents chose “disagree” and “strongly disagree” with statement six. It meant that most of the students do not have any problems related to the lack of supporting facilities during their synchronous-online learning class.

In the final analysis, the results collected from the questionnaire and interview indicated that most of the students showed negative perceptions in their synchronous-online English class during the pandemic situation related to their challenges and difficulties in dealing with the faced situation. The indicator of negative perceptions was pointed by the number of percentages which were mostly in the range of “agree” and “strongly agree” with the negative statements in the questionnaire. The students claimed that they faced challenges in terms of readiness and participation in the synchronous-online class and the difficulties in speaking English virtually. The result was supported by the students' opinions which evinced the statements in the questionnaire. The respondents believed that they faced many challenges and difficulties during the synchronous-online English class, and they had to learn about how to solve their problems by having self-improvement. On the other hand, some students faced fewer challenges since they had met their readiness, preparation, and confidence in English and virtual courses. Furthermore, the students desired to overcome their challenges by forming various strategies to improve their performance in the synchronous-online English class.

The research discussion highlighted two formulated research problems concerning students' challenges and students' strategies in their synchronous- online English class. From the above results, there were several challenges followed by the causes that became the difficulties for students to join the synchronous-online class. According to Gillett-Swan (2017), challenges in an online class are associated with the student's inability to enroll in the online learning process that causes anxiety with the use of technology, the zone of comfort, the number of assignments, and the presence of peer interactions. In line with the theory, Kebritchi et al. (2017) classified the challenges into several stages including students'

expectations, readiness, identities, and participation. However, the strategies to deal with the challenges and difficulties could be strived by doing some actions to reach the easier, effective, and enjoyable situation related to preparation, relaxation, positive thinking, peer seeking, and resignation (Oxford, 1990; Kondo & Ying-Ling, 2004).

In terms of expectations, students did not meet their presumption about the synchronous-online class, which seemed very advanced until they met some difficulties in joining the class. Henry (2011) stated that the divergences in online learning might happen in communication, information management, and the teacher's role as a mediator. The main causes of their problems that did not meet their expectations were the number of assignments, the equity of assessments or feedback, and the instructor's role in teaching which needed more time and greater efforts to monitor students' learning progress. Moreover, students could not even understand the explanation clearly due to some communication gaps in a virtual meeting. The main problem of synchronous-online courses was the requirement of having multi-channel attention which would be very complex for students who still learn to speak English as a foreign language (Wang & Reeves, 2007).

Students developed strategies such as building a positive mindset, asking personally to the teacher about the materials, and watching video explanations from other sources (Challenge & Strategy 1). Otherwise, some respondents believed that they had met their expectations in the synchronous-online class. Those who had positive perceptions claimed that they had prepared everything well to cope with the situation so that there was no barrier for them to enroll in the synchronous-online class.

Keeping up with the uncertain situation in the pandemic was quite difficult for the student's readiness. The main factors causing unreadiness were unstable internet connection, lack of supporting facilities, and the culture shock of the learn-from-home situation. Even more, students had to do multiple jobs at home to finish both house chores and school assignments, which made the students have difficulty managing the time. To cope with the situation, the students tried to adjust themselves to follow the pace of from-home learning. Some students changed their internet provider and gadgets to be able to join the class smoothly. As time went on, the majority of the students had prepared their schedules to maintain their time management (Challenge & Strategy 2). Therefore, the instructors should ensure that all tools work effectively and have significant outcomes for the students in conducting a synchronous-online class by understanding the availability of technical support and students' background condition (Ng, 2017).

The most difficult challenge mentioned by the students was communication. The issues were associated with their identity as a part of the school community. According to Burnett (2003), the most important things to motivate students to communicate actively in synchronous interactions are a social network and a supportive atmosphere. During their learning times at home, students felt bored, lonely, and unable to study independently. The problems were mostly caused by some factors such as the lack of social support and direct communication with their friends which made them lose their sense of identity. Szeto (2014) in his research revealed that students preferred to look for their peer support in managing frustration and confusion instead of having such an online cross-group interaction. To maintain socialization, the students stayed connected by texting and having a call to do the assignments (Nurunnabi et al., 2020). Some students took a private lesson by bringing in a tutor at home. Besides that, they found some entertainment to get out of their boredom and to feel less



isolated (Challenge & Strategy 3).

As a result of the challenges and anxiety, the students' changing attitudes might cause negative effects on students' performance (Ribeiro, 2020). The above data denoted that students' participation in the synchronous-online class began to decline. The indicator was shown by the unwillingness to speak or just simply remaining silent during the virtual meeting. According to Abdullah et al. (2012), student's participation in the learning process was affected by personality, environment, instructor, and peers' influence. Students preferred to keep silent during the synchronous-online class, turn off the mic and camera, and refuse to share students' opinion. Those indicators were in line with the signs of language anxiety mentioned by Young (1991). The main factors that made students not participate actively were being unconfident, shy, lazy, and afraid of speaking English due to the uncomfortable situation in speaking English virtually. Some students revealed that practicing speaking in front of the mirror is one of their strategies to boost their confidence in front of the camera. Besides that, they also set up the room to build a positive learning atmosphere to avoid laziness (Challenge & Strategy 4). In contrast, some respondents believed that having a synchronous-online class was effective enough since it enabled them to have an interactive and real-time discussion.

According to Horwitz et al. (1986), language anxiety refers to students' feelings and perceptions associated with the apprehensions of using a foreign language in the learning process. An anxiety to speak English in front of the class was also identified by the researcher and categorized into specific-situation anxiety as stated by Oteir & Otaibi (2019). The students had revealed that some causes were making them afraid and shy to speak English. The reasons were caused by some external and internal factors as mentioned by Rajitha et al. (2019). The external factors were the lack of grammar and pronunciation skills, unfamiliarity with English as a spoken language, and the fear of negative evaluation from teachers and friends. Meanwhile, the internal factors that came within themselves were students' confidence to speak in public and stage fear. Students tried to learn more about grammar and pronunciation beyond the class session to deal with the language barriers. They might also ask the other students who had been able to speak English fluently to help them learn better. Moreover, some of them thought about some media to practice English in general through movies, music, and games (Challenge & Strategy 5).

In general, the respondents suggested using the recorded video materials taken from each Zoom meeting session or the teacher's recordings so that they could replay the material explanation any time. Meanwhile, some students preferred to have asynchronous techniques since they could follow up easier, do the other businesses simultaneously, and have more time to rethink their responses during the class.

## **CONCLUSION**

Based on the research, most of the students showed a negative perception of the synchronous-online English class because of the challenges and difficulties they faced during the pandemic situation. The researcher's challenges consisted of three major problems, including technical challenges, situational challenges, and language anxiety. During home learning, students revealed that they have different abilities to take online courses simultaneously regarding their background and previous experiences. There are some communication and information

gaps in understanding the material due to connection problems. In addition, students feel overwhelmed by the many tasks and roles of teachers in the learning process that are not in line with their expectations. Unpreparedness for learning change requires more time and effort for students to adjust to of the situation especially for those who have to multitask at home. In addition, students believe that the most challenging home learning situation is isolation. It causes them to become bored and hesitant to study independently. The role of the school community brings great impact and support for students to take courses with confidence.

This research suggestion is more relevant on asynchronous online learning, to find out perceptions, it is recommended to develop further research on the challenges or benefits of asynchronous online learning. Meanwhile, the positive perception of students who have low challenges can be explored by further researchers to find out the benefits and effectiveness of synchronous-online learning. In addition, further researchers can design classroom action research that can minimize students' anxiety in online classes and improve student performance in online courses. In addition to seeing the challenges, various student strategies are the most important actions to deal with the current condition of students. Therefore, this study is expected to provide an overview for future researchers to investigate possible strategies in other areas of learning problems.

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## **Indonesian English Lecturers' Views on World Englishes in English Language Teaching: A Qualitative Inquiry**

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**Abstract.** This study investigates English lecturers' views on World Englishes in English Language Teaching (ELT). For this purpose, three English lecturers from a private university in Sleman were interviewed. The results revealed the divergence in acknowledging and applying World Englishes (ie. Non-native varieties of English) in the classroom. The finding of this study showed five major themes: (a) English as a communication tool, (b) Experience in communicating with native speakers (and/or non-native speakers), (c) The uniqueness of the use of World Englishes, (d) English teaching method applied by lecturers, (e) World Englishes, Global Englishes, and other relevant aspects to discuss.

**Keywords:** lecturers' views, lecturers' perception, World Englishes, English as an International Language, English as a Lingua Franca

### **INTRODUCTION**

The number of English users reaches nearly two billion in the world and continues to grow (Schneider, 2011). English has spread so widely that several experts give the term 'global language status' to it (Crystal, 2003; Jenkins, 2015). English as a lingua Franca (Seidlhofer, 2011), International English (McKay, 2012), and World Englishes (Kachru & Nelson, 2006; Kirkpatrick, 2007) are new names that have emerged due to the rapid growth of English as an international language (EIL).

In English Language Teaching (ELT) context, traditionally, General American (American English) and Received Pronunciation (British English) has been considered as the primary goal for second-language learners (McKay, 2012). However, Kirkpatrick (2007) proposed 'a localized version of the language' that is Lingua Franca model (ELF).

In World Englishes (WE) paradigm, Kachru (1985, 1992) divided the spread of English into three concentric circles: the Inner Circle, the Outer Circle, and Expanding Circle. Furthermore, Kachru (1992) writes that the division of concentric circles is based on historical, sociolinguistic and literary contexts.

There has been an increasing number of studies that focus on exploring the views, perceptions, and beliefs of teachers in World Englishes within ELT in English as a Foreign Language (EFL) context (Ahn, 2015; He, 2015; Lim, 2019; Sadeghpour & Sharifian, 2017). However, there are relatively few published studies on Indonesian English higher education

lecturers' perception of WE within ELT in EFL context. To fill out the gap, the purpose of this study is to investigate a group of Indonesian English lecturers regarding their perception towards World Englishes in English language teaching.

## METHOD

This study uses a qualitative research method and employs thematic analysis as a research design (Braun & Clarke, 2006). Thematic analysis is employed to determine, analyse, and present the theme from data that has been obtained. This study is designed to investigate the view on World Englishes among lecturers in Indonesia.

The participants of this study are three English lecturers from several faculties in one of Indonesia private universities. The researcher determines that the participants should have been teaching English for at least two years. All participants are Indonesian citizens. Therefore, the researcher considered that another criterion is—participants have visited a country where English is used as the first (the inner circle) or the second language (the outer circle). This is to ensure that participants have the exposure to distinguish Englishes (as we know that in Indonesia, English is considered as a foreign language).

An in-depth interview is used as the primary instrument of the study. The researcher applied a semi-structured interview where the research questions were developed before the researcher interviewed the participants. The in-depth interview emphasizes how the view on World Englishes among lecturers in ELT context in Indonesia.

The researcher interviews the participants in shifts. The interview is conducted online since the number of Covid-19 cases is rising. The researcher records the whole process of interview utilizing *Zoom* application. The interview is used as the only primary data.

Thematic analysis is used by the researcher as a qualitative data analysis method. This method is employed to determine, analyse, and present the theme and describe the data in detail (Braun & Clarke, 2006). Braun & Clarke (2006) write six steps-of-thematic-analysis in detail as follows:

Step 1: Familiarizing myself with the data. The first step in analysing data is the most crucial and affects the subsequent steps. In simple terms, the most basic thing a researcher needs to do is 'familiarize' with the data. The way that can be taken is to re-read the data. If the data is in the form of audio (verbal data), then what needs to be carried out is verbatim transcription. This step may seem 'time-consuming' and 'boring', but it is a good way to familiarize oneself with verbal data (Riessman, 1993). Another reason is that verbatim transcription can 'keep' the natural meaning (Poland, 2002).

Step 2: Generating initial codes. After familiarizing with the data, the researcher can start producing initial codes from the data. Generally, initial codes are different from themes (themes are broader than codes). In this step, Braun & Clarke suggested that researchers write

down as many codes as possible because it is feasible that there are interesting things that can be investigated from these codes.

Step 3: Searching for themes. The third step can be commenced after the researcher obtains the codes that have been compiled. Then, the researcher will focus on a broader range of themes. Various codes that have been obtained in the second step will be classified as potential themes. It is important for the researcher to thoroughly analyse the codes and to consider what kind of code fits into what theme.

Step 4: Reviewing themes. After potential themes are obtained, the researcher will 'refine' the themes. According to Braun & Clarke (2006), there are two main reasons why a theme is 'eliminated'. First, there is not enough data to support this theme. Second, the data is too 'diverse'. Meanwhile, Patton (1990) proposed two terms *internal homogeneity* and *external heterogeneity* to indicate whether potential themes are worthy of being a theme or not. This phase consists of two levels of reviewing. Level one reviews the code, while level two reviews potential themes.

Step 5: Defining and naming themes. Braun & Clarke (2006) provide one way to examine the extent to which researchers understand the definition of a theme - namely by seeing whether the researcher can describe the scope and content of each theme. If researchers are unable to do this, further 'refinement' of that theme may need to be undertaken. Regarding the 'naming' of the theme, Braun & Clarke (2006) suggest that the name is *concise, punchy, and immediately give the reader a sense of what the theme is about*

Step 6: Producing the report. The final step includes two things: final analysis and report writing. It is important to ascertain the purpose of writing the report, whether for publication or for submitting assignments, such as a thesis. Braun & Clarke (2006) emphasizes that report writing is not just showing and providing data. Report writing is necessary to provide 'an analytic narrative' that can describe the stories about the data (go beyond the description of the data).

The researcher reviews the credibility of the method by communicating the data to the academic counsellor and confirming data to all of the participants (Widodo, 2014). The researcher reviews conformability by conducting audit and verification (Ibrahim, 2015).

## **FINDINGS AND DISCUSSION**

### **English as a Communication Tool**

More than two decades ago, a leading expert on linguistics, David Crystal, estimated that there were more than 1.1 billion English speakers with details of 320 million using it as a first language, 225 million using it as a second language (and/or as an additional language), and 600 million who learn it as a foreign language (1997, as cited in Graddol, 2000). By 2021, according to *Statista* report, there are 1.35 billion English speakers – and continuing to grow – with varying levels of proficiency. Meanwhile, reports from South China Morning

Post and The Washington Post have a higher rough estimate that there are 1.5 billion of the world's population who speak English. At this point, the researcher considers that English is indeed a communication tool around the world.

In viewing the purpose of learning English, the participants tend to have the same opinion.

*For me, what's important is the English that we speak could be used to communicate with other people (BIK/MAW/I2/L371-373).*

*I reckon that the 'end result' is more about the ability to communicate, as far as I can see (BIK/YAN/I3/L707-708).*

Based on the data above, Mrs MAW and Mrs YAN believe that communication is the main goal of learning English. Not only English, but in learning any language, the main purpose is to be able to use the language.

*I could say that variety and accent aren't important anymore, what's significant is that we understand what we're talking about and people understand what they want to hear so that interaction occurs (BIK/AMU/I1/L385-389).*

Meanwhile, Mr AMU emphasizes in more detail that other aspects can be put aside since what's needed is the understanding between the speaker and the listener.

### **Experience in Communicating with Native Speakers (and/or Non-native Speakers)**

Each participant has unique and diverse experiences, both in duration and in the countries visited. Mr AMU has been living in the UK for more than five years to earn his doctoral degree. He has also visited various countries in Asia such as Japan, Thailand, Cambodia, and Malaysia. Mrs MAW has visited three countries: Singapore, England, and South Korea – to attend several conferences. Meanwhile, Mrs YAN has been back-and-forth to Malaysia four to five times.

*My supervisor was a Brit, and definitely, he spoke very fast. Since he had a lot of experience in guiding 'non-native English speaker' students, he always said this from the very beginning, "Bring a recorder before the class started, so you don't keep confirming what I explain during face-to-face supervision." I could quite catch his explanation actually, but when I got home, I tried to listen again to check the extent of my understanding. It turned out that there were some details that I failed to notice (PB/AMU/I1/L787-803).*

Although living in Southampton, England for more than five years, Mr AMU admits that it is still quite challenging to listen to native speakers. A study conducted by Rahimirad & Moini (2015) showed a similar result. MA graduates in Iran (according to Kachru's concentric circle, Iran is one of the members of the expanding circle) find it difficult to listen to native speakers because of *the fast delivery of speech*.

*Years ago, I took a train from Malang to Jogja. I sat next to a woman from, from Czech, or Slovakia. I don't really remember where she came from. She asked a lot of questions*

*about my religion since she knew I was a lecturer at an Islamic university. As a matter of fact, she asked many things related to Islam. Then, all of a sudden, she went, "I like the way you explained things, I totally understand what you mean". I was surprised, to be honest. I think she was struggling to understand my explanation (PB/AMU/I/L646-661).*

*It means that my position to be myself with my English 'style', is the right thing to do, in that context (PB/AMU/II/L671-673).*

Mr AMU encounters a special experience when interacting with a non-native speaker in Indonesia. Talking with a woman from Slovakia (or Czech), Mr AMU was quite shocked to know the fact that she could fully understand what Mr AMU is saying. Mr AMU regards that 'being himself' is the right action. The researcher presumes that what is implied by being himself is not trying to imitate an American or British accent.

*They (Mrs YAN's students) used Google Translate - they could survive with it. One time, they ordered a taxi, they wrote something in Indonesian and then translated it into Mandarin, then showed it to the driver, things like that PB/YAN/13/L667-670).*

Meanwhile, Mrs YAN recounts her students' experience while in Tianjin, China. After failing to communicate using English, her students try to use a translation tool and also nonverbal communication. "It worked", Mrs YAN claims.

### **The Uniqueness of the Use of World Englishes**

Deterding (2013) divides English as a Lingua Franca (ELF) features into two types: Lingua Franca Core (LFC) and Non-Lingua Franca Core. LFC, in brief, is the pronunciation that non-native speakers need to achieve in order to be understood by international English speakers, while Non-LFC can be interpreted as a more flexible pronunciation in its application. One of the features of Non-LFC is the frequent use of Dark-L.

*When I was in Cambodia, right after attending a conference, a tuktuk driver offered me, 'go to pele?' Pele? What is pele? Definitely that pele is not a football player, but he went, 'go to pele, go to pele, I take you, I take you,' with his hands, he formed this (AMU's index finger and thumb form a triangle), 'big, big pele' pelle? Big? Wait a minute... ah I see, pele is probably a palace, right? But he called it pele, because it was influenced by the way he spoke Cambodian. I mean, that's ELF (KI/AMU/II/L318-323).*

In American English (General American English), there are two ways of pronouncing the L sound, Light L and Dark L. The IPA transcription for Light L is /l/, for example in the words *like* and *clean*. Meanwhile, the IPA transcription for Dark L is /ɫ/ [some dictionaries still write it as /l/], like in the words *pull* and *ball*.

The excerpt above shows a real example of non-native speakers' utterance – Cambodia is one of the members of expanding circle countries. Instead of using Light L, the tuktuk driver uses Dark L when pronouncing 'palace' (/ˈpæləs/) which became 'pele' (/pele/). As for the unspoken '-ce' (/əs/) snippet, the researcher assumes that it is just part of the tuktuk driver's idiolect.



The extract also shows how the tuktuk driver employs nonverbal communication. The tuktuk driver provides additional information by forming a triangle using his fingers, whether it is intentional or not – which Mr AMU eventually interprets as a 'palace'.

*In Southampton, they have different styles and accents from Londoners or even Birmingham people. Literally different. The way they speak are very smooth and lilting. 'Excuse me, can I help you please?'* (AMU tried imitating Southampton people's speech style) (KI/AMU/II/L342-348).

With more than five years of experience in the UK, Mr AMU is well aware of the variations that arise in several counties, regions, towns, and cities in the UK. A variation, adapting Trask and Stockwell (2007), is 'observable differences' in a language. A judge certainly doesn't talk like a bank clerk. A high school student doesn't talk like a doctoral graduate. As a matter of fact, we, as individuals, are not homogeneous. We don't speak in the same way when we are in the university, for example, and when we are at home. The examples above are aspects of sociolinguistics. For the linguistic aspect, some instances are vocabulary (lexicon) and grammar (syntax).

In the excerpt above, Mr AMU utters, “excuse me, can I help you please?” with a Southampton accent – although the researcher is not able to confirm the 'legitimacy' of the accent. Mr AMU continued, “...different from Londoners or even Birmingham people.” Through this sentence, the researcher believes that we need to redefine the term 'British English'. In a simple definition, British English is English that spoken and used by the people of Britain. Britain (also known as Great Britain) refers to an island consisting of three countries: Wales, England and Scotland. As we know, Southampton, London, Birmingham are cities located in England – which are part of Britain. Therefore, the researcher considers that the concept of British English becomes vague.

*You know, what surprised me the most was when I had a workshop in Manchester. Their English, at some point, sounds like ours. They would say 'thank you very much' (pronunciation of 'much' is based on the spelling m u c h) instead of very much (pronunciation as it is). --- KI/AMU/II (L366-372)*

Mr AMU expressed his astonishment after noticing a major mistake and even non-standards in a country that is often considered the 'owner' of English. If we take a look at two of the most prominent dictionaries in the world – the Cambridge Dictionary and the Oxford Learner's Dictionary – we will find the IPA transcription /mʌtʃ/ for 'much'. However, the Manchester people, or at least the Manchester people that Mr AMU met, pronounce it as /mɒtʃ/.

To confirm this, we can look at a comprehensive work by Hughes, Trudgill, and Watt (2013, 5th edition). Those three renowned writers collected more than twenty accents and dialects in the United Kingdom. The Manchester accent, also known as Mancunian, is quite distinctive compared to the Received Pronunciation, for example. Manchester people tend to replace the vowel /ʌ/ with /ɒ/. *Put* and *Putt* will be considered as homophones, using the

vowel /ʊ/. Another characteristic is the tendency to omit the /h/ sound at the beginning of words (e.g. horrible).

*Indonesian people, as far as I observe, have a specific way of writing English. It's not entirely wrong, but sometimes it's not quite straightforward, not straight to the point. For example, "Prays to Allah, the Almighty, salawat and salaam to our prophet Muhammad" and "I do apologise for the mistakes". On several occasions, it's not necessarily needed (KI/YAN/13/L337-343).*

Mrs YAN identifies characteristics of Indonesians when writing in English: less straightforward and not to-the-point. Not only in written style, even in spoken speech, has it tended sometimes considered too pleonastic. Ms YAN's students often end their presentations with 'I do apologise for all the mistakes' which according to Ms YAN, is not really necessary. This is reinforced by research by Arsyad and Adila (2017) who reviewed forty journal articles in four Indonesian journals with the Scopus index. The result shows that Indonesians tend to be 'presenting positive justification' rather than 'evaluating other writers' work'.

### **English Teaching Method applied by Lecturers**

*So, as of 2015, my teaching method was still influenced by monolingual ideology, Standard English norms, and native speaker norms. But definitely, when I return to Indonesia, I will undeniably change that. I will no longer insist... um, for example, 'you have to – you have to imitate native speakers' no, it's not gonna happen. Some of them don't even talk properly (probably refers to the 'much' earlier). I don't think it's fair (CM/AMU/11/L683-691).*

*When you claim that 'someone's wrong', it simply means you're holding native-speakerism philosophy (ICV/AMU/11/L429-431).*

From the excerpts above, Mr AMU openly expresses that monolingual ideology influenced his teaching method from the very beginning of his teaching career to 2015 – before he continued his doctoral education. In a simple sense, monolingual ideology is a belief in which only one language is needed in an interaction or communication. This ideology is considered problematic (Peel, 2001) not only because it ignores the fact that there are other languages that live and are widely used in society, but also neglect the reality that there is always something unique and even exclusive in each language.

Meanwhile, the term 'native-speakerism' appears at least four times in the interview with Mr AMU. This term appears as a continuation of the monolingual ideology, which distinguishes between 'native speakers' and 'non-native speakers' (Jenkins, 2000, as cited in Holliday, 2006). Moreover, Holliday (2006) defines native-speakerism as an ideology which views that 'native-speaker' teachers represent 'western culture' and are authoritative towards English language and English language teaching methodology.

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*Personally, I still refer to the native speaker norm. My teaching method is based on the textbooks. Usually, the textbooks are still imported from England or American publishers (CM/MAW/I2/L176-180).*

*My viewpoint is more of introducing these variations to students, but not to be taught. 'This is Indian English, this is Malaysian English,' but it won't be used practically in the classroom (CM/MAW/I2/L240-243).*

*I won't oblige students to be like American English or British English speakers, or worship British or American English, no (CM/MAW/I2/L275-277).*

Mrs MAW denotes her perspective regarding the practice of the 'native speaker norm' in her teaching method. Mrs MAW mentions that her teaching resources came from textbooks published by 'English-speaking country' publishers, such as the United States and the United Kingdom. In addition, Mrs MAW believes that variations of English can be taught to students but not for practical use in a classroom. At the same time, Mrs MAW does not require her students to duplicate or even glorify British or American English.

From that point, it seems there is a gap between the use of textbooks published by the United States and the United Kingdom as a teaching reference, and the lenience that Mrs MAW gives her students to choose whether to use British or American English or neither of them. This is understandable considering written English (books, articles, etc.) seems stricter, and the grammar is relatively homogeneous. In contrast, spoken English (conversation, audio, etc.) is more flexible and varied.

### **World Englishes, Global Englishes, and Other Relevant Aspects to Discuss**

*There are two major perspectives when it comes to Global Englishes (GE), English as an International Language (EIL) and English as a Lingua Franca (ELF). If it's EIL, English as an International Language, it talked about the English varieties that existed in the British colonies, like Singlish, Malaysian English, they were colonized by the British Empire, right? However, Lingua Franca didn't talk about that. It described how people with their respective characters can communicate in English (WGT/AMU/11/L277-292).*

*The paradigm or perspective of GE never made a parameter: standards, Standard English norms, never. Global Englishes saw language as a function of communication. So, it's not about whether you're right or wrong. Remember, it's not just American or British English. Every English variation can be taught to the students (WGT/AMU/11/L476-489).*

Of the three participants, the term 'Global Englishes' only appears in the interview with Mr AMU since he has been studying this topic profoundly, especially when he continued his PhD in the UK. According to Crystal, English achieves a global status since it has a 'special role' in nearly every country (2003). 'Special roles' itself has two main facets. First, as an official language. Second, as a language used as a mandatory subject in one's education system. Ethnologue, a language research centre, noted that in 2021, 55 countries establish English as an official language (French is in second place recognized by 29 countries, Arabic is in third place recognized by 26 countries), de jure (legally recognized) and de facto (used

in daily conversation). Meanwhile, concerning the second aspect, the University of Winnipeg (located in Manitoba, Canada) compiles various official documents and publications from 183 countries. The result shows that 142 countries (including Indonesia) enact English as a mandatory subject of national education policy. It seems that to this day, English is the only language that has gained a global language status.

In the matter of Global Englishes (GE), Mr AMU affirms there are two branches of GE: English as an International Language (EIL) and English as a Lingua Franca (ELF). EIL, as Mr AMU said, discusses countless variations in a language, while ELF deals with how humans use a language to communicate.

Numerous previous papers have discussed the definition, limitations, and scope of EIL and ELF. Slightly different from Mr AMU's outlook, Sharifian (2009) views that EIL is not just variations in English but more of the fact that those many variations make English a language of international and 'intercultural' communication. A similar understanding comes from Dewi, who discerns EIL paradigm does not refer to certain variations of the English language, but rather to its function in international communication (2012). Meanwhile, McKay (2018) describes that there are two roles of EIL, first as a type (or varieties) of English, second as a way of using English.

In the realm of ELT and TESOL, it is common seeing various terms to be overlap. Several terms are even more difficult to identify its boundaries. Two terms whose meanings are often used interchangeably are EIL and ELF. EIL, as described above, is defined as the English used in international communication without emphasizing one particular variation. Moderately contrasting from EIL, according to House (1999, as cited in McKay, 2018), ELF is English spoken by speakers who do not use English as their mother tongue. The implication is that every native speaker is excluded from the discussion of ELF. ELF is also often referred to as 'a contact language' (Seidlhofer, 2004, as cited in Ur, 2010) and 'a bridging language' since it is bridging speakers from different linguistic and cultural backgrounds.

*World Englishes is English variations appear in countries where English is the official language or joint-official language. That's the reason why people in those countries regard that variations are something normal. On the contrary, Indonesians, who consider English as a foreign language, has not yet reached WE level as we are still learning English from the inner circle country (WGT/MAW/I2/L111-120).*

The term "World Englishes" (WE) can be viewed from three points of view (Bolton, 2004). The first definition of WE is every variety of English worldwide. When referring to the concentric circles of Kachru (1992), this includes the inner circle, outer circle, and expanding circle. The second definition is narrower, referring to English variations exist in three regions: West Africa (Nigerian English, Caribbean (Jamaican English), and Asia (Hong Kong English, Malaysian English, Indian English, Singaporean English, etc.). The third definition emphasizes the view that all varieties of English are equal in international communication. From the three perspectives, Mrs MAW tends to perceive it in the second sense.

*As to Indonesian English variation, I don't think we're there yet (WGT/MAW/I2/L201-202).*

Based on the extract above, Mrs MAW comes up with the term 'Indonesian English' which means English spoken by Indonesians and adapted it into Indonesian language rules. Mrs MAW also emphasizes that in Indonesia there seems to be no sign that so-called Indonesian English will be used in the near future considering that countries in the expanding circle (Kachru, 1992) are still learning English based on exonormative (tending to rely on British or American English) native speaker model (Monfared, 2020).

The researcher traces back to one of the Web Corpus, *English Corpora: iWeb Corpus*. The website consists of approximately 14 billion words sourced from 22 million web pages. The term *Indonesian English* only appears seven times. Only two of them refer to an English variation. It seems that Indonesian English is not quite a popular term to use, at least on those wide ranges of websites.

*I can say that we are a contender – a strong contender in English Language Teaching, especially in more varied use of English (WGT/YAN/I3/L236-239).*

Mrs YAN shows optimism that in the future, Indonesia will probably have its own variation. Even more, it could be a policy in the formal education system in Indonesia. Nonetheless, the endonormative view (tending to rely on local rules and norms) is unusual in expanding circle countries and more popular in outer circle countries (Monfared & Khatib, 2018).

## CONCLUSION

This study aimed at investigating the lecturers' view on World Englishes in English Language Teaching. Based on the interview. The researcher found that lecturers are in the same position when it comes to language learning, that communication is the main purpose. However, there is a significant difference among lecturers regarding the use of World Englishes (i.e. non-native English varieties) in the classroom.

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