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## Implementing Quizziz as Game Based Learning in Teaching Grammar in Written Discourse

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**Abstract.** The aimed of this research was to investigate the effect of implementing quizziz in the teaching grammar in written discourse class. The population of this research were semester four students of English department, and the samples were twenty two students. the instruments of this research was test. This is a classroom action research conducted in universitas Majalengka. The research figured out that there was a significant improvement from cycle one into cycle two, proven by pre test and post test in each cycles. Cycle I the students score was seventy five point ninety seven (75,97). In cycle II the students' average was seventy eight point seventeen (78,17). After implementing quizziz, the data showed that the students can master Grammar in written discourse easily and the students became active in participating in the Grammar class like asking and answering question.

**Keywords:** Quizziz , Game based learning, Grammar in Written Discourse

### Introduction

Learning is the primary activity of students in the classroom. Good method can make the students easier in understanding the material. The teacher must apply more attractive teaching method in classroom, because if the teacher is attractive, the students will have spirit to study, especially English. Hamalik (2011:28) said that learning is a process of change of one's behavior because of his interaction with his environment. The behavior can be explained as knowledge, understanding, habit, skill, appreciation, emotional, social relationship, physical, ethic, and manner. According to Norfolk and Nicolich in Saleh (2009:37) learning will always cause a transformation in someone's life.

Game can be used to give practice in all language skills and be used to practice many types of communication. People can learn English more easily by using game. Based on theory above, it can be explained that technology can help teacher to explain learning topic to their students, and it can help students to enhance their comprehension in learning English especially grammar in written discourse.

According to Deepak Joy Cheenath and Ankit Gupta (2015) Quizziz is a game-based educational online platforms, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizziz, students can do in-class exercises on their

electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, themes, memes and music, which are entertaining in the learning process.

Based on theory above, Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time in class and see their live ranking on the leaderboard. There are types of word games, for example crossword puzzle, scramble word, scramble sentences etc, (9). Singing games: here, students sing songs that require movement. In Quizizz, the question order is randomized for each student. In a classroom activity game must have good characteristics. According to Tyson (2000:2), there are many criteria games that can be used as media for teaching English:

1. A game must be more than just fun
2. A game should involve friendly competition
3. A game should keep all of the students involved and interested
4. A game should give students a chance to learn, practice, or review specific

language material.

Based on theory above, it can be explained that selecting technology in teaching English can be useful for students and lecturer. It make teacher easy to prepare teaching material before explain to students. Technology give students oportunity to become an active learner.

The purposes of games is to attract the students to learn English more fun which is hoped it can make the students to study English more deeply, discover and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language (Lewis in Salim, 2009:2). Based theory above, it can be explain that students motivation in learning english is very low. It is influenced by their perception about English it self. Some of students think english is difficult language to be master. They need time to learn especially grammar. Mastering grammar for some students are diffiult. Grammar become an obstacle in learning English.

Mastering second language especially English is one of students cahllenges. Learning use technology can help students to enhance their skill. One of application is quizziz. Lecture is able to give exercise and conntrol students execrcise activity through Quizizz. Each questions are multiple choices with two or four possible answers. Quizizz is free, user-friendly online formative assessment tools which help teachers assess students' language as well as their curriculum knowledge. Quizizz is an educational app that applies the concept of gamification (MacNamara & Murphy, 2017). Based on theory above , it can be explained that this application is not only help students in their learning activity, but the application can raise students motivation in learning English through this application. It will be easy for students in mastering English.

The colorful interface, avatars and music provide students a similar experience as a game does. After students answer eachquestion, Quizizz will show pictures with memes to tell whether the answer is right or wrong. This is a treat to students(Miller, 2017). Based on theory above, it can be explained that the application have more various instruction to make students follow every course explanation. Hamilton-Hankins (2017) introduce Quizizz in an English Language Arts Classroom and find it has positive impact on student engagement. Chaiyo and Nokham (2017) find differences in students'perception of using different educational apps. Based on the explanatn above, the researcher interested in the implementing quizziz in teaching grammar in written discourse, and formulatig reasarch questino in students results learnig grammar in written discourse throuh quizziz.

## **Method**

This research is categorized into descriptive quanlitative method in collecting and analyzing the data the, the classroom action research design was applied. According to Nunan (1992: 3),

research is a process of formulating questions, problems, or hypotheses, collecting data or evidence relevant to these questions/ problems/ hypotheses; and analyzing or interpreting it. It means that formulating a research should begin with research topic. Research topic can help the researcher to break down the next research procedure. According to Fitrah and Luthfiah (2017:44), qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Hopkins (2008), classroom Action analysis is associate act undertaken by academics, to reinforce their own or a colleague's teaching, to check the belief of instructional theory in follow, or as a way of evaluating and implementing whole faculty priorities. Based on theory above, it can be explained that classroom action research focuses in the students improvement during teaching and learning activity. Cohen, (2005) outline that classroom action analysis also employed in any setting wherever a retardant involving individuals, during this case is that the students, tasks, and procedures do for answer, or wherever some changes of future end in a additional fascinating outcome. Based on theory above, it can be explained that the classroom action research procedure focuses in the students attention, motivation and students improvement during their learning activity.

Kemmis and McTaggart in Latief (2009), suggested that components of Classroom Action Research were series of activities began from a plan of action until the last process was reflection. It called a cycle research. Each cycle consists of four stages: (1) action planning, (2) the implementation of the action, (3) observation and interpretation, and (4) analysis and reflection.

### **Subject of the Research**

#### **1. Population**

According to Helaluddin and Wijaya (2019: 60), population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics. It means that the population consist of objects or subjects who have certain qualifications or characteristics that can determined by the researcher. The participants were twenty two of the fourth semester students of the English education Department, Universitas Majalengka.

#### **2. Sample**

According to Creswell (2012:209) sample is a number of people and location of the population as a sample data in qualitative research. Based on the theory above, it could be explained that to find out the data in qualitative research, the researchers must know the number of individuals in the research sited, that was sample of population.

#### **3. Sampling**

In this research, the researcher used purposive sampling technique. According to Sugiono (2012), purposive sampling is sampling technique to determine the sample by judgment based on a specific purpose such as to balance: focus on research, scientific judgments, reason limited time, energy and money.

### **Technique of Collecting Data**

Technique of collecting data in this research using qualitative data and quantitative data. In integrating both of this method, the researcher used test, and questionnaire.

#### **1. Test**

The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy Test was a series of questions or exercises as well as

other equipment used to measure the skills, knowledge, intelligence, ability or talents of individual or groups Finocchiaro, M and Sako, S in Armasitha (2017) .

## 2. Questionnaire

According to Creswell (2012:220) survey design used forms as answer question by the participant in a study completed the researcher called questionnaire. The questionnaire was a form to make sure the data, it was given to students as their answered perspective by the researcher.

### Technique of analyzing the Data

According to Miles and Huberman (1984: 21-23) cited from Sailan & Hasan (2019-63) data analysis in the form of: reduction, display and classification conclusion. Data analysis was the processed of selected the data from data collection in order to produced data that could be accepted by others. After the researcher had collected data, the researcher analyzed result that the researcher obtain valid data. Two techniques were used in analyzing the data. In this research, the researcher used t-test formula to find out the effectiveness of using quizziz to student's grammar in written discourse.

### Findings and Discussions

Before the quizziz was implemented, the class condition could be described as a regular class. It was a lecturer centered class which lacked of students' participation during the teaching learning process. So, the students depended on lecturer's explanation. When the class began, the students would be busy speaking, taking note and playing their mobile phone at the same time and they had no initiative to initiate a discussion and ask question.

After pre cycle activity, the data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking grammar test. The qualitative data were taken from questionnaire result.

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycles.

**Students' result toward Quizziz as Game-Based Learning in the teaching learning grammar in Written discourse class.**

**Table 1.**

NO.	NAME	SCORE	
		Cycle I	Cycle II
1.	A. T.	70	85
2.	A. F.	80	95
3.	A. N.	65	75
4.	A. I. P.	65	65
5.	A. F. S	80	80
6.	A. P	65	75
7.	A.P. R	80	60
8.	A. Z. F	55	75
9.	B. S	65	65
10.	B. Y	75	85
11.	D. Z	80	90
12.	D.G. R	80	90

13.	F. Y.	50	90
14.	F. Z	65	90
15.	G. H	85	90
16.	H. N.	85	60
17.	J. F. R.	10	60
18.	L. F	85	95
19.	M. O. M.	40	50
20.	M. B	80	90
21.	M. K. A	80	80
22.	N. A. S	85	75
Mean of Student Score		75,97	78,17

Table 1 shows the results for all the cycles. the results showed that Quizziz enhances their learning. It can be seen form students average score from each cycles. There was improvement after learning through quizziz. The data showed that there were differentiation in each cycles. In cycle one the students average score was 75.97, and in cycle two the students average score was 78.17. After gathering all the data from each cycles, it can be explained that students faced difficulties in using application for the first time. Thy need adaptation to use the application. The data showed that before using this application, the students felt difficult to identify the courses. The application guided the students to answer and analyze the courses.

Based on explanation above, it can be concluded that implementing quizziz in teching learning in grammar class make student focus in their learning. There were improvement after implementing this application in the teaching learning process. Students follow every process in the grammar class. The students like the feature in the application, and makes them competitive and motivates them to learn better. Students' satisfaction of using an educational application may increase when they use it more because of thefamiliarity, but the satisfaction may also decrease because of the boredom and repetition

### **Conclusion**

After conducting Classroom Action Research at semester four class, it can be concluded that quizziz as online learning platforms can fostering the students' grammar and can help them to enhance their comprehension during teaching and learning. It can be proved from the following facts.

The study revealed that, the students' score of grammar in written discourse taught by using quizziz was improved. It can be seen from students score from cycle I to cycle II. There were progress from students in learning grammar through quizziz.

The use of quizziz made learning activity more enjoyable and interesting. It was because quizziz helps the students focus on application and enhancing students motivation in learning grammar. In addition, it was fun and most students agree that enjoyment leads to better learning. The use of quizziz makes the class more active and students were not afraid in asking question.

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## A Discourse Analysis of English Swear Words Used in American Movies

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**Abstract.** The purpose of this paper is aimed at giving a description of how English swear words, particularly in American movies, are used. The writers collect the common English swear words in American movies as the data. There are nine categories of English swear words. They are (1) sexuality, (2) eject and material from body, (3) family matters, (4) part of body, (5) blasphemy, (6) animal, (7) xenophobia, (8) low or bad personality, and (9) low status and profession. Among those categories, the most used terms are the English swear words from sexuality, eject and material from body, part of body and family matters. Considering the context of utterance, English swear words have four functions. They are; (1) as an abbreviation and short-hand of speaker's distress, (2) as a means to insult or degrade someone, (3) as a means to achieve peer acceptance, and (4) as a means to stress the speaker's utterance.

**Keywords:** English swear word, Discourse analysis, American movies

### Introduction

Swearing as rude and vulgar practice is no longer a trend in the English society such as America but it becomes a way of life for many. The evidence to prove this fact is the increasing of English swear words used in movies production. Swear words and taboo words can intensify what is said, but they can shock or give offence. Swearings and the use of taboo words and expressions are quite common in speaking. We often hear and use it both in private and in public settings and in films, on television and on the radio. The use of taboo expressions suggests that speakers have, or wish to have, a close personal relationship with others. We also use taboo expressions and swear words when we express strong feelings, or when we wish to threaten or to be unpleasant to others. These kinds of words are impactful for others (Yunita, 2019).

The film makers, especially the action ones, give 'color' to their movies by giving many swearing terms on their dialogue. We often hear the uttering of swear words by the actor or participants of the movies. Most of them utter the swearing terms in order to show anger, emotion, feeling and with the purpose to insult or putdown someone. Hence, the swear words are the emphasis of one's emotion toward something or someone; and they can take the role



as a sign when someone gets mad or beyond control (Prayuda, et.al, 2019). Generally, the use of English swear in American movies is not complex in form and meaning. Indeed, they seem to be the same in types from one movie to another. In fact, the American movies only use the general or common English swearing terms such as *fuck, shit, damn, as, nut, screw, jerk, bastard* and their variants on the dialogues. But still, those who cannot read lips well and never know about English swearing will get a little bit confused thinking and obviously lose the messages. Thus, many linguists such as Sterling Johnson and Geoffrey Hughes suggest that English swearing should be part of vocabulary of any person who wishes to communicate English effectively. Sterling Johnson in his book stated:

There are books that will teach you to avoid using swear words and they will even teach you to avoid innocent words that might be considered as swear word. Their point is to keep you from being thought of as vulgar. We say ... Fuck it! Vulgarity is not the point. The name of this game is communication. (1995:6)

That statement clearly suggests that if we want to learn English as a second language and we want to communicate it effectively, we should have a mastery on English swear words or at least we recognize the common terms and their meaning which are usually found in American movies. By knowing the uses, forms, meaning and purposes of English swear words we can be better in understanding the messages from the dialogues in which swear word is used. We can also avoid such words in our conversations or if we have to, we can say it in a proper way.

Swearing is defined as a foul or taboo language. It covers the use of words which is not socially acceptable but it is used to either express strong emotion or to give the impression of the speakers' strong emotions. Usually, swearing terms use explicitly 'dirty' or taboo words as a mean to insult or putdown someone. The tendency of society to swear or possess swearing behavior comes as a result of psychological development process (Kakisina and Purwaningtyas, 2020). Hughes stated that these works of literature are banned due to the existence of obscenity, usually taken to mean the explicit depiction of sex and use of 'dirty' or taboo words (1998:99). In standard histories of language studies, swearing has been ignored and considered as improper language. Virtually all societies, even the most modern, retain some taboos against swearing. Their ignorance causes some English swear words such as *drat, brag, and boast* die and no longer used as common uses. But no matter of fact, lots of English swearing words such as *fuck, damn, ass, nut, shit, bastard*, and so on, are growing in a fascinating way in form of euphemism, flexibility in use and variety.

In the discussion of English swearing form, it can be formed in words and phrases. They encompass noun, verb, and adjective. See the followings:

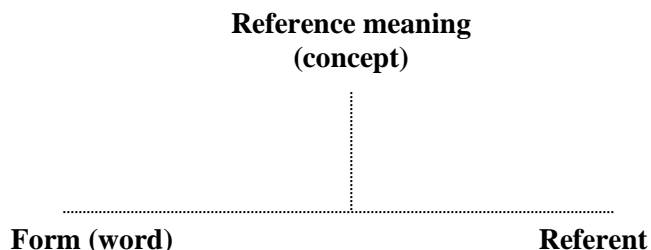
**Noun** : Charlie : Patterson is might be *an asshole* but he's not stupid. He'll find us.  
(Taken from 'Money Train')

**Verb** : Rochetti : Who's the guy in yellow jacket?  
Waitress : I don't know. I've never seen before.  
Rochetti : Keep in eyes on him. He might *screw* this place.  
(Taken from 'For Which He Stands')

**Adjective** : John : We have to disperse. One of us has to make it to that *damn* place.  
Zeus : Yeah, if we're both fail?  
John : Then, we're both *fuck*.  
(Taken from 'Die Hard II')

**Phrase** : Nick : Don't be such a jerk, Tom! Let's finish it like a man!  
Tommy : Enough! Stop this fucking crap! You *piss me off!*  
(Taken from 'Striking Distance')

Ogden and Richard, cited by Lyons, employed the term 'reference' for the concept which mediate between the word or expression and the referent (1997: 175). He described the referential relationship in the form of semiotic triangle which can be seen in the following diagram:



English swearing words as reference have their own capacity to produce a certain emotional effect upon the hearer or reader; this is stated by Ogden and Richards as their emotive meaning. Many empirical studies also found to expose about English swearing words in movie (Sanusi, 2014; Sarmi, 2017; Khoirunnisa, 2017; Puspitasari, 2017; Prayuda, Suarnajaya & Juniarta, 2019; Rinaldi, 2020; Salim & Setiawan, 2020; Sari, 2020). All those researchers concerned to the use and types of English swearing in a certain movie. There are differences in this study with those in empirical review. The most significant difference of this study is that the current study discusses both the type and function of the English swearing, while those ones focus only on the type or meaning of the swearing terms. The other difference is the source of data. From the variety of data, this study is more vary than the previous ones. The writers take the data from various movie and genre. By doing so, the data of this study are various in terms of context of utterances, meaning and function of the swearing words.

## Method

This study is a descriptive qualitative study since the data taken were in the form of words, phrases, clauses and sentences. The writers act as the main instrument since the writers themselves are the ones handling and conducting this study from the very start. Some American movies scripts contained the swearing words were used as the data of this study. Since this study focused on swearing words in the movies dialogue, the writers applied content analysis to cope with reference to the meanings, contexts, and intentions found in the information delivered (Prasad, 2008). Content analysis includes document analysis and observation interface to give an insight about language phenomena in relation to swear words. The point that the writers found most relevant stating the type of this study is that; the document taken as the data were selected, limited, and partial since they were intended for specific purpose, that is to give clear description of what, how and why the English swearing words were used in American movies. The followings are the brief steps of how the data were collected and analyzed:

- a. Identifying data from selected American movies. There are 7 movies were selected as the data source of this study. The most reason in selecting the movie was that the

dialogues of those movies contain many English swearing words. The data were the utterances or dialogues containing the English swearing term.

- b. Classifying the data based on their categories.
- c. Identifying the meaning of the swearing words based on the context of utterances.
- d. Analyzing the function of the swearing words based on the context of utterances.

## Findings and Discussion

The writers found 9 categories in this study; (1) sexuality, (2) eject and material from body, (3) family matters, (4) part of body, (5) blasphemy, (6) animal, (7) xenophobia, (8) low or bad personality, and (9) low status and profession. Considering the context of utterance, the writers found the function; (1) as an abbreviation and short-hand of speaker's distress, (2) as a means to insult or degrade someone, (3) as a means to achieve peer acceptance, and (4) as a means to stress the speaker's utterance.

### A. ENGLISH SWEAR WORD CLASSIFICATION

As replacing symbols, English swear words can be classified into several categories:

#### 1. Sexuality

English swearing words dealing with sexuality are the largest class in swearing category. The swear words included in this class are those concerning with sexual matters and have 'sense' of sexuality. They are considered taboo to be uttered in public speaking and categorized as 'heavy swearing'. The swear words in this class can be either used in their own entity or to replace other reference. The various data concerning with sexuality is analyzed in the following description:

##### a. Sexual practice

The most used terms are *fuck* and *screw* and their variants. Their exact meaning is 'having sexual intercourse'. They might be used in their own entity to refer its exact act.

- 1) Captain : You know this guy?  
Louis : Robby? He *screwed* with me last night.  
(Taken from 'Black Dawn')
- 2) Jersey : Man, she's hot!  
Bellinda : You wanna *fuck* her?!? Go ahead!  
Jersey : Relax, honey. She's not my style.  
(Taken from 'Bounty Hunter')

Both swear words *fuck* and *screw* in the sentences above are used to replace its exact meaning that is *having sexual intercourse*. The uses of the words *fuck* and *screw* in those sentences are shorter, more stressed and effective to communicate the speakers' point. The speakers in uttering such bad symbol intended to be rude and vulgar speakers.

The other uses of *fuck* and *screw* can be seen in the following examples:

- 3) John : Simon, you're such a *fucking* psycho who like a kid game. I'm sick with your *fucking* game!!  
(Taken from 'Die Hard II')

- 4) James : My brother died like a fish, Mr.Vilano. And you just care about this **fucking** expedition?!?

(Taken from 'Forgotten City')

The use of the word *fucking* in both sentences (3) and (4) has nothing to do with sexual matter. It is used as intensifier. The word *fucking* in many contexts of utterance just intensify the sentence or the next words. Being used in a similar context, the swear word *fucking* in both sentences (3) and (4) can be transformed into a non-swear word '*bad*'. As intensifiers, *fucking* in those sentences are used as a means to force the speakers' sentences. We can also 'read' the speakers' emotion. There is a large emotion involved in uttering such sentences.

But in many other contexts, the word *fucking* cannot be translated into '*bad*'. See the following:

- 5) John : 10 blocks? You **fucking** kid me!  
6) Simon : Man, this is my **fucking** lucky day!  
John : Yeah, enjoy it, you cock-sucker!

(Taken from 'Die Hard II')

The word *fucking* in both sentences (5) and (6) have the same context. They can be transformed into non-swear word '*really*'. They are also used as intensifier. The use of the word *fucking* will remain the same in any context of utterance. Its meaning will be close related to the descriptions above. *Fucking* is effective to intensify the high-tone utterance.

- 7) De Leon : Well, so it's Jersey. You're ready to be kicked again? (*Kicking Jersey*). Damn! You piss me off! You killed a half of my men.  
Jersey : I'm good or what?  
De Leon : (*kicking him again*). Shut up! Where's that bitch? Tell me, damn it! Or I'll kick your ass!  
Jersey : **Go fuck yourself!**

(Taken from 'Bounty Hunter')

- 8) Rochetti : **Get fuck out** of here! You don't know any shit of my family.  
Bellinda : What's a matter with you? I just wanna help you, Johnny. Okay, fine! I'm out! **Screw you!**

(Taken from 'For Which He Stand')

The phrase *fuck yourself* in sentence (7) can be replaced into the sentence '*I don't care*' or '*up to you*'. It shows the ignorance of the speaker, Jersey, to the man named DeLeon. Its meaning is similar with the sentence *screw you* in (8). While the phrase *get fuck out* in (8) might be replaced with non-swear phrase '*stay away*' or '*get loss*'. Though they are 'only' used as intensifiers, they are considered serious and painstaking because they are uttered in a high tone of temper. They are also wounding since they are directly uttered to someone with a sense of degrading. The uttering of swear words in such contexts will decrease someone honor and dignity.

- 9) Rochetti : Listen to me, Theresa. It's not over. I know who Frankie is. He's **a fuck-up**. I have to kill him before he kills us. You have to believe me. I'm doing this for you and this family.  
Theresa : I'm sick of it! God! I wish I could just **fuck it** for second and live in peace.  
(Taken from 'For Which He Stand')
- 10) X : I guess you're **fuck up**, man. Casey is still alive.  
Y : Damn it!
- 11) Tom : Casey is died.  
Dean : Do you see the body? Assumption is the mother of **fuck-up!**  
(Taken from 'Under Siege')

*Fuck-up* in (9) refers to a man named Frankie. It replaces the phrase 'a crazy man' or 'a maniac'. The speaker assumed that Frankie is a maniac; a man who dare to do everything, even to kill someone. Its meaning will remain the same if being used in similar context. But its meaning will be different if the context of sentence is changed. Like in (10) and (11) the phrases *fuck-up* have different meaning. In (10), as an adjective, it can be transformed into the word 'fail'. While in (11), as a noun, it can be replaced with 'failure'. The phrase *fuck-up* itself then can be used in many different contexts of utterance. Its meaning will vary depend on its context. Meanwhile, the swear phrase *fuck it* in (10) can be transformed into 'forget it'. Its meaning will remain the same in any context of utterance.

#### b. Sexual organs

The English swearing words included in this class are: *poontang*, *pussy*, *dick*, *muff*, *cunt*, etc. The most used term is *cunt*.

- 12) De Leon : Shut up! Where's that bitch?! Tell me, damn it! Or I'll kick your ass.  
Jersey : Go fuck yourself!  
De Leon: Son of a bitch! You really don't know me, do you?  
Jersey : You're just a fucking **cunt!**  
(Taken from 'Bounty Hunter')
- 13) Robby : You really love her, don't you?  
Jack : Shut up! It's not of your business. Just stay away from her!  
Robby : Relax, Jack. She's my past. I'll tell you something. She's a nice **cunt**. I fucked her many times.  
(Taken from 'Black Dawn')

The word *cunt* can be used to refer both female and male, though its original meaning is 'vagina'. The use of *cunt* in (12) refers to a man named DeLeon. It replaced 'a despicable person'. While in (13), it might be transformed into 'a prostitute' or 'a woman or girl who is regarded as a sexual object'. Its meaning will remain the same in any context of utterances.

**c. Matters of taste**

Swear words categorized in this class are: *suck*, *blow*, *French*, *give head*, etc. The most used term is *suck* and its variants.

- 6) Simon : Man, this is my fucking lucky day!  
 John : Yeah, enjoy it, you ***cock-sucker!***  
 (Taken from 'Die Hard II')

- 14) Louis : Robby, you're son of a bitch! Feel this! (*shooting him*)  
 Robby : Damn!! Louis, you're ***mother-sucker!***  
 (Taken from 'Black Dawn')

The swear phrases *cock-sucker* and *mother-sucker* represent the same meaning. They refer to 'a despicable person'. The use of those two swears phrases make the sentences sounded more offended and ruder.

**2. Eject and Material from Body**

The English swear words included in this class are those concerning with eject and material from human's body. The act concerning with eject and material from body are considered rude and dirty if being done in public. Therefore, the terms dealing with it are considered as rude or taboo words. The English swear words from this class are: *piss*, *snot*, *fart*, *shit*, and *ear wax*. The most used terms are *shit* and *piss* (included their variants). While the other words are no longer exist.

The exact meaning of *piss* is 'to empty water from the bladder' (as a verb). While as a noun, it refers to 'what was emptied from the bladder.' The word *piss* due to its flexibility and elasticity can be either used to refer its exact meaning or to refer other references. The used of the word *piss* and its variants can be seen in the following examples:

- 15) X : I wanna ***piss!*** ... I'm starving. Get me two burgers and a big milk shake.  
 Y : Boss is waiting us. He'll kill us if we're late.  
 X : Screw him! Now get fuck!  
 (Taken from 'Bounty Hunter')

The bad symbol *piss* in the sentence (15) represents its exact meaning that is 'to empty water from the bladder'. The use of the word *piss* makes the sentence more stressed, shorter, and more effective to communicate the speaker's point.

- 16) Zeus : John, don't make a joke with him. He's nuts. Don't make him ***piss off***, man!  
 John : I guess he's already felt a little ***piss off*** about this.  
 (Taken from 'Die Hard II')

- 7) De Leon : Well, so it's Jersey. You're ready to be kicked again? (*kicking Jersey*). Damn! You ***piss me off!*** You killed a half of my men.  
 Jersey : I'm good or what?  
 De Leon : (*kicking him again*). Shut up! Where's that bitch? Tell me, damn it! Or I'll kick your ass!  
 Jersey : Go fuck yourself!  
 (Taken from 'Bounty Hunter')

- 17) Jack : Louis, I'm sorry. I don't mean ....

Louis : Enough, Jack! Leave me alone. Just **piss off!** I need time to be alone.  
(Taken from 'Black Dawn')

In many contexts of utterance, the swear phrase *piss off* can be simply transferred into the word '*angry*' like it is shown in (16) and (7). But if the context is changed, it can also represent the word '*go*'. Such context can be seen in the sample dialogue (17). Meanwhile, the uses of the word *shit* can be seen in the following dialogues:

18) Rochetti : I need your help.  
Vinnie : You treated me like **a shit** when I asked you some fucking money.  
And now, you ask my help? Kiss my ass!

Rochetti : I killed Frankie's man.  
Vinnie : What? You? You killed someone? Mr. Clean killed someone? **No shit!**

(Taken from 'For Which He Stands')

Considering the context of the utterance, the swear word *a shit* in the first utterance might be transformed into '*a trash*' or '*unworthy thing*'. Meanwhile, the word *shit* in the second utterance represented different meaning with the previous one. The phrase *no shit* can be transformed into '*give me a break*'.

19) Y : I don't mind to kill a jerk. But ... he's just a kid.  
X : So, you're chicken now. I'm sorry to hear that!  
Y : Damn! I don't like this **shit!**  
(Taken from 'Bounty Hunter')

20) Jack : Robby told me that he has nothing to do with that murder. He convinced me that he's innocent.  
Louis : And you believe that? That was just **bullshit!** You hear that?  
**Bullshit!** Just fuck him, okay?  
(Taken from 'Black Dawn')

The word *shit* and *bullshit* may represent the same meaning. As noun, they can be simply transformed into '*crap*' or '*fakery*'.

21) X : Where's that CD?  
Bobby : I don't know.  
X : Don't **bullshit** me! Where's that fucking CD?  
Bobby : I said, I don't know. Find yourself, mother-fucka!!  
(Taken from 'Under Siege II')

As verb, *bullshit* might represent the word '*lie*'. The sentence *Don't bullshit me* above, therefore, can be simply transformed into '*Don't lie to me*'. Its meaning will remain the same in any context of utterances.

### 3. Part of Body

The English swear words like *ass* (included its variants such as *asshole*, *kiss my ass*, *watch your ass* and etc) and *nut* are classified into the part of body. The English swear words

included in this class are those concerning with someone's part of body that considered taboo to be uttered in public speaking. See the following examples:

- 22) Shapparo : We can work together, Jack. We can make a lot of money, pell.  
Jack : In your dream, **asshole!**  
(Taken from 'Black Dawn')

- 23) John : You know the man who blew the building yesterday? The same **asshole** asked me to do this. You understand? Now, get fuck out of here!  
(Taken from 'Die Hard II')

The referent of *asshole* in any contexts of utterance will remain the same. It represents the phrase '*despicable person*'. The use of such swear term makes the sentences sounded more stressed, shorter, and more intended to express the speakers' point.

- 24) Patterson : You guys try to fuck around with me? Who the hell you think you are, hah? You're just two stupid dumb!  
  
Charlie : Shut up! You don't even know us. **Watch your ass**, old man! You'll never imagine what we can do.  
(Taken from 'Money Train')

The swear phrase *watch your ass* is usually used to warn someone, but with the feeling of anger and grievance. It represents the phrase '*be careful*'. Its meaning will remain the same in any contexts of utterance.

- 18) Rochetti : I need your help.  
Vinnie : You treated me like a shit when I asked you some fucking money. And now, you ask my help? **Kiss my ass!**  
(Taken from 'For Which He Stands')

The use of swear phrase *kiss my ass* in sentence (18) above shows the speaker's ignorance. In many contexts of utterance, the phrase *kiss my ass* can be transformed into '*in your dream*'. It is usually used to express the speaker's disrespect or rejection to his/her partner of speaking. The use of such bad symbol makes the sentence sounded more intended and more effective to express the speaker's point. Its meaning will remain the same in many contexts of utterance.

While the use of the word *nuts* can be seen in the following example:

- 25) Louis : Robby is **nuts**, Jack. He'll do anything to get what he wants, even to kill us. I knew that bastard for long time.  
Jack : Yeah, you're right. He's **nuts**.  
(Taken from 'Black Dawn')

Though *nuts* is categorized into part of body according to swearing category, its uses in many context of utterance do not have a deal with someone's part of body. The real meaning of *nuts* is "someone's bowel". Being used as an adjective, the word *nuts* in sentence (25)



might replace the word 'crazy' or 'despicable person'. The use of such bad symbol makes the sentence sounded more intended. Its meaning will remain the same in many contexts of utterance.

#### 4. Family Matters

The English swear words included in class are those concerning with the child of unwed parents. But in many contexts of utterance, the references of swear words from this class have nothing to do with family issue. The most used terms from this class are *son of a bitch* and *bastard*. They can be easily found in American movie dialogues or in speaking. Meanwhile, the other terms such as *brat* and *son of a whore* are no longer exist in public speaking.

The uses of *son of a bitch* and *bastard* can be seen in the following examples:

- 26) Patterson : I can see that you're lose, Charlie. All you have to do is just asking my help.  
Charlie : You really want to hear that, don't you?  
Patterson : Say it!  
Charlie : Kiss my ass! Who the hell you think you are? You're just a fucking *son of a bitch!*

(Taken from 'Money Train')

Technically speaking *son of a bitch* refers to 'a child of unwed parents'. But in communicating, the term *son of a bitch* represents the same meaning that is 'a disgusting or despicable person'. It usually occurs in form of noun. Its meaning will remain the same if being used in similar context of utterance. But its meaning will be different if being used in different context. See the following expression:

- 27) Vinnie : *Son of a bitch*, Johnny! What a hell you doing here? Man, you're look so great. Where have you been? It's been a long time since ..... sorry I forget.

(Taken from 'For Which He Stand')

The phrase *son of a bitch* in sentence (27) is uttered by the speaker, Vinnie, to express his surprise. It does not refer to person or something. The speaker just swears out the exasperation. The term *son a bitch* in this context might have similar meaning with the Greek "Eureka!".

#### 5. Xenophobia

The term xenophobia is defined as hatred and fear of foreigner. In general assumption is defined as a great fear or dislike to the foreigner, particular race or a group of people. Considering as a word that can invite dangerous and serious conflict among particular group of people, the xenophobic word is categorized as swear word.

The swear words included in this category are; *Nigger (black people)*, *Chink (Chinese)*, *Kike (Jew)*, and etc. The references of xenophobic swear words will remain the same in any contexts of utterance. Such swear words are not really popular used in public speaking, as they are considered having a power to gain sensitivity among the particular race. The uses of xenophobic swear words in American movies decrease since United States declared

its country as a cosmopolitan society, tolerant to any races.

The most used term is *nigger*. The use of this term can be seen in the following dialogue:

- 28) Zeus : Give that fucking code or I blow your fucking ass!  
Simon : (*laughing*). Go fuck yourself, **nigger!**

(Taken from 'Die Hard')

## 6. Blasphemy

The swear words included in this class are those concerning with blasphemous things (= showing the disrespect to God). The English swear word from these categories are *Jesus Christ, Jesus, God, Mary, hell, damn* and its variants (included the phrases *damn it, Goddamn, Goddamn it*).

- 29) Bellinda : Walter is a dumb. That bastard told me, he'll pay me if I slept with him. I gonna tell his wife.  
Sheriff : Sandra? She will **give a damn!**

(Taken from 'Bounty Hunter')

- 30) Bellinda : You're absolutely **damn** crazy, Jersey! I'll never forgive you for this!  
Jersey : Relax, honey. You looks **damn** sexy.

(Taken from 'Bounty Hunter')

- 31) Louis : Jack, listen to me! I don't mean to lie to you. You gotta trust me, damn it!  
Jack : **Go to hell**, Louis!

(Taken from 'Black Dawn')

The word *damn* in its exact meaning is defined as '*condemning to everlasting punishment from God*'. But in many contexts of utterance, its meaning will be different based on the context of the sentence. As seen in sentence (29) and (30). Both have different meaning. In sentence (29), the swear phrase *give a damn* might replaces a non-swear phrase '*not care*'. Then, the sentence "*She will give a damn*" can be transformed into "*She will not care*". By uttering such bad symbol, the speaker intends to be ruder and more intended. It is not wounding since it is not used to degrade someone.

Being used in different context, the words *damn* in sentence (30) has different meaning. In both sentence "*You're absolutely damn crazy*" and "*You looks damn sexy*", the swear word *damn* might replace the non-swear word '*very*'. That bad symbol is only used as an intensifier. The use of the word *damn* in such context is not offended since it is not used to insult or degrade someone.

The other common uses of blasphemous English swear word is *hell*. The exact meaning of *hell* is '*a place where bad people are supposed to go after they died and where they will be punished by God*'. But in many contexts, its meaning is different. As seen in sentence (31), the swear phrase *go to hell* can be transformed into non-swear phrase '*leave off*' or '*go away*'. The use of such bad symbol makes the utterance sounded more intended. That swear phrase is more effective to show the speaker's point than the phrase '*leave off*'.

## 7. Animal

The names of animal, actually are not taboo at all. But if they are uttered to refer a person,

they might be considered taboo and can be categorized as swear words. The English swear words included in this class are the names of animal which are considered weak, disgusting, beast and any other bad criterion such as *bitch*, *dog*, *chicken (chicks)*, *dumb*, *monkey*, *bear*, *pig*, etc. The use of such terms can be seen in the followings:

29) Bellinda : Walter is **a dumb**. That bastard told me, he'll pay me if I slept with him. I'm gonna tell his wife.  
Sheriff : Sandra? She will give a damn!  
(Taken from 'Bounty Hunter')

32) DeLeon : Where's the girl? Tell me, damn it!  
Izzy : Don't ask me. I don't know.. two bounty hunters. Yeah, ask them. They took her.  
DeLeon : Explain!  
Izzy : A white man. He's strong. He came with a nice **chick**.  
(Taken from 'Bounty Hunter')

In sentence (29), the swear word *a dumb* might replace the phrase '*a despicable person*'. The speaker, Bellinda, assumed that Walter is a kind of despicable person that he would pay her for sleeping together. The use of such bad symbol is shorter and more effective to how the speaker's point. It makes the sentence sounded more intended. Its meaning will remain the same if being used at the same context of utterance.

Considering the context of sentence (32), the word *chick* above might replace the word '*woman*'. Then, the phrase *a nice chick* in that sentence can be transformed into '*a nice (beautiful) woman*'. The meaning of *chick* might be transformed into more rude sense if being used in different context. It might refer to '*despicable woman*' or even in more rude sense; it might refer to '*a prostitute*'. As an illustration, the word *chick* in sentence '*I met a nice chick last night and i screwed her*' might refer to '*a prostitute*'.

## 8. Low or Bad Personality

The English swear words from this class are used to refer a person who has bad personality or attitude. The English swear words included in this class are *mother-fucker*, *mother-sucker*, *cock-sucker*, and *jerk*. The use of such words can be seen in the following expressions:

21) X : Where's that CD?  
Bobby : I don't know.  
X : Don't bulshit me! Tell me, where's that fucking CD?!?  
Bobby : I said I don't know! Find yourself, **mother-fucka!**  
(Taken from 'Under Siege II')

33) Uncle Nick : Don't be such **a jerk**, Tom! Let's finish it like a man.  
Tommy : Enough! Stop that fucking crap! You piss me off!  
(Taken from 'Striking Distance')

Derived from *mother fucker*, the swear phrase *mother-fucka* in the sentence (21) replaces '*vile person*' (a person who is assumed as disgusting one). The speaker, Bobby, intended

to show his anger and grievance to a man initialed X. Bobby assumed that the man is such a vile or disgusting person. The use of such swear term makes the sentences sounded more stressed, shorter, and more intended to express the speakers' point.

### 9. Low Status or Profession

The English swearing words included in this class are those concerning with a person who is assumed as having low status or profession such as *a pimp* (a man who lives off the earning of one or more prostitutes), *a bugger* (poor person), and *a wino* (an alcoholic person). The uttering of such swearing words will bring very big impacts to the person being sworn at. Calling someone with those words will hurt someone's honor and dignity. The use of those terms can be seen in the following expressions:

- 34) Jersey : Why do you kill him?  
DeLeon : For money. What else?  
Jersey : Yeah, right. So, this is all just about money, right? You know, you're just seemed like *a fucking bugger* to me.  
DeLeon : Shut up! You're not much better than me!

(Taken from 'Bounty Hunter')

The swear word *bugger* in sentence (34) above replaces the phrase '*poor person*'. The addition of word *fucking* intensifies the word *bugger* itself. The phrase *fucking bugger* can be transformed into '*a bad poor person*'. The bad symbol was uttered by Jersey to refer a man named DeLeon. By using such bad symbol, the speaker's utterance sounded more offended. The phrase *fucking bugger* is shorter, more intended and more effective than the phrase '*a bad poor person*'. The meaning of the word *bugger* will remain the same in any context of utterance.

## B. THE FUNCTIONS OF SWEARING TERMS

There is still a big question in society; 'is all this swearing good for society?' Some say yes, and they make some persuasive arguments. And the most acceptable reason is that the swearing is needed to release the passion or anger. But, assuming as bad a symbol, swearing is suggesting a lack of sophistication. It indicates the lack of education and emotional control of the speaker. The uttering of swearing words will obviously decrease the honor of the speaker. The swearer will be 'judged' as a rude and vulgar speaker. For some other people, swearing can be a tool to achieve something, for example to achieve peer acceptance in a certain group. Some findings of this research show this phenomenon.

### 1. Swear Word as Abbreviation and Short-Hand of Speaker's Distress

The English swear words functioned as abbreviation and short-hand of the speaker's distress occurs when the speakers have very big emotion and they do not have a means to express what they feel. The resort, they swear out and ignore the proper language in their expression. Thus, the desire to express their feeling is more dominant than the need to use polite and proper language.

- 9) Rochetti : Listen to me, Theresa. It's not over. I know who Frankie is. He's a fuck-up. I have to kill him before he kills us. You have to believe me. I'm doing this for you and this family.

Theresa : I'm sick of it! **God!** I wish I could just **fuck it** for second and live in peace.

(Taken from 'For Which He Stand')

16) Jack : Put your hands off me, Louis! I don't believe this. How could you do that? What do you want from me? Tell me, **damn it!**

Louis : Jack, listen to me!

Jack : Listen what? A shit?

Louis : Jack, listen to me! I don't mean to lie to you. You gotta trust me, **Goddamn it!**

(Taken from 'Black Dawn')

The most dominant swear words functioned as abbreviation and short-hand of the speaker's distress are the swear words included in the class of blasphemy and sexuality. Those swear words are mostly used as expletive words as the out-burst of speakers' surprise, anger or any other strong emotion. The speakers in the sentences above are distinguished angry and desperate. They had the speakers' intended to communicate his point more specifically, with large emotion content. The uses of those bad symbols make the utterances sounded more offended. Being uttered in high tone of temper, those swear words and phrases are considered serious and painstaking. But they are not wounding since they are not used to insult and putdown someone.

Being uttered in high tone of temper, the words *fucking* in such context of sentences are considered serious and painstaking. But they are not wounding since they are not used to insult and putdown someone.

## 2. Swear Word as a Means to Insult or Degrade Someone

A swear word can be functioned as a means to insult or degrade someone. This occurs when someone feels a very big anger and grievance to someone. When people intended to express their anger or grievance to someone, they might use the swear words. Several swear words such as *bastard*, *son of a bitch*, *asshole*, *jerk*, *sucker*, *cunt*, *nigger*, *dumb* and *chicken* are usually used to insult or degrade someone. They are considered serious, wounding and painstaking since they are often used in such a high tone of temper and have the purpose to insult or degrade someone. Calling a person using such bad symbol will obviously hurt someone honor and dignity. It might cause bad impact like anger to the person being sworn at, or even worst, it might cause fighting.

35) Patterson : I can see that you're lose, Charlie. All you have to do is just asking my help.

Charlie : You really want to hear that, don't you?

Patterson : Say it!

Charlie : Kiss my ass! Who the hell you think you are? You're just a fucking **son of a bitch!**

(Taken from 'Money Train')

29) Zeus : Give that fucking code or I blow your fucking ass!

Simon : (*laughing*). Go fuck yourself, **nigger!**

(Taken from 'Die Hard')

Being uttered in high tone of temper, the words *son of a bitch* in (28) and *nigger* (29) are considered serious and painstaking. It is also wounding and offended since it is directly

uttered to call someone with the purpose to insult or putdown. The uttering of such bad symbol will obviously hurt someone's honor and dignity.

### 3. Swear Word as a Means to Achieve Peer Acceptance

In particular cases, people swear with a purpose to show their identity and membership in a group, for example; criminals. People in such group will simply swear exuberantly, even in 'inappropriate' situation.

- 15) X : I wanna *pi*ss... I'm starving. Get me two burgers and a big milk shake!  
Y : Boss is waiting for us. He will kill us if we're late.  
X : *Screw* him! Now, *get fuck!*

(Taken from 'Bounty Hunter')

In (15) the speakers' meaning is not to insult or to putdown someone. The speaker in that movie is described as a criminal. Swearing in this case can be a tool to show the identity and reflect the membership of a particular group. The use of swear words in this context is considered mocking, perfunctory and not wounding because they are not used to insult someone directly.

### 4. Swear Word as a Means to Stress the Speaker's Utterances

The swear word can also be used to stress or emphasize the speaker's utterance. Thus, the speakers swear out with the purpose to give force on their expression. They usually intended to be more rude and vulgar speakers. They intended to express their points more specifically. The following expression might that phenomenon.

- 3) John : Simon, you're such a *fucking* psycho who like a kid game. I'm sick with your *fucking* game!!

(Taken from 'Die Hard II')

- 4) James : My brother died like a fish, Mr.Vilano. And you just care about this *fucking* expedition?!?

(Taken from 'Forgotten City')

The words *fucking* in sentence (3) and (4) are used as intensifier. They intensify the speakers' sentence. By using such bad symbol, the speakers' utterance sounded more stressed and specific. We can also read the speakers' emotion from the sentences. There was large emotion involved in uttering such expression. The speakers were distinguished angry. Being uttered in high tone of temper, the words *fucking* in sentence (3) and (4) are considered serious and painstaking. But they are wounding since they are not used to insult or degrade someone.

## CONCLUSION

The English swear words due to their elasticity and flexibility can be used to replace any symbols, even the innocent ones. As replacing symbol, English swear words can be classified into several categories such as; sexuality, the eject and material from body, animal, part of body, family matters, xenophobia, blasphemy, low status or profession, and low or bad

personality. Among those categories, the English swear words included in sexuality, part of body, eject and material from body, and family matters are the most dominant used terms in American movies. The use of English swear words as replacing terms do not match significantly to the replaced terms as synonyms. The meaning of swear words is determined by considering the forms and contexts of utterance in which the term is used. Most of English swear words are not used to refer their exact meaning.

Due to the speakers' act swearing it can be concluded that people swear with many reasons. Thus, the writers conclude four reasons cover all condition of swearing. First, people swear due to their ignorance of vocabulary. In this context, the speakers are distinguished angry and use swear words to express their anger and feeling more intended. Thus, swear word is used as an abbreviation and short-hand of speaker's distress. Second, people swear due to their disorientation by passion and grievance. In this context, the speakers swear with the purpose to express their anger and grievance to someone. Thus, the English swear word is used as a means to insult or degrade someone. The third reason, people swear to achieve peer acceptance in a particular group. By swearing, the speakers wish to reflect their identity and union in a particular group (e.g: criminal). Thus, the English swear word is used as a means to achieve peer acceptance in a particular group. The last reason is people swear to give a force to their expression. In this context, the speakers swear with the purpose to express their feeling more specifically. They intend to stress their utterances by using the English swear words. Thus, the English swear word is used as a means to stress or emphasize the speaker's sentence.

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## The Students' News Writing Difficulties Based on Cognitive Process

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**Abstract.** The main problem of this research was “what are the students” news writing difficulties at the fourth semester of Grade E? And what are factors to influence the students’ news writing difficulties based on the cognitive process at the fourth semester of grade E? The objective was aimed to identify the students’ news writing difficulties at the fourth semester of Grade E and the factors influencing the students’ news writing difficulties based on the cognitive process at the fourth semester of Grade E. The subject was the students at the fourth semester which consists of twenty-two students. This research used Qualitative Research method. The data are gathered from observation, document (students’ news writings) and interview. The findings showed that there are two types of students writing difficulties in writing an news writing such as pre-writing and pre-drafting. The result revealed that there are nine students who are difficult in pre-writing, and there are twelve students who are difficult in pre-writing drafting. Pre-writing difficulties are like difficulty in getting the topic while pre-drafting difficulties are like difficulty in getting topic and organizing the news writing.

**Keywords:** Learning writing difficulties, News writing, Cognitive process

### Introduction

The design and use of five knowledge ideas, namely understanding of content, systems, processes, types of text (genre), and context, are more important than learning how to write. According to Hayland (2004: 27), learning to write entails employing a language known as a genre or style of text to try to accomplish a purpose while identifying the social context. Writing therefore emphasizes context of a meaningful scenario with its true aim in addition to accuracy and linguistic elements.

Students must read for basic knowledge in order to write news. It can help to comprehend the material which can be the topic of the news writing as their choice. After they decide one topic to be one news writing, they will start to construct the new idea from the reading. They take the keywords to develop their writing.

When discussing concept construction and writing development, it alludes to the way that the students start to formulate a strategy for news reporting. They must have in mind when designing the concepts of news writing that concentrate on the main idea and are pertinent to the subject of the news writing (Hayland, 2004). By having these qualities, the news writing is organized in a straightforward and logical manner with real proof or instances supporting the main idea. Additionally, it might occasionally be very difficult to digest the news writing. The difficulty is with the fundamental writing ability. The ability to write well

is seen as being challenging to learn. It means that to get news writing, the students need to master the grammatical rules and their immediacy in writing.

There are a few things to think about when teaching writing. According to Graves (2013), when teaching writing, teachers put the needs of the students before their own needs to impart knowledge. It is crucial for teachers to design a strategy to motivate students in a positive learning environment and engage them in order to properly teach certain topics.

Writing news articles in an EFL or ESL context is difficult. It presents certain challenges for EFL or ESL students. Most of the time, students find it challenging to select a theme for their news writing. For their news writing, the students must first select a theme from the lecture; for instance, they can choose the theme of education. It is simply the overarching idea, though. Then, they must select a specific educational subject, such as "The Changes of Indonesian Curriculum," as their choice.

The initial sentence must then be written as the core notion in order to build their news writing. They must read to gather information for the first sentence then attempt to draw a conclusion using their own words as the main idea. According to Morgan (2016), students struggle to start writing about the first idea or topic because they do not know where to put the thesis statement, which can be in the first or last sentence of the paragraph. They also struggle to consider the audience and purpose of the news writing because they are so worried about how they will come across in their writing.

Related to this, the students' thinking, ideas, and methods for creating their own news pieces are all influenced by the cognitive process. Because the cognitive process of writing requires long-term memory to keep knowledge, it reflects how we think and recall when we write news stories. The fundamental function of the brain is knowledge storage.

According to Flowers and Hayes (2010), the task environment, the writer's long-term memory, and the writing process are the three components that reflect the writing. The task environment is made up of everything that is outside the writer's control, beginning with the assignment or issue of rhetoric and eventually include the developing text itself. The writer has knowledge about the topic, the audience, and various writing plans stored in their long-term memory, which is the second component. The writing processes themselves are contained in the third component of our paradigm, specifically the fundamental procedures of planning, translating, and reviewing that are managed by a monitor. This process is known as a protocol (The Cognitive Process Model of the Composing Process). This suggests that the cognitive process occurred spontaneously.

There have been two studies on the writing process' cognitive components (Ece Sevgi, 2016; and Forough & Ali, 2016). The researchers discovered that the students had a common cognitive strategy and writing process for reporting news. However, they simply pay attention to the cognitive process involved in creating news writing and the caliber of the writing. The researcher is instead interested in examining the cognitive process from the perspective of writing challenges in news writing. In connection with this, the research will concentrate on a few indicators, including a) the teaching and learning process, b) content, and c) language.

The researcher comes to the conclusion that news writing, as one of the academic writing forms, has certain advantages for the students' learning based on the above rationale. According to Lauren (2008), writing news articles could assist students improve their writing abilities, sharpen their critical thinking skills, learn how to reference or cite sources in academic news articles, and choose a study topic. These advantages might help students understand the significance of news writing and encourage them to actively practice it. Therefore, based on the students' cognitive processes, the researcher would like to look into

the students' writing challenges when composing news stories. Therefore, this study will identify the students' news writing challenges based on their cognitive processes.

### **Method**

Site of this research refers to *Pendidikan Bahasa dan Sastra Indonesia/ Indonesian Language and Literature Education (PBSI) Study program*, PBSI Study program was chosen because in there is a subject called Writing subject that correlates with this study, where this study will analyze the writing difficulties based on the cognitive process in News writing. Writing subject is known as Writing for Academic Purpose, which learned about how to write News writing. The writing difficulties will be determined, and it is reflected in the cognitive process in writing a News writing (how the student's stages in writing a News writing). The participant of this research is PBSI Study program Students. It is chosen because they are in the fourth semester. It tends to take them because they learned about the News writing. This study takes Grade E. The total number of students is twenty-one students. Qualitative research was used in this study. Creswell (2014) defines qualitative research as a method for examining and comprehending the average in people or groups that explain a social or human issue. Because it examined the nature of classroom teaching and learning processes that were focused on writing difficulties in writing a news writing based on their cognitive process, this research of students' writing difficulties in writing a news writing based on the cognitive process is categorized as Qualitative research.

This study used a variety of tools to get the data, including interviews, documentation, and observation. The goal of the observation process is to observe the teaching and learning of academic writing, to document and interview students, to identify their writing challenges when composing news articles, and to understand their cognitive processes.

This study used data analysis based on Miles and Huberman's theory to examine the data. According to Miles and Huberman (2014), there are three fundamental approaches to data analysis: data reduction, data visualization, and conclusion.

### **Findings and Discussion**

#### **Students' News Writing Difficulties**

Pre-writing, drafting, and reviewing were the three stages of news writing. As a result, it can pinpoint their challenges at each stage of news writing. Pre-writing was one of the components. Nine of the pupils found it challenging. Because the lacked background knowledge on the subject, it was challenging for them to choose a topic for their news writing, and it was equally challenging for them to come up with an initial concept or strategy before they began to write.

Then, twenty-one students struggled with planning and drafting their papers. Because they had to hunt for the topic and the facts related to it, they had a difficult time organizing or arranging the news writing. Additionally, they were challenging to write the news writing paragraphs.

#### *Students' news writing difficulties based on the cognitive process*

This section outlined the reasons why the students had trouble composing news articles using the cognitive process. Finding out which aspects of students' cognitive processes (task environment, long-term memory, and writing process) may be contributing to their struggles with news writing is crucial (pre-writing, drafting and reviewing). The task context, long-term memory, and writing process are all part of the cognitive process of news writing (Flowers and Hayes, 2011). All of them will say the following:

##### *a) Task environment in writing a news writing*

The task environment, which also includes the teaching and learning process when writing for academic reasons, describes how the students gain knowledge about the topic and

audience before writing a news article. The lecturer explained the definition of argumentative news writing, the function of the text, and generic structure over the course of five meetings with some materials, including argumentative news writing, compare-contrast news writing, cause-effect writing, referencing, and paraphrasing in APA style sixth. In order to aid the students in grasping the materials, the lecturer employed common Indonesian vocabularies and good language structure. The instructor then broke the class into groups and instructed each group to carefully read the text. Each group was questioned by the lecturer regarding the significance of the news article's paragraph, and the students made an effort to recognize the general format of the various types of news writing. (Introduction, benefits, drawbacks, and conclusion). However, some students found it challenging to identify the news article's thesis statement, and they provided the professor with less comment when the lecturer asked about the article's substance. This is due to the fact that they have a basic understanding of news writing.

*b) Writers' Long-term memory*

The word "long-term memory" describes how the writer kept knowledge about a particular subject that was their own, as well as how the pupils had a plan for writing the news. As a consequence, it was discovered that the students who struggled with pre-writing brainstormed, had limited prior knowledge of the subject, chose their own topic that was connected to current events or phenomena as well as their own experiences, and read some publications on the subject. Nine students out of twenty-one found pre-writing challenging. They stated: "Before we start to write, we must ponder what should we write and it is not easy to establish the topic, thus we need to read a lot and grasp what subjects are appropriate for news reporting. The problem they experienced with this section was then demonstrated. The students' difficulties in prewriting and drafting were then discovered. Eleven students brainstormed the topic, and one student did not. They had prior knowledge of the subject, had read relevant articles, had chosen the topic independently, and the topic was connected to current events, phenomena, and personal experiences. Their claims that it is difficult to find a decent topic and that it is tough to write news articles with good sentences, syntax, sentence structure, and vocabulary are demonstrative of this. Their claims that it is difficult to find a decent topic and that it is tough to write news articles with good sentences, syntax, sentence structure, and vocabulary are demonstrative of this.

*c) Writing process*

*The students' difficulties in pre-writing (Planning)*

It was discovered that nine pupils had trouble prewriting distinct types of planning. They recorded the brainstorming in this section. These individuals were Responden(4), Responden(6), Responden(8), Responden(9), Responden(11), Responden(12), Responden(13), Responden(16), and Responden(17). Most of them performed quite well in terms of subject and point relevance during planning, but poorly in terms of topic elaboration and plan complexity. Most of them achieved good draft scores in the 77–100 range for news writing. Upon evaluation, it was found that they had good compositional organization, cohesiveness, grammar, vocabulary, punctuation, and spelling.

*The students difficulties in pre-writing (Planning) and drafting)*

Twelve pupils were found to be struggling with prewriting (planning) and drafting (translating). One student did not participate in the brainstorming whereas the other ten pupils participated. They recorded the brainstorming in this section. In alphabetical order, they were Responden(1), Responden(2), Responden(3), Responden(5), Responden(7), Responden(10), Responden(14), Responden(15), Responden(18), Responden(19), Responden(20), and Responden(21). In terms of planning, the majority of them performed poorly in terms of the topic's and points' relevance, but they performed better in terms of the

topic's and plans' complexity. Most of them had a sufficient but poor score in news writing, with scores ranging from 38 to 72.

Upon inspection, it was discovered that they had poor compositional organization, cohesiveness, grammar, vocabulary, and punctuation.

#### *Students' news writing difficulties*

The first task completed before starting to write is referred to as pre-writing. According to the statistics, it was evident that students who had trouble pre-writing had a hard time coming up with a theme for their news writing because they knew nothing about it. It was challenging for them to come up with their initial concept or plan before they sat down to write. It deals with what should be done beforehand and how students should start their news writing. Because students had to create sentences (the thesis statement in the introduction, the body of the paragraph, and the conclusion), use proper syntax, and expand their vocabulary, they had difficulty choosing a topic and organizing or arranging the news writing. All of these findings support Morgan's (2006) assertion that students struggle to start writing about their first idea or topic because they are unsure of where to put the thesis statement, which may appear in the opening or closing sentences of a paragraph. They also struggle to consider the audience and reader who will be reading their news writing as well as the purpose of the news writing, and they are frequently afraid of failing because of the way they express their ideas and feelings. In other words, the students face varying levels of difficulty at each stage of news writing. Additionally, their levels of writing expertise varied.

#### *Students' news writing difficulties based on the cognitive process*

Students have learnt about argumentative news writing, compare-and-contrast news writing, cause-and-effect news writing, and sixth-grade APA styles, it was discovered. Some of the pupils understood the topic throughout the lesson's meetings and materials, while other students struggled to understand it. The cause of this is that although some students pay attention and provide helpful criticism, the other students fail to pay attention and struggle to understand how to write news stories. On the basis of the topic they selected, the pupils also had a solid reading strategy. They seek for more details and concentrate on one kind of news writing to help them when coming up with ideas for the topic because they choose a subject on their own that is connected to current problems or phenomena as well as their own experiences. They also read some publications on the subject. After doing some initial thinking, the students compose a news article.

For the students who struggled with pre-drafting, it was challenging to come up with a topic, organize or arrange the news writing (writing the thesis statement in the introduction, body, and conclusion), and master grammar and vocabulary because they had to choose the topic and gather the necessary information. Because it pertains to how the students start their writing till they end their writing and news writing, every step of the writing process was crucial in relation to the students' writing challenges. Twelve students struggle with pre-writing and drafting, while nine students struggle with pre-writing. The fundamental issue is that they struggle to organize or write news because they lack proper language and vocabulary.

Based on the result, the data finding does not overall support the theory from Flowers and Hayes (2011) argue that there are three parts in reflecting the writing included task environment, writers' long term memory and writing process (planning, translating and reviewing). In fact, the researcher found something new that there are no students who are difficult in reviewing. The reason for this, because how the students can review their news writings, meanwhile they are difficult in drafting especially lack of grammar. It means that reviewing influenced by drafting. If the students who do not have difficulty in drafting, they will know how to review their news writings whether the news writing has good grammar

and so on. Besides, the students have two difficulties at the same time, when they write their news writing. The students are not only difficult in choosing the topic but also difficult in writing their own news writing, this case known as pre-writing and drafting.

### **Conclusion**

Based on the result of research, it can be concluded that students divided into two types of pre-writing and drafting. Pre-writing refers to the difficulty in getting the topic of the news writing and pre-drafting refers to the nature of teaching and learning process also topic and audience. Moreover, the cognitive process is the factors influencing the students writing difficulties in writing an news writing. Based on the data, a cognitive process which consists of the task environment, writers' long term memory and writing process (planning, translating and reviewing) can determine what types of difficulties in news writing ad it can influence the students in writing the news writing. In task environment, it can determine the students' understanding about the materials given by the lecturer, writer's long term memory determine the students' knowledge about the topic for their news writing and writing process can determine what types and parts in the stages of news writing which have problem or difficulties including planning and translating.

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## The Design of Multimedia in Storytelling

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**Abstract:** This study employed a qualitative approach. The goal of this development research includes two pieces of information: (1) the problem that needs to be solved and (2) the details of the model, problem, or technology that will be created to do so. The use of multimedia in English instruction is crucial for the teacher in assisting students in learning new concepts and language proficiency. The qualitative method was applied in this investigation. The research employed the Borg and Gall (2007) cycle for educational research and development, which is modified into five steps: (1) information collecting and research; (2) planning; (3) preliminary product development; (4) preliminary field testing; and (5) primary product revision. There are still plenty of fascinating debates that you could find interesting. There are still a lot of exciting conversations to be had, and it could be interesting to learn the reality of how multimedia is being used in English language instruction, particularly in storytelling. 30 pupils from *SMK Mitra Karya Mandiri Ketanggungan-Brebes* made up the participant data. It was completed in two weeks, from April 1 through April 16, 2022. 30 students from the tenth class participated in this study. The data collected are the most persuasive. The goal of this study, which the students carried out at *SMK Mitra Karya Mandiri Ketanggungan-Brebes in Central Java, Indonesia*, is to determine how multimedia is used throughout the first phases of English language instruction. The process used in this study is to develop and validate instructional goods. It is development research (R & D). The researcher gathered the literature review, gave out questionnaires to the students, and spoke with a teacher of English. The researcher first gave the students the questionnaires after compiling the literature review. Thirty students responded to the questionnaires. The study's findings demonstrate that digital storytelling can be used to teach narrative. The medium must serve a communicative objective and appeal to the students. Students are also enthusiastic about using digital storytelling to teach them about narrative. As a result, digital storytelling is made to support kids in developing their reading, speaking, listening, writing, and vocabulary skills.

**Keywords:** Development research, Multimedia, Storytelling

### Introduction

One of the most established subtypes of research nowadays is research development, sometimes known as research and development (R&D). One sort of research that can bridge the gap between fundamental and applied research is development research. Development, often known as research and development (R&D), is the process or series of actions used to create a new product or enhance an already existing one. The term "product" in this context refers to both hardware (books, modules, learning aids for

classrooms and laboratories) and software (programs for data processing, classroom learning, libraries, or laboratories, or models), as well as models. - education model, instruction, direction, assessment, management, etc.

According to Gay (1990), research and development (R&D) serve as a specific endeavor or strategy to develop a product that is effective for use in schools rather than to challenge theories. However, Borg and Gall (1983:772) define the term "plagiarism in business" as follows: Educational Research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

Richey and Nelson (1996) distinguish between two categories of development research, the first of which focuses on designing and evaluating a specific product or program with the intention of gaining an overview of the development process and researching the factors that support the program's implementation. The second area of inquiry was the evaluation of the earlier development program. This second type's goal is to provide an overview of efficient design and evaluation practices.

Considering the aforementioned viewpoints, it can be said that development research is a method used to create and assess educational products. Products made include media, questions, learning materials, teacher training resources, and learning management systems.

According to Akker (1999), the curriculum, technology and media, lessons and instructions, and didactic teacher education are the development characteristics that identify the goals of special development research in the field of education. So, the English teachers typically need multimedia. It will inspire the students. They could be interested in materials for studying English. They engage students' skills while also comprehending the material. They can also get learning inputs from specific media. Because they can enhance and support student learning, media are employed in classrooms. According to Rowntree (1974) and Trucker (1983), there are six purposes for media in education. It is possible to employ a wide range of media to support the lesson. Traditional teaching tools like board games and graphics are popular among some educators. But as technology has advanced recently, some educators are also using a digital platform to create new media. According to Barrett, 2006; Dreon, Kerper, & Landis, 2011; and Meadows, 2003, there is a significant shift happening among the younger generation, according to a growing body of literature on the effects of technology on learning and education.

According to Moeller, & Reitzes (2011), pupils of the twenty-first century alter their approach to learning. The roles of students and teachers will be drastically altered by student-centered learning. Students are more engaged and responsible learners in surroundings that are focused on them. They work to identify and pursue their individual academic and professional interests, and they create genuine, high-caliber work to showcase their learning. It implies that students' duties have altered dramatically.

The goal of development research typically includes two pieces of information: the problem that needs to be solved and the details of the model, learning, issue, or gadget that will be created to address the problem. The formulation of a problem for development research is sound as long as these two elements are included. One may say that the goal of development research is to assist in making decisions on the creation of a product and the developer's capacity to produce items of this nature in the future.

## Method

This study employed a qualitative approach. The instructional design approach developed by Kemp Isman (2011) and the cycle of educational research and development by Gall, Gall, and Borg were both modified by the researcher. To conduct this research, the researcher also goes through a number of processes known as the R&D cycle. *SMK Mitra Karya Mandiri Ketanggungan* as one of Brebes's public schools hosted the research. The subject of this research and development includes two subjects. The first subject is the validator, which consists of two material and media expert lecturers and two English teachers to assess the product results. The second subject is tenth grade student of *SMK Mitra Karya Mandiri Ketanggungan-Brebes*, which consists of 30 students learning using Multimedia in storytelling based on a scientific approach.

Data from surveys and interviews, both qualitative and quantitative, were used to examine the data. Data from the research were assessed using quantitative data analysis, along with some information that was presented as qualitative data analysis and data from early field testing. The findings from the library study were identified, and a strong framework for the research was developed based on the underlying theory and the principles of design development.

The research will use a questionnaire to gather information based on the interests and skills of the pupils. The participant data from 30 students are the most convincing data collection. Three open questions and seven closed questions total. The presentation includes the findings from classifying their responses. By gathering information, the researcher can accurately gather data. Discussing the suggestion in a specific manner and conducting comparisons can assist in getting the data researcher into production.

## Findings and Discussion

Researcher did the research at *SMK Mitra Karya Mandiri Ketanggungan-Brebes*. It was done in two weeks, on 1<sup>st</sup> April 2022 until 16<sup>th</sup> April 2022. The participants of this research were 30 students from the tenth class. The researcher first gave the students the questionnaires after compiling the literature review. After the data was gathered, students were given questionnaires to complete. As correspondents, there are 30 students present. Tables 1 and 2 include the questionnaire's results.

Table 1. Learners' Questionnaire Summary

No	Statement	Percentage	
		Yes	No
1	I learned everything I could about a narrative text from this.	100 percent	
2	I have access to digital/technology	100 percent	
3	My teacher mostly employs digital media in the learning narrative.	100 percent	
4	I want to learn how to tell stories utilizing digital media.	87 percent	13 percent
5	Do you believe using digital media will aid in your learning of narrative?	100 percent	
6	Do you have any experience with digital storytelling?	93 percent	7 percent
7	Do you have any experience using digital storytelling tools?	100 percent	

In the even semester, students in the seventh grade studied narrative text. Access to technology and digital media is simple. They occasionally dislike studying narrative literature. However, 87 percent of pupils are interested in following it when using digital storytelling tools. For the 13% of students who don't want to use digital storytelling. Nevertheless, they want to learn it from the 93% of students who said they did. Digital storytelling is used to enhance learning. When asked closed and open questions about their knowledge of narrative utilizing a digital storytelling system, they were looking for the 7% of students who do not comprehend this subject.

Other questions that reflect their opinions about digital storytelling can be derived from asked closed and open questions. The purpose of this study is to learn what they think about narrative learning, the components of digital storytelling, and their own narrative expertise. Based on the survey's findings from the opening illustration of the supporting details in digital storytelling.

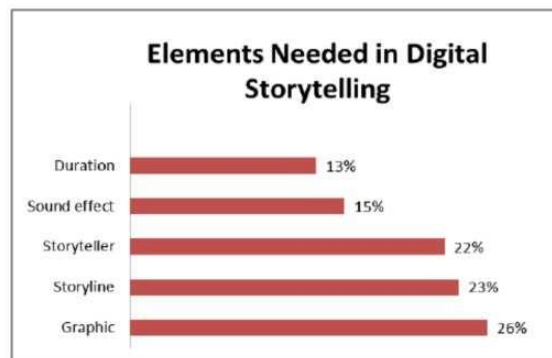


Figure 1. Digital Storytelling Components

In the graph above the top chart, three categories—the third storyteller (23 percent) and the second storyteller (26 percent)—show the highest percentage by far (22 percent ). It demonstrates that students view the third factor as being essential to digital storytelling because other information from various categories, such as sound effects (15 percent) and duration, are less necessary (13 percent). The activity that students enjoy in a narrative text with storytelling is depicted in the following image.

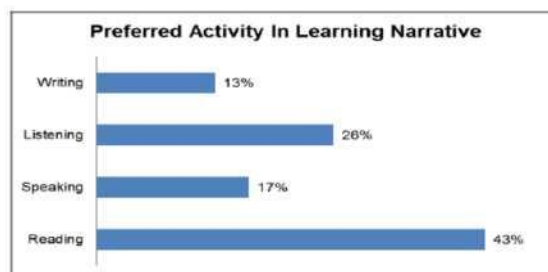


Figure 2: Learning Narrative Activities

The majority of students prefer reading as the primary activity (43 percent ). Speaking (17 percent), listening (26 percent) and writing (13 percent) are the next three activities (13 percent ). The researcher would use the two most important categories—reading and listening—when creating the exercises. The following graph details the knowledge that students should be expected to learn.

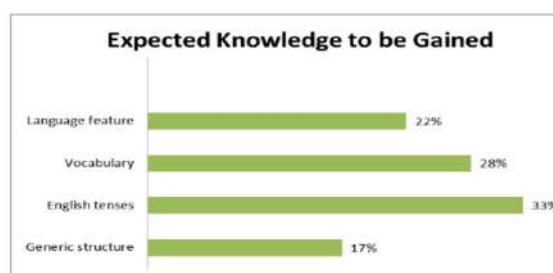


Figure 3: Knowledge that should be Acquired through Learning Narrative

The last question on this survey is about knowledge. The findings of the data collected show that 33 percent of students learn about English tenses. In English, narrative text makes use of it. Data and classifications demonstrate that vocabulary (28 percent) and language elements (22 percent), as well as general narrative structure (17 percent).

After distributing the questionnaire, the researcher had an interview with an English teacher to ask the question. The researcher is now conducting the semi-structured interview. The interview consists of seven questions, and the teacher's narrative text is used as the basis for the conversation. In the even semester, it returns. The information was distributed to the students in accordance with the academic program. However, when the material is implemented using standard techniques. Teachers frequently employ conventional techniques like role-plays or riddles. However, it incorporates digital media into the teaching process in some classrooms. In this narrative learning activity, there are various moving pictures that will catch their attention, specifically videos or films. With the digital storytelling technique, the teacher makes use of instructional technologies. Students' reactions to following the plot in this way have been incredibly positive. Most people are enthused and focus on storytelling activities. However, the teacher has found that using digital storytelling media as a warm-up tool in the classroom works better. The instructor will continue to include digital storytelling into his teaching methods even though he does not support using it as the main instructional medium in the classroom.

### ***Initial Product Development***

The learning medium is developed further by the researchers in this study. At this point, the researcher creates worksheets for the students and a lesson plan (Registered Pension Plan). In digital storytelling learning, a summary of this learning data appears in the teacher's manual. Based on the fundamental skills listed on the students' worksheets, a desire to study English, particularly reading and listening abilities, develops.

After creating the objectives, overarching objectives, and themes, the researcher creates a media design. Digital storytelling is used in this course to blend narrative text and narrative art. This research demonstrates how to load narrative stories as audio, video, and image files. Digital storytelling has been used to study seven different aspects, including point of view, dramatic questions, emotional content, sound, soundtrack power, economy, and tempo (Robin, 2008). Students can better understand the plot of narrative texts with the aid of this digital storytelling. Scripts and graphics are uploaded to the Powtoon website. The Powtoon application is an online-based animation video tool that is relatively easy and can be used by teachers. The outcome of YouTube uploads of digital media follows. There are already subtitles and a full guide. And the instructor makes use of this as a manual for teaching digital storytelling.

According to Majid (2008), LKS refers to sheets of paper containing assignments for students. It usually has instructions to work on the problem. The LKS design is used to create the research material. Additionally, there is supplemental information for studying digital storytelling. Based on the findings and the data she had obtained, the researcher created an activity plan. A few students preferred reading assignments. This information is derived from the survey's findings. They favor activities above reading and listening. Reading and listening exercises make up the series of exercises employed in the design.

### ***Evaluation Comments***

Two specialists and one English teacher provided feedback on the lesson plans and worksheets, and the researcher then gave the correspondents questionnaires to complete. There are three open questions and seven closed questions in total. The evaluation will be very beneficial for creating new courses. According to the statistics, it can be said that this evaluation is just the start and needs to be worked upon. What information and data are appropriate for student narrative learning can be found here. Correspondence in teaching in the classroom is also based on experience and expertise.

Table 2. Data from Medium Evaluation Questionnaires (Close-Ended)

No	Statement	Amount of Agreement				
		1	2	3	4	5
1	The intended medium has already been used Students' needs	0	0	50 percent	50 percent	0
2	The media were created to be in line with the curriculum at the school	0	0	0	100 percent	0
3	The media that was created was communicative	0	50 percent	0	50 percent	0
4	The media's duration is appropriate for a lesson in a classroom.	0	0	33,3 percent	66,6 percent	0
5	The created media is intriguing	0	0	0	100 percent	0
6	The story components that were covered by the media	0	0	0	100 percent	0
7	The media's material is appropriate for instructing narrative	0	0	33,4 percent	66,6 percent	0

According to this evidence, all design media are effective and adhere to story learning. Despite the fact that the media is already communicating, the journalist claims that it is performing a monologue. Content and learning are suited for classroom activities, and teachers can teach students compelling narratives using a digital storytelling system. It is based on the suggestions and opinions of related learning media. They also list the media's advantages and disadvantages. The following table, which is based on an evaluation created by the correspondent, explains the effectiveness and medium of digital storytelling.

Table 3. Shows Information about the Media's Strengths and Flaws.

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. The studio is clear; the transition from one slide to the next is good, and the pictures are very clear;</li> <li>2. The duration is appropriate for a brainstorming session</li> <li>3. The material is interesting for a brainstorming session;</li> <li>4. Designed media is interesting</li> <li>5. The story has promoted local culture in learning English</li> </ol>	<ol style="list-style-type: none"> <li>1. Less communication occurs during instruction, and monologue performances are more common.</li> <li>2. Before beginning the story, check the sentences. There are no exercises or activities to help students recognize the text's generic structure, and there isn't a voice heard at the beginning of any sentences.</li> </ol>

### ***Product Revision – Main***

According to the data, the correspondents gave a good review of the media presentation, and the questions are more stimulating for brainstorming exercises. Even though there are still issues, it appears even better. When students first start writing narratives, they still have a lot of errors, such missing punctuation. The researcher did, however, offer editing for their writing flaws.

The majority of those surveyed concurred that the media is appropriate for teaching English through narrative materials. One respondent did note one recording, though, where the voice and spoken narration required work. There are several incomplete sentences, the loudness fluctuates, and the voice is unclear. In addition, certain statements are more powerful than others. Articles like "the" and "an" are less obvious from the recording. A fresh recording was made from a number of existing issues, including narrative annotations to take it into consideration. It aids in the replacement of less volume-consistent recordings. The majority of respondents provided positive feedback on this issue, stating that the content was appropriate for students. Some commenters advise the author to include a generic structure native. Students will have a deeper understanding of narrative literature in this manner. "Write the main structure of the story using your sentences," is additional content. It seeks to help students comprehend the structure of narrative texts more fully based on this question. Additionally, it teaches kids how to rewrite a story using the appropriate tense.

### ***The Public Representation***

Making object models in 3D and 2D on a computer is a process known as modeling. The model may take the shape of living or inanimate objects. for representations of living things like people, animals, or plants, automobiles, houses, dolls, and other inanimate objects. The scale and dimension of the design/model must correspond to the object, and the model must have all necessary details. As a result, the object model will be appealing, pleasing to the eye, and preset, making it appear ideal and even more ideal.



Figure 4. Modeling

Texturing is the act of constructing and providing the prior object model with color and materials (textures). It will offer the genuine object. A 3D/2D object's imprint brings texture and material to life. A good texture gives a picture or image more personality. It is created using 3D software programs like Maya, 3ds Max, and others. Additionally, digital image programs like Photoshop, PotoPaint, or Gimp are used.



Figure 5. Texturing

The process of creating picture animation on a model is called animation. Usually, it involves movement. a motion that enables the item or model to move realistically. Additionally, a camera shift might cause the image to animate while moving. Typically, these make use of flythrough or walkthrough animations.

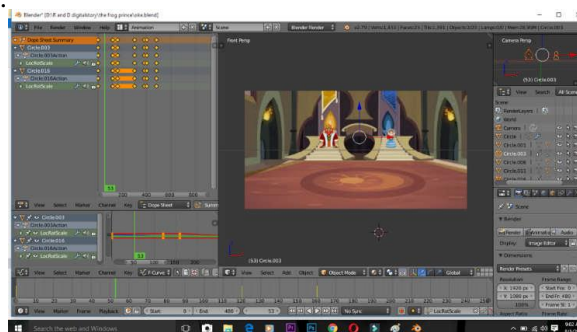


Figure 6. Drawing in

The ultimate step in all prior computer-based animation modeling is rendering. Modeling, animation, texturing, and lighting with precise specifications lead to the finished product. An output that has been translated into Indonesian will be the final layout. Typically, it is a picture or a video.



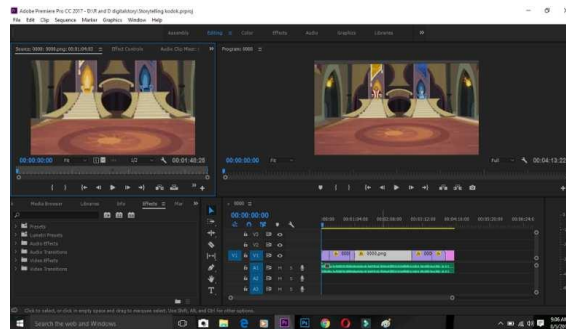


Figure 7. The Rendering Process

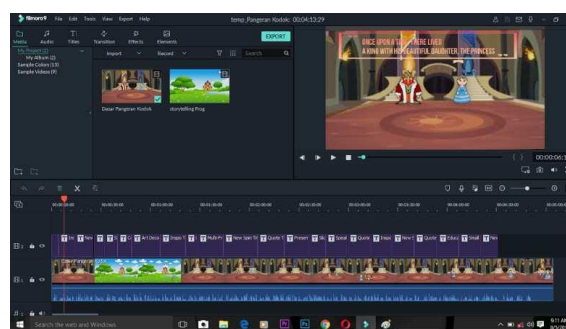


Figure 8. Shows How Animated Text is Provided.

## Discussion

Based on the data, it could be concluded that the usage of digital storytelling is seen favorably. They were able to interactively tell stories. According to the data collected and the findings of the interviews, multimedia storytelling was a tool that aids in education. When completing the digital storytelling challenge, the students reported that they could repeat the voice-recording portion phrase by sentence. Stories employing multimedia, according to Kuforiji & Williams (2011), showed that using multimedia in the classroom is enjoyable. Effective English learning was made possible.

Students learn more effectively when reading stories in English. According to Afrilyasanti & Basthomi (2011), participatory storytelling in the classroom is simple to implement. The majority of students are aware of how to use Corel VideoStudio when making digital storytelling. Digital storytelling, according to Lee (2014), is an engaging method of language instruction that is simple to apply to speaking. It might inspire students to pursue English learning outside of the classroom.

According to Ariffin (2010), sharing experiences is a key component of the usefulness of multimedia storytelling. A history of visuals is therefore a technology that can aid in effective teaching. Students will be encouraged by their teacher to learn more about multimedia technologies. Additionally, they will interact with their classmates more when sharing. They will become more active thanks to this active mindset. They can learn more independently thanks to the application.

Additionally, it took additional time for the teacher to integrate the storytelling integration file to the narrative text framework since she discovered a number of potential barriers.

Students utilize sketches and photos to tell stories visually here. It aids students who may struggle to comprehend a concept before reading the course material and helps students who need further assistance. Piotrowski and Reason (2000) Using cutting-edge photo data and graphing technologies, the images and illustrations in the visual storytelling phase can motivate students to learn more. It facilitates creation. Additionally, a laptop or computer speeds up video rendering. With a powerful CPU, it is worthwhile to use.

The kind of media that children need for narrative learning—storytelling media with bits—produces exceptional results. The narrative text's structural components are all finished. These are common language constructions, English tenses, and generic structures. One responder mentioned that this typically involves a monologue of performance even though the respondent who delivered the medium was communicative. Digital storytelling media that includes lengthy multimedia and narrative video content are ideal for use as classroom teaching aids. The respondents also concurred that narrative texts are utilized in the classroom to teach storytelling.

In this study, learning materials are created through storytelling, especially for junior high school students. The researcher incorporates fundamental theories using a framework. It is the learning design model and the educational development cycle. The lowest cycle of design development is the instructional design model. In order to produce an engaging and appropriate digital storytelling, it was necessary to incorporate narrative into learning as well as the roughly seven elements of digital storytelling (Göbel, Rodrigues, et al., 2009; Sweeney-Burt, 2014).

The study's findings supported the notion that students were enthusiastic about the use of incisive stories in the classroom. It works for narrative teaching since it is much more fascinating and aids in their comprehension of the subject. Similar to what Kim (2014) and Menezes (2012) stated, these authors contend that digital storytelling engages students in the learning process and increases their baseline knowledge.

In this study, researchers analyzed digital storytelling media and teacher guides and created and added lessons and exercises to teacher guide booklets. According to the evaluation's findings, the exercise media promoted narrative learning. Several correspondents, however, made improvements to the recordings and proposed include tasks in the teacher's manual. They also suggested that subtitles be added to digital storytelling so that students might use them when responding to queries about narrative texts in class.

In terms of digital media presentation, YouTube is a media for researcher. The Teacher's Guide also makes use of links that may be downloaded easily from YouTube in both printed and digital form. Additionally, the researcher integrated subtitles that recognize the solutions to the exercises.

## **Conclusion**

Digital storytelling is a powerful tool for fostering an environment conducive to online learning that is founded on constructivist ideas. With an integrated learning strategy using digital media, it transforms students into learners. Moreover, a framework that can be applied on many levels.

This study makes use of a digital storytelling product in an e-learning environment. Twelve storytelling aspects and five levels make up this product; as you advance, each aspect gets better. Digital storytelling will be used to further this product's development. With the help of this technology, schooling can use the learning system much better. The future of this research will center on how digital storytelling can engage students and significantly improve subsequent learning. It demonstrates that the E-Learning Digital

Storytelling framework will continue to be developed and validated in subsequent research projects.

### **Acknowledgement**

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## Nursing Students' Motivation in Online English Learning during COVID-19 Pandemic

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**Abstract.** COVID-19 pandemic has presented an enormous challenge to Indonesian education system, that is a sudden shift to online learning for all levels of education. This unplanned change may bring an impact on students' learning motivation, either positively or negatively. A study examining students' learning motivation while studying from home, hence, is needed. This research was conducted to find out the motivation of nursing students of Pelita Harapan University Tangerang in English online learning during COVID-19 pandemic. Total amount of the population was 236 students. To determine the sample, convenience sampling technique was applied, resulting in 150 respondents, which was around 63% of the total population. The data were collected using a likert-scale questionnaire. The results of this study showed that nursing students' intrinsic motivation was on moderate level with the mean score of 3.49, while their extrinsic motivation was considered high with the mean score of 3.84. Thus, the nursing students at one private university in Tangerang had higher extrinsic motivation than intrinsic motivation. This study also figured out students' moderate level of amotivation with the mean score of 3.57. It indicated that there were several elements causing students to be demotivated in learning. These results are expected to provide an overview of nursing students' motivation and to serve as an evaluation for enhancing the quality of future learning.

**Keywords:** Nursing, Motivation, English, Online Learning, COVID-19 Pandemic

### Introduction

COVID-19 is an infectious disease caused by SARS-CoV-2 with the possible symptoms of fever, cough, tiredness, and shortness of breath. Due to the rapid transmission, this disease has become a serious threat to the world over the past two years. In Indonesia, COVID-19 has spread rapidly with a total of 6.031.636 cases as of April 2022, placing the country to be ranked 18<sup>th</sup> worldwide (Indonesian Ministry of Health, 2022). This chaotic situation forced the government to limit public activities, which then triggering a sway in various sectors including education.

Referring to the Ministry of Education and Culture on 24 March 2020 issued Circular Number 4 of 2020 on the implementation of education policy amidst COVID-19 outbreak, teaching and learning activities at all levels must be switched to online methods to anticipate the spread of the virus (Indonesian Ministry of Education and Culture, 2020). Stern (2018) perceives online learning as a form of distance learning with no direct contact between teachers and students. Its implementation requires the help of electronic devices

and various technologies such as e-mail, videos, websites, application, and so on. It is worth noting that this new learning approach applies to all subjects; and English is no exception. As an international language that connects many countries in the world, English becomes important medium for people to enrich knowledge, optimize competences, and advance future career. Given the importance, it is taught formally in Indonesia at almost all levels of education (Nishanti, 2018).

According to a survey conducted by UNESCO (2020), more than 60 million schools' meeting in Indonesia were temporarily switched to online learning due to COVID-19, and the shift is certainly not without challenges. Many studies revealed that students faced some obstacles since 'study at home' program was applied, the most common of which were the lack of internet access and the adequate devices for virtual meetings (Baticulon, et al., 2021; Efriana, 2021; Valizadeh, 2021). Internal factor like motivation was also reported to be one of the challenges during online learning.

According to Ahmad (2021), motivation is a psychological process to achieve certain goals that becomes substantial influence in determining one's success. When students are highly motivated, they are more likely to encounter defiance and persist with arduous assignments, resulting in outstanding achievements. This is to say that motivation is a dynamic aspect driving certain behaviors to the accomplishment of a goal. The behavior or action shown is very dependent on the motives that one has. It may be stimulated by external factors, but it may also grow from within a person. In the context of learning, motivation certainly has an important position in achieving learning objectives. The existence of motivation will provide enthusiasm so that students know the direction of their learning. Teacher, therefore, plays a significant role in optimizing students' learning motivation.

Interestingly, several studies found that student motivation in Indonesian higher education was unstable during this pandemic. As explained by Gustiani (2020) in her research, several students in English Department of the Sriwijaya Polytechnic were fond of online learning as it pushed them to learn independently with various digital platforms. Some other students, however, were not into it due to external problems such as an unstable internet network or a sudden power outage that distracted their focus. The same result was obtained by Islam and Putri (2021) that some students were motivated to study online, and some were not. Some liked the new learning environment and the startling new technological devices, while some were demotivated by limited socialization with classmates, boring instructional process, and inadequate infrastructure. From the two studies above, it appears that there are still many shortcomings in the implementation of online English learning during pandemic, which affects students' learning motivation. Stakeholders need to consider these findings before determining steps, for the sake of effective online learning in the future.

Nursing students at Pelita Harapan University also experience online English learning since COVID-19 emerges. Digital media such as video, quizzes, discussion forum, zoom, and google meet are utilized to improve their fluency, especially in listening and speaking skills. This is a must do to optimize the language intake that will enable students establishing good therapeutic relationships with foreign patients. During the pedagogical process, nursing students' motivation plays a crucial role in determining how much the input comes in and how successful they will be in learning English. Study examining nursing students' motivation in online English learning, hence, is needed for an evaluation. This research seeks to find out the motivation level of nursing students at one private university in Tangerang and the higher type of motivation among them during English online learning in COVID-19 pandemic era. The research questions of this study are:

1. What is the motivation level of nursing students at one private university in Tangerang in English online learning during COVID-19 Pandemic?
2. What type of motivation is the higher among nursing students at one private university in in Tangerang in English online learning during COVID-19 Pandemic?

The results of this study are expected to provide information to readers and educational practitioners about the motivation level of nursing students in learning English virtually and the most dominant types of motivation among them. This is most urgently needed to assist the educators increasing English learning excellence in the future.

### ***Learning Motivation***

According to Filgona et al. (2020) motivation is an internal drive that encourages a person to obtain particular goals. In line with this, Brophy (as cited in Hartnett, 2019) defines motivation as “a theoretical construct related to the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (p.3). Motivation and learning are intrinsically closely related and influence each other. As mentioned by Schunk et al. (2014), motivation is rooted in a person's cognitive and affective processes, where it can either support or hinder the person to continue learning. The higher the motivation, the more efforts one will make, and the greater the learning outcomes obtained. The success of learning is therefore greatly dependent on students' motivation level. In case of English learning, motivation significantly affect students' mastery and proficiency (Wang, 2006). Greater acquisition will take place as they possess high motivation to be more engaged in learning activities. Oktiani (2017) adds that motivation is a force coming from inside, encouraging individuals to take actions and to evolve enthusiasm toward certain things. In brief, learning motivation is the overall psychological driving force within a person that encourages enthusiasm, ensures continuity, and provides direction for one's learning activities in order to attain a goal.

### ***Types of Motivation***

There are generally two types of learning motivation. The first is what comes from within or commonly referred to as intrinsic motivation. This type of motivation is driven by inner satisfaction and not influenced by monetary rewards, values, or other external factors (Morris, C.G. & Maisto, 2002). The stronger the intrinsic motivation that a person has, the more likely he is to show strong behavior to achieve goals. Mahadi & Jafari (2012) further elaborate that intrinsic motivation arises because of one's interests toward something which then spark their courage and willingness to make a move. For instance, students with high intrinsic motivation of learning English feel excited to continue to practice speaking English and consider what they are doing is enjoyable.

On the contrary, extrinsic motivation emerges as individual grows desire of getting a reward or gift, whether it is a compliment, acknowledgement, money, or awards. Doing tasks to avoid punishment is also categorized as extrinsic motivation. To put it in other words, this type of motivation drives a person to do something not for his own satisfaction, but for achieving something in return or avoiding unpleasant thing (Harmer, 2001; Harnett, 2016; Saville-Troike, 2006). Meanwhile, amotivation is a situation where students do not have either intrinsic or extrinsic motivation. This will pop up if students have an aversion to learning or achieving a goal. As explained by Deci & Ryan (2002), amotivation is a motivational nuisance characterized by the absence of initiative and personal autonomy where one does not possess either intrinsic or extrinsic motives for involvement.



### ***Online Learning***

Online learning is an educational method where learning is done virtually using internet, electronic devices, and digital platforms to support knowledge acquisition, independent learning, and real-life learning experiences (Ally, 2008; Ngampornchai, A., & Adams, 2016; Suartama, 2014). In addition to technology, online learning is characterized by sustainable innovations such as video conference using digital platforms; interactive learning media of pictures, writings, videos, which students can access anytime and anywhere; and gamification approach to increase students' motivation (Marini, 2020; Putra, et al, 2019)

Online learning has several advantages over conventional learning. First, it trains students' independence to learn on their own through various media and sources that have been prepared by the teacher. By learning independently, students can deepen their comprehension and hone their skills in operating advanced learning applications. Second, online learning allows students to learn anywhere and anytime, as it can run only by turning on a mobile phone, laptop, or computer. Without proper preparation, nevertheless, online learning may bring up some challenges such as the lack of interaction between students and teachers, the disruption of students' focus, unstable network especially for students living in remote area, and the teachers' difficulties in assessing students' behavior due to lack of supervision (Dhull & Sakshi, 2017; Yuhanna & Kachik, 2020)

### ***English for Nursing Students***

English proficiency is obligatory for nurses. As Chichirez & Purcarea (2018) states, health sector always emphasizes communication across ethnolinguistics and cultural communities to ensure that the relationships with patients, patient's families, visitors, and fellow staff are well established. Nursing students, hence, need to evolve their English skills to be able to build good relationships with foreign patients.

In Indonesia, there is no official stipulation regulating how and when English for nursing should be taught to prospective nurses. Some health educational institutes set it as mandatory course, but some choose to make it only as an optional elective course. The teaching time also varies, in which some institutions decide to teach English at the beginning of semester, and others are in the middle to the end of semester. The materials, topics, language expressions used are usually prepared by the teacher, and adapted to the needs of students. In addition, the learning content must also be engaging so students can eagerly learn English and cope with the lesson (Coman, et al., 2020). The examples of topics in English for Nursing courses are bedside handover, checking vital signs, breaking bad news, pre-operative care, and drug administration.

## **Method**

### ***Research Design***

This research was quantitative in nature. It refers to the research method involving numerical data, which is then processed using statistical working formulas, and is derived from operationalized variables with a certain measuring scale (Indrawan, Rully & Yaniawati, 2017). This method was chosen as it was in accordance with the research objective, which was to examine the motivation level of nursing students during online English learning and the most common type of motivation among the students. The results of this study were presented descriptively. The population of this research encompassed 236 second-year students of Nursing faculty at Pelita Harapan University, Tangerang. The sample of this study was determined using a convenience sampling technique based on readiness and availability of respondents (Solimun, & Fernandes, 2018). To determine the

sample size, Slovin's formula was applied, resulting in 150 number of respondents. This population was selected as they have completed three compulsory English courses in the faculty, which are General English, English for Nursing, and Academic English. The courses were given in three different semesters and were taught online due to the COVID-19 pandemic.

### ***Instrument***

The data in this study were collected using likert-scale questionnaire. According to Sugiyono (2013), a questionnaire is a data collection technique with a set of questions posed to respondents or research targets. The questionnaire alone was developed from Gardner's questionnaire of Attitude/Motivation Test Battery and the Concordia University Online Learning Questionnaire. Both questionnaires were selected because of its detailed statements and suitability with the objectives of this study. Both have also been involved in many previous studies. The questionnaire of this study consisted of 23 statements, with the following details: 7 statements were related to amotivation, 7 statements were related to the intrinsic motivation and 9 statements were related to extrinsic motivation. Each statement was made on a Likert scale of 1 to 5 with a choice of answers: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. On negative statements, the choice switched into; 5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree, 1 = strongly agree.

Before this questionnaire was distributed, it was tested on 30 students who would not be re-involved as the research sample. For 30 respondents, the expected  $r$  table was 0.361. The statement was hence considered valid if  $r$  count  $>$  0.361. The objective of validity test is to see whether the questionnaire really measures what the researchers aim to. On the other hand, reliability test is to find out the consistency of answers in each statement. The expected *Cronbach's Alpha* value for 30 respondents is 0.6, so the statement was reliable if the *Cronbach's Alpha* value was greater than 0.6.

### ***Procedures***

To collect the data, the researchers prepared informed consent, research explanations, and questionnaire in *google form* to be distributed to respondents. Since the data collection was carried out through the online system, the researchers shared the questionnaire link to students' *whatsapp* group. The data were then processed using univariate analysis which examines variable separately. To determine nursing students' level of motivation, the researchers referred to the criteria proposed by Salamat et al. (2018) below:

Table 1. Standard of Mean

<b>Mean Range</b>	<b>Interpretation</b>
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

### **Findings and Discussion**

This chapter describes the results of data analysis to find out the level of motivation of nursing students in online English learning and what type of motivation is the highest among students. On intrinsic motivation, the results are as follows:

Table 2. Intrinsic Motivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	I do not mind communicating online in English	3.53	Moderate
2	I feel comfortable composing English essay on a computer in an online learning environment.	3.41	Moderate
3	When I am studying English, I ignore distractions and pay attention to my task.	3.61	Moderate
4	I believe that learning remotely using internet is more motivating than a regular English course.	3.04	Moderate
5	I possess sufficient computer skills for doing online English assignment.	3.61	Moderate
6	As a student, I enjoy working independently.	3.68	High
7	I am not only interested in reading the handout given by my lecturers, but also other English texts such as newspapers, magazines, and research paper for my university study.	3.55	Moderate
	<b>Total</b>	<b>3.49</b>	<b>Moderate</b>

As shown in the table, almost all the statements of intrinsic motivation turn to be in moderate category. The total average of intrinsic motivation reaches 3.49, meaning that the respondents are quite intrinsically motivated. The first statement (*I do not mind communicating online in English*) gained a score of 3.53, signifying that most of the students are moderately motivated to speak English in online classes. The second statement (*I feel comfortable composing an English essay on a computer in an online learning environment*) gets a slightly lower score than the first statement, which is 3.41, indicating that most respondents are quite comfortable with essay writing assignments during sudden shift to online learning, and that it is enough to excite the spirit of learning in them. Furthermore, the third statement (*When I am studying English, I ignore distractions and pay attention to my task*) and fifth statement (*I possess sufficient computer skills for doing online English assignment*) obtain a score of 3.61. This score is quite high, but insufficient to be included in the 'high motivation' category. Regarding this, researchers assume that some nursing students may still struggle to neglect interferences and keep their focus on learning English virtually. Some of them also feel to be not proficient enough to operate technology. Meanwhile, the fourth statement (*I believe that learning remotely using the internet is more motivating than a regular English course*) gets the lowest score (3.04) among all statements of intrinsic motivation, depicting how many students are more personally motivated to have face-to-face English class rather than online. Unlike the fourth statement, the sixth statement (*as a student, I enjoy working independently*) gets a score of 3.68, which is the highest score for intrinsic motivation's statements. In English online learning, students are indeed required to be more independent, without relying heavily on lecturers. They are asked to learn certain subjects by reading books, listening to video explanations provided by the lecturers, and looking for various other additional

sources of learning without assistance or with limited assistance from others. High score in sixth statement that some nursing students have gained the sense of independent learning during the pandemic. The last statement of intrinsic motivation (*I am not only interested in reading the handout given by my lecturers, but also other English texts such as newspapers, magazines, and research paper for my university study*) is categorized as 'moderate' with a score of 3.55. This signals that nursing students have enough urge to find and read other handouts other than those provided by the lecturers.

The analysis on extrinsic motivation shows slightly different results into the bargain:

Table 3. Extrinsic Motivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	When I have a problem understanding something in my English class, I always ask my lecturer for help.	3.09	Moderate
2	I am able to manage my study time effectively and easily complete English assignments on time.	3.87	High
3	I can easily access the internet to study English.	4.06	High
4	I can ask my lecturers questions and receive a quick response outside the online English class.	3.65	Moderate
5	I can collaborate with other students outside the online English class.	3.99	High
6	Learning English is beneficial for traveling abroad.	4.35	High
7	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	4.00	High
8	I believe a complete English course can be given by the Internet without difficulty.	3.77	High
9	I am motivated by the material in an Internet activity outside of English class.	3.84	High
	<b>Total</b>	<b>3.84</b>	<b>High</b>

In table 3, it appears that statement one (*When I have a problem of understanding something in my English class, I always ask my lecturer for help*) is at a moderate level with a score of 3.09. This score is the lowest of all statements on extrinsic motivation, reflecting students' adequate motivation are to ask the lecturer when they have difficulty understanding the learning materials. The second statement (*I am able to manage my study time effectively and easily complete English assignments on time*), conversely, gets a score of 3.87 which is quite high. Most of the students are thus greatly motivated to do the given English online assignments that they can finish it on time. Similarly, the third statement (*I can easily access the internet to study English*) achieves a high score, which is 4.06. This means that most students are connected to the internet as a source of learning support. The fourth statement (*I can ask my lecturers questions and receive a quick response outside the online English class*) is in 'moderate' category with the score of 3.65, denoting sufficient

accessibility and response latency of the English lecturers outside the online class. The next statement (*I can collaborate with other students outside the online English class*) is at a high level with a score of 3.99. This signifies that even without being face-to-face, nursing students can still work together outside of online English classes. Additionally, the sixth statement on extrinsic motivation (*learning English is beneficial for traveling abroad*) achieves the highest score of all statements, which is 4.35. Almost all respondents seem to believe in the usefulness of English for traveling abroad. This may be one of the credence encouraging them to study English during COVID-19 pandemic. A high score is also found in the seventh statement (*Studying English enables me to behave like native English speakers: e.g: accent, using English expressions*), with a score of 4.00. Meanwhile, the last two statements on extrinsic motivation are in the high category, with a relatively thin score difference. The eighth statement (*I believe a complete English course can be given by the internet without difficulty*) attain a score of 3.77, portraying nursing students' belief that no technical problems will occur in full online English learning. Statement nine (*I am motivated by the materials in an internet activity outside of English class*) gets a score of 3.84, so it appears that students are highly motivated to learn English from the materials they get with the help of internet. Overall, the extrinsic motivation of nursing students in learning English online is considered high, with a score of 3.84. In addition to intrinsic and extrinsic motivation, the researchers also attempt to examine nursing students' level of amotivation to find out the potential factors hindering them to study English optimally during sudden switch to remote learning. The results are represented below:

Table 4. Amotivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	My environment is not conducive for English online learning	3.21	Moderate
2	I am not really knowledgeable in using computer technologies, so I am not really comfortable in learning English online.	3.73	High
3	I often run out of quota in the midst of my English study, and it really distracts my attention.	3.58	Moderate
4	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.	3.61	Moderate
5	I do not really enjoy online English class due to the limited interaction with my lecturer and classmates.	3.81	High
6	I do not have stable internet connection, so I feel that I cannot learn optimally in English online class.	3.46	Moderate
7	I often have problem with my gadgets, so it decreases my motivation in online English learning.	3.59	Moderate
	<b>Total</b>	<b>3.57</b>	<b>Moderate</b>

The first statement (*my environment is not conducive for English online learning*) is in moderate category with the score of 3.21. This means that students' environment is moderately conducive for English online learning. Some distractions may emerge, but not to the point that it really interferes with the students' learning process. The second statement (*I am not really knowledgeable in using computer technologies, so I am not really comfortable in learning English online*) surprisingly gets a high score of 3.73, denoting students' high discomfort in online English learning due to their lack of technological skills. The third and the fourth statements of amotivation appear to be in moderate category, with a slight difference in scores. The score of the third statement (*I often run of quota in the midst of my English study, and it really distracts my attention*) is 3.58 and the fourth statement (*I tend to give up and not pay attention when I do not understand my English teacher's explanation of something*) is 3.61. This indirectly signals that there are still some nursing students facing disturbances such as sudden running out of quota and difficulty of growing motivation in their learning process. The score of the fifth statement (*I do not really enjoy online English class due to the limited interaction with my lecturer and classmates*) is also quite surprising that it reaches 3.81. It is thus obvious that nursing students are highly fond of limitless interactions with peers and lecturer that they do not really feel comfortable with restricted meetings in online learning. Next, the sixth statement (*I do not have stable internet connection, so I feel that I cannot learn optimally in English online class*) is in the moderate category with the score of 3.46. This means that students have quite stable internet connection for them to learn English virtually. The last statement of amotivation (*I often have problem with my gadgets, so it decreases my motivation in online English learning*) attain the score of 3.59, depicting how students quite often get technical problems with their gadgets that it slowly decreases their learning motivation. In total, the average score of amotivation is 3.57. Based on the total score, it can be concluded that nursing students are a bit unmotivated to learn English in online environment.

The total average for the three types of motivation can be seen in the table below:

Table 5. The Average of Three Types of Motivation

Types of Motivation	Mean	Level
Intrinsic	3.49	Moderate
Extrinsic	3.84	High
Amotivation	3.57	Moderate

### Discussions

From the analysis, it appears that extrinsic motivation is the highest type of motivation among nursing students at a private university in Tangerang, with a total average of 3.84. The fact that the students were extrinsically instead of intrinsically motivated was a bit surprising. Rather than self-efficacy, attributions, or high interest, their motivation was driven from the outside things such as the easily accessible internet that facilitates their learning process; desire to be able to speak English with native speakers' accents; group work with friends outside of online class hours; and being eligible to travel abroad. Amotivation was in the second position with a total average of 3.57, and intrinsic motivation was the last one with a total average of 3.49. Further studies are needed to examine why nursing students at a private university in Tangerang have low intrinsic motivation in English online learning.

As the results implied, the level of nursing students' intrinsic motivation in online English learning during COVID-19 pandemic was moderate. They were quite motivated to speak

English, compose essays, ignore distractions that arise during study, learn virtually, operate learning technology, study independently, and look for additional learning materials outside of what has been given by the lecturer. This finding was agreed upon the previous study done by Emaliana (2015) where the intrinsic motivation of university students in learning English was not too high. Some students admitted that their level of understanding was still lacking. They also felt that they lack mastery of linguistic features such as grammar and vocabulary, making them unconfident to speak and write in English.

Similar results were also obtained by Farihah & Umamah (2021) who examined the motivation level of non-English students at a private university in Malang, that the level of students' intrinsic motivation was classified as moderate. They claimed to be quite able to maintain their focus to stay motivated in learning English during pandemic. That was done by conceptualizing their learning methods, trying to be consistent in achieving their goals, using free time to learn English from social media on YouTube, podcasts, spotify, etc, and holding discussions with classmates.

Contrarily, Erniyati & Putra (2022) found that non-English department students' intrinsic motivation in learning English online was higher than their extrinsic motivation. Most students agreed that English is now substantial to master as it can help them achieving their dream job. Moreover, intrinsically motivated students are often associated with better classroom performance due to high eagerness and willingness to study new materials. Yulistianti (2016) argues that teaching methods play an important role in shaping and encouraging students' intrinsic motivation. In English online learning, thus, lecturers should design a variety of activities that meet the diverse needs of students and provide opportunities for all students to hone their different abilities. Oetari et al. (2021) further explains that lecturers can also maximize the use of technology in the learning process to increase students' learning motivation during pandemic. Online learning requires supporting facilities such as the internet, online platforms, computers, and various other devices. Good use of facilities will maximize the material presented and the function of existing facilities. Lecturers may create animated media using special software so that English learning is easier to understand and attract students' interest.

In addition, this study found that the students' extrinsic motivation level was in the high category with a score of 3.84. Most of the students were highly capable to access internet for their study needs, complete assignments on time, find additional material independently, and cooperate well with classmates. External factors that strongly support online learning absolutely have a positive influence on student learning motivation. On top of that, most students were motivated to learn English because of their conviction that English is useful for traveling abroad and their desire to speak like native speakers. They also strongly believe that English can be fully taught online, without any difficulties. This finding contrasts with what Fadhilah (2019) found in her study that half of the Hangtuh Tanjung Pinang STIKES students who became respondents had low extrinsic motivation. Most of them studied English because they wanted to impress other students in the class.

Meanwhile, Rahman et al. (2019) figured out that the extrinsic motivation of students in the library science study program at Tanjungpura University was high. The most influencing factor for students' motivation was their wish to be able to speak with foreigners fluently and get high grades in English class. Student motivation was also influenced by the teacher and the learning methods used in the classroom. The debate regarding which motivation is more important, between intrinsic motivation and extrinsic motivation, does happen some time ago. Stated by Deci and Ryan (2000), several studies mentioned that intrinsic motivation is more valuable than extrinsic motivation. Similarly, Hedges et al. (2013) convey that "students motivated by extrinsic factors are more likely to

resort to 'surface' or 'rote' learning which is, in-turn, associated with lower academic achievement" (p.3). If the external factors that motivate the students disappear, they can automatically lose their enthusiasm for learning. Contrarily, those with higher intrinsic motivation, may "produce qualitatively structured outcomes (i.e. more meaningful work demonstrating understanding)" (p.3).

This argument, however, was refuted with other studies finding out that intrinsic and extrinsic motivation can collaborate well to enhance learning (Jovanovic, D. & Matejevic, 2014; Kasyulita, 2019; Oletic, 2014). Deci et al. (2001) have also reconsidered their self-determination theory which initially ruled out extrinsic motivation. Their new finding reveals that extrinsically motivated behavior can be self-sufficient if internalization occurs. Internalization is the process of returning certain values and making it one's own. When the process is running faultlessly, individuals will change the externally regulated extrinsic motivation to internally regulated extrinsic motivation by consolidating its regulations and values into their self-awareness.

Beside the decent level of motivation, the analysis also disclosed the moderate level of students' amotivation (3.57), indicating that challenges do exist during the English online learning process. The biggest ones seemed coming from students' insecurity for not being knowledgeable in operating computer technologies and inconvenience for having limited interaction with lecturer and classmates. In accordance with this, Mahyoob (2020) discovered that obstacles faced by students at Taibah University in English online learning were related to network problem and lack of digital skills. The need for Internet access that increased dramatically during pandemic often made the internet network unstable and disrupted. Consequently, students had difficulties in accessing online lessons, downloading materials, and doing the online exam. Some also found it hard to open the online exams via mobile phone since the format did not suit their device. Along with that, some students acknowledged to lack of digital skills, particularly in operating online learning equipment, tools, and systems.

Izra (2021) in her study also gained similar results that technical problems such as lack of availability of learning facilities and poor quality of network are frequently an obstacle to the implementation of online learning, especially for those living in countryside. Some students also felt that conventional learning was more motivating than online learning because they could have face-to-face interaction with their teachers and classmates. While in online learning, interaction did occur, but it was very limited that students feel dissatisfied and less than optimal to discuss the assignments. The challenges faced by students were reported to decrease students' motivation in the learning process. This finding can also be an evaluation for teachers that COVID-19 is still a big challenge for education. Several steps that might be taken to increase students' motivation and quality of online English learning are upgrading internet connectivity; conducting training for students regarding the operation of applications used; identifying and supporting those who are left behind with different teaching methods. Furthermore, along with the decreasing number of COVID-19 cases, the application of blended learning can be considered. Blended learning allows students to meet face-to-face with their colleagues and teachers, despite the minimum intensity.

## **Conclusions**

To sum up, this study was conducted to determine the level of motivation and the highest type of motivation among nursing students in online English learning during the COVID-19 pandemic. The analysis found that students had a moderate level of intrinsic motivation with a mean score of 3.49. This implied that nursing students were motivated enough to



speak English; write papers; operate applications and learning tools; study independently; and seek additional materials in an online environment. Their intrinsic motivation was also quite capable of helping them maintaining their concentration and ignoring distractions.

In contrast, the level of extrinsic motivation of nursing students was high with a mean score of 3.84. This meant that students' external factors really supported the online learning process that it highly motivated them to learn. Other external factors which boost nursing students' motivation were the usefulness of English for going abroad and the students' urge to speak with the accent of native speakers.

Despite the good level of motivation, several things turned to quite demotivate nursing students. Two of the highest were students' lack of digital skills and limited interaction with lecturers and classmates. Further research needs to be done to determine the factors influencing the motivation of nursing students in learning English online.

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# The Effectiveness of Using myenglishstep and sumber.belajar.kemdikbud.go.id in Composing Descriptive

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**Abstract.** This study investigates how effective using myenglishstep and sumber.belajar.kemdikbud.go.id 7th grade students in composing descriptive text at SMP Negeri 42 Semarang. The writer used a quantitative method. There 2 as experimental classes which is using myenglishstep and sumber.belajar.kemdikbud.go.id. The result of the study is that there is correlation between myenglishstep and sumber.belajar.kemdikbud.go.id in composing descriptive text for 7th grade students. The objective is to discover which show is more viable than the two models when connected in learning to compose descriptive writings in course 7 junior high school. Based on the calculation of the normal increment, the student's last test normal score in the test course 1 of 87.230, where's the normal esteem of the student's last test in the test course 2 of 80.50. There's a distinction in esteem of 6.73 between experimental lesson 1 and exploratory lesson 2. So, it can be concluded that class Experiment 1 is more successful than test course 2. On the other hand, It can be seen that the normal beginning test score was 79,961 and the normal last test score was 87,230.

**Keywords:** Myenglishstep.com, Sumber.belajar.kemdikbud.go.id, Composing descriptive text.

## Introduction

Communication systems are more sophisticated and complicated in the development of information. It is probably to be some clash of ideas and thoughts among individuals, groups, and countries. These complexities make people get their evolution to be smarter in conveying information. For instance, computer technology performs many sophisticated programs in which they make it easier to do some activities. It is related to “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior”(Communication Definition & Meaning,2022 )

Needless to say, information is everything for people in the end. Consequently, people have to master the development of information on the sides of life so that technology and science development can be easily achieved and followed well. The master of languages is then a necessity. Language is a tool of technology and science development, and also a center of world information in use. That is why people take time to learn a language. Because information is language and language is information, it is not a surprise if Jaya Suprana said ‘has a master of a world in language’. It indicates that language is very vital in world people intercourse. Moreover it seems so close among people in relation to others. Then people have to master language by stressing language skills. “A systematic means of

communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (Merriam-Webster, <https://www.merriam-webster.com/dictionary/language>, 2022.) Besides that, language components should be also taken so that they are able to use it well.

English is an international language that is used as a tool to convey ideas and thoughts in global communication. In fact, English is one of the languages used by many countries in communicating messages to each other. On the other side, the media is talking about science, technology, culture, and so on. So, English is almost taught in all countries' development in which they will take part in the global environment.

Indonesia is also developing which responds to the global environment so that English begins to be taught from elementary school to a higher education. It has been taught since kindergarten.

In curriculum 2013, teaching and learning based on the texts. Texts can convey the information. There are 2 texts namely, spoken and written. There are 5 genre texts in SMP; they are descriptive text, procedure text, recount text, recount text and narrative text. The writer will focus on descriptive text; it refers to how to describe things, places, people and animals.

Written skill is on the basic competence 4.4 syllabus for 7th grade students junior high school are able to compose describing people, describing places, describing animals related to social function, generic structure and language feature correctly and contextually.

The writer supports junior high school students with the evidence by using myenglishstep and sumber.belajar.kemdikbud.go.id in composing descriptive text, English is concerned in four English skills. They are listening, speaking, reading, and writing. Therefore, students should achieve four English skills. In the study the writer will be concerned with writing, especially descriptive text. Although writing has been taught since the first semester, in the writer's opinion the result is not satisfying. Many students have troubles when they should express their ideas and create their opinion in written form. Hence, it is important for the writer to know the effectiveness of using myenglishstep and sumber.belajar.kemdikbud.go.id. in composing descriptive text for seventh grade students at SMP Negeri 42 Semarang. Therefore, the focus will be on The Effectiveness of Using myenglishstep and sumber.belajar.kemdikbud.go.id in Composing Descriptive Text for Seventh Grade Students at SMP Negeri 42 Semarang.

### **myenglishstep**

“myenglishstep has been developed by Google site and user can access using link which suited using bit.ly. It is one of the products of State Jakarta University's research. It has three levels : 7th grade, 8th grade and 9th grade. Each level has 8 lessons. On the other hand, each grade provides 8 basic competences” (<https://www.myenglishstep.com/>)

This content management system integrated other applications such as live worksheet, quizzes, bamboozle, Google form, Google spreadsheet, etc. It provides four language skills: listening, speaking, reading and writing. It is very interesting because it is a friendly user. Especially at 7th level, there are 8 lessons and on the 5 lessons till 8 lesson students will learn about descriptive and song.

They can watch a video about description then they can do assignments and exercises on certain applications. The writer wants to know how effectiveness is using myenglishstep and sumber.belajar.kemdikbud.go.id increase 7th grade students achievement in the final English Exam.

### **sumber.belajar.kemdikbud.go.id**

Government provides an E-material learning based web which has been filled by all Indonesian teachers. Students can register using Google accounts then they can access E-material learning as they want (Kemdikbud, 2021).

### 1 Definition of Writing

In principle, to write means to try to produce written messages. Before we write, we need to determine what to write, we should have something meaningful to convey. To put forward our messages successfully, we apply a number of writing strategies as stated by Bram:

“The results of structural equation modeling (SEM) revealed that the three components of writing self-efficacy, linguistic, self-regulatory, and performance self-efficacy, significantly predicted summary writing performance ((Afshin Khafi, 2022))”.

Writing is actually nothing when it deals with a child who concentrates on shaping individual letters. It will be quite different when we watch a college student sitting quietly in front of his table and trying hard to express his ideas, experiences, thoughts and feelings which may be purposeful in the form of written language. In this case writing does not only mean shaping letters and then composing into words, words into sentences but also concerns how to make a right sentence, so that the reader understands exactly what the writer tries to convey through his writing.

Meanwhile, Byrne (1993, p. 1) stated when we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.

Moreover, Byrne explained that the symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be “writing” if we are merely making lists of words, as an inventory of items such as shopping lists.

Tarigan (1986) stated that writing skill can be started with composing words into sentences so that the writer’s messages can be understood by the reader. According to Bereton in Yuni (2005, p. 14), any piece of writing is always somebody (the writer) saying something (the text/sentence) to somebody else (the reader).

Like speech, which is considered as the primary means of communication where writing is also a means of communication where written form is used to express the writer’s purpose.

### **Types of Writing**

The followings are types of writing stated in <http://library.thinkquest.org/jou1156/writing%20types/writingtypes.htm>:

#### 1 Expository

“Expository texts represent reality in a logical-scientific way. They often consist of written language and nonverbal graphic representations, such as tables and graphs, each conveying some of the text meanings (Kress & van Leeuwen, 2006)”. “Expository texts are prevalent in the academic world and the educational system, and are challenging at all levels of education (Berman & Nir, 2009)”.

Expository writing is a paper or paragraph that gives information. There are many variations, including the following:

Process uses step-by-step organization to explain how something happens, works, or is done. Cause and Effect identifies the cause and/or effects of something and examines the relationship between causes and effects. Problem to Solution examines aspects of a complex problem and explores or proposes possible solutions. Compare and Contrast

examines similarities and differences to find relationships and draw conclusions. Building a Hypothesis uses patterns of facts to offer explanations or predictions and then tests the hypothesis. Definition defines an unfamiliar term using details and examples.

## 2. Descriptive

Descriptive writing is a paper or paragraph that creates vivid description, uses sensory details, creates mood, develops a character, and describes an event.

## 3 Narrative

Narrative writing is a paper or paragraph that tells or narrates a story. It can be based on fact, on imagination, or a combination. Narrative writing is a simple, natural form of writing in which the author relates an incident.

## 4 Persuasive

Persuasive writing is a paper or paragraph that is a more specific type than an explanatory paragraph. It attempts to persuade readers to accept the logic behind an opinion or to adopt the opinion as their own.

### **Objectives**

The objectives of the study of the research are as follows:

1. describing the effectiveness myenglishstep in composing descriptive text for 7th grade students at SMP Negeri 42 Semarang.
2. describing the effectiveness sumber.belajar.kemdikbud.go.id in composing descriptive text for 7th grade students at SMP Negeri 42 Semarang.
3. comparing the effectiveness myenglishstep and sumber.belajar.kemdikbud.go.id in composing a descriptive text for 7th grade students at SMP Negeri 42 Semarang.

### **Method**

Methodology is a set of methods used in a particular area of activities (Hornby, 1995, p. 734). Methodology of the research here means a set of methods used to investigate the objectives of the study. There are seven main parts discussed in this chapter. Those are type of the research, subject of the study, instrument of the research, technique of data collection, and technique of data analysis.

#### 1 Type of the Research

In this research, the writer will use a quasi-experimental method.

This is a quantitative study that compares classes Experiment 1 and Experiment 2, which are constructed using myenglishstep model treatment and sumber.belajar.kemdikbud.go.id model therapy, respectively. This study used a quasi-experimental approach. In research, quasi-experimental procedures are used.

This is a study approach that contrasts two models, myenglishstep and sumber.belajar.kemdikbud.go.id models, when they are applied to two experimental classes. The effectiveness of using myenglishstep model and sumber.belajar.kemdikbud.go.id model may be shown, as well as a comparison of the two methods' effectiveness. This study's experiment aims to improve students' capacity to write a descriptive text by focusing on content, organization, vocabulary, syntax, and mechanics.

A non-equivalent control group design was adopted in the quasi-research (Sugiyono 2010: 116). There are three stages to a non-equivalent control group design: pre-test, treatment, and post-test. The experimental and control groups were not picked at random. Experiment class 1 serves as a control for Experiment 2, and Experiment class 2 serves as a control for Experiment 1.

Experiment 1 receives treatment using myenglishstep paradigm, while Experiment 2 receives treatment using sumber.belajar.kemdikbud.go.id. Below is an explanation of the chart.



Experiment Class 1	R	O1	X1	O2
Experiment Class 2	R	O3	X2	O4

R : Respondents

O1 : pre-test, test on experimental class 1 respondents (before treatment)

O2 : pre-test, test on experimental class 2 respondents (before treatment)

O3 : post-test, test on experimental class 1 respondents (after treatment)

O4 : post-test, test on experimental class 2 respondents (after treatment)

X1 : the treatment given to the respondents in the experimental class 1, namely *myenglishstep* model in learning to compose a descriptive text

X2 : the treatment given to the respondents in the experimental class 2, namely *sumber.belajar.kemdikbud.go.id* model in learning to compose descriptive text

The writer can see the treatment achievement X1 can be known from  $X1 = O2 - O1$ , the treatment achievement X2 can be seen from  $X2 = O4 - O3$

## Subjects of the Study

### 1. Population

The population of this research is all 7th grade students at SMP Negeri 42 Semarang.

### 2. Sample

According to Arikunto (1996, p. 117), a sample is a part of the object or population that should be researched. If the subjects are less than 100, it is better to take all the subjects of the population. However, if the subjects are large in number, a researcher can take it ranging from 10%-15% or 20%-25%. A sample that will be used in this research is 25% of the population so that the number of samples is 34 7thA grade students and 34 7th grade students. Sample research is research that is only part of the population to be investigated.

### Variable in research

The capacity to produce variable descriptive text is the dependent variable in this study, whereas the independent factors are *myenglishstep* models and *sumber.belajar.kemdikbud.go.id* models. The dependent variable is the observed/measured variable as a result of the independent variables' manipulation (Sudjana and Ibrahim 2007:19), whereas the independent variable is a variable that researchers purposefully change (Sudjana and Ibrahim 2007:19).

Variable with a Bound (Dependent Variable) Composition of Textual Descriptive

**The ability to write a descriptive text is the research's dependent variable.**

One of the skills required of SMP curriculum 2013 7th grade students is the ability to compose a descriptive text. Students were able to produce a descriptive text based on the assessment criteria, which included paying attention to content, organization, vocabulary, syntax, and mechanics.

An action test in the form of a descriptive text product is used to measure this variable. If the average value per facet assessment (content, organization, vocabulary, syntax, and mechanics) and final grades increase from the pretest to the post-test, this is an indicator of achievement. The t-test then reveals that sig. (2-tailed) 0.05 or sig level is significant. A difference of 5% indicates a considerable difference.

### **myenglishstep Model: (Independent Variable)**

The *myenglishstep* paradigm is one that emphasizes the importance of considering and discussing a topic. *myenglishstep* method is thought to be appropriate for learning to write a descriptive text in this study. When writing a descriptive text, this model plays a role in overcoming problems (content, organization, vocabulary, syntax, and mechanics) through

descriptive text. (a) At the stage of prewriting, prewriting is (b) Write your topic in the center of a blank piece of paper and draw a circle around it. (c) Write any ideas that come into your mind about the topic in circles around the main circle. (d) Connect these ideas to the center word with a line. (e) Think about each of your new ideas, and then connect them. (f) Repeat this process until you run out of ideas than the writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise. The students can pre-write, write and revise, of the things that will be written into descriptive text based on the video that has been shown ; (a) at the stage of writing, you are ready for the next step in the writing process: writing your paragraph. When you write the first draft of your paragraph, use the ideas you generated from prewriting as a guide. The students can write individually of the things that will be written into descriptive text based on the video, during the writing stage, students can identify and correct flaws in the descriptive text based on the outcomes of the conversation.(b) at the stage of revision, it is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. In a descriptive text, set down the thoughts you've gathered. Then, alongside their classmates, students can discuss topics such as content, organization, vocabulary, syntax and mechanics of descriptive texts

The following are some of the outcomes of using this model: (a) at the stage of pre-writing, The t-test can be used to determine the effectiveness of myenglishstep model variables.  $X_1 = O_2 - O_1$  shows changes in the efficacy of the myenglishstep data model treatment.

The treatment using myenglishstep strategy is regarded to be effective if the average value increases from  $O_1 - O_2$  Students can come up with their own ideas for what will be written in the book.

**Variable that is not controlled (Independent Variable) is an acronym that stands for "sumber.belajar.kemdikbud.go.id." Model**

The sumber.belajar.kemdikbud.go.id paradigm is similar to the myenglishstep model in that it emphasizes the process of thinking alone and doing exercises on a topic. However, in this scenario, there are also many audio materials so the students listen to different kinds of things and material visual means that students can watch the video about things such as bags, sweaters and so on. Finally there are tests to know students' understanding then the writer gives them google docs link so the students will compose the thing such as what is it? What color is it? What is it made of? and so on. The writer can offer feedback in google docs. sumber.belajar.kemdikbud.go.id media is also regarded as acceptable learning to construct descriptive texts in this study because it helps with problem solving (content, organization, vocabulary, syntax, and mechanics) when putting together the descriptive text.

The t-test can be used to determine the effectiveness of sumber.belajar.kemdikbud.go.id model variables. From  $X_2 = O_4 - O_3$ , the effectiveness of sumber.belajar.kemdikbud.go.id data model treatment has changed.

The treatment with the sumber.belajar.kemdikbud.go.id strategy is regarded to be effective if the average value of  $O_3 - O_4$  increases.

In this study, the writer will use pretest and posttest and SPSS version 16 application as the instrument to get the data. It will be in the score of the result pre and posttest and SPSS version 16 application support to compare average experimental class and control class.

#### **Technique of Data Collection**

In this study, the data was collected using a test and technique non-test method. To determine the product students' ability to create descriptive paragraphs, the product action test technique is applied. Non-test technique was employed to determine the process of learning to construct a descriptive text utilizing the myenglishstep. According to the grammar of each

model, experimental class 1 has myenglishstep model and experimental class 2 has sumber.belajar.kemdikbud.go.id media.

### **Test Technique.**

The act of creating an explanation paragraph was used as the test technique. The purpose of the test is to see if the respondent can write a descriptive text.

### **Test**

In the experimental classes 1 and 2, the initial treatment was carried out before the treatment. After treating experimental class 1 with the model myenglishstep and experimental class 2 with the model sumber.belajar.kemdikbud.go.id, the final test was conducted.

The results of the experimental class 1 and experimental class 2 pre-test and post-tests were corrected according to the assessment guidelines per assessment aspect (content, organization, vocabulary, syntax, and mechanics) so that the score per aspect and the number of respondents could be calculated. The results of the pre-test and post-tests of experimental classes 1 and 2 were then subjected to a t-test using the SPSS application to determine the efficacy of myenglishstep tools, the efficacy of the sumber.belajar.kemdikbud.go.id model, and the efficacy of myenglishstep model versus sumber.belajar.kemdikbud.go.id.

### **Non Test Technique**

Techniques for collecting data that are not tested, such as observation and documentation.

When the treatment employs myenglishstep model and sumber.belajar.kemdikbud.go.id paradigm, photo documentation, films of the learning process, and Explanatory material for experimental class 1 and experimental class 2, as well as a learning implementation plan (RPP) and the results of the initial and final assessments.

### **Observation**

In the experimental classes 1 and 2, observational data collecting approaches were utilized to collect data on the learning process in producing descriptive texts. Observation data gathering procedures are data that help compile the descriptive text with quantitative data. Giving the student's back number, then observing the learning process, and writing the outcomes of the observations on the sheet observation by checking in accordance with the observation guidelines that have been planned are all part of the observation technique. Following the collection of observational data, the results are computed using the formula that has been defined, and then categorized according to the categories that have been established.

One individual was in charge of the observations. When employing myenglishstep paradigm and sumber.belajar.kemdikbud.go.id model, observations were made. Structured observation was utilized as the method of observation.

### **Findings and Discussion**

These studies became carried out in schools, particularly SMP Negeri 42 Semarang in elegance 7thA as experimental elegance 1 and 7thC because of experimental elegance 2. Experimental elegance 1 receives myenglishstep in gaining knowledge of to compose descriptive texts and experimental elegance 2 get hold of the remedy of sumber.belajar.kemdikbud.go.id version in gaining knowledge of to compose texts descriptive.

The purpose of this study was to determine the effectiveness of thought-speech. As well as learning to write and myenglishstep texts Difference in the effectiveness of the two models in the two experimental classes of learning Compile a series of descriptive using the formula for the mean difference (t-test) SPSS version 16 application support.

**Analytical pre-requisite testing.**

Prerequisite Test Analysis Analysis to support the general or non-normal and non-homogeneous variant of data distribution through general testing and homogeneous testing. This is the most common type of homogeneity and homogeneity of basic test data for the Xperimen Class 1 and Xperimen 2 Class. Test Prerequisite Analysis For more information, please refer to the Member Pre-Terms.

General examination A general test was performed to determine if the data were normally distributed. The data analyzed are basic test data for Experimental Class 1 and Experimental Class 2. If the significance obtained from the calculations using the SPSS application is greater than the Sig level, the average test is usually distributed. 5% or 0.05. This section discusses general test results based on basic test data for descriptive class compilation skills for Experimental Class 1 and Experimental Class 2. The results can be seen from the test in the normalization table of the SPSS, Kolmogorov-Smirnov test. The general test table for basic data on descriptive text compilation skills is as follows.

**Homogeneous test**

Homogeneous testing was performed to find data from different variants Homogeneous or not. The homogeneous test was performed based on the basic test scores of the class Experiment 1 and Experimental Class 2. Testing for homogeneity before treatment (when tested Basic) Determining the experimental class 1 and class average balance Experiment 2. The homogeneous test comes from a homogeneous variant if significantly higher than the level obtained from the calculations using the SPSS application Sig. 5% or 0.05. Based on the basic test data, skills were acquired to compile an explanatory text 79.961 Experimental Class 1 Average Results and Experimental Class 2 Value By 75.5. This section discusses the results of the homogeneous test based on the test data Commencement of Experimental Class 1 and Class Explanation Text Compilation Skills Experiment 2. Results can be seen from the test table on the homogeneity of the variations SPSS, Levene Statistics. Basic data homogeneity test on text writing skills Explain as follows.

Table 1. General Test Results of the Basic Data Compilation Descriptive Text.

<b>Data</b>	<b>Signif icant</b>	<b>Result</b>	<b>Information</b>
Experimental class 1	0,200	<i>Sig.</i> >0, 05	data is normally distributed
Experimental class 2	0,200	<i>Sig.</i> >0, 05	data is normally distributed

Based on the table, Sig obtained basic test data for Experimental Class 1. = 0.200> 0.05 level, then the data is normally distributed and Ho is accepted. Furthermore, Sig obtained 2 basic test data from the experimental class. = 0.200> 0.05 level, Ho is then accepted as the data is also normally distributed.

Table 2. Homogeneous test results of basic data compiling descriptive text

<b>Data</b>	<b>Levene Statistic</b>	<b>Signif icant</b>	<b>Result</b>	<b>Information</b>
Pre Test	2,026	0,130	<i>Sig.</i> >0, 05	The information comes from the change that homogeneous

Based on the table, experimental class 1 and basic test data for class Experiment 2 has a Levine statistic of 2.026, obtaining *Zig.* = 0.130> *Zig* level. 0.05, then the data comes from a homogeneous variant which accepts Ho.

**Effectiveness of the myenglishstep model in learning writing essays Descriptive Text**

In this subsection, the learning process of compiling a descriptive text is explained Using learning outcomes for myenglishstep format and text writing Description using myenglishstep model in Research Class 1.

**Composing descriptive texts using the learning process model myenglishstep**

The learning process of compiling descriptive text using myenglisgstep can be determined through the sentence of the myenglishstep model, prewriting, writing and revised. Thus, what is observed, Including seriousness, activism and positive feedback as well as responsibility.

Within myenglishstep show, the reality viewpoint is gotten from understudy activities when 1) analyzing recordings of description things, record vital things from recordings of characteristic things individually, and think approximately the things that will be composed into the informative content individually (prewriting, 2) compose an informative content based on thoughts from the video things such as purse broadcast and trade conclusions with friends groups on substance, organization, lexicon, dialect utilize, and mechanics (in talk organize), and 3) compose an informative content to adjust mistakes regarding content, organization, vocabulary, synthax, mechanics found after discussion (at the composing arrange).

Moreover, the dynamic perspective is obtained from understudy exercises when discussing with a bunch of companions to trade thoughts or adjust mistakes related to content, organization, vocabulary, syntax, and mechanics (at the conversation stage). The positive reaction viewpoint is obtained from understudy exercises who reply to the teacher's questions or react to the teacher's questions fittingly, among others, appearing to agree or oppose this idea (at the conversation organization). The angle of duty is obtained from understudy exercises when collecting informative content comes about (at the composing arrange).

The viability of learning to compose illustrative content can be seen from the results observation. This was done to discover that the sentence structure of myenglishstep is truly tiring learning to compose illustrative content on group 7thC understudies of SMP Negeri 42 Semarang (descriptive course 1). The following presented the comes about of perceptions based on perceptions from analysts.

Table 3. Rate of Language structure Perception Comes about myenglishstep Show

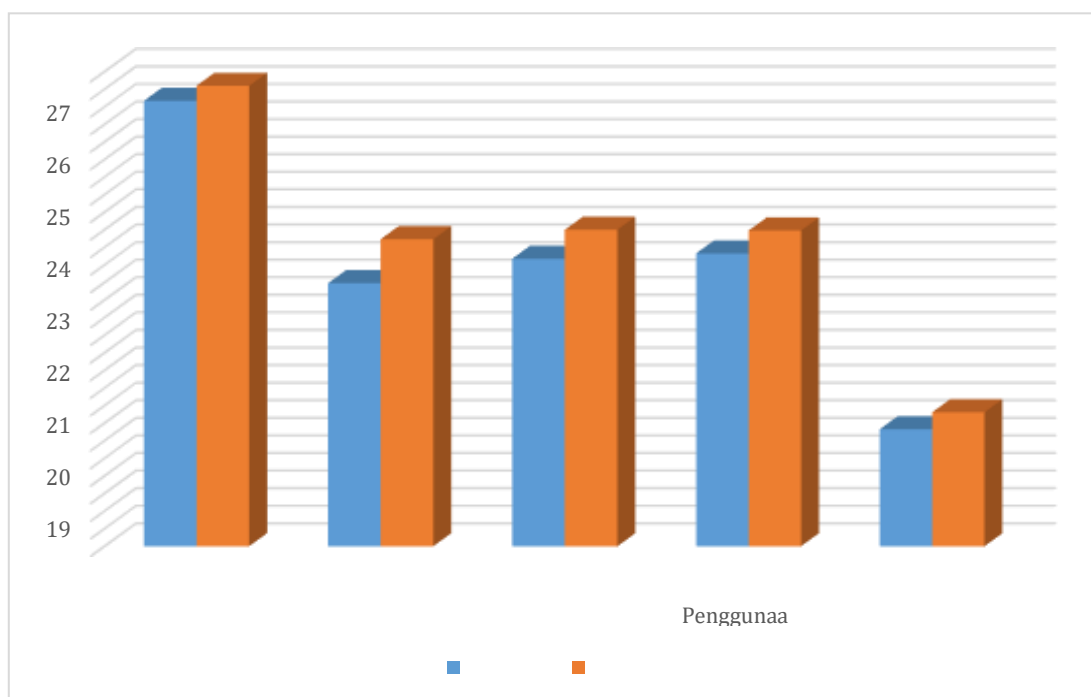
Aspects Observed	Criteria			
	Very Good	Good	Moderate	Less
<b>Seriousness</b>	65,384%	34,61%	0%	0%
<b>Activeness</b>	65,384%	34,61%	0%	0%
<b>Positive Response</b>	100%	0%	0%	0%
<b>Responsibility</b>	100%	0%	0%	0%

Based on the table, it can be seen that the earnestness and student movement within the Exceptionally Great category was as numerous as 65.384% of 26 understudies and the Good category as numerous as 34.61% of 26 understudies. At that point the positive reaction perspective and responsibility appears at the rate of 100% of the 26 understudies.

Table 4. Normal Score per Angle of Pre-test and Final-Class Assessment Experiment 1

No.	Assessment Aspect	Maksimum Score	Average		N-Gain
			Pre Test	Post Test	
1	Content	30	25,346	26,192	0,182
2	Organization	20	14,961	17,461	0,496
3	Vocabulary	20	16,346	18	0,452
4	Synthax	20	16,653	17,961	0,391
5	Mechanics	10	6,653	7,615	0,287

Based on the table, it can be seen that the N-Gain perspective of substance appraisal and mechanics within the category (less than 0.3). N-Gain organization, vocabulary, and use of dialect within the medium category ( $0.3 < \text{N-Gain} < 0.7$ ). The taking after could be a comparison of the normal increment in scores per aspect the evaluation of compiling the descriptive text of the test course 1 within the shape of a diagram stem.



Graph 1. Comparison of Normal Scores Per Perspective Evaluation Compose Descriptive text Experiment Class 1.

The taking after could be a table of t-test comes about for each viewpoint of the test assessment initial and last test of experiment class 1.

Table 5. T-Test Final Test Results of Each Aspect of Final Test Assessment Experimental Class 1 and Experiment Class 2

Rated Aspect	Sig (2-tailed)	Result	Information
Content	0,000	<i>Sig. (2-tailed) &lt;</i>	the average value of the initial test and the test

		0,05	different ending
Organization	0,000	<i>Sig. (2-tailed)</i> < 0,05	the average value of the initial test and the test different ending
Vocabulary	0,000	<i>Sig. (2-tailed)</i> < 0,05	the average value of the initial test and the test different ending
Syntax	0,020	<i>Sig. (2-tailed)</i> < 0,05	the average value of the initial test and the test different ending
Mechanics	0,021	<i>Sig. (2-tailed)</i> < 0,05	the average value of the initial test and the test different ending

Based on the table, the noteworthiness of the ultimate test scores for each aspect of experimental lesson 1 and test course 2 are less than the 0.05 level, at that point  $H_0$  rejected and  $H_a$  accepted. By tolerating  $H_a$ , there's a distinction within the normal value, the normal per angle of the ultimate test within the exploratory course 1 and the test course 2. The overall average esteem obtained by students is additionally tried for the distinction in average using SPSS 16. The frame of the ultimate test t-test theory within the experimental class 1 and experimental lesson 2 is  $H_0$   $H_0$  accepted on the off chance that the centrality esteem is less than 0.05 and rejected in other regards. The taking after are the comes about of the t-test of the ultimate test information on experimental course 1 and test course 2.

Table 6. T-test Final Test Results Experimental class 1 and Experiment Class 2

Data	t	Df	<i>Sig. (2-tailed)</i>	description	result
Tes Akhir Kelas eksperimen 1 dan Kelas eksperimen 2	6,426	50	0,000	<i>Sig. (2-tailed)</i> < 0,05	terdapat perbedaan

The test gather 1 and the test course 2 have had great data homogeneously. Moreover, it can be seen that  $\text{Sig. (2-tailed)} = 0.000 < 5\%$  level or 0.05 or can be known from t. table = 0.67591 (df = 50) < t. check = 6.426, then  $H_a$  acknowledged. Based on this, it implies that there's a distinction between the test scores and the conclusion of the test lesson 1 and exploratory lesson 2. The contrast can be seen from the Gather Insights table in SPSS below.

Table 7. Last Normal Exploratory Lesson 1 and Class Experiment 2 Test Score

Code		N	Mean	Std. Deviation	Std. Error Mean
Tes Akhir	1	26	87,23	3,808	0,746
	2	26	80,5	3,744	0,734

The information appears the esteem of utilizing myenglishstep demonstration, namely 87.23 is more than the normal esteem of utilizing the think-pair-share show, which is 80.50. This appears that the utilize of myenglishstep demonstrate is considered more effective effective compared to the utilize of sumber.belajar.kemdikbud.go.id demonstrate in learning compose descriptive text.

### **Hypothesis Test Results**

After the t-test investigation was carried out, the speculation was tried. Based on the comes about of the t-test, it can be seen that the comes about of speculation testing are as taken after.

### **Results of the First Hypothesis Test**

In this ponder there are two speculations, to be specific the invalid theory (Ho) and alternative theory (Ha). To begin with the hypothesis of this expertise, the invalid theory (Ho) , i.e. there's no critical distinction between some time recently and after administration treatment within the experimental class 1 which was treated utilizing myenglishstep. The alternative hypothesis (Ha) is that there's a noteworthy distinction between before and after the treatment within the test course 1 which was given treatment utilizing myenglishstep model. The data examination procedure utilized to test the hypothesis using t-test investigation. The results of the estimation on the t-test were carried out within the group the same, specifically the gathering that was treated with myenglishstep show on students group 7A SMP Negeri 42 Semarang. The distinction can be known through the t-test pre-test information and post-test information for the exploratory course 1. T-test calculation using Statistic critical. Based on the t-test examination, it can be concluded that theory testing first abilities is as follows. Ho : There's no critical contrast between the exploratory course 1 before getting the treatment of learning to compose an descriptive text using myenglishstep demonstration with test course 1 after getting the treatment of learning to compose descriptive text using the sumber.belajar.kemdikbud.go.id show, was rejected. Ha : There's a critical contrast between the exploratory course 1 before getting the treatment of learning to compose an informative text using myenglishstep demonstration with test course 1 after getting the treatment of learning to compose an descriptive text using myenglishstep demonstration, is acknowledged.

### **1.5.2 Results of the Second Hypothesis Test**

In this way there are two speculations, to be specific the invalid theory (Ho) and alternative theory (Ha). Within the moment speculation of this aptitude, the null theory (Ho) ie there's no significant difference between some time recently and after administration treatment within the exploratory class 2 which was treated utilizing the think- pair-share. Elective theory (Ha), that's , there's a noteworthy contrast between 133 before and after the treatment within the test lesson 2 which was given treatment utilizing the think-pair-share model. The data analysis procedure utilized to test the hypothesis using t-test examination. The estimation on the t-test was carried out within the group the same, specifically the gather that was treated with the think-pair-share demonstrated on students group 7A SMP Negeri 42 Semarang. The distinction can be



known through the t-test pre-test information and exploratory course post-test information 2. T-test calculation using Statistical

Ho : There's no critical contrast between the exploratory course 2 before get the treatment of learning to compose descriptive text using myenglishstep.com demonstrates with the exploratory course 2 after get the treatment of learning to compose descriptive text using sumber.belajar.kemdikbud.go.id shows, was rejected.

Ha : There's a critical contrast between the test lesson 2 before get the treatment of learning to compose descriptive text using sumber.belajar.kemdikbud.go.id demonstrates with the exploratory lesson 2 after

### **Discussion**

Examining the coming of investigation related to the definition of the problem described some time recently in the study.

### **Adequacy of myenglishstep Demonstrate**

In Composing Learning Descriptive Content for Gather VII Students the adequacy of learning to compose descriptive content can be seen through: the contrast within the normal score of the beginning test some time recently being given treatment and the normal of the ultimate test after being treated utilizing myenglishstep show. Normal introductory test scores 136 experimental course 1 is 79,961 and the normal last test score for the exploratory lesson is 1 of 87,230. Based on the distinction between the two cruel (t-test) scores of the pre-test and post-test on experimental lesson 1, gotten the esteem of Sig. (2-tailed) = 0.000 < 0.05 so Ho is rejected and Ha is acknowledged meaning that there's a noteworthy distinction. The t-test shows that the application of myenglishstep show in learning compiling descriptive text.

The adequacy of myenglishstep demonstrates in learning to compose texts In clarification, there's a preparation of talk or trading suppositions between one understudy and another other understudies. Within the discourse prepared, one understudy educates another understudy. It fits with the supposition of McKeachie, et al. who said as that cited by Johnson, et al. (2010:59) as follows. The finest reply to the address, "What is the foremost effective teaching method? effective?" is that it depends on the goal, the understudy, the substance, and the educator. But the most excellent reply after that was "Students educating students." There's overpowering proof that peer educating is exceptionally, exceptionally effective for so numerous purposes, substance and understudies of all levels and personality.

### **Differences in Effectiveness of myenglishstep Model and the sumber.belajar.kemdikbud.go.id Model**

in Learning to Compose Descriptive Writings for Bunch Students 7 After knowing the viability of myenglishstep.com demonstrate and sumber.belajar.kemdikbud.go.id in learning to compose descriptive content, at that point elaborated the distinction in adequacy between the myenglishstep.com demonstrate and sumber.belajar.kemdikbud.go.id model. The objective is to discover which show is more viable than the two models when connected in learning to compose descriptive writings in course VII junior high school. Based on the calculation of the normal increment, the student's last test normal score in the test course 1 of 87.230, where's the normal esteem of the student's last test in the test course 2 of 80.50. There's a distinction in esteem of 6.73 between experimental lesson 1 and exploratory lesson 2. So, it can be concluded that class Experiment 1 is more successful than test course 2. The calculation of the viability of the show is additionally carried out by utilizing the two- distinction test the mean (t-test) of the ultimate test. The test criteria, specifically in case Ho accepted, at that point made no significant distinction between the test

lesson 1 utilizing the model myenglishstep and exploratory lesson 2 which employed sumber.belajar.kemdikbud.go.id model. On the other hand, if  $H_0$  is rejected ( $H_a$  is acknowledged), at that point there's a noteworthy difference between test lesson 1 which employs myenglishstep show and class Experiment 2 utilizing sumber.belajar.kemdikbud.go.id model. The calculation comes about gotten from the t-test examination on the ultimate lesson data experiment 1 which employments myenglishstep demonstrate and exploratory course 2 which using sumber.belajar.kemdikbud.go.id show gotten the esteem of  $\text{Sig. (2-tailed)} = 0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is acknowledge.

Scores portray students' authority in compiling descriptive texts. Based on the normal esteem, exploratory lesson 1 which employments myenglishstep in descriptive writing is way better than exploratory lesson 2 which employments sumber.belajar.kemdikbud.go.id. Observational information were gotten from the perception of myenglishstep show treatment and sumber.belajar.kemdikbud.go.id demonstrate. Based on the perceptions, the sentence structure of myenglishstep. model and sumber.belajar.kemdikbud.go.id. demonstrate has been actualized well. Within myenglishstep and sumber.belajar.kemdikbud.go.id. models, the result of watching the sentence structure of the two models in the criteria of Exceptionally Great and Great. Instructors and understudies can work together well. Based on the t-test information the normal contrast and the comes about of perceptions between classes experiment 1 and test course 2, it can be concluded that learning compiling descriptive writings for bunch 7 junior high school understudies is more effective using myenglishstep show rather than utilizing the sumber.belajar.kemdikbud.go.id. mode.

#### Conclusion

Based on the results of data analysis and discussion in the previous chapter, it will be it can be concluded that:

Application of the myenglishstep model in learning to compose descriptive texts for the seventh grade students of SMP is effective. Based on the results of the t test sig. (2 tailed) = 0.000 < sig. 0.05. It means that there is a mean difference between the test data initial and final test data for experimental class 1 in learning to compose descriptive text for seventh grade junior high school students ( $H_0$  rejected,  $H_a$  accepted).

The application of the sumber.belajar.kemdikbud.go.id percentage version in gaining knowledge of composing texts is the reason behind the 7th grade college students of SMP being effective. Based on the effects of the t-take a look at sig. (2-tailed) = 0.000 < sig. 0.05. There may be a median distinction among the preliminary take a look at statistics and the very last take a look at statistics for experimental elegance 2 in gaining knowledge of to compose descriptive texts for 7th grade junior excessive college students ( $H_0$  rejected,  $H_a$  accepted).

The myenglishstep model is applied more effectively when learning composition A descriptive text for 7th grade students in a real school compared to the sumber.belajar.kemdikbud.go.id model. Based on the results of testing. (Both sides) = 0.000 & It; Signature 0.05. Meaning that there is Mean difference between final experimental class 1 and class test data Experiment 2 to learn how to write descriptive text for class students 7 Junior High Schoo ( $H_0$  rejected,  $H_a$  accepted).

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# Promoting Students' Speaking Spontaneous through English Survival Activity: A Case Study on Students of Agriculture

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**Abstract.** English lecturers frequently worry about encouraging students to use English in spontaneous conversation, mainly English, for specified purposes. The study details classroom activities that encourage students to talk spontaneously in Agriculture. An early stage of group preparation is required to instil confidence in students to speak English freely in class. Students are responsible for identifying themes and laying the framework for class discussions. Cultivation, food production, and cattle business are suggested materials for various class activities. The teacher's role is to enlighten students about available resources, establish ground rules, and promote free expression. These events are intended to instil students' confidence in English speaking.

**Keywords:** English for specific purposes, Speaking spontaneous

## Introduction

Due to the continuous use of English in the workplace and globalization, the need for language courses targeting vocational and workplace requirements has increased (Marra, 2013). A common concern of English as a Foreign Language and English for Specific Purposes instructors is how to inspire students to use English beyond textbook vocabulary in spontaneous speech. Fitria (2020) states that The term "English for Specific Purposes" (often abbreviated as "ESP") operates the word "specific" to allude to the reason why students are studying English. Hans and Hans (2015) stated that the English for Specific Purposes (ESP) method enhances the relevance of what the students and learners are studying, allowing them to utilize English that they are already familiar with. The English for Specific Purposes (ESP) curriculum includes a needs analysis of the students or learners and the integration of motivation, subject matter, and material to teach directly applicable skills. English for agriculture is a specialized kind of English. The English resources should correspond to the needs of the students, whether they are used for reading agricultural theories, putting those theories into practice on the field, or preparing students to enter the workforce. Because ESP plays such a crucial part in academic and professional settings, the curriculum must be significantly reorganized to cater to the specific language requirements that students face in their respective places of work or study (Lesiak-Bielawska, 2015). In addition, the most recent ESP material being developed for the vocational school needs to pay careful attention to applying practical linguistic strategies.

For example, it needs to include a communicative approach in its ESP material design (Sokolova et al., 2015). It also needs to design ESP materials based on the student's English skill level (Marcu, 2020). It is anticipated that these modifications will result in English language materials that are not only acceptable for the English requirements of students but also suitable for the career skills they will need in the future. Rata, et al. (2012) state that English for agriculture is a type of English for specific purposes. Learners and their reasons for studying English constitute the most important distinction. ESP students are often individuals with prior English proficiency learning the language to communicate professional skills and fulfill particular job-related responsibilities. Therefore, the foundation of an ESP program is the examination of aims, needs, and functions for which English is required.

Speaking is one of the most valuable activities in daily life and the most necessary linguistic competency, as it is the crucial skill required to have a conversation. Speaking is the primary skill that is necessary to conduct a conversation. In addition, speaking is a participatory process that involves both the production of new knowledge and the reception of existing information. Therefore, speaking proficiency is mainly focused on students in schools and institutions. Students should be taught how to talk effectively in a communicative model of speaking class using the components of English-speaking abilities, such as communication, grammar, vocabulary, fluency, and comprehension. This should be done for students to succeed in their speaking endeavours. Learners may find speaking difficult if the skill is not presented in an engaging manner using appropriate learning resources. In this regard, the most desirable outcome would be the selection and utilization of instructional material that is adequate and appropriate by both the lecturer and the learner to facilitate increased English language learning. (Afrizal, 2015)

The development of oral communication skills is an essential component of English education. The capacity to speak effectively and clearly in the target language enables language learners to succeed in school and college. Therefore, English lectures must emphasize teaching speaking rather than requiring learners to memorize grammar rules. Furthermore, English lectures should foster an environment where meaningful conversation can occur. To achieve this objective, English classes should incorporate various speaking exercises to aid students in acquiring lifelong communication skills. These activities increase student engagement and enthusiasm for classroom responsibilities while improving the educational experience. (Samy Mahmoud Ibrahim, 2015)

English lectures in higher education can pick from various models for their speaking sessions. According to Afrizal (2015), the teaching and learning process in the classroom needs to be improved by incorporating SCL (Student-Centered Learning) methods. These methods include small group discussions, role-play, simulations, case studies, discovery learning, cooperative learning, and so on. Using these models is highly suggested for fostering an increase in the development of communication skills. Consequently, students will be better equipped to prepare for their future social life and possess competent skills. Mokoginta (2013) The Student-Centered Learning (SCL) technique is discussed in this article. It has been argued that although the application of SCL is related to learning activities that take place in classrooms, it is also strongly associated with the efforts of motivating learners, involving them in creating goals for learning, and encouraging them to find the relationship between their learning and their life experience. In addition, it is noted that the use of SCL is partly related to cultural difficulties from the point of view of both the instructor and the learner.

Various phrases also describe it in practice, which has caused uncertainty regarding its application. In addition, according to Afrizal (2015), Higher education or university-level

speaking instruction prepares students to provide an explanation for the contents of oral texts and engage in interactive activities with them. Then, students are expected to communicate successfully in various contexts to express information, thoughts, and emotions and create social relationships.

Considering the researcher's first-semester experience with Agriculture students at the agriculture faculty of Universitas Majalengka, the following are issues regarding the lecturer's and students' classroom activities in the teaching and learning processes. The English instructor employed traditional teaching techniques, including grammar-translation, audio-lingual, and direct instruction. He urged pupils to create and remember dialogues without offering appropriate time for practice and involvement in speaking activities. In addition, many students still struggled with lexical issues when speaking. The first was associated with the students' vocabulary, grammar, and pronunciation. The second element was the students' reluctance to talk, resulting from the lecturer assigning only dull topics. As a result, most students were reluctant to demonstrate their speaking skills, and the instructor only called on the most engaged individuals. Due to the limited time, the students could not express their opinions. The English professor gave only a few pupils with remarkable skills the opportunity to speak. Consequently, most students listened and remained silent. After nearly completing the session, the instructor handed all pupils homework on prior and upcoming material.

In most cases, the structure of an ESP course is determined by the special requirements that students of a given field have. The designers of the ESP courses do needs analyses to determine the students' target needs and learning needs. After making this determination, they incorporate the necessary linguistic elements and abilities into the curriculum. (Marcu, 2020). For instance, themes were arranged in a specific order over three stages to evaluate speaking talents. Initially, we concentrated on broad topics such as personal information, the natural world, straightforward conversations, and storytelling. Following that, we moved on to more general technical issues to discuss them in the following step. Creating projects and business presentations for student conferences was the focus of the third step of topic selection.

The researchers need to establish a class on creativity by using a suitable English Survival technique to promote students' speaking activity. In foreign language terminology, spontaneous speaking should be understood as unscripted speech, in which lecturers do not know precisely what pupils will say, or vice versa. The speaker (students or lecturers) only has something to say due to having heard and understood what has been communicated. However, Pearson, the global education publisher, characterizes it as “communicative English use” — this is entirely separate from prepared or planned language. Hawkes (2012) emphasizes that the best spontaneous speaking often contains an element of “struggle” as learners extend their knowledge to the very limit to keep the dialogue going. Several previous studies have been undertaken on the subject. (Afrizal, 2015) conducted a study on enhancing students' speaking skills by addressing knowledge gaps. The results demonstrated that IGT activities increased students' speaking ability in class. This is evident by the progress made after each cycle. This is evidenced by the students' steadily improving mean exam scores, which rose from 58.8 in the first cycle to 68 in the second and 81.3 in the third. In addition, an improvement was recognized as a result of observations made by students, which demonstrated positive responses. The questionnaire findings indicated that the mean score for student perception was 3,616. This shows that the students responded favourably to the application of this method. In addition, Stan (2012) researched at the University of Agricultural Sciences and Veterinary Medicine in Cluj, Romania, on the language teaching approach conceived for teaching English for

Specific Purposes (ESP) to students of Agriculture and Horticulture. This research was published in the journal *Language Teaching Research*. As a result of this research, several findings were drawn, including the following: course designers for any English as a Second Language program should first investigate the actual and various wants, wishes, gaps, and requirements of potential students. Even though ESP students are typical learners of an intermediate or advanced level and in specific disciplines, they still need to improve their knowledge of general English. The course designers should help students identify their learning needs because sometimes the learners do not have a clear picture of their capacity. The ESP course supports learners' particular, individually recognized requirements and goals. The learning opportunities provided by the modules developed for use within the course cater to the provisions of students that are not always satisfied by what is presented in the lecture hall. (Alphonsus & Bola, 2013) This study highlights the need to make English language instruction more straightforward and enjoyable by including improvisation. The reliance on textbooks as a primary means of instruction is likely to blame for most schools' subpar performance of English language students.

Consequently, instructors and facilitators need to be creative to bridge the gap between the concrete experience of the students and the abstract world of the English language. To this end, it is ideal for both the instructor and the student to select and use instructional media in a manner that is acceptable and appropriate to facilitate improved English language learning. Therefore, this research investigates the usefulness of improvisation in teaching and learning English by using a sample of students from the first year of the Management Science program at the Federal University of Agriculture in Abeokuta, which is located in the state of Ogun in Nigeria.

According to Arias-Contreras & Moore (2022) A needs analysis is used throughout this research to investigate the English language requirements that agricultural technicians in Chile must meet. Additionally, the study studied the perspectives of those involved in the agriculture industry and education on these requirements. Qualitative data collection consisted of document analysis and interviews with five technicians working for one company and five teachers working for one VET institution. According to the findings, technicians needed to have a good command of the English language to do specific duties. In addition, all of the educators thought that their students should be taught general English and English pertinent to their particular interests and requirements. However, because there are not many vocational language programs, it is difficult for English teachers to instruct relevant subjects to the fields of study their students are pursuing. The findings of this research add to a greater comprehension of the usefulness of the English language for students learning in specialized settings. (Norman, 1996) researched promoting students' speaking spontaneously in EFL Class. This article describes classroom activities that enhance free oral interaction among intermediate-level EFL students. To give students the confidence to utilize English freely in class, a preliminary stage of private preparation is generally required. The students are responsible for researching issues and creating the groundwork for class discussions. The suggested materials for various class activities are newspapers, short articles, poems, and scenes from plays, which offer pupils a more authentic language medium than EFL textbooks. The role of the teacher is to enlighten pupils about available resources, establish ground rules, and encourage free expression.

Considering the positive effects of implementing English Survival, the article presents a set of classroom activities that enable students to speak spontaneously in Agriculture. Therefore, the researchers were motivated to implement this method in the teaching of speaking to enhance the students' capacity for spontaneous speech.



## Method

In this study, the research approach applied was a qualitative case study research design. This strategy was utilized to gain insight into the phenomenon from the participants' perspectives. (Creswell, 1994). According to Denzin and Lincoln (2005), "a series of interpretive, material acts that make the world visible" best describes the combination that makes up qualitative research. Obtaining data that characterizes occurrences, organizing the data, tabulating the data, visualizing the data, and summarizing the data are all components of this research strategy. (Creswell, 2012). The research context of this study was the Department of Agriculture at a University in Majalengka. The participants of this research were six agriculture students. The researcher chose the participant based on preliminary observation. To obtain the data, observation and interviews were conducted in this research. The observation was conducted to determine how English Survival Activity encourages students from Agriculture to talk spontaneously. Data were also collected using semi-structured interviews. The interview was addressed to understand how English Survival Activity instills students' confidence in speaking. The observation and interview results were assessed by looking at the student's confidence level in their speaking ability, as demonstrated in their presentations. This allowed the students' speaking abilities to be evaluated.

## Findings and Discussion

Materials were made available during the English Survival program's deployment to help satisfy various communication, grammar, vocabulary, fluency, and comprehension goals. Considering the implementation, students were allowed to develop discourse by discussing topics with their companions. In addition, agriculture-related issues were presented to the students at each meeting, including Cultivation, food production, cattle business, and other issues.

Implementing English Survival in classroom interaction contributed to students' innate understanding of initiating and sustaining classroom conversation. The researchers also utilized encouraging tactics to encourage student interaction. It was presumed that the fact that control was lost and the selected correction supplied during practice was appropriate variables of confidence and engagement. These ideas had contributed to classroom disruptions such as laughter, the usage of local language expressions, and diminished concentration. In addition, Students failed to properly use their monitor control utterances in spontaneous speech, causing this to occur.

Table. 1. Result of Students' classroom disruption

No.	Classroom Disruption	Results of observation
1.	A laughter Problem	In this phase, students prefer to use filler expression in their speaking. Such us: 'er..' 'well,..' 'hmm...' and 'um...'
2.	Using Local Language	In this phase, considering the result of observation, students used local language such as Sundanese. They combined both English and Sundanese language in their conversation.
3.	Diminish Concentration	Students provide irrelevant response when question and answer session.

The English Survival program was implemented with minimal oversight of grammar correction. Students had become preoccupied with meaning negotiation due to the abovementioned circumstances, to the neglect of formal language rules. Consequently, the student's performance in the aspect declined. Therefore, the researchers felt obligated to focus more on the sector. The researchers start the implementation by interviewing the students and evaluating their speaking abilities, paying particular attention to their grammar and vocabulary. The researchers also began providing grammatical feedback and new terminology in response to students' errors. Thankfully, the correction did not impede any of the productive activities that were taking place in the classroom. The grammatical and lexical corrections also boosted the students' performance and enabled them to pass with higher grades.

While putting English Survival into practice, the researcher used various resources and customized them to be appropriate for the student's skill level. The students could absorb the material in more depth thanks to the proper materials to expose them to a new language. This sped up the process of learning for the pupils. However, the drilling process may be hampered if many new words that are unrecognizable in terms of pronunciation are used. In the classroom, students frequently inquired and confirmed new vocabulary terms. To remedy the issue, the researcher was required to minimize the quantity of new lexes in the meeting materials for subsequent sessions. Subsequently, in the speaking class at Agriculture students of Universitas Majalengka, the implementation of English Survival contributed to the students' successful score increases. The lecturers' performance, the classroom environment, instructional planning, and resources contributed to this result. For students to feel comfortable participating in classroom activities, it is necessary for the components that have been determined to work together well. Students had full participation in the activities taking place in the classroom when they did not feel inhibited from starting their conversations. Under these circumstances, students would respond positively to being nudged and stimulated to complete the lesson's objectives.

### **Conclusion**

To encourage students' confidence in speaking and promote their ability to speak spontaneously, English Survival activities were implemented in teaching English to Agriculture students. The study results indicate a series of classroom activities designed to encourage students Agriculture to talk spontaneously, namely the English Survival Activity, which includes three stages. First, an early stage of group preparation is required to instill confidence in students to speak English freely in class. Second, students are responsible for identifying themes and laying the framework for class discussions. Third, cultivation, food production, and cattle business are suggested materials for various class activities. Last, students deliver a presentation spontaneously. Furthermore, the interview results show that the English Survival Activity was intended to instil students' confidence in speaking English.

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# Surface Strategy Taxonomy: Error Analysis in Academic Writing

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## Abstract

This research aimed to describe the types of errors and their sources produced by 25 students of the Academic Writing Class of the Talent Scouting Program at IAIN Salatiga. This research used a qualitative method using students' writing assignments as the data source. The Theory of Surface Strategy Taxonomy was used in the data analysis by describing the errors and their sources in students' academic writing. In finding the source of error, the researcher used comparative analysis. This study found four types of errors, with a total of 29 errors, including the omission 17 times, misinformation 5 times, addition 5 times, and misordering 2 times. Meanwhile, four sources of errors were found: developmental or intralingual errors 14 times, ambiguous errors 6 times, unique errors 2 times, and interlingual errors 7 times. From the data, it can be concluded that the most error made by students is the omission, where they often reduce some parts needed in English sentences. While developmental or intralingual is the most common source that causes errors because students still do not understand the English grammatical rules.

**Keywords:** Academic writing, Surface strategy taxonomy, Error analysis

## Introduction

Language is a means of communication used by people worldwide. It is not only used by native but also foreign speakers (Sundari, 2018). The objective of communication is delivering messages to others. According to William (1977), as cited in Rosyidha (2017), language is a definition of a human being that always explains something implicitly or explicitly. Language is needed in every aspect of human experience, and using language can imagine that experience, so it is impossible if humans to do social activities without language. Language, especially English, is an international and second language to be learned, having an essential role in communication because it integrates all people around the world with different needs such as politics, education, technology, and economy (Mompean, 2016). In communication, they are matters of understanding. They are grammar, vocabulary, and punctuation. Grammar, vocabulary, and punctuation mastery will make the language understandable.

In its learning, four specific skills need to be studied by students: listening, speaking, reading, and writing. Writing and speaking are called productive skills. Jaramillo and Medina (2011 in Hossain 2015) say that productive skills as means of speaking and writing skills are essential to persuade or convince others or share feelings. Listening and reading skills are receptive skills, because people get and understand the information when doing those skills. The researcher focuses on writing from the four English skills that should be learned. Writing skills

are an important part of communication when students cannot express their ideas and feelings with speech. Writing is the foremost difficult of the four skills above (Larsen-Freeman, 2000). This is because writing includes complex language systems such as sentence structure, punctuation, spelling, and vocabulary. Harmer (2011) said that writing differs from speaking in its features. Besides differences in vocabulary and grammar, some features should be considered, including the letter, word, and text formation. After that, its manifestation in handwriting, spelling, punctuation, and layout also matters. That means that the writing skill can improve students' vocabulary grammar, and develop their understanding of how to express their ideas meaningfully, especially in sending the message to others. Writing is very important for a learner to communicate ideas to people outside their immediate surroundings.

Talent Scouting is a particular program organized by IAIN Salatiga which recruits and prepares students for international scholarships. They will get several classes on academic writing and foreign language skills. The paper task becomes a significant assignment that should be done in writing subjects especially. The assignment is given from the lecturer to students to be wrapped up from class time and should be submitted in written form discussing a specific subject. To get good written structure, the students must produce understandable sentences. They should know rules that must be learned and followed, called grammar.

Grammar becomes the most important feature in learning English, as it enables people to express their ideas or feelings in written and spoken ways. English learners need to learn and use grammar correctly. Learners experience 2 challenges in learning and using grammar correctly: understanding grammatical rules and internalizing its features (Ma'mun, 2016). Having good grammar will help express their ideas to the readers. Language and grammar are inseparable. A language without correct grammar will be disorganized, causing grammatical errors in writing and other communicative problems. Many teachers frequently lament that they are unable to focus on their class due to the pupils' excessive activity

University students sometimes use their way of thinking to translate their mother language to the target language in expressing their ideas in English. They still need to learn the grammatical concept, especially in writing, translating oral language into the target language in the form of written language (Campion, 2016). Some students are difficult to apply grammatical concepts so error still happens. An error is a deviation that can be noticed, even made by native speakers in their grammar. Therefore, as a matter of fact, writing in English is not easy for some students. They may have difficulties using the English language and structure in writing. Because of this, the error can be found in their written product.

Conversely, errors will build students' knowledge to use the target language. Students will learn something new from making errors and improve their writing ability. Richard, as cited by Rahmawati (2012), error analysis is important because of three reasons: it provides information about how long and how much the students have learned the language, it describes how the language was learned, and it can be a device for learners to discover the rule of the Target language.

English language learning is a process of interconnection between the four skills of English. The students of IAIN Salatiga, especially in the Talent Scouting program, are prepared to be scholarship awardees. They should be good speakers, listeners, writers, and readers (Mahmudah & Rosyid, 2022).

Kharmilah (2019: 328) described an error analysis as identifying, classifying, and interpreting or conveying someone's errors in speaking or writing by paying attention to common difficulties in speaking or writing English sentences. Therefore, this research analyzed the grammatical error in talent scouting program writing assignments.

The error analysis in this research was based on a surface strategy applied to the student's writing skills on grammatical structure in academic writing class assignments. At this point, Corder (1981) described the surface strategy taxonomy as the classification of superficial error

as the starting point for further systematic analysis. Surface strategy taxonomy is high and low, and surface structures are altered. It includes omission, addition, misinformation, and misordering.

Regarding the above background, this research will find out the types of errors and further analyze why the students commit the errors in their academic writing based on the theory of Surface strategy taxonomy.

## Method

This is a qualitative descriptive study, where the data are words. According to Taylor et al. (2016), in qualitative research, descriptive data is produced in the form of written or oral form from the behavior of the observed subject in its behavior. So, understanding the subject's background becomes the research goal of qualitative research.

In addition, Ungguh (2014) defined qualitative research methodologically as research on an abstract and imaginative object. According to Creswell (2014), the steps in collecting data are: (1) deciding and setting the study, (2) collecting the data through observations, interviews, documentation, and collecting visual material, (3) creating a procedure to record the information.

The data was collected by document analysis in the form of the grammatical error the Talent Scouting students made in their writing tests. The researcher collected, documented, and read the students' assignments carefully. After data collection, the researcher then classified and analyzed it using the surface strategy taxonomy theory.

Ellis and Barkhuizen (2005), as quoted by Meiliana (2013), the procedure of error analysis consists of five steps as follows: (1) Collecting the sample of learner language, (2) Identifying the errors, (3) Describing the errors, (4) Explaining other errors, and (5) Evaluating the errors. The steps in analyzing data in this research were done using the following procedures: *Firstly*, the researcher collected the students' writing assignments to be interpreted according to Surface Strategy Taxonomy. *Secondly*, the researcher classified the into four sub-categories of surface strategy taxonomy, including omission, addition, misordering, and misinformation, and then identified the errors in the writing. *Thirdly*, the data were interpreted and described systematically regarding the error types. The fourth was explaining the error cause of the error from the students. The last is errors evaluation by tabulating the errors in getting the percentage of each sub-category.

According to Surface Strategy Taxonomy, the grammatical errors made in consist of 4 types that can be classified as follows:

### 1. Omission errors

It means that an item that must appear to form a good utterance is absent. Even though a morpheme of the sentence is a potential to be omitted, the omission of the morphemes can be more than others

### 2. Additions Errors

Opposite of omission errors are addition errors. They can be identified by the existence of a component that is required for an utterance to be well-formed. When the learner has already mastered a few rules in the target language and is in the later phases of L2 acquisition, addition errors typically occur

### 3. Misinformation errors

The incorrect use of the morpheme or structure is a hallmark of misinformation errors. While the item is absent in omission mistakes, the learner supplies something in misinformation errors, even though it is false.

### 4. Misordering errors

A misordering error is the erroneous placement of a morpheme or a collection of morphemes in an utterance.

The following theory of Dulay et al. (1982) is about the types of sources of error. They describe the sources of error as follows:

1. Developmental or intralingual errors

Errors committed by children learning the target language as their first language are known as developmental errors. The interest in comparing L2 and L1 acquisition errors is driven by two factors. The first relates to encouraging L2 theoretical advancement. Theoretical conclusions made from the extensive body of L1 research data may also apply to L2 acquisition theory if traits common to both L1 and L2 acquisition could be found. The second point relates to how the first language functions when learning a second. Children learning a first language have never had to acquire a second language. Thus, any mistakes they make cannot possibly be brought on by interference from a different language. It would be logical to speculate that when second language learners make such errors, generic language development processes rather than the rules and structures of the learner's native language are at work.

2. Ambiguous errors

Ambiguous errors are those that could be categorized as either interlingual or developmental. This is because these errors are both reflective of the learner's native language structure and typical of the speech patterns of young children learning a first language. In a comparative taxonomy, the ambiguous category is particularly significant. By categorizing these errors separately, researchers can derive clear theoretical conclusions from the remaining data and ensure that comparative error analysis results are transparent.

3. Unique errors

The errors must be specific to second language learners as they are unlike those children make when learning their first language, and since they are not cross-linguistic, some of them must be unique expressions of creative construction.

4. Interlingual errors

Interlingual errors have a structure comparable to a phrase or sentence in the learner's native language with the same semantic meaning. Researchers typically translate a learner's phrase or sentence into their first language to compare the grammatical structures for interlingual errors. Check whether the learner's L1 structure can be made out in the L2 phrase by comparing the two. Regardless of the internal mechanisms or environmental factors that led to them, interlingual errors are simply L2 errors that reflect native language structure.

The researcher applied Sudijono's (2010) percentage formula to determine the pupils' errors.:

INFORMATION:

P = The error percentage

F = The error frequency

N = Total of error

$$P = F / N \times 100\%$$

## Findings and Discussion

### The Types of Students' Grammatical Errors

After analysis, there are 4 types of errors stated by the surface strategy taxonomy: addition, omission, misordering, and misinformation. The researcher documented the students' writing to determine the errors. After that, they counted the percentage of each error category in their writing. And also, the source of error was counted. The data of the errors made by students in their writing are as presented below:



Table 1. Error on Surface Strategy Taxonomy

No	Types of Error	Total	Percentage
1	Omission	17	58,62%
2	Misinformation	5	17,24%
3	Addition	5	17,24%
4	Misordering	2	6,90%
	Total	29	100%

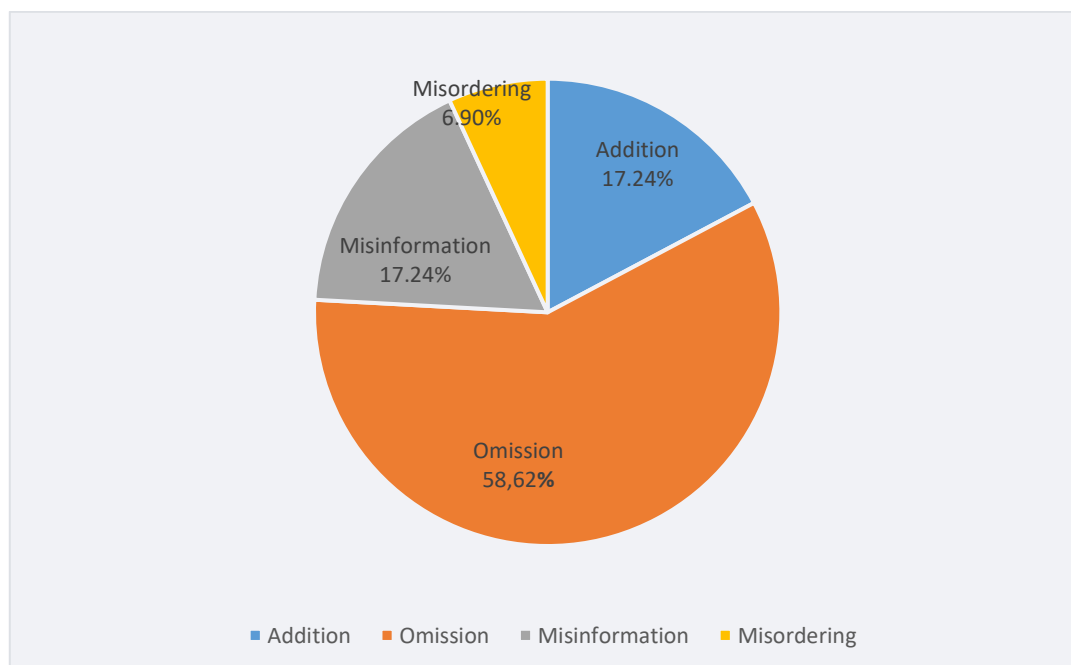


Figure 1. Error on Surface Strategy taxonomy

Table and Figure 1 show that the errors made by students included: 58,62% error of omission, 17,24% error of misinformation, 17,24% errors of additions, and 6,90% errors of misordering. These errors showed the students' problem in their writing. This data found that most errors in the percentage of students' errors made in writing was omission, as shown below:

**A. Omission**

Students made 17 or 58,62% errors of omission in writing. Their errors in this area were as follows:

- 1) Incorrect: The people look forward to work  
 Correct : The people look forward to working
- 2) Incorrect: Because the majority people worked as merchant  
 Correct : Because the majority of people worked as merchant
- 3) Incorrect: Since the government was policy maker  
 Correct : Since the government was the policy maker
- 4) Incorrect: The problem should overcome wisely  
 Correct : The problem should be overcome wisely
- 5) Incorrect: It is awesome place with its facilities  
 Correct : It is an awesome place with its facilities
- 6) Incorrect: This city completely surrounded by the mountain scenery

- Correct : The city is completely surrounded by the mountain scenery
- 7) Incorrect: The government made various efforts to overcome problems  
Correct : The government made various efforts to overcome the problems
- 8) Incorrect: it is correct way to take  
Correct : it is a correct way to take
- 9) Incorrect : Human are affected by the virus  
Correct : Humans are affected by the virus
- 10) Incorrect: Learning activities in school is closed for two weeks  
Correct : The learning activities in school is closed for two weeks
- 11) Incorrect: all university abolished face to face learning  
Correct : all universities abolished face to face learning
- 12) Incorrect: Not only executive, but legislative are important  
Correct: Not only executive, but also legislative are important
- 13) Incorrect: There are many disease from the cat such as influenza, cough  
Correct : There are many diseases from the cat such as influenza, cough
- 14) Incorrect : The water then overflows out the place  
Correct : The water then overflows out of the place
- 15) Incorrect: It get many good responses  
Correct : It gets many good responses
- 16) Incorrect: There also service for additional food  
Correct : There is also service for additional food
- 17) Incorrect: The floods happened in area people live  
Correct : The floods happened in the area where people live

## **B. Misinformation**

There are 5 or 17,24% errors of misinformation that students make in writing. Their errors in this area were as follows:

- 1) Incorrect: The medical personnel has managed to find a vaccine  
Correct : The medical personnel have managed to find a vaccine
- 2) Incorrect: It's aroma has been famous for a long time  
Correct : Its aroma has been famous for a long time
- 3) Incorrect: They should doing their activity in home  
Correct : They should do their activity in home
- 4) Incorrect: The government made various effors such as lockdown  
Correct : The government made various efforts such as lockdown
- 5) Incorrect: It must be completed at thet time  
Correct : It must be completed at that time

## **C. Addition**

There are 5 or 17,24% errors of addition that students made in writing. Their errors in this area were as follows:

- 1) Incorrect: The fund that have have been collected  
Correct : The fund that have been collected
- 2) Incorrect: Such as a lockdown and social distancing  
Correct : Such as lockdown and social distancing
- 3) Incorrect: This pandemic is also has an impact on school learning  
Correct : This pandemic also has an impact on school learning
- 4) Incorrect: When people are go to their workplaces  
Correct : When people go to their workplaces
- 5) Incorrect: People can live because of the water  
Correct : People can live because of water

**D. Misordering**

There are 2 or 6,90% errors of misordering that students made in writing. Their errors in this area were as follows:

- 1) Incorrect: Students get half and an hour workshop per-month  
Correct : Students get an hour and half hour workshop per-month
- 2) Incorrect: It is believed strongly in society that religion can give a solution to people's problems  
Correct: It is strongly believed in society that religion can give a solution to people's problems

**The Sources of Students' Grammatical Error**

From the data, it was seen that the students' errors source caused by the developmental or intralingual factor, interlingual error, ambiguous error, and unique error. English learners attempt to build up hypotheses about the English language from their limited experience and misleading explanation from the teacher and need to memorize pattern that is not contextualized. On the other hand, English learners have some conditions for making errors, such as faulty generalizations, incompetence application of rules, and failure to learn the condition under which rules apply.

The second stage of interlingual error is a cause of error for the students. The researcher discovered sentences with interlingual errors using the data. Unusual and confusing errors make up the lower source of error. The researcher failed to recognize the mistake clause of individual and undefinable error.

Ambiguous mistakes can be categorized as either developmental or interlingual. This is because these errors reflect the learner's native language structure and are typical of the speech patterns of young children learning a first language.

Unique mistakes differ from those children make when learning a language for the first time. Since they are not interlingual, they must be specific to second language learners, and some of them must be personalized creative construction reflections. After analyzing the students' writing errors and their sources, the data was found as presented below:

Table 2. Error source of surface strategy taxonomy

No	Surface strategy taxonomy	Frequency	Percentage
1	Developmental or intralingual error	14	48,27%
2	Ambiguous error	6	20,70%
3	Unique error	2	6,90%
4	Interlingual error	7	24,13%
	Total	29	100%

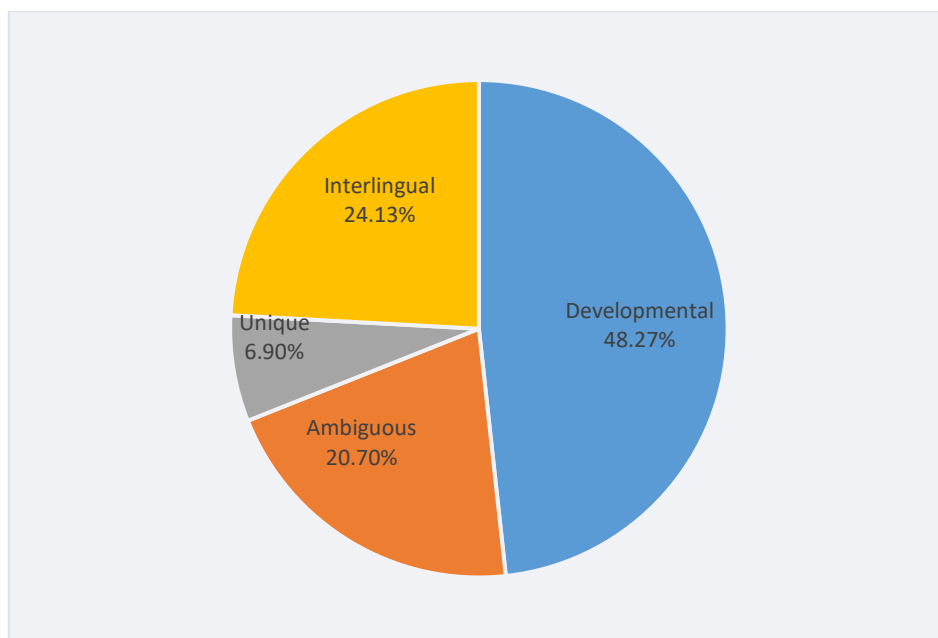


Figure 2. Error source of surface strategy taxonomy

In this discussion, the researcher shows the students' error source. According to the theory constructed by Dulay et al. (1982), the sources are divided into four, namely, developmental or intralingual error 48,27%, ambiguous error 20,70%, unique error 6,90%, and interlingual error 24,23%, with the analysis as follow:

1. Developmental or intralingual error

The source of error is not only from the mother language but also from how the students learn the target language. Intralingual error is made by students who do not understand the structure of a second language. There are 14 or 48,27% sources of development or intralingual mistakes that students make in writing. It is the highest source of error.

2. Ambiguous error

Students made these errors 6 times or 20,70%. These errors are reflective of the learners' native language structure and typical of the speech patterns of young children learning a first language.

3. Unique error

A unique error was the least common type of student error identified in the data. This mistake was made by the students 2 times or 6.90%. Since second language learners make different mistakes than first language learners, and because these mistakes are not cross-linguistic, some of them must be original examples of creative fabrication.

4. Interlingual error

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. The interlingual transfer is an error made by students who learn a second language from their mother tongue. Usually, students still use grammatical structure or dialect from the mother language and then transfer it into the target language, although both have different grammatical structures. This kind of error happened 7 times or 24,23%. The researcher concludes that students lack the vocabulary/knowledge and are accustomed to using the mother language and transferring it into the target language. They still use Indonesian grammar.

## Conclusion

Based on the results and discussion above, errors made by the students in their Academic Writing in the Talent Scouting program consist of 58,62% errors of omission, 17,24% errors of misinformation, 17,24% errors of addition, and 6,90% errors of misordering. In addition, the sources of errors are divided into four: developmental or intralingual error 48,27%, ambiguous error 20,70%, unique error 6,90%, and interlingual error 24,23%.

Thus, it can be concluded that the most error made by students is the omission, where they often reduce some parts needed in English. While developmental or intralingual is the most common source, which causes errors because students still do not understand the grammar rules in the English language.

This research is expected to be the direction for English teachers, especially in writing to consider the most errors made by the student, so the teachers can decide which area still needs improvement. Moreover, this research can be a base for further research about grammatical errors and writing.

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## Analysis of The Use of English Loanword about Cyber Crime in *Kompas* Digital Newspaper

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**Abstract.** This study was aimed at analyzing and describing the types of English loanwords used in *Kompas* digital newspaper in the categories of simple word, complex word, and translated word. The researchers used a qualitative descriptive method. The object of this research is the loanword derived from English in the cyber-crime column of the *Kompas* digital newspaper in April and May 2022. The result of the study was that there were 56 English loanwords which were written in *Kompas* digital newspaper taken from selected columns in April and May 2022. The English loanwords categories analyzed were the simple word, complex word, and translated word. There were 26 English loanwords found as simple word. Then, there were 18 English loanwords found as complex word. Finally, there were 12 English loanwords found as translated word. The simple word of English loanword is the most frequently used in *Kompas* digital newspaper. Meanwhile, the translated word of English loanword is the least frequent one. So, many people use simple word of English loanword dominantly in the selected Cyber Crime column of *Kompas* digital newspaper.

**Keywords:** Loanword, Digital newspaper, Cyber crime.

### Introduction

Language is very necessary in everyday life. By mastering the language, a person will be able to communicate, work together, and socialize well. Language is communication system which is a very complex and socially studied. It allows one to express various concepts without limits and convey very subtle differences. Whatever one can think of can be transmitted to others using language (Binder and Smith, 2013). Language receives the influence of foreign languages in its development. An example of language development that receives the influence of a foreign language is loanword. Some loanwords in Indonesian are obtained from English. The loanword means that the word is a loan from another language. In linguistics, the term borrowing describes a process in which one language replicates the linguistic features of another language either wholly or partially (Durkin, 2014). Loanwords are widely used in the community either in writing or orally. Someone can provide information by using some loanwords in writing such as in newspaper articles. The phenomenon of writing loanwords in newspapers is found in many of them in the *Kompas* digital newspaper. The examples of loanwords found in the *Kompas* digital newspaper which was published on March 9, 2022,

are “*siber*” derived from the English word cyber, “*kasus*” taken from the word case, “*konten*” from the word content, and so on.

In understanding the loanwords, misunderstandings still occur. The problem faced by the reader is the lack of understanding of the meaning of the loanword. There are several references to research results that are in line with the use of loanwords including the research conducted by Panhwar (2021) which showed that there are several uses of English loanwords that are often used by Pakistanis (Panhwar et. al, 2021). Another study conducted by Wornyo (2016) showed the results of phonological analysis of English loanwords in Ewe (Wornyo, 2016).

Thus, it is necessary to conduct more research on the analysis of the use of loanwords especially in newspapers so that writers and readers can obtain additional references as a reference for writing or reading information in newspapers. The purpose of this study is to analyze the use of English loanwords in the cyber crime column in the *Kompas* digital newspaper. This is in line with the vision of Universitas Bhayangkara Jakarta Raya as a superior university at the international level focusing on understanding English loanwords.

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### **Loanword**

Every language has the loan or borrowed word from any languages. There are some reasons for borrowing foreign language into a native language and they combine very often, the reasons are non-existent equivalent in the recipient language, international communication and lifestyle. Borrowing the language can be made by directly borrowing the language. It means that there is no modification from a loan word into a native word. It also can be made by indirectly borrowing the language. It means that there is modification to form the new word from the loan word into a native word.

Loanwords are the loan words from other countries' languages. Borrowing other words from the language of other countries requires some adjustments. Borrowing words often requires certain modifications of the source word which is necessary for the integration of the word into the recipient language (Haspelmath and Tadimor, 2009). Loanwords are often used by the public both in written and spoken forms. Sometimes some people are not aware about the loanwords. They can recognize the loanwords from the information they get in the daily life.

There are many types of loanwords. Samsuri (1994) categorized the loanwords into three types: a) Simple Word

There are two categories in simple word, the first is about the spelling of the word which is not adapted to Indonesian but the pronunciation is adapted. For instance “*maksimal*” is adapted from maximal.

#### **b. Complex Word**

Complex word is adapted from English to Indonesian both in the pronunciation and the spelling. For instance “*institusi*” is from institution.

#### **c. Translated Word**

Translated Word can be defined as Indonesian expression which is a translation of English. For instance “*produk nasional*” is from national product.

One of the uses of loanwords in written form is in digital newspapers. As the rapid growth of technology, people tend to use social media in any kinds of activity. They all over the world are freely to access this media, so English becomes essential for the widespread of information (Anggrarini and Wati, 2019).

### **Cyber Crime**

Many people still believe that cyber warfare will not reach them. Cybercriminals do not target people for no reason. But they target any computer with a vulnerability. So while you personally are not a target, your computer, smartphone or tablet is. More specifically, the target is your computer, or any computer that contains your personally identifiable information (PII), credit card, bank account information, or email address.



Cyber crimes are committed by hackers, criminal organizations, intelligence agencies or military services, the same basic techniques, tactics and methods are used to commit crimes. A person sometimes knowingly or unknowingly provides access to information systems or has vulnerabilities in information systems that can be exploited (Hyslip, 2015). Due to increasingly sophisticated technology, many parties are not responsible for their misuse, including committing crimes in the online world. Online threats especially faced by young people should be taken seriously as there can be serious and dire consequences of online risk. (Adorjan and Ricciardelli, 2019).

Of course there are crimes that exist only in the digital world, particularly crimes that target the integrity of computer networks and online services. But cyberspace is also being used as a platform to commit crimes such as fraud and on an industrial scale. Identity theft and online fraud are now dwarfing their offline counterparts. The Internet has also provided new opportunities for those seeking the sexual exploitation of children and people who are vulnerable to online crime.

Another thing related to cyber crime is terrorism. Cyber terrorism is the use, preparation, or threat of action designed to disrupt order, to create an atmosphere of fear or intimidation among the public, or to influence political decision-making by governments or international governmental organizations. It is also created to have a political, religious, racial or ideological impact by affecting the integrity, confidentiality, or availability of information, information systems and networks, or by unauthorized actions affecting information and communication technologies based on real-world physical processes. In addition, it also causes:

- 1) violence, suffering, serious injury or death,
- 2) serious damage to property,
- 3) serious risk to public health and safety,
- 4) serious economic loss,
- 5) serious violation of ecological security,
- 6) serious violation of social and political stability and cohesion of a nation (Akhgar et.al, 2014).

### **Digital Newspaper**

Along with the times, digital newspapers are widely used by the public to obtain some information. Since the technology has been developed many people prefer to use digital newspapers to gain more information to the printed newspapers. People can utilize the digital newspapers using their smartphone. Digital newspapers are also online media in disseminating information in the era of convergence. Some definitions also state that digital newspapers or electronic mails are newspapers in electronic format that can be accessed by a computer or smartphone (Poluan et. al 2015). Media innovation also grew rapidly to connect people's communication. Media innovation develops through interrelated mutations in technology, communication, and organization (Boczkowski, 2004).

There are some features in the digital newspaper. They are speed, space, interactivity, and participation. For the speed, many online readers can access news that is relevant, up-to-date and immediate. Meanwhile, in the term of space, more people may have the access due to the elimination of geographical limitations. It is also possible for people to speak of a plurality of news providers. Then in the terms of interactivity and participation, online readers can be involved in the news by simply participating in discussions or even producing their own news.

### **Method**

In this study, the researchers used a qualitative descriptive method. The technique of data collection is done by using the technique of documentation. The researchers took data from the cyber crime column of the *Kompas* digital newspaper in April and May 2022 which contained

English loanwords. The strategy in this research is content analysis. Researchers use a procedure to provide valid conclusions from documents that have been obtained. The implementation of this research is not tied to the location because the object of the research is in the form of loanwords taken from English. To support the method of the research, there are some experts' explanations. Have (2004) stated that qualitative research requires verbal expression and is often extensive. An important part of qualitative research is that one does the research, looking for hidden meanings, ambiguous features, multiple interpretations and implied connotations.

The qualitative data was analyzed in an interpretive way where the researchers made an assessment of what was obtained from the data. Anderson (1998) conveyed that reported data describe a situation and researchers try to interpret the meaning in a particular context. The researchers described the data in words, not in the form of numbers in the descriptive method. The object of this research is the loanword derived from English in the cyber crime column of the *Kompas* digital newspaper in April and May 2022. The primary data in this study are loanwords from English and the secondary data come from the cyber crime column of the *Kompas* digital newspaper in April and May 2022. The results of previous studies can be used as a reference in this study.

### Findings and Discussion

The researchers analyzed the loanwords from *Kompas* digital newspaper. The topic of the news was about Cyber Crime. The first data were taken from “*Awas! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN*” on April 26, 2022. The second data were taken from “*Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini*” on April 25, 2022. Furthermore, the third data were gained from “*Menghindari Predator Dunia Maya*” on May 05, 2022. Meanwhile, the fourth data were obtained from “*Mahasiswa, Waspadai 7 Jenis Ancaman Cyber Security*” on May 22, 2022. The types of loanwords which are found are classified into simple word, complex word, and translation word.

#### Simple Word

The researchers found 26 loanwords from the *Kompas* digital newspaper in April and May 2022 for the simple words. The researchers decided to obtain the data from 4 columns of news focusing on Cyber Crime. The title of the columns were *Awas! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN*, *Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini*, *Menghindari Predator Dunia Maya*, and *Mahasiswa, Waspadai 7 Jenis Ancaman Cyber Security*. The loanwords are presented in the tables.

Table 1. The Loanwords used in Kompas Digital Newspaper  
(*Awas! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN*, April 26, 2022)

No.	Excerpt	Loanword	English
1.	“ <i>Badan Siber dan Sandi Negara (BSSN) mengeluarkan imbauan kepada masyarakat untuk mewaspadai modus penipuan....</i> ”	Siber	Cyber
2.	“ <i>...penipuan itu menggunakan teknik social engineering..</i> ”	Teknik	Technique
3.	“ <i>....atau rekayasa sosial dan bertujuan untuk membajak akun korban...</i> ”	Sosial	Social

4.	<i>"...untuk melancarkan penipuan serupa ke daftar kontak yang dimiliki korban..."</i>	Kontak	Contact
5.	<i>"...pada suatu tautan yang akan meminta kode lima angka..."</i>	Kode	Code
6.	<i>"...seseorang membuka akun Telegram atau WhatsApp dari perangkat lain (komputer atau ponsel)..."</i>	Komputer	Computer

Table 2. The Loanwords used in Kompas Digital Newspaper  
(*Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini, April 25, 2022*)

No.	Excerpt	Loanword	English
1.	<i>"...kami akan melakukan penutupan akses..."</i>	Akses	Access
2.	<i>"...Saat dicek dengan kata kunci "Al Quran MP3 50 recites" di Play Store..."</i>	Cek	Check
3.	<i>"...namun saat tautan diklik terdapat keterangan "Maaf, URL yang diminta tidak ditemukan di server ini"..."</i>	Klik	Click
4.	<i>"...aplikasi tersebut untuk melakukan perbaikan sistem..."</i>	Sistem	System
5.	<i>"...pihaknya saat ini sedang melakukan proses penyelidikan lebih lanjut..."</i>	Proses	Process

Table 3. The Loanwords used in Kompas Digital Newspaper  
(*Menghindari Predator Dunia Maya, May 05, 2022*)

No.	Excerpt	Loanword	English
1.	<i>"...di antaranya penipuan via online, kejahatan seksual online, pemerasan, doxing, scammer..."</i>	Seksual	Sexual
2.	<i>"...mulai memeras secara finansial..."</i>	Finansial	Financial
3.	<i>"...menimbulkan rasa kasihan dan simpati dari korban..."</i>	Simpati	Sympathy
4.	<i>"...memanfaatkan media sosial dengan cara menyebarkan foto..."</i>	Foto	Photo
5.	<i>"...orangtua untuk ekstra hati-hati..."</i>	Ekstra	Extra

6.	“...setiap orangtua harus mewaspada hal ini secara serius...”	Serius	Serious
7.	“...mahasiswi dan anak-anak yang aktif bermain gawai di dunia maya...”	Aktif	Active
8.	“...perlu ikut mengawasi terutama dampak negatif cyber bullying...”	Negatif	Negative
9.	“...jangan mudah sebar dokumen, foto, audio, atau video...”	Dokumen	Document
10.	“...Tetap harus selektif...”	Selektif	Selective

Table 4. The Loanwords used in *Kompas* Digital Newspaper  
(Mahasiswa, Waspada 7 Jenis Ancaman Cyber Security,  
May 22, 2022)

No.	Excerpt	Loanword	English
1.	“...berbagai hal termasuk mata-mata perusahaan, peretas (hacker), kelompok teroris, organisasi kriminal...”	Teroris	Terrorist
2.	“...Penyerang cyber ini bisa menggunakan data sensitif yang dimiliki individu atau perusahaan...”	Sensitif	Sensitive
3.	“...menggunakan komunikasi palsu seperti email dan telepon untuk mengelabui penerimanya...”	Telepon	Telephone
4.	“...memanfaatkan interaksi manusia untuk melanggar praktik keamanan standar...”	Praktik	Practice
5.	“...memanfaatkan interaksi manusia untuk melanggar praktik keamanan standar...”	Standar	Standard

### Complex Word

The researchers found 18 loanwords from the *Kompas* digital newspaper in April and May 2022 for the complex words. The researchers decided to obtain the data from 4 columns of news focusing on Cyber Crime. The title of the columns were *Awas! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN, Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini, Menghindari Predator Dunia Maya, and Mahasiswa, Waspada 7 Jenis Ancaman Cyber Security*. The loanwords are presented in the tables.

Table 5. The Loanwords used in *Kompas* Digital Newspaper  
(*Awas! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN, April 26, 2022*)

No.	Excerpt	Loanword	English
1.	"...mewaspadaai modus penipuan yang beredar lewat aplikasi perpesanan..."	Aplikasi	Application
2.	"...dan bertujuan untuk membajak akun korban...."	Akun	Account
3.	"BSSN menjelaskan, fungsi kode itu adalah untuk..."	Fungsi	Function
4.	"...untuk verifikasi keaslian dan keamanan pemilik akun..."	Verifikasi	Verification
5.	"...Menggunakan identitas korban, penipu akan memanfaatkan nomor kontak..."	Identitas	Identity
6.	"...Agar bisa Tetap Terjalin Komunikasi Bersama Keluarga..."	Komunikasi	Communication
7.	"...Program BSSN (Badan Siber Dan Sandi Negara) Mendapatkan Apresiasi..."	Apresiasi	Appreciation

Table 6. The Loanwords used in *Kompas* Digital Newspaper  
(*Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini, April 25, 2022*)

No.	Excerpt	Loanword	English
1.	"...Kementerian Kominfo sedang berkoordinasi dengan Polda Metro Jaya dan Google Indonesia untuk memproses hasil investigasi..."	Investigasi	Investigation
2.	"...organisasi yang sering mengaudit aplikasi seluler untuk privasi dan keamanan pengguna..."	Organisasi	Organization
3.	"...proses pencurian data pribadi bisa dilancarkan melalui sejumlah fitur-fitur..."	Fitur	Feature
4.	"...data-data yang berpotensi dicuri..."	Potensi	Potential

Table 7. The Loanwords used in *Kompas* Digital Newspaper  
(*Menghindari Predator Dunia Maya, May 05, 2022*)

No.	Excerpt	Loanword	English
1.	"...Kasus-kasus lain yang sering terjadi adalah kasus ancaman distribusi..."	Kasus	Case

Table 8. The Loanwords used in Kompas Digital Newspaper  
(Mahasiswa, Waspadai 7 Jenis Ancaman Cyber Security,  
May 22, 2022)

No.	Excerpt	Loanword	English
1.	"...Kejahatan di dunia maya ini menyerang bisnis dan sistem pribadi setiap harinya..."	Bisnis	Business
2.	"...peretas sudah memasukkan diri ke dalam transaksi dua pihak..."	Transaksi	Transaction
3.	"...Sebagai generasi muda, mahasiswa perlu tahu apa sebenarnya cyber security threat..."	Generasi	Generation
4.	"...Hacker akan memanfaatkan situasi ini dengan 'menyisipkan diri' di antara para pengguna dan jaringan..."	Situasi	Situation
5.	"...untuk mengelabui penerimanya agar membuka dan menjalankan instruksi yang mereka berikan..."	Instruksi	Instruction
6.	"...strategi cyber security attack yang memanfaatkan interaksi manusia ..."	Interaksi	Interaction

### Translated Word

The researchers found 12 loanwords from the *Kompas* digital newspaper in April and May 2022 for the translated words. The researchers decided to obtain the data from 4 columns of news focusing on Cyber Crime. The title of the columns were *Awat! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN*, *Ramai Aplikasi Azan Curi Data Pengguna*, *Google Blokir 2 Aplikasi Ini*, *Menghindari Predator Dunia Maya*, and *Mahasiswa, Waspadai 7 Jenis Ancaman Cyber Security*. The loanwords are presented in the tables.

Table 9. The Loanwords used in Kompas Digital Newspaper  
(*Awat! Beredar Pesan Penipuan Mengatasnamakan Bantuan Pulsa dari BSSN*, April 26,  
2022)

No.	Excerpt	Loanword	English
1.	"...kami ingin memberitahukan Bahwa Akun Telegram Yang Anda Gunakan...."	Akun telegram	Telegram Account
2.	"...kode lima angka tersebut merupakan kode otorisasi login..."	Kode otorisasi	Authorization Code

Table 10. The Loanwords used in Kompas Digital Newspaper  
(Ramai Aplikasi Azan Curi Data Pengguna, Google Blokir 2 Aplikasi Ini, April 25, 2022)

No.	Excerpt	Loanword	English
1.	"...aplikasi seluler untuk privasi dan keamanan pengguna..."	Aplikasi seluler	Cellular Application
2.	"...Kementerian Komunikasi dan Informatika (Kominfo) tengah melakukan proses investigasi..."	Proses investigasi	Investigation Process

Table 11. The Loanwords used in Kompas Digital Newspaper  
(Menghindari Predator Dunia Maya, May 05, 2022)

No.	Excerpt	Loanword	English
1.	"...media sosial seperti FaceBook, Twitter, Instagram, Path..."	Media sosial	Social Media
2.	"...kasus ancaman distribusi, konten ilegal, pemberdayaan korban, pencemaran nama baik..."	Konten ilegal	Illegal Content
3.	"...Terkait maraknya eksploitasi seksual dan perdagangan anak melalui media online..."	Eksplorasi seksual	Sexual Exploitation
4.	"...dampak negatif cyber bullying, konten pornografi..."	Konten pornografi	Pornography Content
5.	"...beberapa jenis kekerasan seksual yang difasilitasi teknologi komunikasi..."	Teknologi komunikasi	Communication Technology

Table 12. The Loanwords used in Kompas Digital Newspaper  
(Mahasiswa, Waspadai 7 Jenis Ancaman Cyber Security, May 22, 2022)

No.	Excerpt	Loanword	English
1.	"...mengakses data secara tidak sah, mengganggu operasi digital atau merusak informasi..."	Operasi digital	Digital Operation
2.	"...Salah satunya adalah dengan memberikan nomor kartu kredit..."	Kartu kredit	Credit Card
3.	"...Serangan kata sandi lainnya juga bisa dilakukan dengan mengakses basis data kata sandi..."	Basis data	Data Base

Based on table 1, there are six loanwords used in Indonesian adopted from English words. The word "siber" was adapted from English word "cyber". The spelling of the word was changed. The letters of cy- in English word were changed into si- in Indonesian. The word "teknik" was adapted from English word "technique". The spelling of the word was changed. The letters of

-ch- in English word were changed into -k- in Indonesian. The letters of -que in English word were changed into -k in Indonesian. The word “*sosial*” was adapted from English word “social”. The spelling of the word was changed. The letter of -c- in English word was changed into -s- in Indonesian.

The word “*kontak*” was adapted from English word “contact”. The spelling of the word was changed. The letter of c- in English word was changed into k- in Indonesian. The letters of ct- in English word were changed into k- in Indonesian. The word “*kode*” was adapted from English word “code”. The spelling of the word was changed. The letter of c- in English word was changed into k- in Indonesian. The word “*komputer*” was adapted from English word “computer”. The spelling of the word was changed. The letter of c- in English word was changed into k- in Indonesian.

Based on table 2, there are five loanwords used in Indonesian adopted from English words. The word “*akses*” was adapted from English word “access”. The spelling of the word was changed. The letters of -cc- in English word were changed into -ks- in Indonesian. The letter of -s in English word was omitted in Indonesian. The word “*cek*” was adapted from English word “check”. The spelling of the word was changed. The letters of ch- in English word were changed into c- in Indonesian. The letter of -c- in English word was omitted in Indonesian. The word “*klik*” was adapted from English word “click”. The spelling of the word was changed. The letter of c- in English word was changed into k- in Indonesian. The letter of -c- in English word was omitted in Indonesian. The word “*sistem*” was adapted from English word “system”. The spelling of the word was changed. The letter of -y- in English word was changed into -i- in Indonesian. The word “*proses*” was adapted from English word “process”. The spelling of the word was changed. The letter of -c- in English word was changed into -s- in Indonesian. The letter of -s in English word was omitted in Indonesian.

Based on table 3, there are ten loanwords used in Indonesian adopted from English words. The word “*seksual*” was adapted from English word “sexual”. The spelling of the word was changed. The letter of -x- in English word was changed into -ks- in Indonesian. The word “*finansial*” was adapted from English word “financial”. The spelling of the word was changed. The letter of -c- in English word was changed into -s- in Indonesian. The word “*simpati*” was adapted from English word “sympathy”. The spelling of the word was changed. The letter of -y- in English word was changed into -i- in Indonesian. The letters of -hy- in English word were changed into -i- in Indonesian. The word “*foto*” was adapted from English word “photo”. The spelling of the word was changed. The letters of ph- in English word was changed into f- in Indonesian. The word “*ekstra*” was adapted from English word “extra”. The spelling of the word was changed. The letter of -x- in English word was changed into -ks- in Indonesian.

The word “*serius*” was adapted from English word “serious”. The spelling of the word was changed. The letter of -o- in English word was omitted in Indonesian. The word “*aktif*” was adapted from English word “active”. The spelling of the word was changed. The letters of -ve in English word were changed into -f- in Indonesian. The word “*dokumen*” was adapted from English word “document”. The spelling of the word was changed. The letter of -c- in English word was changed into -k- in Indonesian. The letter of -t in English word was omitted in Indonesian. The word “*selektif*” was adapted from English word “selective”. The spelling of the word was changed. The letters of -ve in English word were changed into -f- in Indonesian.

Based on table 4, there are five loanwords used in Indonesian adopted from English words. The word “*teroris*” was adapted from English word “terrorist”. The spelling of the word was changed. The letters of -r- and -t in English word were omitted in Indonesian. The word “*sensitif*” was adapted from English word “sensitive”. The spelling of the word was changed. The letters of -ve in English word were changed into -f in Indonesian. The word “*telepon*” was adapted from English word “telephone”. The spelling of the word was changed. The letters of



-h- and -e in English word were omitted in Indonesian. The word “*praktik*” was adapted from English word “practice”. The spelling of the word was changed. The letters of -ce in English word were changed into -k in Indonesian. The word “*standar*” was adapted from English word “standard”. The spelling of the word was changed. The letter of -d in English word was omitted in Indonesian.

Based on table 5, there are seven loanwords used in Indonesian adopted from English words. The word “*aplikasi*” was adapted from English word “application”. The spelling of the word was changed. The letter of -p- in English word was omitted in Indonesian. The letter of -c- in English word was changed into -k- in Indonesian. The suffix of -tion- in English word was changed into -asi- in Indonesian. The pronunciation is also different between the words. The English pronunciation was [æp.lɪ'keɪ.ʃən] and [aplikasi] in Indonesian. The word “*akun*” was adapted from English word “account”. The spelling of the word was changed. The letters of -cc- in English word was changed into -k- in Indonesian. The letters of -o- and -t in English word were omitted in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ə'kaʊnt] and [akun] in Indonesian. The word “*fungsi*” was adapted from English word “function”. The spelling of the word was changed. The letter of -c- in English word was changed into -g- in Indonesian. The suffix of -tion- in English word was changed into -si- in Indonesian. The pronunciation is also different between the words. The English pronunciation was ['fʌŋk.ʃən] and [fungsi] in Indonesian. The word “*verifikasi*” was adapted from English word “verification”. The spelling of the word was changed. The letter of -c- in English word was changed into -k- in Indonesian. The suffix of -tion- in English word was changed into -asi- in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ ,ver.i.fi'keɪ.ʃən] and [verifikasi] in Indonesian.

The word “*identitas*” was adapted from English word “identity”. The spelling of the word was changed. The letter of -y- in English word was changed into -as in Indonesian. The pronunciation is also different between the words. The English pronunciation was [aɪ'den.tə.ti] and [identitas] in Indonesian. The word “*komunikasi*” was adapted from English word “communication”. The spelling of the word was changed. The letters of c- and -c- in English word were changed into k- and -k- in Indonesian. The letter of -m- in English word was omitted in Indonesian. The suffix of -tion- in English word was changed into -asi- in Indonesian. The pronunciation is also different between the words. The English pronunciation was [kə'mju:.nɪ'keɪ.ʃən] and [komunikasi] in Indonesian. The word “*apresiasi*” was adapted from English word “appreciation”. The spelling of the word was changed. The letter of -p- in English word was omitted in Indonesian. The letter of -c- in English word was changed into -s- in Indonesian. The suffix of -tion- in English word was changed into -asi- in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ə.pri:.'ʃi'eɪ.ʃən] and [apresiasi] in Indonesian.

Based on table 6, there are four loanwords used in Indonesian adopted from English words. The word “*investigasi*” was adapted from English word “investigation”. The spelling of the word was changed. The suffix of -tion in English word was changed into -asi in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ɪn'ves.tɪ'geɪ.ʃən] and [investigasi] in Indonesian. The word “*organisasi*” was adapted from English word “organization”. The spelling of the word was changed. The letter of -z- was changed into -s- in Indonesian. The suffix of -tion in English word was changed into -asi- in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ ,ɔ:.gən.ar'zeɪ.ʃən] and [organisasi] in Indonesian. The word “*fitur*” was adapted from English word “feature”. The spelling of the word was changed. The letters of -ea- were changed into -i- in Indonesian. The letter of -e in English word was omitted in Indonesian. The pronunciation is also different between the words. The English pronunciation was ['fi:tʃər]

and [fitur] in Indonesian. The word “*potensi*” was adapted from English word “potential”. The spelling of the word was changed. The suffix of –ial in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [pə'ten.ʃəl] and [potensi] in Indonesian.

Based on table 7, there is one loanword used in Indonesian adopted from English words. The word “*kasus*” was adapted from English word “case”. The spelling of the word was changed. The letter of c- in English word was changed into k- in Indonesian. The letter of -e in English word was changed into -us in Indonesian. The pronunciation is also different between the words. The English pronunciation was [keɪs] and [kasus] in Indonesian.

Based on table 8, there are six loanwords used in Indonesian adopted from English words. The word “*bisnis*” was adapted from English word “business”. The spelling of the word was changed. The suffix of –ness in English word was changed into –nis in Indonesian. The pronunciation is also different between the words. The English pronunciation was ['bɪz.nɪs] and [bisnis] in Indonesian. The word “*transaksi*” was adapted from English word “transaction”. The spelling of the word was changed. The letter of -c- was changed into -k- in Indonesian. The suffix of –tion in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [træn'zæk.ʃən] and [transaksi] in Indonesian. The word “*generasi*” was adapted from English word “generation”. The spelling of the word was changed. The suffix of –tion in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ˌdʒen.ə'reɪ.ʃən] and [generasi] in Indonesian.

The word “*situasi*” was adapted from English word “situation”. The spelling of the word was changed. The suffix of –tion in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ˌsɪtʃ.u'eɪ.ʃən] and [situasi] in Indonesian. The word “*instruksi*” was adapted from English word “instruction”. The spelling of the word was changed. The letter of -c- was changed into -k- in Indonesian. The suffix of –tion in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ɪn'strʌk.ʃən] and [instruksi] in Indonesian. The word “*interaksi*” was adapted from English word “interaction”. The spelling of the word was changed. The letter of -c- was changed into -k- in Indonesian. The suffix of –tion in English word was changed into –si in Indonesian. The pronunciation is also different between the words. The English pronunciation was [ɪn.tə'ræk.ʃən] and [interaksi] in Indonesian.

Based on table 9, there are two loanwords used in Indonesian adopted from English words. The words “*akun telegram*” were adapted from English words “telegram account”. The Indonesian word “*akun*” was adapted from English word “account”. The Indonesian word “*telegram*” was adapted from English word “telegram”. The words “*kode otorisasi*” were adapted from English words “authorization code”. The Indonesian word “*kode*” was adapted from English word “code”. The Indonesian word “*otorisasi*” was adapted from English word “authorization”.

Based on table 10, there are two loanwords used in Indonesian adopted from English words. The words “*aplikasi seluler*” were adapted from English words “cellular application”. The Indonesian word “*aplikasi*” was adapted from English word “application”. The Indonesian word “*seluler*” was adapted from English word “cellular”. The words “*proses investigasi*” were adapted from English words “investigation process”. The Indonesian word “*proses*” was adapted from English word “process”. The Indonesian word “*investigasi*” was adapted from English word “investigation”.

Based on table 11, there are five loanwords used in Indonesian adopted from English words.

The words “*media sosial*” were adapted from English words “social media”. The Indonesian word “*media*” was adapted from English word “media”. The Indonesian word “*sosial*” was adapted from English word “social”. The words “*konten ilegal*” were adapted from English words “illegal content”. The Indonesian word “*konten*” was adapted from English word “content”. The Indonesian word “*ilegal*” was adapted from English word “illegal”. The words “*eksploitasi seksual*” were adapted from English words “sexual exploitation”. The Indonesian word “*eksploitasi*” was adapted from English word “exploitation”. The Indonesian word “*seksual*” was adapted from English word “sexual”.

The words “*konten pornografi*” were adapted from English words “pornography content”. The Indonesian word “*konten*” was adapted from English word “content”. The Indonesian word “*pornografi*” was adapted from English word “pornography”. The words “*teknologi komunikasi*” were adapted from English words “communication technology”. The Indonesian word “*teknologi*” was adapted from English word “technology”. The Indonesian word “*komunikasi*” was adapted from English word “communication”.

Based on table 12, there are three loanwords used in Indonesian adopted from English words. The words “*operasi digital*” were adapted from English words “digital operation”. The Indonesian word “*operasi*” was adapted from English word “operation”. The Indonesian word “*digital*” was adapted from English word “digital”. The words “*kartu kredit*” were adapted from English words “credit card”. The Indonesian word “*kartu*” was adapted from English word “card”. The Indonesian word “*kredit*” was adapted from English word “credit”. The words “*basis data*” were adapted from English words “data base”. The Indonesian word “*basis*” was adapted from English word “base”. The Indonesian word “*data*” was adapted from English word “data”.

## Conclusion

The researchers concluded that there were 56 English loanwords which were written in *Kompas* digital newspaper taken from selected columns in April and May 2022. The English loanwords categories analyzed were the simple word, complex word, and translated word. There were 26 English loanwords found as simple word. Then, there were 18 English loanwords found as complex word. Finally, there were 12 English loanwords found as translated word. The simple word of English loanword is the most frequently used in *Kompas* digital newspaper. Meanwhile, the translated word of English loanword is the least frequent one. So, many people use simple word of English loanword dominantly in the selected Cyber Crime column of *Kompas* digital newspaper. Some people may use more categories of English loanwords such as complex word and translated word.

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# An Analysis of Abstract Using Move Model on Hyland's Theory In Project Journal Article

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**Abstract.** An abstract is one of the important parts in a research paper. It must give detail information to the readers. This research aimed to analyze abstracts' content by using Move model proposed by Hyland (2003). It consists of introduction, purpose, method, result or product, and conclusion. This research used a qualitative method which specifically used content analysis design. Content analysis design was used because the researcher analyzed the content of abstracts taken from PROJECT Journal article which meant whether the writers presented the detail information as Move model or not. Evidently, from 15 articles analyzed, it was only one person who displayed detail information which was appropriate with Move model and the others were still not what the researcher expected except in informing the methods used. From the result of analysis, the understanding of writers about giving detail information in an abstract still lacks. It proves that the data finding presented in the result showed the weakness of abstracts which were not suitable yet with Move model.

**Keywords:** Abstract, Move model, Project journal article

## Introduction

Writing is one of the obligations for university's students because the lecturers often give students assignments to make a research paper or a journal article. The purpose of this research is to analyze students' research paper especially on the abstract whether they include introduction, purpose, method, result or product, and conclusion, and for other students they have to pay attention to writing an abstract on the research article. Valdes (2019) defines that a research paper can be called as a piece of academic writing either made by students or lecturer containing the originality of authors' research result on a particular topic which is analyzed with interpretation of research findings. Making a habit of writing a research paper will help the students to get used to practicing what is on their mind since writing is a matter of habit not a matter of understanding. Understanding will not become a work of people without being proved with something that people can see and read. This is how students are always forced or motivated to write in order to be accustomed to.

Indeed, students will find something difficult when they are trying to be writers because doing something new usually needs a high motivation or eagerness to be consistent. After the students get consistent, the creativity in arranging the words or structures, or event selecting correct theory will become a habit which brings students' understanding to be easier in writing an article. Writing (Nunan, 1991) is an extremely complex cognitive activity in which the writer

is required to demonstrate control of variables simultaneously. In line with this, writing does not come naturally; it requires focused effort to 'write' phrases and explore methods of communication and organization (Byrne, 2012).

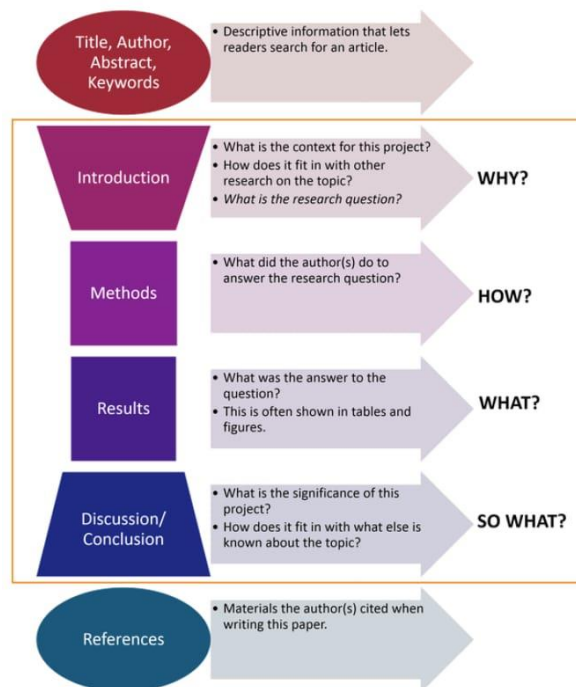
There are several things that have to be understood by new writers. It is actually not only for the new researchers but also for the professional researchers. They are consisting of selecting appropriate vocabularies, choosing correct tenses, taking data, collecting data, analyzing data, choosing correct theory, selecting appropriate design, in relation to phenomena for the qualitative research, in relation to numbers for quantitative research, displaying the result or finding, discussion the data that have been analyzed, and etc. Those above will easily be passed through a habit of practicing about what people can present in the form of writing.

This will carry out students' creativity in writing a research article and it can make students graduate on time or they can predict where the students is going to finish the study. This habit really helps the students to measure and plan all their planning. It is not only they can plan the graduate, but students can also practice this technique when they are being university students such as time management in finishing the assignment, preparing either for daily test, mid-term test, final test, or oral test, and many things that students have to prepare.

### Structure of A Research Paper

When the researcher starts to conduct a research paper, he/she can use *IMRaD* as a format guidance. The structure of *IMRaD* stands for *Introduction, method, Result, and Discussion* (Mack, 2018). In the introduction, a big question will appear like why the researcher does a research related to the specific topic. The answer of the question should give the clear understanding to the reader because it has a relation to the interest. So, the researcher must be creative in structuring the words which will charm the readers. If the introduction is presented well, the research result will look good and people will get interested in reading it.

Table 1. The modern structure for most research papers is the *IMRaD* (*Introduction, Methods, Results, and Discussion*)



## **1. Abstract**

An abstract is a part of research paper which must be available in a research to present the whole information about what have been done by a researcher. An abstract usually present the introduction about the general idea of the researcher in conducting the study, the aim of the study, the methods used, the result of the research, and discussion (Hyland, 2003). These important parts of a research paper will give detail information to the readers which can make an interesting mindset to read that article.

In accordance with this statement, James R. Ebert (2016) stated that in the scientific research paper the most important point in a research paper is an abstract because it can present the brief summary from the whole information. With an abstract, the professionals may enable and keep following the current with a big volume of scientific literature. In defining an abstract, students sometime have a misconception about abstract's nature which might be described as the "table of contents" or "introduction" disorders. Actually, several ways can be done what the researcher wants to share an information or not in the abstract.

Besides, Bhatia (2002) in John Flower expresses that an abstract usually provides the research article summary and practices the whole of research article organization to reach at the verbal moves which can be found in an abstract: introduction (purpose), method, result, and conclusion. Lores (2003: 281) states that the abstract of research articles is not similar to research articles which follow these three aspects: function, verbal structure, and linguistic comprehension. Meanwhile, Santos (1996) in Yun Li (2011:7) took in finding out the abstracts of research papers as the textual organization. There are two levels related to abstracts – in an abstract, there is a feature called as micro-level from textual group and the second is sentence level feature. This feature was taken from textual investigation.

## **2. Introduction**

There are three things that have to be concentrated on preparing to start writing an introduction – content for the project which means the introduction content should be appropriate with the aim of the research, the introduction must be fitted with the whole research topic, and the researcher does not forget to present the research questions in order to measure or organize the research so that it will not get out of the topic.

The content of introduction has to be relevant with the purpose of conducting a research. The researcher must explain the content coherently begun from the background of doing the research topic till the research question. This coherence will create the sequences which can make the reader easily to understand the writing and understanding context and the structure of writing context would look good either in structure content or in meaning context.

The other content which should be available in the introduction is research questions. The research question is a crucial thing. The best research question represents a good quality of a research. It is very important to unknot the secrets of nature giving the answer for the problems. A research question investigates the problem in the research. A question must be created very well because it will guide the researcher to find the appropriate methodology to be used (Kishore, et. al, 2011). Therefore, the purpose of research question aims to find out the presenting uncertainty in a concern area point to a necessary intentionally.

A good research question will present the logic argument which supports the arguable research paper. Hence the formulation of a good research question is one of the first important steps in conducting a research undoubtedly. Especially in the field of social and health where the systematic knowledge generation which can be applied for promoting, healing, maintaining, or protecting individual and population health (Bryman, 2007). Principally, the research can be categorized based on its purpose. It can be seen from an action, an application, qualitative, quantitative, so forth (Alvesson, 2011).

### **3. Methods**

In introduction, the best way to choose method in a research is depending on how the researcher presents the research question. Generally there are two methods which are always be used by researchers – qualitative and quantitative. Under the head of methods, the researcher must understand the design where it is related to case study, document/content analysis, survey, ethnography, mixed methods, and etc. an introduction clearly mentioned the use of best methods begun from a good research question.

Cohen (1977) stated that the definition of quantitative research is described for social research employing the methods and the statements empirically while Creswell (2017) said that quantitative research has a relation to phenomena which is meant it is presented to analyze an event surrounding people that uses numbering in collecting the data or this method is usually done mathematically. Meanwhile, Myers (2009) has the same opinion with Cohen. He mentioned that the quantitative research method was established for a social discipline so that the researcher can conduct a research related to the social and culture phenomena.

Creswell (2009:15) expresses the qualitative research as an inquiry process of understanding based on the distinct methodological tradition of inquiry that explores social or human problem. In line with this, Moleong (2005:6) also synthesizes that qualitative research is the research which aimed to comprehend any phenomena happened toward the research subject such as behavior, perception, motivation, action, and so on.

### **4. Results**

The result of the research depends on the methods used. People have known that there are different things in showing the result or finding. The difference can be seen from what method has been used by the researcher whether he/she uses qualitative or quantitative method. Several researchers mention 'result', but several mention 'finding'. This different mentioning can be differentiated only from point of view, but it actually has no main diverse content.

The data presentation is very dependent on what method the researchers use. Quantitative research often presents the result or finding using table, chart, and etc. it is done because this method is related to arithmetic. Hence, the result of analysis is displayed into chart, table, and etc. Meanwhile, qualitative research is very different from quantitative. This method showed the finding or result in the form of description. Indeed, some people think that qualitative study is easier than quantitative or vice versa, but in conducting a research it is not about difficulty and easiness. It is referring to how the researchers will take, collect, analyze the data.

### **5. Discussion**

Discussion also has a relation to qualitative and quantitative research. It means in quantitative research, result and discussion are usually separated. The strong reason is because chart or table is displayed, it will make the researchers easier to discuss finding or discussion which is connecting to the theory, previous studies, or other findings. Besides, the facts are often found in the field study for the qualitative research. This method usually combines between result and discussion. This reason makes sense because in qualitative research the researchers get easier to discuss the result directly rather than explain the data in different part moreover the researchers use descriptive qualitative. This design is easier to discuss the data in the result and finding.

### **Method**

This research was descriptive qualitative approach with using content analysis as the research method because this research analyzed documents' contents. The selected data of this research was displayed in the data identification table in order to be seen clearly. Making such this identification table is proposed by Miles and Huberman (1994). Then, those selected data were given a verification and conclusion. Therefore this research used descriptive qualitative approach, the result of this research was described in descriptive forms.



The corpus of this research took fifteen abstracts taken from Project Journal articles published on May 2020. This project journal article is always consistent in publishing research articles in every month. This consistence can be seen in the link of its journal. This publisher publishes minimally 15 to 25 journal articles in every month. The reason why the researcher took the data from this publisher is because it has a good reputation which could be seen from its consistence.

This research focused on analyzing abstracts in research articles. It was chosen because an abstract is a crucial part in a research article. Readers can find any information from abstracts. This research used Hyland's theory as a grand theory. This was chosen, for it give detail information in presenting the understanding to the readers such as introduction, purpose, method, product, and conclusion. These all parts are consisted in moves' theory. Take a look on the following table to see the description in detail:

Table 1. A Framework for Abstract Analysis

<b>Moves</b>	<b>Function</b>
1. Introduction	Establishes context of the paper and motivates the research or discussion.
2. Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3. Method	Provides information on design, procedures, assumptions, approach, data, etc.
4. Product	States main findings or results, the argument, or what was accomplished.
5. Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

Source: Hyland, K. (2000).

*Disciplinary Discourses: Social interactions in academic writing.* London: Longman.

In data collection technique and data analysis technique, the researcher used qualitative method. In mentioning the name of qualitative, some scholars mention it as approach and some mentions as method. According to Moleong (2008:5) qualitative approach is a data collection technique in the background of nature using natural method. This qualitative approach is always done by the researcher who likes conducting a research naturally.

In accordance with qualitative, Creswell (1997:17) expresses that qualitative approach is the way to be used in conduction a research article done by the researchers who like studying individually and in natural setting or it is also called as natural process. Here, the researched object and setting or its context must be put together. This approach based on Creswell can be used either for education field or non-education field.

Specifically, this research used qualitative content analysis. This was done as the researcher analyzed the data and presented the data descriptively. Qualitative content analysis is called as research method or qualitative method which aims to interpret the data taken from text data (Hsieh & Shannon, 2005, p. 1278).

### **Finding and Discussion**

In the first step, the researcher analyzed fifteen research papers which were taken from PROJECT Journal. This analysis had a purpose to find out the data based on Hyland' theory used in this research. Hyland's theory discusses about what should be involved in the abstracts of research article. This research was focused on analyzing the abstracts because the writer can deliver any information through an abstract and that information represents whole result of

research. It is not only for the result, but it must present the introduction of research, purpose, method, product, and conclusion. These five indicators which should be inserted in an abstract proposed by Hyland (2000).

From the data analysis that the researcher has done, it was found that there were 48 data representing all moves. Seven data was indicated to Move 1 (introduction), eight data belong to Move 2 (purpose), 13 data represent method as Move 3, 15 data possessed Move 4 (product, result and discussion), and two data owned Move 5 (conclusion). It can be seen from the data gotten from 15 abstracts that the perfect information that has to be stated in abstract still lack. It means that it was not found even from one abstract which deliver all information that was appropriate with Moves model. Here are the following chart 1 as the result of analysis.

Total (n=15)

Introduction = 7

Purpose = 11

Method = 13

Product/result = 15

Conclusion = 2

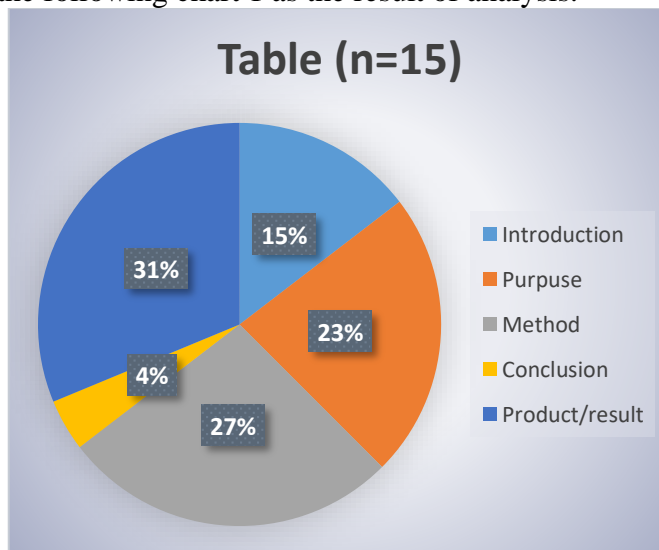


Figure 1: frequency of the Move Occurrence of Project Journal Abstract

After the researcher analyzed the Move Occurrence of Project Journal Abstract, the researcher selected sentences based on Moves Theory proposed by Hyland (2000). It can be seen in the below table found in the abstracts on Project Journal article.

Table 2: Frequency of Move Model in Abstracts

Data	Moves				
	M-1	M-2	M-3	M-4	M-5
A1-(ZS,WM,HH)	✓			✓	
A2-(IR,DN,YA)	✓			✓	
A3-(BPS,CB,HH)	✓		✓	✓	
A4-(YN,IS)		✓	✓	✓	✓
A5-(NMNS,AP)		✓	✓	✓	
A6-(YSM)	✓	✓	✓	✓	
A7-(TLA,ERM)		✓	✓	✓	
A8-(EV,AP)		✓	✓	✓	
A9-(HS,MZ)		✓	✓	✓	
A10-(RKT,RSD)	✓	✓	✓	✓	
A11-(RG,IS)	✓	✓	✓	✓	✓
A12-(SHR,E)		✓	✓	✓	
A13-(IK,IL)	✓	✓	✓	✓	
A14-(NNR,AP)			✓	✓	
A15-(INA,AP)		✓	✓	✓	
<b>Total</b>	<b>5</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>2</b>

### 1. Move 1: Introduction

From the result of data analysis, the researcher did not find Move 1 (introduction) in all abstracts which had been analyzed. It was only found from seven abstracts. The others did not address any introduction in presenting the research on abstract. They were more focusing on purpose and methods. The clear data finding can be seen below as the excerpts illustrated of Move 1:

- (1) Charles Sanders Pierce's Triadic semantic model is a semiotic theory that analyze the signs (ZS,WM,HH).
- (2) Millennial lecturers are considered to be proficient in teaching by making use of the technology in their classrooms (BPS,CB,HH).
- (3) Pedagogical implications are discussed in terms of the need for continuous professional development for the newly certified teachers during their initial career at schools (YSM).

The data above shows that each sentence explained the introduction of general topic which gave the information to the readers generally also. The clear information can be seen from the subjects used by the writers. Point the phrase of "Charles Sanders Pierce's Triadic semantic model". This phrase can be predicted as general information because the phrase of 'semantic model' can be referring to 'sign'. The 'signs' was more specific in this research as writer analyzed that thing from the semantic model.

The subject in the second sentence also gave the general information about millennial lecturers who can be able to use technology in the classroom. It can be said as a fact because old lecturers usually cannot operate the technology. This research showed millennial lecturers dominate in mastering technology for the lecture's need rather than old lecturers. The similarity was also seen from the third sentence. The writer informed general information about pedagogical implication rather than the specific thing related to the main topic. From the three excerpts of data, the researcher can conclude that giving general information in the abstract can help reader get whole information also, but unfortunately from the abstract analyzed, the researcher did not find the introduction in all abstracts. It could be the writer's ignorance or carelessness, yet one important thing that should be understood by all writers is to write the introduction in an abstract.

### 2. Move 2: Purpose

In a research paper, the purpose is one of the most important thing that cannot be belittled because the readers could dig deep information about the purpose of that research, but the writer/researcher sometimes did not write the purpose of the research. It will decrease the understanding and will look the abstract strange and uninteresting. It was seen from that data analysis for Move 2 (purpose), the researcher could not find the aims/purpose from all the abstracts. Here are the following data excerpts below which have been found from 11 of 15 abstracts:

- (1) The aims of this research to find deixis and spatial deixis used of song lyrics from King of Dangdut by Rhoma Irama (YN,IS).
- (2) The purpose of this research, namely analyzing Aisyah : biarkan kami bersaudara movie to find out the type of addressing term used in this movie (NMNS,AP).
- (3) This research aimed to analyze the errors in using simple present tense (HS,MZ).

From the three representative data above, the reader can understand each purpose of the research. The first sentence seemed that the writer aimed to conducting an analysis in a song lyric. The word of 'aim' has given an information that the meaning of that is a purpose, so this is so easy to understand by all people. Then, the second delivered the purpose by the word of 'purpose' that word can be explained as the synonym of 'aim'. The complete meaning of sentence showed that the researcher analyzed the move for the research.

The choice of the third example had the same word and meaning with the writer one. The writer chose 'aimed' to deliver the research purpose. The choice of word is so common to be used by the researcher/writer because it can be understood easily or everyone can understand that word even for those who have very limited vocabularies. In this third example, the writer analyzed simple present tense.

### 3. Move 3: Methods

The researcher assumed that research methodology is like a knife to be function as a tool to get the data. Hence, it can be said that choosing the correct method in the research is so important to be chosen by the researcher because it will cause to the result of data which are appropriate for the research question. From the data analyzed, the researcher found that it was not all the writers wrote methods in the abstract. It was only found 13 from 15 abstracts. Here are the excerpts which were taken as the presenting data.

- (1) This research used a qualitative descriptive method (RKT,RSD).
- (2) The researchers used descriptive qualitative as the method of this research (SHR,E).
- (3) The method that used in this study is to analyst the lyrics of "A Star is Born" album and the technique that used to collect the data is analyzing technique that used is qualitative method (INA,AP).

From the three data above, it can be concluded that all writers used qualitative method. Qualitative method is used usually to describe data as phenomena, context, and so forth. It can be seen from the three data displayed that the first writer and the second writer stated the research method clearly. It used more specific as the mode or design of qualitative. One of the modes or designs of qualitative method is descriptive qualitative, so both writers presented the information in a good shape while the third writer presented the information in general, they just wrote 'qualitative method'.

### 4. Move 4: Product / Result

Result or product is the result of hypothesis which have been formulated to gather the data by the researcher. The researcher must be able to get the data based on the research questions which have been mentioned in the introduction either explicitly or implicitly. Arranging or presenting the result must be explained clearly, but sometimes as what have been mentioned in above there are differences between qualitative and quantitative. Here are the three excerpts of data taken from the abstracts.

- (1) The result of this research showed that there were six processes that occurred in the data, there were; material process (41,6%), mental process (1,7%), relational process (38,3%), behavioral process (1,7%), verbal process (1,7%), and existential process (15%) (TLA, ERM).
- (2) Based on the results of the study it was found that the condition of students' interest of reading English novels in Faculty of Letters, Muslim Nusantara Al-Washliyah University is very poor (RKT,RSD).
- (3) The result showed that students more understand and truly remember of recent vocabularies when using Total Physical response (TPR) as a way (RG, IS).

From 15 abstracts analyzed, the researcher found the product or result. It means that all writers presented the result. First writer and second writer showed the data with the percentage, but the other or the third writer showed the data with only a description. These three writers have a difference in displaying the result, yet it can be seen from how they showed that result of data analysis is very good and look easy to understand.

### 5. Conclusion

In a research paper, the researcher must give the conclusion of research paper. It usually presents what have been gotten from the research. Specifically if the researcher conducts a research with teaching method, the result may be shown that how effective that method was applied in learning. This is only the example of teaching method, but it is no specific result for the researcher to explain in the conclusion. It depends on what method and what result the researcher used.

- (1) It can be concluded that students can improved their vocabularies well through TPR (RG, IS).
- (2) It can be seen of the result analysis person deixis and spatial deixis can be many found in the six song lyrics (YN,IS).

Here, the researcher only found two data of 15 abstracts. It means that it is only two writers who wrote conclusion in the abstract. From the first writer, the researcher saw that they show the conclusion about using vocabulary using TPR technique and they concluded that TPR can improve students' vocabulary. Then, second writers concluded their finding about deixis in the lyrics that were taken as data analysis.

### **Conclusion**

An abstract is one of the components which must be available in a research article. Hyland (2003) stated that there are five components that must be written in an abstract – introduction, purpose, method, result or product, and conclusion. Hyland mentioned it as Moves model. This model is very to be used by every researcher because this will guide her/him get the easiest thing in writing an abstract.

From the result of research analysis, the researcher can conclude that it is so important for the writers or researchers to understand what have to be written in an abstract because it will give important information to the readers moreover this model gives coherent explanation started from the introduction and ended with a conclusion. This arrangement will deliver best information when the readers want to dig deeper information from the research.

Through this model, the researcher conducted a research on 15 abstracts published in PROJECT Journal article. It was found that it was only one writer who understood this format, most of them did not use it so that the abstracts did not seem to provide clear information especially in the part of conclusion. The researcher only found two data of 15 abstracts, but the researcher gave really appreciate for the writers as all of them presented the research methodology even it was still general.

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