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FAKULTAS SASTRA
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IMPACT ON THE IMPLEMENTATION OF MOTHER-TONGUE IN A MULTILINGUAL CLASSROOM

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Abstract

Mother-tongue instruction in multilingual settings significantly impacts teaching and learning. This paper aims to investigate the role of teachers in implementing mother-tongue instruction in multilingual classrooms. A qualitative approach was employed for this inquiry, utilizing semi-structured interviews as the primary data collection tool. These interviews featured open-ended questions, allowing participants to respond in detail until data saturation was achieved. Participants were purposively selected and included teachers who provided instruction in the mother tongue, as mandated by policy for Foundation Phase teaching in multilingual education (MLE) settings. The study was conducted in schools within the Eastern Cape Province of South Africa. The findings reveal challenges faced by teachers in implementing and improving mother-tongue instructional materials. Due to a lack of teaching and learning resources, the study concludes that there is a need for libraries in schools. Additionally, the study recommends a thorough examination of innovative teaching strategies.

Keywords: *learning approaches; mother-tongue; multilingualism; teaching and learning resources; translanguaging*

1. Introduction

Alexander (2018) opines that South Africa, with its characteristic of adopting policies that cater to eleven official languages, by virtue is regarded as a phonetically super-different type of country. As these local languages are noted to be harnessing learners from varying linguistic backgrounds, classrooms for the South African context are somehow verbally different as compared to the previous dimensions. For teachers to be faced with the hassles of handling such diverse learners in a single or common classroom is really overwhelming, as argued by Banda (2018).

Oihana et al. (2020) declare that language choice in the education environment seems to slowly diminish due to home language L1 schools that are disadvantaged. In line with this argument, scholars in the likes of Ferreira-Meyers and Horne (2017) reveal that the sense of confidence declines when learners find difficulty speaking English fluently. In addition to that, findings relayed by Hurst (2016) elaborate how regretful learners feel to discover that their own L1 is somehow regarded as minor. It is therefore suggested that integrating L1 can have positive advantages that can help to control the learning process (Lwanga-Lumu, 2020). When the learning environment is considered positive, a strong

identification is fostered, not for learners only, but for all school stakeholders including teachers, the school management team (SMT), parents, and policymakers (Rivera & Mazak, 2017; Hurst & Mona, 2017).

2. Literature Review

2.1 Theoretical Literature

Multilingual Education theory was developed by Shohamy, E., Tannenbaum, M., & Gani, A. (2022). This theory stresses the use of the first language in the child, taking the socio-educational curriculum in the classroom culture and then connecting to the second language. It also encourages the utilization of learners' mother tongue as a method of guidance, particularly in the early years of schooling. Learners obtain information even more genuinely when shown in their first language. A linguistic level point that a bilingual learner must achieve to benefit from bilingualism (Cummins, 1979). The language level for reading is largely based on the vocabulary size of the language. Vocabulary size level is language dependent, meaning that learners who are exposed to another language of learning can ease up some challenges encountered. Studying new languages can change the focus of a learner.

2.2 Empirical Literature

Important resources used in the field of education, such as the lack of a curriculum to accommodate multilingualism and insufficient dictionaries used by students during English sessions, hampered learning, and teaching methods. Furthermore, in both research sites, school principals questioned the government and specific agencies in charge of funding fundamental resources for schools. Espana, C., Herrera, L.Y., & Garcia, O. (2019) emphasize that TL is the moment at which a multilingual individual's whole etymological group gets considered as compared to one language convergence, as advocated by the South African LiEP. Outlined by research findings in this instance is the level of decency brought about by students in their early entry years, with the mother's history of independence.

The research discovered that the terminology utilized for contextualized home languages could not be accessible in the elementary learning phase. Home language learning when blended with additional languages, in this case, the English language, somehow hinders learning and progression as students are unfamiliar with such a foreign language not spoken in a range of communities either. Contradictory to logistics to promote English medium teaching in some schools, the South African Language in Education Policy (LiEP) advocates for the use of Languages of Learning and Teaching (LoLT) for learners registered to learn in the so-called demarcated South African Grades 1–3, specifically.

The current studies have underlined the role of the native language as an excellent resource for learning and has been proven to overcome the challenges faced by L2 language learners (Oihana et al. 2020; Omidire 2019). Tian and Macaro (2012) hold that L1 learners to whom an input is provided do better than those not to whom an input is provided. Also, Cummins (2009) sees L1 as a foundation for new knowledge that is to find its way into the head. The fact is the application of L1 might lead to several learning obstacles because learners lack understanding of much of what is administered during teaching lessons. It is from there that this cohort of students can face challenges of decline in academic performance, thus affecting learner progress.

Therefore, the change to a second language, mainly English is necessary as this is the preferred language of communication from a global perspective. In the Republic of South Africa, school authorization is granted which formulates a school governing board (SGB)); there is consensus regarding the adoption of a language with the help of parents. Previous studies have demonstrated that most schools, second to their mother language - English - were selected (Gordon, 2019). The SGB's Umpire's decisions became reviewed with time so that they reached the point of non-stop review. Consequently, at this level, a language integration program should be implemented to have students implement English language learning as the prescribed media for Grade 4 teaching and learning processes.

In that LiEP multilingualism is not incorporated, only the language of instruction is incorporated and thus generated and accepted as a means or a tool for guiding throughout the Foundation Phase. The authors believe that a learner's experience with other languages could be considered a superior resource when he/she is learning to move around a learning space. As outlined in research, this is therefore considered as communication linked with translanguaging (España & Herrera, 2020).

3. Research Method

This research is done by listing all the research procedures and approaches employed throughout this study (Cohen, Manion, & Morrison, 2000). To gather data and make conclusions, the qualitative method proved to be the most reasonable choice, since it helped us when we worked together with participants. As the exchanges improved, we gained better knowledge of the situations and actions met by teachers in their real-life settings in schools.

3.1 Methodological Design

For this investigation, a case study design was employed. This research design assisted a lot in developing in-depth and reflective knowledge of complicated topics and social experiences in real-life situations (Yin, 1999). As a result, we were interested in analyzing how teachers implement mother-tongue teaching imperatives in a multilingual classroom.

3.2 Population and Sampling

Participants in this paper were identified on purpose. Denzin (2018) describes thoughtful selection as finding experienced, relevant, and yet accessible people regarding the subject under investigation. It became critical that the selected participants were the most appropriate to provide the intended results for this investigation, as believed by the authors. The researcher used purposeful sampling. Three Foundation Phase teachers were chosen. They are relevant because they have been teaching in the Foundation Phase for many years.

3.3 Research Instruments

Semi-structured interviews to achieve data for this qualitative study were employed. Participants were allowed to respond thoroughly to all the questions asked because the interview schedule included open-ended questions (Kitzinger, 1995). The questions rotated around multilingual experiences that support teaching and learning processes in rural schools. Further probing led to us asking several follow-up questions that were not originally

planned for in the interview schedule, indicating that for discussions to be this strong and valuable data from participants' responses were picked up (Britten, 1995).

3.4 Data Collection Procedures

All responses from participants were recorded after the information was collected (Saunders, M., Lewis, P. and Thornhill, A., 2012). This was done to ensure that not a single detail was observed. We then scheduled a sequence of meetings to go over the recordings again and again until the authors were confident that all information had been collected. Many similarities and congruencies were discovered among participants as we combined this process. All related replies were grouped as a single set.

4. Results and Discussion

The study findings suggest that an important asset in pre-service teacher preparation is needed to improve knowledge about the value of integrating learners' first language (L1) into classes. For learning to be considered non-intimidating, there is a need for teachers to develop a positive attitude toward indigenous languages versus home background cultures, and this has to be inculcated into the lessons for inclusivity. The study had three main findings which have been discussed in the form of narratives below:

4.1 Teachers Attitude towards Translanguaging

When the participants were asked the questions about insufficient training, they responded by saying:

Participant 1 *"As Foundation Phase teachers we need to be flexible and open-minded of including L1 into classrooms as potential approaches to language teaching."*

Participant 2 *"As Teachers we are significant role players in the classrooms and should adopt an accommodating approach to alter their teaching methods to scaffold the process of learning".*

Participant 3 *"As teachers we allow learners to feel like valued members of the classroom community, enabling them to use all of their resources to participate fully in class activities".*

Participant 4 *"Teacher four supports this approach in that it will give learners a voice to better position, improve, and organize future pedagogical practices that can contribute to equality in education."*

The teachers led the lesson by asking students questions about knowledge-based materials. Bialystok (2018) and Ismaili (2015) agree that instructors from multilingual backgrounds should be open to creating consistent classrooms. Because it was a translanguaging assistance approach, the teacher's interaction with the students aided in the completion of the lesson. This resulted in instructors agreeing that translation assessing techniques improve classrooms because learners were able to assist their learning by employing L1s, which are already a source of life, and applying them to creating direct linkages and comprehension of classroom content. According to Sarker (2019), innovations have a major impact on the learner's experiences.

As part of the semi-structured interview, during interviews with teachers, learners in my lessons were more involved because L1 guided their understanding by code-switching certain words in many languages, as argued by Cummins (2009), who points out that L1 is a support upon which new knowledge has been built, and Gobincgca (2013) said no, it becomes quite stimulating to comprehend my home language sometimes.

Mgijima and Makalela's (2016) findings, in which researchers also cited another L1, will not simplify learners' understanding because they are based on the other language, isiXhosa usage in Africa. Early learners' perceptions helped me to grasp opposing viewpoints; on the one hand, they valued L1 learning incorporated into classrooms while also stating that they understood English subjects. Strauss (2016) draws attention to this perspective by highlighting parents' backgrounds in terms of endorsing the strategy of teaching their children in English rather than making L1 inappropriate in African languages.

Parmegiani and Rudwick (2014) correctly identified this type of skepticism. Their dispute is presented from a different perspective, in which learners were unwilling to use their L1 in a speculative setting because they did not have the opportunity to do so during their school years, as this was never implemented through the provision of skills and strategies required for educationally well-educated individuals in the learner's L1. According to García and Wei (2014), alternative languages do not compete with the majority's languages. However, Fetvadjev, V. H., Meiring, D., van de Vijver, F. J., Nel, J. A., & Hill, C. (2015). found that some parents prefer their children to learn in English schools from Grade 1, which can be challenging for most cultures without their mother tongue. In addition, past historical notions suggested that parents from rural regions desired a school that taught their children English because they believed it was the sole common language spoken by the majority of South Africans (Moodley et al. 2017). It appears that prior language policies may have contributed to the collapse of many learners who are initially extremely dependent on their L1, and secondly, when learning in School Grade 4 begins utilizing English as the language of education from that point on (Makaleka (2018a). It leads to a lack of awareness among learners regarding learning content, which has a detrimental impact on implementation.

4.2 Limited Resources and Time Constraints

When asked about insufficient training, the participants responded by saying:

Participant 1 *"Teaching in a multilingual class is good but it takes more time and needs more resources."*

Participant 2 *"It is a good venture though time-consuming and expensive." – "It's good but a lot of translation has to be done and might be very expensive."*

Participant 3 *"...another problem is that learners don't have dictionaries as teachers we are overcrowded so we can't have all the dictionaries for 90 learners. Learners who are not shy will come and ask mam to explain this word, most of the time I don't like to explain."*

Findings discovered that both locations had a common shortage of resources, which resulted in many students covering each classroom, making it impossible to supply furniture,

few tables, and a lack of teachers. On the other side, a shortage of educational resources, such as the absence of literature to accommodate multilingualism and schools' inability to provide adequate dictionaries for pupils to use during English courses, hampered teaching techniques. Teaching multilingualism is beneficial, but it takes more time, and resources are limited, since learners need dictionaries.

As highlighted by (Amaah P., 2014; Myende, 2014, and Gobingca, 2013), many schools are described as having insufficient resources and a lack of fundamental resources such as adequate classroom space or other features such as power, water, etc. These schools frequently lack furnishings for students, such as tables and chairs, congested classes, and the teacher-to-student ratio is also irritating. This is the primary worry in the literature, where comparable courses are recognized in the works of Ebersöhn et al. (2017), who highlight the restricted access to adequate energy, transportation, and education as key problems impacting performance, which are heavily stressed in my study.

4.3 Lack of Multilingual Teaching Strategies

When the participants were asked the questions about insufficient training, they responded by saying:

Participant 1 responded: *Overcrowding in classrooms is one of the biggest challenges, this leads to difficulties in giving individual attention to the learners”.*

Participant 2 *had a different opinion that was not in line with the previous participant:*

The problem comes in because our children are from rural areas and narrate that their place was not electrified, and they will therefore tell you that they didn't have electricity to do an assignment or study the whole night. Consequently, we try to help them 30 minutes before school ends to try and catch up. Helping with revision exercises stimulates interest to study further in a library.”

Findings demonstrate that all instructors working in settings that are multilingual in nature are conversant in the present literateness confronting learners in South African schools. Nonetheless, they are much more dissatisfied with their inability to teach information and skills that appear to be ahead of learners' achievement and competency. Nagy (2018) also observes that instructors are constrained by diverse language use as a means of facilitating teaching instruction due to being schooled for practices that are monolingual in nature.

The second problem is that they relocate from squatter settlements where there is no power. You will hear students complain, "I didn't have electricity to do my homework." Overcrowding is one of the issues, and it might be difficult to focus on an individual student at times. Teachers endorse the use of translanguaging as a policy to help students toward literacy development. Recognizing L1 language inclusion in the school curriculum and providing help with an asset-based strategy appropriate for educational battles. In a similar vein, Myende (2014) suggests that to address these obstacles, schools should adopt tactics such as reviewing their existing resources and utilizing them efficiently.

5. Conclusion

This study concludes that there should be a significant investment in pre-service teacher preparation to increase awareness about the necessity of incorporating learners' L1s into lessons. The necessity of learning in a non-threatening, pleasant atmosphere, as well as developing the proper attitude toward learners' native languages and cultures, must be incorporated into the instruction. Capacitation needs to emphasize on successful methods for educating students from diverse language backgrounds and equipping instructors with tools for working in bilingual settings. Training that offers Professional Development programs for directed teachers must be implemented to accommodate that sense of a multicultural school community. Processes that are dynamic and transformational should be closely considered by policy implementation, with close consideration of inculcating various L1 technologies in their existing ways.

This study examined the benefits and challenges that come with utilizing learners' home languages to minimize the existing linguistic and cultural gaps in multilingual classrooms. This way home languages became gateways to developing both L1 and English language skills within an approach to multilingualism. The study aims to obtain a detailed view of the teachers' approaches to translanguageing in their classes, as a means of providing the required background in gaining knowledge about the efficient implementation of translanguageing.

Educational and linguistic blending in the South African education system is commonplace. Therefore, it becomes a language problem for those who cannot speak in their mother tongue. This research used translanguageing as a tool to explore the facilitators and limits faced by teachers when they decide to use the different languages of their choice in primary school classrooms. The results of this study show that understanding the learners and making them feel welcome led to an atmosphere that was non-threatening and amicable. Another reason that made teachers have favorable views about translanguageing was that the combination of such techniques made it easier to implement, and the students were more likely to try new measures. After all the pros, we still think that there will be problems in engaging in translanguageing to improve pedagogy and facilitate learning in multilingual environments. I mean that the language challenges would be problematic as well as the difference of opinions there. This research proposes that schools' resource scarcity and the reluctance of teachers to use translanguageing as a method of support may be considered a barrier to integrating translanguageing in primary schools. Another weakness is that few instructors were trained to teach in bilingual settings. Finally, existing social problems have not been completely addressed yet.

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EXAMINING ENGLISH LANGUAGE LEARNING CHALLENGES IN SULAYMANIYAH PRIMARY SCHOOLS: A COMPARATIVE CASE STUDY

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Abstract

This research investigates the challenges faced by primary school students in Sulaymaniyah City/Kurdistan Region/Iraq in learning English, focusing on both public and private schools. The main objective of the research is to discover the contradictory approaches to English language learning among primary school students, particularly concerning the influence of teachers and the surrounding educational environment in public and private primary schools in Kurdistan Region of Iraq. By analyzing data collected through questionnaires (n=100) which were 15 statements to be answered and interviews (n=4) with students and teachers which were 3 questions to be asked, the research highlights significant differences in the English language learning experiences between public and private schools. The key findings of this research reveal that students' proficiency in English is influenced by various factors, including their motivation, family background, and school environment. Moreover, teachers' instructional methods play a crucial role, as students benefit from engaging and diverse teaching strategies. Furthermore, the research underscores that a supportive and well-resourced learning environment—characterized by adequate classroom facilities, minimal noise, and effective teaching materials—significantly impacts students' ability to learn English. The research suggests that enhancing teacher training, updating classroom resources, and fostering supportive home environments could improve English language learning outcomes for students across both types of schools. Overall, this comparative case study provides valuable insights into how different educational contexts influence English language acquisition. The research offers recommendations for improving educational practices in primary schools generally and public schools, specifically in the Kurdistan Region of Iraq.

Keywords: *English language learning; public schools; private schools; Sulaymaniyah; teaching strategies; educational resources*

1. Introduction

From the background perception of the research, the research seeks to assess whether students in private schools receive a better quality of education and more

opportunities to develop their English language skills than their counterparts in public schools, especially in Sulaymaniya City of Kurdistan Region of Iraq (KRI). It is relevant to Sulaymaniya Schools since the researcher gathered all the data from that region and the data was generalized as it could be one of the limitations that is mentioned in the last section. Regarding the comparison between public and private schools, more details can be found in the analysis and discussion section in which different statements and the collected data can precisely show the differences.

The primary objective of this research is to explore the differing approaches to English language learning among primary school students, particularly concerning the influence of teachers and the surrounding educational environment. This research aims to determine whether the learning environment and teaching methodologies in private schools offer a more advantageous setting for acquiring English as a second language compared to public schools as it is believed by many teachers, and it has become a common perception.

Moreover, this research was prepared to systematically investigate and analyze the challenges faced by primary school students in both public and private institutions when learning the English language. The research's purpose is to provide a comparative analysis of these challenges, highlighting any significant differences between the two educational settings. Furthermore, the research emphasizes the importance of diverse teaching methods and the positive impact of a conducive learning environment on students. It also considers the students' backgrounds and their motivation to learn a second language. By understanding the students' perspectives on learning English and the challenges they encounter, as well as their confidence in their teachers' instructional approaches, the research could offer valuable insights to school administrators too. These insights could underscore the importance of the learning environment in language acquisition and help in enhancing educational strategies.

In addition, the research addresses the challenges of English language learning in both private and public primary schools. Private schools are often associated with academically successful students, particularly in English, as well as superior facilities and teaching techniques. In contrast, public schools frequently face criticism regarding their educational environment and instructional methods. The research's goals are to explore the potential reasons behind the struggles with English language acquisition in public schools, which may include governmental delays in providing resources, insufficient teacher training, and the students' socio-cultural backgrounds.

The research hypothesizes that most students have a positive opinion about the English language, they also recognise the importance of language, and they are motivated by different factors to learn English. Secondly, it is also hypothesized that teachers play a crucial role in encouraging and assisting students in overcoming difficulties in learning English, drawing on their extensive knowledge of effective teaching methods. Finally, it is expected that teachers who employ diverse techniques and create an engaging classroom atmosphere will have a positive impact on students' English language learning. The researchers would like to uncover factors contributing to some students being more proficient in learning English than others, to explain how teachers influence students' success in learning English, and to reveal how the educational environment impacts students' ability to learn English.

2. Literature Review

2.1. Challenges Faced by Students in Learning English

Learning the English language, particularly as a second language, involves teaching and studying English with the primary aim of equipping students who do not speak English natively. Given that English is a mandatory subject from primary school through college, mastering it presents significant challenges for many students. Primary school students, in particular, may encounter difficulties in learning English due to its novelty, making it imperative to identify these challenges and understand their impact on language acquisition.

2.1.1. Students' Motivation for Language Learning

As noted by Ames (1990), student motivation is a universal issue in education, often cited by teachers as a major challenge (p. 410). Motivation in language learning can stem from various sources, including family encouragement, teacher influence, or the students' intrinsic desire to learn. Motivation can be viewed as either a stable trait or a situation-specific response. When students engage meaningfully in an activity, they demonstrate motivation by aligning with the activity's purpose, feeling empowered, and seeing the value in learning. Even students who typically show little interest in learning may become motivated when teachers capture their interest or highlight the importance of the subject matter. Thus, motivation is a key factor in successful language learning, influencing how students engage with and benefit from educational activities (Wentzel, 2020).

2.1.2. Deficiencies in Language Skills

Primary school students should develop proficiency in the four foundational language skills—reading, listening, writing, and speaking—to effectively use English. Each skill reinforces the others, with listening improving speaking, reading enhancing writing, and writing supporting reading fluency (Kurniasih, 2011: 71). However, understanding spoken language can be particularly challenging for students, especially when they are unfamiliar with the sounds of the foreign language, leading to anxiety and a struggle to comprehend. Moreover, fear of making mistakes can inhibit students from speaking, necessitating the teacher's role in encouraging participation without fear of correction (Kurniasih, 2011: 74-77). Similarly, difficulties in reading often arise from a lack of familiarity with words and sentence structures, making it essential for reading instruction to be prioritized in primary education to support overall language development (Kurniasih, 2011: 77).

2.1.3. Fear of Making Mistakes in Class

Students' fear of making mistakes, particularly when speaking in class, is a significant psychological barrier to learning English. According to Salihoğlu, Yiğit. (2024), this fear is often linked to concerns about judgment and negative evaluations from peers and teachers, leading to anxiety and reluctance to participate in speaking activities (p. 101). Shyness and a lack of confidence further worsen this issue, as students fear embarrassment and criticism if their peers do not understand them or if they struggle to comprehend others. This fear can result in students withdrawing from classroom interactions, which in turn hinders their language development (Salihoğlu, Yiğit, 2024).

2.1.4. Inadequate Curriculum

The curriculum is a critical component of education, representing the values and principles of the educational system and significantly influencing students' learning experiences. However, an inflexible curriculum that fails to accommodate diverse learning styles and needs can be a major obstacle to effective learning. To address this, curriculum adaptation is necessary to ensure that all students can access the material and that their unique learning strengths are recognized and nurtured (Motitswe, 2012: 33-34). In both public and private schools, the challenge lies in modifying the curriculum to meet the specific needs of all learners, ensuring that educational practices are inclusive and supportive of every student's learning journey.

2.2. The Impact of Teachers on Students' English Language Learning

Teaching and learning are dynamic processes that evolve with changing generations. Despite significant transformations in the educational system, the role of teachers remains pivotal. Teachers are responsible for implementing strategies that facilitate second language acquisition and adapting their methods to the needs of their students (Munna, 2021: 1).

2.2.1. Traditional Classroom Settings

Traditional education, characterized by a teacher-centred approach, remains a prevalent mode of instruction. In such settings, students typically gather at a specific time and place, with the teacher directing the learning process. While this approach allows for direct interaction between students and teachers, it may not cater to the individual interests and abilities of all students, potentially limiting their engagement and understanding. As traditional classrooms are often not tailored to the diverse needs of learners, they may not effectively enhance students' learning experiences (Salim, 2019).

2.2.2. Step-by-Step Instruction and Patient Re-Teaching

Effective teaching requires instructors to be knowledgeable and skilled at conveying information to students. Good instruction involves a personalized approach that considers the universal development of the student. Teachers should be aware of the individual differences among their students and adjust their teaching methods accordingly. When students struggle, it is crucial for teachers to patiently re-explain concepts, ensuring that all students understand before moving on. Repeating explanations, being explicit, and checking for understanding are essential practices that help accommodate diverse learning needs and promote student success (Hargreaves et al., 2016: 9).

2.2.3. Utilizing Enhanced Audio and Visual Aids

Learning can be significantly enhanced by the use of various teaching tools, particularly audio and visual aids, which capture students' attention and make learning more engaging. These aids, such as music, images, posters, games, videos, and movies, help reinforce learning by making abstract concepts more concrete and accessible. Incorporating technology and creative teaching methods can make lessons more vibrant and tailored to students' interests, thereby improving their motivation and retention (Shabiralyani et al., 2015: 226).

2.3. Environmental Factors Influencing Students' Learning

The environment in which students learn plays a crucial role in shaping their educational experiences. Several factors, including classroom conditions and external surroundings, can either support or hinder the learning process.

2.3.1. Essential Classroom Supplies

A well-organized and comfortable classroom is essential for creating an environment conducive to learning. Classroom furniture, in particular, plays a significant role in students' comfort and ability to focus. Given that students spend a substantial amount of time sitting and writing, it is important that the furniture supports a proper posture and is suitable for the student's needs. Comfortable and ergonomically designed classroom furniture contributes to better concentration and a more effective learning experience (Popcornfurniture, 2015).

2.3.2. The Impact of Noise Levels

According to Gilavand and Jamshidnezhad (2016), noise in the classroom can significantly disrupt learning by distracting students and making it difficult for teachers to communicate effectively. Excessive noise not only affects students' ability to concentrate but also impairs their language and reading development. Teachers often need to raise their voices to be heard over background noise, which can lead to voice strain and reduce the effectiveness of instruction. Minimizing noise levels in classrooms is therefore crucial for maintaining a healthy and productive learning environment (Gilavand and Jamshidnezhad, 2016: 1454).

2.3.3. The Role of Natural Surroundings

Exposure to natural environments has been shown to enhance students' ability to focus and reduce stress, leading to better learning outcomes. Studies suggest that students who spend time in nature or have access to natural views experience less mental fatigue and perform better on cognitive tasks. Incorporating outdoor learning or providing access to green spaces can thus play a significant role in supporting students' educational experiences and overall well-being (Kuo, 2019).

3. Research Method

Kothari (2015) describes research methodology as a structured approach to addressing a research problem, essentially forming the science behind conducting academic research. This methodology examines the various strategies a researcher might employ to analyze a research problem, as well as the rationale behind these strategies. The practicality of this research lies in the use of inquiry methods and immersion activities to gather reliable information. The data, primarily quantitative, was collected through a survey and questionnaire that featured clear and easily understood questions. The researcher maintained objectivity, allowing participants to respond freely based on their awareness. (Kothari, 2015).

The validity of this research is affirmed by the precise measurement of methods, which produced results consistent with existing characteristics, traits, and variations within the physical or social environment. The data collected accurately reflects real-world findings

among individuals relevant to the study. (Kothari, 2015). Furthermore, this research is considered authentic because the questions posed were closely aligned with real-life situations, enabling respondents to answer truthfully. The researcher ensured that the respondents were open and honest by eliminating any factors that might compromise their honesty (Kothari, 2015). The reliability of this research is demonstrated by its consistency; repeated surveys would yield the same results as long as respondents were not influenced by external factors during the data collection process (Kothari, 2015).

The research methods refer to the processes used to collect data, which can then be analyzed to assess current methods or to gather additional information on a particular topic (Indeed Editorial Team, 2022). The research involved 104 participants. A total of 100 students completed the questionnaire: 50 from Dilan Public School and 50 from Leaders Private School, with each school having 25 students from grade three and 25 from grade six. Additionally, one teacher and one student from each school participated in the interviews. The research was conducted in two primary schools: Dilan Primary School, a public school, and Leaders Primary School, a private school, serving as the data collection sites.

The questionnaire and interview were piloted with four participants: two students (one each from grades 3 and 6) and two teachers, representing both Dilan Public School and Leaders Private School. The sample for this research consisted of 100 participants who completed the questionnaire and four participants who took part in the interview. The questionnaire involved 25 students from grade three and 25 students from grade six in each school, totaling 100 participants who answered 15 statements. The interview, which consisted of 3 questions, included two students (one from each school) and two English teachers, also from each school. For the data analysis, different statistical programs were used to carry out a precise figure and numerical data for the questionnaire. Moreover, the transcription of the data was used for the interview section; however, all the names and personal identities were kept confidential and none were shared with any third party.

4. Results and Analysis

4.1 Result

1. Demographic of the Participants

This section presents an overview of the participants' demographic details, including their educational level and gender distribution. The research involved 25 students from grade three and 25 students from grade six at Dilan Public School. Similarly, Leaders Private School provided 25 students each from grade three and grade six for the research. At Dilan Public School, there were 28 boys and 22 girls, whereas at Leaders Private School, the participants included 27 boys and 23 girls. Overall, the participant pool comprised 45 girls and 55 boys.

2. Statement Analysis

The analysis of the questionnaire responses was conducted statement by statement, with findings separated by school. The survey was administered at both Dilan Public School and Leaders Private School.

2.1. Statement One

Regarding the statement, "The English language is an important language to learn," 47% of students at Dilan Public School strongly agreed, and 3% agreed. At Leaders Private

School, 38% strongly agreed, 11% agreed, and 1% strongly disagreed. This suggests a higher level of strong agreement among students at Dilan Public School compared to their peers at Leaders Private School.

2.2. Statement Two

For the statement, "I'm not good at one of these skills (reading, listening, writing, or speaking), so it creates problems for me in learning the English language," 17% of students at Dilan Public School strongly agreed, 16% agreed, 10% strongly disagreed, and 7% disagreed. In contrast, at Leaders Private School, 3% strongly agreed, 8% agreed, 21% strongly disagreed, and 18% disagreed. This indicates that students at Dilan Public School reported more difficulties related to specific skills than those at Leaders Private School.

2.3. Statement Three

Regarding the statement, "In my opinion, books, phones, and pads are suitable for improving the English language," 34% of Dilan Public School participants strongly agreed, 11% agreed, 3% strongly disagreed, and 2% disagreed. At Leaders Private School, 27% strongly agreed, 18% agreed, 2% strongly disagreed, and 3% disagreed. This shows that students at Dilan Public School were more inclined to view these resources as beneficial for learning English.

2.4. Statement Four

For the statement, "I speak in English with my classmates," 8% of students at Dilan Public School strongly agreed, 8% agreed, 15% strongly disagreed, and 19% disagreed. At Leaders Private School, 26% strongly agreed, 14% agreed, 4% strongly disagreed, and 6% disagreed. This indicates that students at Leaders Private School more frequently engage in English conversation with their peers compared to those at Dilan Public School.

2.5. Statement Five

Concerning the statement, "When I'm not understanding the lesson, I will ask my teacher without being shy," 38% of students at Dilan Public School strongly agreed, 6% agreed, 2% strongly disagreed, and 4% disagreed. At Leaders Private School, 32% strongly agreed, 9% agreed, 4% strongly disagreed, and 5% disagreed. This demonstrates that students at Dilan Public School are somewhat more proactive in seeking help during lessons than those at Leaders Private School.

2.6. Statement Six

Regarding the statement, "I like the style of my English teacher," 47% of students at Dilan Public School strongly agreed and 3% agreed. In comparison, at Leaders Private School, 30% strongly agreed, 18% agreed, and 2% disagreed. This indicates that students at Dilan Public School generally have a more favorable view of their English teachers' styles than those at Leaders Private School.

2.7. Statement Seven

For the statement, "My teacher is helping me to learn and improve my English language," 42% of participants at Dilan Public School strongly agreed, and 8% agreed. At

Leaders Private School, 32% strongly agreed, 14% agreed, 1% strongly disagreed, and 3% disagreed. This reflects a stronger perception of support from teachers among students at Dilan Public School compared to those at Leaders Private School.

2.8. Statement Eight

Regarding the statement, "My teacher uses both English and Kurdish to teach the lessons," 38% of students at Dilan Public School strongly agreed, and 12% agreed. In contrast, 18% of students at Leaders Private School strongly agreed, 11% agreed, 8% strongly disagreed, and 13% disagreed. This suggests that students at Dilan Public School perceive a more bilingual teaching approach than those at Leaders Private School.

2.9. Statement Nine

For the statement, "My teacher uses pictures and necessary utilities to explain the methods," 36% of students at Dilan Public School strongly agreed, 11% agreed, 1% strongly disagreed, and 2% disagreed. At Leaders Private School, 21% strongly agreed, 18% agreed, 6% strongly disagreed, and 5% disagreed. This indicates that students at Dilan Public School are more likely to feel that visual aids are effectively used in their English lessons.

2.10. Statement Ten

Concerning the statement, "When I'm not understanding the lesson, my teacher gives me time to ask a question," 31% of students at Dilan Public School strongly agreed, 16% agreed, and 3% disagreed. At Leaders Private School, 29% strongly agreed, 14% agreed, 2% strongly disagreed, and 5% disagreed. This shows that students at Dilan Public School are slightly more likely to appreciate the opportunity to ask questions during lessons compared to those at Leaders Private School.

2.11. Statement Eleven

For the statement, "I like the environment of my classroom in the English lecture," 35% of students at Dilan Public School strongly agreed, 11% agreed, 2% strongly disagreed, and 2% disagreed. At Leaders Private School, 25% strongly agreed, 17% agreed, 1% strongly disagreed, and 7% disagreed. This indicates that students at Dilan Public School generally have a more positive view of their classroom environment compared to their peers at Leaders Private School.

2.12. Statement Twelve

Regarding the statement, "My classroom contains coolers and heaters, so, I don't feel cold in winter or hot in summer," 35% of participants at Dilan Public School strongly agreed, 14% agreed, and 1% strongly disagreed. At Leaders Private School, 39% strongly agreed, 7% agreed, 1% strongly disagreed, and 3% disagreed. This suggests that students at Leaders Private School are slightly more satisfied with the temperature control in their classrooms than those at Dilan Public School.

2.13. Statement Thirteen

For the statement, "Our chairs and tables are new and not broken, so I can sit comfortably in the classroom," 23% of students at Dilan Public School strongly agreed, 11%

agreed, 7% strongly disagreed, and 9% disagreed. At Leaders Private School, 24% strongly agreed, 17% agreed, 2% strongly disagreed, and 7% disagreed. This indicates a higher level of agreement regarding classroom furniture conditions at Leaders Private School compared to Dilan Public School.

2.14. Statement Fourteen

Concerning the statement, “There is no noise in my classroom during teaching, so I can listen to my teacher well,” 22% of students at Dilan Public School strongly agreed, 15% agreed, 7% strongly disagreed, and 6% disagreed. At Leaders Private School, 13% strongly agreed, 6% agreed, 16% strongly disagreed, and 15% disagreed. This reflects that students at Dilan Public School experience fewer disruptions in class compared to those at Leaders Private School.

2.15. Statement Fifteen

For the statement, “My classroom has lights, curtains, and other necessary facilities,” 40% of students at Dilan Public School strongly agreed, 6% agreed, 2% strongly disagreed, and 2% disagreed. At Leaders Private School, 36% strongly agreed, 10% agreed, 1% strongly disagreed, and 3% disagreed. This suggests that students at Dilan Public School are more likely to appreciate the availability of essential classroom facilities compared to those at Leaders Private School.

3. Student Interview Analysis

The interviews conducted as part of this research aimed to enhance the validity of the findings. Each interview consisted of three questions, designed to gather in-depth insights from the participants. Two students from each grade—three and six—were interviewed from both Dilan Public School and Leaders Private School. This approach provides a nuanced understanding of the student’s experiences and perceptions regarding English language learning in these educational settings.

- a. What style or technique does your teacher use in the classroom that has been very helpful in learning or developing your English language? Dilan student interviewee: “My teacher uses data, shows and explains the lesson in a good way, so we understand it well.” Leaders student interviewee: “The first one is that the data show that our teachers shows us videos, and the second is that we have an English book to read, which helped me a lot.”
- b. Except for school, at home, how have you tried to develop your English language? Dilan student interviewee: “I use just the academic book and a little bit of a mobile phone.” Leaders student interviewee: “Through reading stories and watching English videos.”
- c. What equipment or necessities does your school have that you feel helps you develop your English language skills? And what equipment needs to be added? Dilan student interviewee: “It has a lot of materials, like the data shows, and there’s nothing that I want to add to it.” Leaders student interviewee: “We have a library where I read a lot of English books and learn English through them, as well as a data show from which they put us on an English video. Something to add to my school is for my teachers to use something as a fun game in English and learn more from it, for example, the game of guessing sentences or words.”

4. Teacher Interview Analysis

To strengthen the validity of the research, interviews were conducted with teachers, incorporating three targeted questions. Two teachers from each school—one from Dilan Public School and one from Leaders Private School—participated in these interviews. This methodology aimed to provide a deeper understanding of the instructional challenges and strategies related to English language learning in the respective educational environments.

- a. As a teacher, in your opinion, what will make students weak in English? Dilan's teacher interviewee: "The most important reason is family. We do our best to teach students by all available methods in the classroom, and the student receives information from us, but does s/he go home and do the same thing? No, and the reason is that most parents are illiterate, and if they are employees or teachers, they don't have the energy to teach their children, or if they have a question, they don't know what to answer. Another point is in the class itself. For example, we have 25 students in one class, and the teacher cannot interact with all the students, so you have to choose a different group of students every day and make them participate, so every day 5 to 6 students will be deprived. Another very important point is the method of teaching. For example, we brought speakers by ourselves; we have data shows, but we don't have electricity or a connection for them, so those will affect students." Leader teacher interviewee: "In my opinion, the reason for the student's weakness in English is that they are not exposed to an English environment at home; everything in their home has become Kurdish, including their writing, television, channels, and children's games, which is not bad but not good for English because it has not created an English environment. The second reason is that their family delayed learning English, so the children will also not care about it."
- b. As a teacher, what techniques do you use to teach your students English, or what way do you think students should develop their English language? Dilan teacher interviewee: "Each teacher has his style and technique according to his experience, but what is the more common style? We have two books, and you can't get out of them and you have to follow them, but the easiest way is to make yourself a student friend and make them love English lectures. How does a child like English? You have to add interest to your class by adding games, commands, and songs that will attract the child to you. As a technique, we have a set of presentations that you have to present, and then you'll explain the lesson. The next step is production to know how much students understand the lesson, and you're evaluating it individually and collectively to see how much they've benefited from it. I'm going to give every student a test for the day after to know whether he has listened to me and how much s/he has understood me. If they were not good, you must know whether the reason is that you or the student him/herself has not listened." Leader teacher interviewee: "The best way to learn English is to not allow students to use another language in the class but to use English completely and completely, even for many basic things such as drinking water and going to the bathroom. There are many techniques, but if you start from a strategy that is 100 per cent using English in the class, techniques will be reduced to using gaming fight, action, role-playing, or playing in English because the child likes to play and likes to win, and they have to use English to win. For example, in using role play, your role is to show that you are in America, choose a child, give them an English name, make up a story for them, and do it as a play that increases her/his interest as well as a very good technique to help the child learn English."

- c. This school contains what equipment or necessities that help students develop their English language skills? And what equipment needs to be added? Dilan's teacher interviewee: "We have several utilities, like the book itself and the speaker, and this year we have data showing that the students like it so much that it attracts them, but as I said, we have electricity problems. The most important part of the school is an English laboratory, which is very necessary for schools so that the students can sit down and listen to the lesson with headphones and then participate, which is absent in our school." Leaders student interviewee: "Basic things like data shows and speakers are very helpful, because we are in a generation where we need video and games because the child himself or herself doesn't like to have a book put in front of him/her and be told to learn through it, except for those authentic things that you bring from home, and sometimes we have them in school. Also, using flashcards with books makes for visual techniques that can be used. In my opinion, the school needs to have more posters in every class that is special to their curriculum and more flash cards because there are some stages they don't have with their books."

4.2. Discussion of the Data

This chapter presents a comprehensive discussion of the key findings from the research, focusing on participants' background information, responses to fifteen questionnaire statements, and insights from interviews. The analysis aims to address and clarify the central issues identified in this research, with a particular emphasis on the English language learning challenges faced by students in public and private primary schools.

4.2.1. Background Information of the Participants

The research includes a total of 102 student participants and two teachers from Dilan Public School and Leaders Private School. In Dilan Public School, the student sample comprises 28 boys and 22 girls, while in Leaders Private School, the sample includes 27 boys and 23 girls. The teaching staff consists of one female teacher at Leaders Private School and one male teacher at Dilan Public School. Participants are evenly distributed between the third and sixth grades.

4.2.2. Discussion of Research Question One

This section addresses the first research question: "What factors contribute to some students being more proficient in learning English than others?" The analysis synthesizes the results from the questionnaire and interviews, grouping related statements to provide a cohesive answer.

Analysis of Statements (1, 2, 3, 4, and 5)

Statement One: "The English language is an important language to learn." At Dilan Public School, 47% of students strongly agreed, compared to 38% at Leaders Private School. This indicates a higher consensus on the importance of English among public school students.

Statement Two: "I'm not good at one of these skills (reading, listening, writing, or speaking), so it creates problems for me to learn the English language." At Dilan Public School, 17% strongly agreed, whereas 21% at Leaders Private School strongly disagreed. This suggests that more students at Leaders Private School feel less hindered by skill deficiencies.

Statement Three: "In my opinion, books, phones, and pads are suitable for improving the English language." 34% of Dilan Public School students strongly agreed, while 27% of Leaders Private School students agreed. Public school students are more likely to see these tools as beneficial.

Statement Four: "I speak in English with my classmates." Only 19% of Dilan Public School students disagreed, while 26% of Leaders Private School students strongly agreed, indicating a higher frequency of English use among private school students.

Statement Five: "When I'm not understanding the lesson, I will ask my teacher without being shy." 38% of students at Dilan Public School strongly agreed, compared to 32% at Leaders Private School. Public school students are more proactive in seeking help.

Interviews revealed that students at Dilan Public School primarily use academic books and mobile phones to enhance their English, while those at Leaders Private School engage more with English through stories and videos. Teachers noted that in public schools, family illiteracy and lack of English exposure at home contribute to weaker English skills. Conversely, private school students benefit from a more supportive language environment at home. The results align with research suggesting that students' motivation and family support are crucial for language acquisition (Ames, 1990; Wentzel, 2020).

4.2.3. Discussion of Research Question Two

The second research question, "How do teachers influence students' success in learning English?" is explored through the analysis of questionnaire responses and interview data.

Analysis of Statements (6, 7, 8, 9, and 10)

Statement Six: "I like the style of my English teacher." 47% of students at Dilan Public School strongly agreed, compared to 30% at Leaders Private School. Public school students express greater satisfaction with their teachers' styles.

Statement Seven: "My teacher is helping me to learn and improve my English language." 42% of Dilan Public School students strongly agreed, while 32% of Leaders Private School students did. Public school students feel more supported in their learning.

Statement Eight: "My teacher uses both English and Kurdish to teach the lessons." 38% of students at Dilan Public School strongly agreed, compared to 18% at Leaders Private School, suggesting that public school teachers are more likely to use both languages in instruction.

Statement Nine: "My teacher uses pictures and necessary utilities to explain the methods." 36% of students at Dilan Public School strongly agreed, whereas 21% of students at Leaders Private School did. Public school teachers are more likely to use visual aids.

Statement Ten: "When I'm not understanding the lesson, my teacher gives me time to ask a question." 31% of students at Dilan Public School strongly agreed, compared to 29% at Leaders Private School. Both groups of students appreciate the opportunity to seek clarification.

Interviews with students revealed that Dilan Public School teachers use data projectors effectively, while Leaders Private School students benefit from multimedia resources. Teachers at Dilan Public School emphasize engaging students through interactive methods, whereas Leaders Private School teachers focus on immersive English environments. The findings support the idea that effective teaching methods are crucial for

student engagement and language development (Hargreaves, 2016; Shabiralyani et al., 2015).

4.2.4. Discussion of Research Question Three

The third research question, “How does the educational environment impact students’ ability to learn English?” is addressed through the analysis of responses related to classroom conditions.

Analysis of Statements (11, 12, 13, 14, and 15)

Statement Eleven: “I like the environment of my classroom in the English lecture.” 35% of Dilan Public School students strongly agreed, while 25% at Leaders Private School did. Public school students are generally more satisfied with their classroom environment.

Statement Twelve: “My classroom contains coolers and heaters so I don’t feel cold in winter or hot in summer.” 35% of students at Dilan Public School strongly agreed, compared to 39% at Leaders Private School, indicating that private school students feel more comfortable with classroom temperature.

Statement Thirteen: “Our chairs and tables are new and not broken, so I can sit comfortably in the classroom.” 23% of students at Dilan Public School strongly agreed, compared to 24% at Leaders Private School. Both schools report similar levels of satisfaction with classroom furniture.

Statement Fourteen: “There is no noise in my classroom during teaching, so I can listen to my teacher well.” 22% of students at Dilan Public School strongly agreed, whereas 16% of students at Leaders Private School strongly disagreed, suggesting that noise is a more significant issue in private schools.

Statement Fifteen: “My classroom has lights, curtains, and other necessary facilities.” 40% of students at Dilan Public School strongly agreed, compared to 36% at Leaders Private School. Public school students are generally more satisfied with classroom facilities.

Interviews indicated that while Dilan Public School has essential equipment like data projectors, electricity issues sometimes hinder its use. Leaders Private School, on the other hand, has a more stable supply of electricity and additional resources like libraries and flashcards, though they also face some gaps in classroom materials. The data highlight that a well-equipped and comfortable learning environment positively impacts students’ language learning experiences (Gilavand & Jamshidnezhad, 2016; Popcornfurniture, 2015).

5. Conclusion

This research explores English language instruction across various primary schools in Sulaymaniyah City / Iraq, comparing public and private schools. It underscores the pivotal role of teachers in delivering effective and innovative teaching methods and examines the challenges students face in learning English. Additionally, the research also considers how the school environment influences both student learning and teacher effectiveness. The key findings in this research reveal that student success in learning English is influenced by multiple factors including individual motivation, family background, and educational setting. It shows that effective teaching methods and teachers’ expertise significantly enhance student learning experiences. Furthermore, a conducive learning environment, characterized by minimal noise and adequate facilities such as comfortable furniture and essential teaching resources, greatly supports the educational process. These comparisons between

public and private schools highlight notable differences. Since private schools often provide a more supportive learning environment and resources, leading to better educational outcomes. In contrast, public schools, despite having their strengths, often face challenges that need addressing to bridge the educational gap. These could be counted as the main findings of the research after the analysis of the data.

The findings indicate that while private schools offer a more favourable learning environment, public school students still exhibit a positive outlook, emphasizing the need for improvements in public school resources and teaching methods to enhance English language learning outcomes. Furthermore, private schools benefit from modern resources, better classroom conditions, and more effective teaching methods, contributing to higher student engagement and better language skills.

Furthermore, to enhance English language learning, the following recommendations are proposed by the researcher:

- a. For Families: Support children by staying informed about their academic challenges and providing assistance beyond the school environment.
- b. For Teachers: Implement engaging and varied teaching strategies that cater to students' needs, identifying and addressing areas where they may struggle.
- c. For School Administrators: Invest in creating an optimal learning environment by upgrading facilities and resources to better support both students and teachers.

Besides, future research should include a comprehensive review of existing literature on English language learning challenges in primary schools, with a focus on ESL instruction, teacher qualifications, and classroom resources. Additionally, studies should investigate the specific difficulties faced by primary students, including the impact of teaching strategies and available materials.

However, the research encountered several limitations during the research writing and data collection. At Leaders Private School, despite having modern facilities and teaching materials, students still expressed dissatisfaction and suggested improvements. Conversely, students at Dilan Primary School, despite facing issues such as outdated furniture and insufficient materials, showed contentment with their current situation. These observations highlight the disparities between perceptions and actual resources available in different school settings. Another limitation of the research is taking two schools, one public and one private, as models and generalized over all the other schools due to time limitations. In addition, problems like salaries, class and school openings, administrators and school teachers, boycotting in many public schools, and many other district problems occurred while this research was written.

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PHONOLOGICAL CHALLENGES IN INDONESIAN SYLLABIFICATION: INSIGHT FROM KOREAN LEARNERS

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Abstract

This study is aimed at finding out how the differences in sound inventory and syllable structures between Indonesian and Korean influence the phoneme realization of Korean learners studying Indonesian. It involves 14 Korean learners and data for this study was obtained through documentation. The syllabification analysis showed that there were several processes occurring in speech production, such as simplification of the syllable structure, the addition and deletion of sound, and the change of sound segments. The simplification of the syllable was shown in the pronunciation of the consonant cluster, which was pronounced as two separate syllables. The addition of sound was obvious in some words, which was observable at the final position of the first syllable. The deletion of sound was found in the word ending in /r/, in which the sound was dropped. The sound change was overtly seen in the pronunciation of consonants /v/ and /r/. These processes might result from the different sound inventory and syllable structures between Korean and Indonesian. Some of those issues need to be addressed significantly since phonological errors might seriously interfere with understanding.

Keywords: *Indonesian for foreign speakers; BIPA; Indonesian language; Korean learners; Syllabification.*

1. Introduction

The phonological contrast with the first language (L1) is likely to cause problems for those who are learning a new language. Even when the first and second language (L2), or the third language (L3) and so on, have the same phonemes, those phonemes might not be identical. There is a possibility that language learners will produce slightly different sounds of the phoneme (Pennington, 2014).

Pronunciation of L2 learners reflects the phonetic features of their L1 (Lewis et al., 2022; Reed & Levis, 2015; Sewell, 2016; Katz & Assmann, 2019). The interference might either be segmental or suprasegmental, or both. One of the reasons is the sounds that are allophones of one phoneme in L1 may appear to be different phonemes in L2 (Cook, 2016; Zhou & Dmitrieva, 2022; Colantoni & Escudero, 2015). The problem with Korean learners contrasting Indonesian /r/ and /l/ phonemes, for example, embarks from the fact that those two sounds are allophones of one single liquid phoneme in Korean. Korean has 19

consonants and two glides (Azizah, 2021; Brown & Yeon, 2015), while unlike Korean, Indonesian does not consider glides as a separate group of consonants. The language has 22 consonants, including two glides, /w/ and /j/ (Chaer, 2020; Shei & Li, 2022).

Another problem is the syllable structures, which are different across languages. Overcoming the problem of L2 pronunciation, learners oftentimes make use of universal processes familiar to all learners. One of those is the simplification of L2 consonant clusters. The use of CV syllable structure or open syllable type is commonly done by L2 learners regardless of learners' L1 (Erdogan & Wei, 2019; Flynn et al., 2014; Yasufuku & Doyle, 2021). A single word having one syllable may be perceived as having multiple syllables by speakers of other languages. The case also happens for Korean learners studying Indonesian, in which syllable structures are more complex than those of Korean. The language has eight syllables structures: V, GV, CV, CGV, VG, GVC, CVC, CGVC (Qian, 2018), while Indonesian has 11: V, CV, VC, CVC, CCV, CCVC, CVCC, CCCV, CCVCC, CCCVC, and VCC (Chaer, 2020). With these differences, an Indonesian word might be phonologically produced with more numbers of syllable by Korean learners.

Despite the growing number of studies that have been done on the phonological interference of Korean as the first language, the studies on the influence of Korean sound inventory and syllable structure on the L2 Indonesian on different levels of proficiency are not many to be found. This study fills the gap by examining the comparison of the phonological processes experienced by the advanced and elementary Korean learners of Indonesian. It is expected that the result of the study may add to the information on the issue and might be useful in L2 Indonesian pronunciation study by addressing the following research questions.

1. What processes are observable in Korean learners' pronunciation of Indonesian words?
2. How do differences in syllable structures between those languages influence these processes?

2. Literature Review

This study is concerned with the syllabification, which is significant in phonological awareness, particularly for L2 learners. It means the process of dividing a word into syllables (Crystal & Yu, 2008).

Previous studies conducted on the L2 learners' phonology reveal that the L2 phonological awareness helps the learners' speech comprehensibility and fluency (Kennedy & Trofimovich, 2010; Venkatagiri & Levis, 2007; Derwing, 2017) and there is a positive effect of such awareness on the pronunciation of the target sound in foreign language classroom settings (Saito, 2019; Pennington, 2021). There are studies indicating that language learners who are more aware of their L2 pronunciation and possess high L2 phonological awareness demonstrate more accurate L2 speech perception and production (Carlet & Rato, 2015; Baker & Trofimovich, 2006).

In addition to the positive influence of high L2 phonological awareness on L2 speech perception and production, there is a phenomenon called L1 interference. The case of interference also exists for Korean learners studying Indonesian as a foreign language. Although the two languages have similar sounds, their different places of articulation may lead to different sound qualities. Sounds with similar phonetic descriptions in both languages may appear in different syllable structures, which, in turn, lead to a different

realization of the Indonesian sounds like the L2. In other words, the L1-L2 similarity is not necessarily advantageous for L2 production (Chang, 2019; Ellis, 2015).

The different realization of the L2 sounds by L2 learners displays the phonetic features of their L1 (Swan & Smith, 2001; Suzukida, 2021; Piske, 2008). The phenomenon also emerges in the L2 and L3 pair, in which the similarity between L2 and L3 is one factor that plays a role in such cases (Kopečková et al., 2023; Rothman et al., 2019). Previous studies on Korean learners studying Indonesian as L3 show that Korean learners modify the syllable structures, delete, and change segmental features (Prihartono, 2012; Naufalia et al., 2021; Laksman-Huntley & Mubin, 2021). The learners produce the syllables phonologically different from the Indonesian standard pronunciation. For example, the word *bungkus* (to wrap) is pronounced as three syllables instead of two, with the addition of a schwa as the coda of the third syllable. They delete the sound segment that appears in the final position of the syllable, such as /h/ in *rupiah*. Another process is the change of the sound segment, which is found when it comes to the phonemes /r/ and /l/. The realization for *rupiah* (Indonesian currency), for example, is [lup.pi.ja], instead of [ru.pi.jah].

3. Research Method

The study was carried out in two Indonesian-as-a-foreign-language classrooms in Seoul, South Korea. It involved 14 undergraduate Korean learners of Indonesian, eight are at the elementary level and the rest are at their advanced level. The elementary learners, who were in their 19-20 years of age, have been learning the language for about four months; and their advanced-level counterparts, aged 22-24, had been acquainted with the language for a minimum of three years. Both groups were gender-balanced, with almost half of them female and the rest are male. It should be mentioned that one of the advanced learners had resided in Indonesia and had just moved to Korea when he started college. All participants learn Indonesian as their L3. Their L2 is English.

Level	n	Age range	Period of learning Indonesian	L2
Elementary	8	19-20	4 months	English
Advanced	6	22-24	>= 3 years	English

Table 1. Participants' profile

The documentation technique is used to collect the audio data, which was then transcribed. The participants were asked to utter a couple of sentences about their activity, using some target words. All the target words are delivered within carrier sentences. The transcript contained 332 tokens, 179 from advanced group and 153 from the elementary groups. The advanced group has more tokens than the elementary does and presents them in longer sentences than the elementary group does.

The phonological processes such as syllabification, sound change, and addition or omission of sound segments are observed. The syllabification analysis was conducted by comparing the target words in the token based on the Indonesian phonotactics. It refers to the Indonesian syllable structures, namely V, CV, VC, CVC, CCV, CCVC, CVCC, CCCV, CCVCC, CCCVC, and VCC (Chaer, 2020).

4. Results and Discussion

The extracted data is shown in Table 2. It contains the mispronounced words and the processes undergone in the pronunciation.

No	Words	Standard pronunciation	Korean learners' realization	Interlanguage
1	<i>menjamur</i>	[mən.dʒa.mur]	[mən.dʒa.mu]	Deletion of /r/
2	<i>karakter</i>	[ka.rak.tər]	[kæ.ræk.tə]	Change of sound /a/ into /æ/
3	<i>diet</i>	[dɪet]	[daɪ.et]	Change of sound /ɪ/ into aɪ/
4	<i>slang</i>	[slæŋ]	[sə.læŋ]	Addition of /ə/
5	<i>aplikasi</i>	[ap.li.ka.si]	[a.pə.li.ka.si]	Addition of /ə/
6	<i>menemukan</i>	[mə.nə.mu.kan]	[mə.nu.mu.kan]	Change of sound /ə/ into /u/
7	<i>sepeda</i>	[sə.pe.da]	[sə.pə.da]	Change of sound /e/ into /ə/
8	<i>klik</i>	[klɪk]	[kæ.lɪk]	Addition of /ə/
9	<i>produk</i>	[pro.duk]	[pə.ro.dak]	Change of sound /u/ into /a/, addition of /ə/
10	<i>pilih</i>	[pɪ.lih]	[pɪl.lih]	Addition of /l/
11	<i>Olive Young</i>	[o.lɪv.jaŋ]	[o.lɪ.pə.jɔŋ]	Change of sound /v/ into /p/, and /a/ into /ɔ/
12	<i>memberitahu</i>	[məm.bə.ri.ta.hu]	[məm.bə.li.ta.hu]	Change of sound /r/ into /l/
13	<i>Alor</i>	[a.lər]	[a.lɔ]	Deletion of /r/
14	<i>film</i>	[fɪlm]	[pɪ.ləm]	Change of sound /f/ into /p/, addition of /ə/
15	<i>Kuala Lumpur</i>	[ku.a.la.lum.pur]	[ku.a.la.lum.pu]	Deletion of /r/
16	<i>menyebutkan</i>	[mə.ŋə.but.kan]	[mə.ŋə.bu.tə.kan]	Addition of /ə/
17	<i>jalan-jalan</i>	[dʒa.lan.dʒa.lan]	[dʒal.lan.dʒal.lan]	Addition of /l/
18	<i>jus</i>	[dʒus]	[dʒus.sə]	Addition of /s/ and /ə/

Table 2. Mispronounced words and undergone processes

As aforementioned, the elementary learners used the common processes when pronouncing their L2 token. The word *jus* (juice), for example, that has one syllable, was pronounced as two syllables by adding the schwa sound after the /s/ on the second syllable. It is in line with studies done by Erdogan & Wei (2019), Flynn et al., (2014), and Yasufuku & Doyle (2021).

The syllabification phenomenon found in the data is illustrated in Figure 1 below.

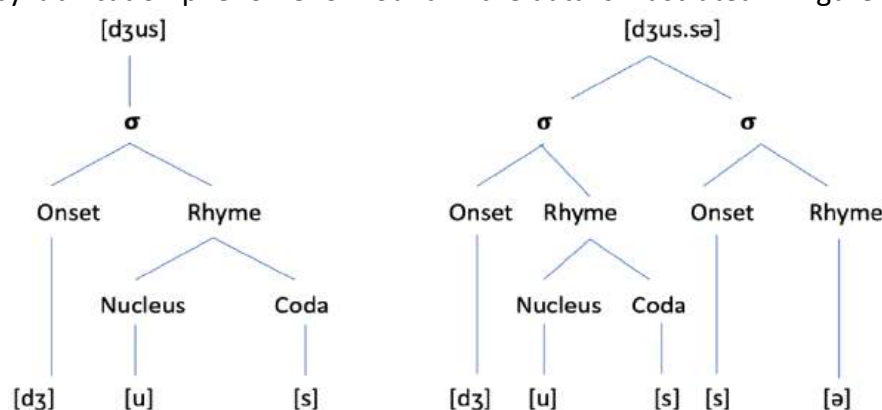


Figure 1. Change on internal syllable structure on *jus*

The simplification process was also found in the word *aplikasi* and *slang*, which were adopted from English *application* and *slang*. The insertion of schwa sound segment also emerged in the pronunciation of syllables having a consonant /t/, such as *menyebutkan* (to mention), which was pronounced as [mə.ŋə.bu.tə.kan] instead of [mə.ŋə.but.kan].

There were cases where a participant dropped the sound segment, which most possibly functioned as the coda of a syllable. The words *Kuala Lumpur* and *Alor* (name of places) and *menjamur* (being myriad), for example, were pronounced without the final /r/.

The internal structure of the syllable was also changed in the form of sound addition. The /l/ phoneme, which should be the onset of the second syllable in *pilih* (to choose) was also added as the coda of the first syllable. Instead of [pɪ.lɪh], it was pronounced as [pɪl.lɪh].

Some other phoneme replacements were found in the data. First, the phoneme /r/ was replaced by /l/, such as found in *memberi* (to give). Instead of pronouncing it as [məm.bə.ri], elementary learners pronounced it as [məm.bə.li], which means 'to buy'. Second, phonemes /f/ or /v/ was altered into /p/ segment, such as in *Olive* and *film*. It is an understandable approach since Korean does not have those consonants (Shei & Li, 2022). Another replacement was found in the word *cara* (method, way), in which the first phoneme was pronounced as /k/ instead of /tʃ/.

Another case was the pronunciation of Indonesian words whose counterparts were also found in English, such as *produk* (product), *karakter* (character), and *diet* (diet), which were produced with English pronunciation. This L2-L3 pair interference speaks the same finding as those discussed in the studies done by Kopečková et al. (2023) and Rothman et al. (2019).

Elementary learners often sometimes avoid consonant clusters and simplify the syllable structure and it results in a greater number of syllables. As noted, vowels constitute the nucleus of a syllable and the more the syllables are found in the target words, the more the vocalic intervals are realized during the production of the token. The use of CV structure is a universal strategy for foreign language learners to deal with consonant clusters (Cook, 2016; Yasufuku & Doyle, 2021). In the case of Korean learners of Indonesian, Indonesian words are produced in more numbers of syllables than they should be.

Besides the sound changes found in the data, addition and deletion are caused by different patterns in both languages. Deletion, for example, such as the h-dropping in some cases, is likely caused by the fact that the /h/ sound is never found in Korean words (Shin et al., 2009).

5. Conclusion

There are processes of syllabification done by Korean learners that are mostly performed by elementary groups of learners, including the addition and deletion of sound segments and the replacement of sound segment are possibly transferred from L1. In addition, there are changes of sound that might be influenced by English in L2. For Koreans, Indonesian is the L3, which is learnt after they are acquainted with English as their L2 in formal schools since childhood. This situation makes it possible for Korean learners to pronounce Indonesian words which have counterparts in English with English pronunciation.

The similarity between English and Indonesian is one of the factors that plays a role in such a process. In this case, the similarity is found in the lexis tier and the phonemes, but not in the pronunciation of the words as a whole entity. This leads to a negative transfer

from L2 to L3. With L1 and L2 repertoires, L3 learners have more advantages than their monolingual counterparts studying L2. Phonemes /f/ and /v/, for example, exist in both English (L2) and Indonesian (L3). Positive transfer is when mastering the pronunciation of those sounds in English might help learners produce the same phonemes in Indonesian.

It is important to note some limitations of the study that might be addressed for future research. First, both elementary and advanced groups with a learning duration within the range of reasonable time, without any outliers, might yield a more reliable result. It is mentioned in the previous part of the paper that one of the advanced learners had stayed in Indonesia for more than a decade. Second, balancing the number of participants and tokens across groups could be considered as methodological improvement for future studies.

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IS TRANSLANGUAGING LEGITIMATE IN ENGLISH LEARNING?: STUDENTS' PERSPECTIVES FROM INDONESIA

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Abstract

Translanguaging pedagogy is the balance of using two languages in language learning. As in Indonesian context, the practice of integrating Indonesian language (L1) into English classes (L2) or translanguaging practice is very common to happen. Many students think it is useful for them in learning a foreign language. The students perceived the translanguaging practice is helpful. However, the teachers still think it is an illegitimate practice. Therefore, this research aims to support the idea of using Indonesian language in English language learning and explore its practice for students scaffolding. The method used was a descriptive qualitative using observations, questionnaires, and interviews. The data source for this research was 40 high school students taught by one English teacher, selected purposefully. The findings of this study show that teachers and students engage in translanguaging activities. The teachers and students use Indonesian language for more than half of the entire teaching and learning process. Although, the teacher still felt that the use of Indonesian language is inevitable due to the students' low abilities. Yet, from the student side, this practice received a positive response. Students found it beneficial for understanding English lessons.

Keywords: *Indonesian language; learning English; pedagogy; translanguaging.*

1. Introduction

Indonesia, a country with numerous local languages, has complex linguistic conditions. Local languages and Indonesian language as the national language are mutually involved in English learning. This condition automatically makes students in the first place learn their regional languages or mother tongue. There are 718 regional languages and one national language, namely Bahasa Indonesia (Language Development and Construction Agency, 2019). As a result, it is safe to assume that students have mastered their native languages, either Indonesian or their regional language, before attempting to learn English. It means that teaching English in Indonesia with a monolingual approach has been disapproved for a long time. Evidence from the field backs this up as well; most English teachers in Indonesia use Indonesian language when teaching English to their students (Emilia & Hamied, 2022; Liando, Dallyono, Tatipang, & Lengkoan, 2023; Rasman & Margana, 2022; Sahib, 2019). Therefore, translanguaging practice is the inevitable practice in teaching English, especially in Indonesia.

English teaching practice with monolingual approaches has long been doubted by many experts (Cenoz & Gorter, 2020). Cenoz and Gorter (2020) even went further to say that “*focusing on monolingualism is problematic*” (p. 1). This means that teaching that uses full English faces many challenges in the field, such as students experiencing high stress. On the one hand, the use of English in teaching English can increase students' input into the language; on the other hand, the use of English in teaching English can make students stressed and increasingly dislike English. This dilemma then makes the pedagogical practice of teaching using the first language one of the best solutions. Furthermore, this practice continues to develop and is practiced in many foreign language learning contexts (Cenoz & Gorter, 2020; Cummins, 2019; Dougherty, 2021; Vaish, 2020).

However, English teachers still believe that monolingual or immersion teaching is the best practice to do. They argued that immersion can give more opportunity for students in using English (Cheng, Li, Kirby, Qiang, & Wade-Woolley, 2010; Supriyono, Saputra, & Dewi, 2020). They wanted and had ability in using English, yet their students are not ready for English immersion learning. As a result, they chose to combine the first and the second language in English classroom.

In the English teaching field in Indonesia, the use of linguistic skills from the language that students have mastered is a strategy that can be used, and teachers can maximize its use. The use of students' first language in foreign language teaching is something that can be used to improve students' linguistic competence. First-language linguistic abilities are used as a basis for developing foreign-language linguistic abilities. So it becomes easier for students to understand the language with the help of the first language they have mastered previously. Therefore, teachers cannot ignore or avoid using the first language or other languages that students have learned previously (Cenoz & Gorter, 2020). This is what is then called *translanguaging pedagogy* (Cenoz & Gorter, 2020; Cummins, 2019; Dougherty, 2021; García & Lin, 2017; Vaish, 2019; Williams, 1994). Lewis, Jones, and Baker (2012) provide an explanatory definition of translanguaging as the process of using one language to strengthen another language to improve student understanding in both languages.

The practice of translanguaging pedagogy in Indonesia is common in almost all schools, both public and private. This practice also happened in higher institutions by lecturers (Puspitasari, Yannuar, & Zubaidi, 2024). However, not many teachers are aware that the use of Indonesian language can be maximized by regulating its use in English learning classes. This practice can be used as scaffolding in English language learning. Therefore, this practice must be well planned by following predetermined principles.

This awareness aims to prevent teachers from using excessive Indonesian language. On the other hand, excessive use of English (the target language) in English classes where students still experience many challenges is also something that is not recommended.

The solution to this dilemma is the use of translanguaging pedagogy, where in practice teachers will use Indonesian and English language in a balanced, controlled, and planned manner. Therefore, this research aims to strengthen notions that translanguaging is a good practice and explores the process of using translanguaging pedagogy in English language teaching classes.

2. Literature Review

The practice of teaching English by involving other languages continues to develop. This development is followed by the dialectic of experts in naming the terminology used. The

experts from multilingual approach use translanguaging to differentiate the practice from code-switching and code-mixing. They argue that translanguaging is different from code-switching and code-mixing in the quantity and function of its use.

Code-switching and code-mixing only occur at several code levels—words, phrases, or sentences—while translanguaging occurs at the context level—learning activities (Fanani & Ma'u, 2018, p. 2-3; Lewis, Jones, & Baker, 2012, p. 647-648). In terms of function, code-switching and code-mixing function as tools to assist the communication process and are often considered illegitimate practices (Brown, 2006; Sridhar, 1996; Zhu, 2008), while translanguaging functions as a means to strengthen, support, and facilitate one's learning language by using another language (a language that has been previously mastered) in a balanced and appropriate context (Cenoz & Gorter, 2020, p.8; Garcia & Lin, 2017; Lewis, Jones, & Baker, 2012, p. 649-650; Lin, 2020). Several scholars refer to the practice of code-switching and language learning as part of translanguaging pedagogy, where multilingual practices are used in language classes (Heugh, Harding-Esch, & Coleman, 2021, p. 41-42).

The term *translanguaging* was first used by Cen Williams in 1994 in Wales. In Welsh, "*translanguaging*", or "*trawsieithu*" (Williams, 1994, p. 263), refers to pedagogical practices in bilingual education that deliberately change the input language (the language of instructions or tasks) and output language (the language of the results or answers). This practice aims to help English language learners use more Welsh (Baker, 2019). On progress, translanguaging refers not only to its practice in the context of bilingual learners but also to multilingualism (Cenoz & Gorter, 2020; Garcia & Lin, 2017; Lewis, Jones, & Baker, 2012; Lin, 2020). Lewis, Jones, and Baker (2012) define translanguaging as the process of using one language to strengthen another language to improve student understanding in both languages.

The concept of translanguaging was born in the context of language teaching (Williams, 1994), but in its development it has expanded beyond the world of language teaching and even education. Therefore, translanguaging experts then proposed a new concept that is more specific to the world of education, namely *translanguaging pedagogy* (Cenoz & Gorter, 2020, p. 1-2). The term is used to distinguish between translanguaging as a planned pedagogical activity (translanguaging as pedagogy) from translanguaging as language spontaneity (translanguaging as spontaneity or spontaneous translanguaging) carried out by multilingual speakers (Cenoz & Gorter, 2020, p. 1-2).

Translanguaging as language spontaneity can occur in or outside learning as a result of lack of mastery of the target language and the influence of multilingual abilities. Spontaneous translanguaging is when the use of bilingualism occurs naturally in a context where the boundaries between languages are fluid and constantly changing (Cenoz & Gorter, 2020, p. 4; Dougherty, 2021, p. 20-21). Lin (2020, p. 6) said *that* spontaneous translanguaging occurs without planning or design where the teacher spontaneously changes language (or allows students to spontaneously use another language) to reinforce ongoing student learning.

While pedagogical translanguaging only occurs in learning with planning preceded by the teacher. Pedagogical translanguaging is a teaching strategy that aims to integrate two or more languages with the aim of developing multilingual repertoires, metalinguistics and language awareness (Cenoz & Gorter, 2021, p. 14-15). Pedagogical translanguaging accommodates the use of first, second, or third languages that have been previously

acquired in foreign language learning. It occurs when teachers and curriculum designers plan to develop learning to make students familiar with the linguistic features of all the languages being studied to strengthen student learning.

3. Research Method

This study used the descriptive-qualitative method. Qualitative descriptive research involves inductively exploring data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories (Creswell, 2012). Based on this method, exploration is carried out through observation using questionnaires and interviews to describe the attitudes, opinions, behaviors, or characteristics of the population.

This research was conducted at Private High School Cut Nyak Dhien, Langsa City. This school was selected using a purposive sampling technique with the consideration that students have above-average abilities, have a good learning process, and have good-quality teachers. The number of samples selected was 40 students who were at the final level (class XII) with one teacher teaching in their class.

This research instrument consists of classroom observations, student questionnaires, and interviews with teachers. Observations were carried out to see the conditions of English learning in the classroom, especially in terms of language use. Observations are based on learning stages, which include preliminary, core, and closing stages (Brown, 2001). In the preliminary stage, observations are directed at looking at learning activities, which consist of (1) conditioning the class, (2) providing apperception, (3) providing motivation, and (4) conveying learning objectives. At the core stage, the learning activities observed include (1) presenting teaching materials, (2) providing opportunities to ask students questions, (3) guiding students, and (4) conveying conclusions. In the closing stage, the activities observed consist of (1) summarizing the material studied, (2) giving additional assignments, and (3) reflecting. Observations were carried out in eight meetings over a month.

Next, students were asked to fill out a questionnaire regarding their views on the function of Indonesian language in supporting English language skills. This questionnaire consists of two parts, namely questions related to the quantity of Indonesian language use in the classroom and students' views on the use of Indonesian language in the English class. The Likert scale is used in the student questionnaire, which consists of 4 scales: 1: strongly disagree, 2: disagree, 3: agree, and 4: strongly agree. The student questionnaire was prepared based on the analysis of want and need in learning English (Long, 2005), including want of L1/L2, need of L1/L2, and translanguaging (L1-L2).

Finally, interviews were conducted with English subject teachers to get an overview of teachers' views on the use of Indonesian language in English classes. The type of interview used was semi-structured to obtain broad and in-depth information about teachers' knowledge and views about translanguaging pedagogy. Interview questions were developed based on translanguaging theory from translanguaging experts (Cenoz & Gorter, 2020; Dougherty, 2021; Lin, 2020).

The data analysis technique was carried out using a qualitative approach. The analysis was carried out in three stages, namely data reduction (*data reduction*), data presentation (*data display*), and *conclusion drawing* verification (Miles & Huberman, 1984). All the information gathered from interviews, classroom observations, and questionnaires was coded as part of the data reduction process. The most important data was then chosen to look for themes and patterns related to translanguaging practices. Data that is not

relevant and not related to research. Furthermore, after collecting and reducing the data, the researcher displays the data in the form of structured descriptive tables for observation and questionnaire data, while for interview data, it is in the form of narrative data. In the final stage, based on the interpretation of the descriptive table, conclusions are drawn. To facilitate this stage, qualitative analysis begins to decide what is meant from the beginning of data collection by paying attention to regularities, patterns, explanations, possible configurations, causal flows, and propositions.

4. Results and Discussion

This research found that Indonesian language is the dominant language used in English learning classes. In the classes where observations were made, it was found that teachers used Indonesian language at a higher rate than English itself. The use of Indonesian is spread throughout almost all stages of the learning process. However, the teacher still believed that practice (translanguaging practice) as an illegitimate choice of action in teaching English.

From the observation, the teacher used Indonesian language for many learning stages and functions. At the preliminary stage, the teacher uses Indonesian language to condition the class, provide apperception, provide motivation, and convey learning objectives. Then, at the core stage, the teacher uses English to present teaching materials (teaching materials use English), but uses a mixture of Indonesian language and English as the language of instruction and presentation. The teacher uses English to give students the opportunity to ask questions, but the students use a mixture of English and Indonesian language to answer the teacher's questions. Teachers still use Indonesian language in their activities to guide students and then switch to using English to convey conclusions from the learning material.

At the closing stage, the teacher uses Indonesian language to give additional assignments and reflect. On the other hand, teachers consistently use English in summarizing lesson materials. The following table 1 shows details of language use at each learning stage, emphasizing that the language mentioned is the language that is most dominantly used over the entire duration of the learning stages.

Learning Stages	Learning Activities	Languages Used
Preliminary	Conditioning the class	Indonesian language
	Give apperception	Indonesian language
	Gives motivation	Indonesian language
	Convey learning objectives	Indonesian language
Core	Presenting teaching materials	English
	Give students the opportunity to ask questions	English
	Guiding students	Indonesian language
	Present the conclusion	English
Closing	Summarize the studied material	English
	Providing additional assignments (PR)	Indonesian language
	Reflect	Indonesian language

Source: Adapted from Brown (2001)

Table 1. Results of English Language Learning Observations

From table 1, it can be seen that Indonesian language is used more in the seven stages of learning. These stages are setting the tone for the class, helping students understand, inspiring them, telling them what they need to learn and how to do it, giving them extra work, and thinking about what they have learned. However, what is interesting at the core activity stage is that English remains the dominant language used. This includes activities such as presenting teaching materials, providing opportunities to ask students questions, and drawing learning conclusions.

These results are also supported by confirmation of students' statements through questionnaires, which show that teachers predominantly use Indonesian language in learning English. The students stated that teachers used Indonesian language more often than English. It can be said that indirectly, teachers tend to use translanguaging when teaching. However, from the interview results, it was found that the teacher did not know that what he was practicing is translanguaging. As a result, the teacher stated that he never planned to use Indonesian language. In other words, teachers only spontaneously use Indonesian language in class. That phenomenon is called a spontaneous translanguaging (Cenoz & Gorter, 2020).

Furthermore, the teacher felt that the use of Indonesian language was forced due to the students' low abilities. The teacher felt that the use of Indonesian language was an illegitimate practice. The teacher felt that he should use all English when teaching English, as stated by the teacher in the interview:

I use Indonesian language because the students I teach are not able to understand what I am talking about when using full English. I actually prefer to use full English.

This is in line with what many experts have argued against the use of L1 in English classes, namely that code-switching and code-mixing are regarded as illegitimate practices in teaching English (Brown, 2006; Sridhar, 1996; Zhu, 2008).

In this research, it was also found that teachers had not planned the use of translanguaging well. One of the causes is teachers' ignorance about the practice of integrating other languages into English learning. As a result, the use of translanguaging is not specifically planned, resulting in unstructured use of it. It can be seen from the excerpt below:

I was used to using Indonesian from the beginning when I studied in the micro-teaching course. In many teaching practices, I end up doing it spontaneously according to the abilities of the children and the school where I teach.

This phenomenon is in line with what many experts who oppose the use of the first language in English classes have said: that teachers who use the first language include code switching and code mixing, which are considered illegal practices in English language learning (Brown, 2006; Sridhar, 1996; Zhu, 2008). This understanding then influenced the teacher's view of the position of Indonesian language in the English class. So the teacher never prepared practical use of Indonesian language in English classes. The teacher only spontaneously and naturally used Indonesian language when he saw that the abilities of the students in the class were not sufficient for monolingual teaching.

On the other hand, this practice received a positive response from students because they felt that it was very helpful in understanding English taught by it combining with Indonesian language. This can be seen from the results of the questionnaire regarding students' perceptions of the phenomenon of teachers using Indonesian language in English learning classes, as shown in Table 2 below.

Students' Perception of L1/L2	N	Description
Student's Want of L1	40	Disagree
Student's Want of L2	40	Disagree
Student's Need of L1	40	Disagree
Student's Need of L2	40	Disagree
L1-L2 (Translanguaging)	40	Strongly Agree

Note: L1 is English; L2 is Indonesia language

Table 2. Students' Perception on using L1, L2, and Translanguaging

From table 2 above, it can be seen that the majority of students did not want their teacher to use full English or full Indonesian language. On the other hand, almost all students stated that the teacher should use a combination of Indonesian language and English in teaching English. This desire as teaching theory is called translanguaging pedagogy (Cenoz & Gorter, 2020; Garcia & Lin, 2017; Lewis, Jones, & Baker, 2012; Lin, 2020). Therefore, an English teacher should not blame students when they have to use Indonesian language. However, teachers must utilize Indonesian language as a tool to strengthen the English learning process. In other words, teachers can support English language learning by using translanguaging pedagogy.

Students are very enthusiastic about the use of translanguaging. They feel freer to take part in the learning process, even though their English skills are not yet good. They can use Indonesian language as a tool to ask the teacher if there is a teaching material that they do not know. They also found that learning English completely will make them lazy to study. Vice versa if you use Indonesian language fully. This is in line with many previous studies, which found that students always need Indonesian language to communicate many things that they are unable to communicate using the target language (second or foreign language, in this context, English) for various reasons (Asra, Saputra, Isda, Fadlia, & Diani, 2023; Cook, 2001; Mart, 2013; Morahan, 2010; Tang, 2002). Therefore, teachers need to consider and plan well the use of Indonesian language in English classes to achieve students' mastery of the target language.

Teachers must open their views to the notion that there is nothing wrong with using Indonesian language when teaching English. With this awareness, it is hoped that teachers can plan their learning carefully. Teachers can plan at which learning stages Indonesian language will be used and at which learning stages English should be used.

5. Conclusion

Studies on translanguaging pedagogy, especially in Indonesia, are still very rare. However, in relaity, many teachers have practiced using two or more languages in teaching English without realizing it. They use Indonesian language, even the local language, spontaneously in their teaching (spontaneous translanguaging). As a result, translanguaging

practice is not utilized properly to improve students' foreign language linguistic abilities. Therefore, this research aimed at increasing teachers' awareness about the translanguaging practice that they often carry out in the classroom. So teachers can use the practice by planning it before teaching. In addition, they can also strengthen students' linguistic awareness in Indonesian language and at the same time build students' linguistic abilities in English.

This research then found that teachers had not planned the use of translanguaging well. The use of translanguaging is not specifically planned. It is reflected in the teaching materials, which only used English in teaching documents, such as power points, teaching modules, and lesson plans. Meanwhile, Indonesian language is dominantly used as the language of instruction for learning. On the other hand, students are very enthusiastic about the practice of translanguaging done by their teacher. They feel freer to take part in the learning process, even though their English skills are not yet good. They can use Indonesian language as a tool to ask the teacher if there is a teaching material that they do not know. They also found that learning full English would make them too lazy to study. Vice versa if the teacher used full Indonesian language.

This research may help open teachers' eyes to the fact that there is nothing wrong with using Indonesian language when teaching English. With this awareness, the teacher can plan their learning carefully. The teacher can plan at which learning stages Indonesian language will be used and at which learning stages English should be used. The teacher can consider and realize that the Indonesian language she uses in English classes is not a compulsion but something natural, so that the teacher could be more active in composing and planning structured teaching integrating Indonesian language.

This study is limited on its methodology and sample. Further research can increase the number of samples more than two classes, more than one teacher, and more than 40 students. It can also use the combination of instruments for a better methodology, such as using multimodal classroom analysis, adding pedagogical intervention, and conducting an FGD with the school stakeholders. Therefore, it needs more research on translanguaging especially in Indonesian context. Some related topics can be explored. For example the role of pedagogical intervention on translanguaging and the use of three languages (trilingual) in the classroom.

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DIGITALIZATION OF LITERARY WORKS FOR TOURISM PROMOTION IN WEST SUMATRA, INDONESIA

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Abstract

Tourism literature establishes a reciprocal relationship between literature and tourism, with the digitization of literary works offering significant potential for tourism development. This research explores the use of digitalized literary works as a medium for promoting tourism in West Sumatra, Indonesia. Employing a qualitative descriptive method and a tourism literature approach, the study incorporates a literature review to analyze works related to West Sumatra. These are categorized into various forms of digitalized literature, including electronic books, audiovisual media, and films. The findings demonstrate that technological advancements expand the accessibility of literary works, reaching broader audiences and enhancing the potential for tourism promotion. Digital formats, such as videos shared on social media and films, provide imaginative portrayals of West Sumatra, transforming literary narratives into compelling visual experiences that highlight local tourist destinations. The study concludes that digitalization not only preserves the essence of literary tourism but also amplifies its impact by strengthening promotional strategies. By leveraging digitalized literary works, this approach is anticipated to attract more tourists and elevate the profile of West Sumatra as a vibrant cultural and tourism destination.

Keywords: *digitalization; literary tourism; media; promotion; transformation*

1. Introduction

Literary digitization is one of the ways to maintain the existence of literary works. Literary digitization is a process of transferring literary works from conventional media to digital media. In other words, digitization converts all forms of printed documents into digital forms (Deegan, 2002). Meanwhile, the digitalization of literature uses digital technology or digitized information that provides value or meaning in a new form. Digital media platforms have changed book culture and become a trend (Murray, 2018), so this transformation can provide new development opportunities. The term digitalization of literature is often associated with digital literature. Digital literature, or what is also commonly called electronic literature, is generally considered not to include printed literature that has been digitized (Hayles, 2008), so the two are different even though they use the same media.

The benefits of digitalizing literature are not just about preservation but also about widening access to literary works (Mustofa, 2018). By digitizing literature, we can ensure the longevity of conventional literary media, such as paper and books. This process serves as an eternal storage, preserving literary works that are no longer published. More importantly, the digitalization of literature can facilitate public access, allowing a broader community to reach these literary treasures and democratizing the literary world.

In addition to the digitalization of literature, literary works have played a significant role in fields that can provide a more tangible impact on society by building interdisciplinary relationships. This relationship can help maintain the existence of literary works, such as folklore, novel, drama, etc. Maintaining the existence of literary works can be utilized in other sectors, such as education, economics, and tourism. This relationship must be mutualistic for each field so that the literary field benefits and the fields that collaborate in this interdisciplinary field. Similar to the literary field, other fields are also adapting to the development of the era that must involve technology in operating. The similarity of innovation in using digital technology allows the literary field and other fields to work together.

Tourism is one of the most fields that has been affected by digital technology. The use of digital technology in tourism is considered a tool that improves the attraction of tourist destinations. Since digital technology plays an essential part in society, it offers the chance to grab society's attention and enhance the target market. Tourism has developed by collaborating with other fields in the multidisciplinary field, such as literature, but digital technology must be connected to it.

The use of literature in tourism has been proven effective. In addition to its function as a promotional medium, literature can provide an identity to tourist destinations (Pratiwi et al., 2024). The identity attached to the place is constructed through stories that spread to the community. This attachment forms a collective memory of the place and its relationship with the narrative heard by the community, creating the identity, which is very influential in introducing and disseminating tourist destinations to the community so that they are more widely accessible. Tourist destinations need to have an identity so that tourists are interested in visiting the place, and this will make it easier for them to remember their experiences of the place. This is expected to spread through sharing tourist experiences with others and can attract people to visit the tourist destination. In addition to forming an identity, sharing experiences is crucial in increasing the number of tourist visits. Effective media has a vital role in sharing and spreading these travel experiences.

The development of tourism can use a digital technology for the media by maintaining the use of literature. Collaboration between these variables will be the use of literary digitalization in promoting tourism. This study aims to explain the form of digitalization of literary works that can have impacts on tourist destinations so that the results of the literary digitalization process can be useful as a medium in promoting and advancing tourism and increasing the community's creative economy in the tourist destination. The benefit of this research is to show the influence of the digitalization of literary works as a medium for tourism promotion. One of the impacts of literary digitalization is it can reach a broader community, making the digitalization of literature potentially developed as a strategy for developing tourism and improving the economy of tourist industries, and the local communities.

The potential of digitized literature in the economic field is related to the broader target market. The target market can include conventional readers who switch to digital media and the people who have not been reached by conventional methods. The positive impact of the collaboration of Literary Tourism by utilizing technology in the form of digitalization of literature is it can be an effective promotional media. This media introduces and promotes tourist destinations in the era of globalization where everyone uses gadgets and technology in their daily lives.

2. Literature Review

Digital technology has proven highly efficient to promote tourist destinations and reach specific visitors based on their preferences and interests. The increase in the attractiveness of a place to visit and become a tourist destination occurs because it is displayed in the media in various forms (Agarwal & Shaw, 2018). Many studies have discussed how digital media influences tourism relationships. One article entitled *Digital adoption and its impact on tourism arrivals and receipts* (Al-Mulali, et al., 2021) discusses that digital adoption has an essential and significant role in increasing tourist arrivals. This study also shows that digital media is important for the tourism industry because it revolutionizes tourism business initiatives, products, experiences, and ecosystems.

The study entitled *Tourism Innovation and The Role of Technology In Enhancing Visitor Experiences* (Sunder, et al., 2024) highlights the importance of tourism innovation and the critical role of technology in enhancing visitor experiences. The transformative impact of technology on tourism enables destination and tourism managers. To create memorable experiences for visitors. Technological innovation can improve visitor satisfaction, encourage sustainable tourism practices, and drive economic growth.

The role of digital technology also supports tourism promotion media. A study entitled *Digital transformation and the new combinations in tourism: A systematic literature review* (Gutierriz, et al., 2023) explains how tourism is developing through the development of technology in the field. Digital platforms have great potential in tourism marketing, especially for small businesses that must compete with larger ones. The use of digital technology has the potential to enable small tourism businesses to benefit from the application of digital technology and online marketing according to their more pressing needs to stand out among their competitors with limited promotional budgets.

Tourism advertising and marketing, in addition to prioritizing promotional tools or media, certainly requires narratives and content that can attract tourists to visit. Literature can be a part of that. As in the study entitled *Literary Tourism: Opportunities and Challenges for the Marketing and Branding of Destinations?* (2014), literary tourism continues developing from small scopes to mass tourism. Many literary works now present in other media no longer make their audiences in particular groups but can also reach other groups. The representation of literary works in other media that can reach out broader community makes it considerable to be a promoting tool, especially in promoting tourism.

Literary Tourism can be one of the multidisciplinary fields that help promote tourism. In addition, this collaboration can also provide space for the literature field to implement itself in the real world. Both fields are also developing in terms of the use of digital technology. The similarities in using this technology provide new opportunities in literary tourism to innovate and advance the field. The development of literary tourism is also inseparable from the influence of digital media.

3. Research Method

This study uses a qualitative descriptive method that focuses on data from the results of a literature review. The primary data are digitized literary works that can be developed into tourism promotion media. Literary works were selected by considering literary elements supporting tourism: authors, characters, settings, and others. At the same time, secondary data are from academic and popular articles and other supporting data related to the relationship between the digitalization of literature and tourism. The data were limited to the adaptations of written literary works related to the West Sumatra province. Literary works were chosen based on their connection to West Sumatra's cultural and literary heritage. They were identified through a literature review focused on sources such as printed books, online archives, and regional publications. Each work was classified into one or more categories of digitalization: electronic books, podcasts, films, or videos on social media, based on their current or proposed digital formats. This classification helped create a comprehensive overview of the digital presence of literary works related to West Sumatra and its role in promoting the region's cultural identity. After the data collection stage, the study continued with the analysis process using a tourism literature approach. The analysis stage using this approach displayed the influence of literary works on tourism development strategies. The analysis focused on the story's strength or elements in literary works that could be the effective medias for promoting tourism through digital media.

4. Results and Discussion

Literary Tourism is one of the interdisciplinary fields that is also developing in the use of digital media. As in the concept of literary tourism, tourism requires a narrative that can represent tourist destinations and tourism activities. Many studies have shown an increasing awareness of the importance of literary elements in tourism (Yiannakis & Davies, 2011). Literary elements, such as authors, characters, plots, and settings in literary works related to a region, become essential variables in making the region a tourist destination. These literary elements become an attraction for literary pilgrims who want to experience firsthand how to live in a story they read. For this reason, literary pilgrims will look for 'a physical body that allows their senses to connect with the object being read' (Robertson & Radford, 2009).

In tourism literature, narrative is the primary source of information about a place that stimulates travel motivation (Charapan & Mikulich, 2019). In the fictional literary genre, events and characters are imaginative, and readers are attracted to places where magical and real actions occur. The story in a literary work creates a fictional world in the reader's imagination, forming a perception of an area related to the story. The formation of this perception makes literature very important in making meaning and interpreting a space. Through literature, readers will be carried away into an imaginary world, which then triggers them to explore the physical location of the imaginary world (Reijnder, 2016).

The essence of tourism literature is juxtaposed with technology to form a digitalization of literature with dual power in developing tourism. The combination of the two has more significant potential in covering the community. The correct narrative is critical in economics and business (McKee & Gerace, 2018), and stories in literary works can fill the narrative. Meanwhile, technology can provide unlimited space to reach a broader target market. The combination of exciting stories in literary works and the use of digital media

that effectively covers a wider community makes digital literature potentially developed in marketing strategies.

Digitalization of literature can be represented in various forms, including audio, visual, and audiovisual. This study classifies literary digitization data, including e-books as a visual form, podcasts as an audio form, and films and videos on social media as an audiovisual form. The forms of literary digitization that can be a strategy for developing literary tourism are as follows:

4.1 Electronic Books

Reading literary works through e-books has the same influence as the influence of literature on the concept of literary tourism. Different media provide opportunities to reach a broader community without reducing the benefits contained in literary works to the tourism sector. Digitalization of literature in the form of e-books can be available anytime and anywhere. Without the limitations of space and time, it allows the public to explore literary works more effectively and efficiently. With new media that provide new strengths, literature can still support its role in interdisciplinary relations with the tourism sector.

Many literary works have transformed from print to digital media and influenced tourism. England has literary works written by the author, Jane Austen. Her works have been widely available in digital form and various languages. This incredible figure in the world of English literature provides an opportunity for tourism to target a tourism package to attract Jane Austen fans worldwide. This tourism package is the Jane Austen Tour (Spooner, 2014). Indonesia also has *Laskar Pelangi* (Hirata, 2005), which has significantly impacted the economic and tourism sectors in Bangka Belitung (Wiratama & Pasaribu, 2022). This best-selling book, which has received many awards and has been available in various languages, is now also available in digital form. The e-book form of *Laskar Pelangi* novel is now available in the government's electronic library repository, making *Laskar Pelangi* even more accessible. This broad reach of the community makes people aware of the locations that later developed into tourist destinations in Bangka Belitung.

West Sumatra also has literary works that have gone through the digitization process, including *Sitti Nurbaya Kasih Tak Sampai* (1922), written by Marah Rusli, which is now available and can be accessed through the electronic library repository of universities in Indonesia. This novel has succeeded in becoming an icon of West Sumatra with a bridge named after the title, the Sitti Nurbaya Bridge. This bridge has now become one of the mandatory tourist destinations for tourists visiting West Sumatra, especially Padang City. The development of the Sitti Nurbaya tourist destination can also involve the author in a series of literary tours, including a visit to the Marah Rusli House and Museum (Ferdinal et al., 2019).

The same strategy can also be implemented in other literary works, including folklore. The success of the story of Malin Kundang (Safitri, 2011) and his statue at Air Manis Beach, Padang City, West Sumatra, is worthy of developing other regions. Efforts can be made to digitize Minangkabau folklore. This folklore has been proven positively having impact in developing community characters and educational values (Ferdinal & Oktavianus, 2024). Digital media can provide access to the community and increase awareness of the social values of Minangkabau and the regions in West Sumatra. Introducing regions in West Sumatra through the dissemination of folklore can develop the region into a tourist destination that impacts the community's economy. Folklore can also be the tourist

destination's identity for branding the location (Pratiwi et al., 2023). One folklore already available digitally is the Legend of Danau Kembar (Anugrah, 2017).

Through digitizing literature in the form of e-books, people can access it at leisure and read the literary works they want. The availability of these literary works in digital form provides easy access for modern readers who prefer to read through digital media rather than print media. Time efficiency is also one of the advantages of getting books because readers no longer need to go to a bookstore to buy books or to the library to borrow them. Searching for books is also more effective when keywords are typed in the search column, and the book is immediately available.

The influence of literature in the field of tourism has also remained the same, even giving new strength to the use of digital media. Literary tourism can be produced from the desire of the community to get a moment to experience the imaginative life depicted in literary works. In addition, with literary tourism, the community can connect to historical locations related to the author and his story. Literary tourism also offers an experience beyond the simple biography available in the text without changing the value of the text as a reference.

4.2 Podcasts

Podcast is one of the media used in the digitalization of literature. The podcast comes from a combination of the words iPod and broadcasting, a method of distributing multimedia files of audio and video through certain software subscriptions (Lee & Gretzel, 2006). Podcasts have the power of audio form as well as the power of radio. Podcasts offer content that the public can hear without seeing it in visual form (Li et al., 2024). Although many podcasts are broadcast in audio-visual form, the essence of podcasts being an audio method is preserved, and they can still be enjoyed without seeing the visual form.

Literary works can be content in a podcast. The existence of literary works in the world of technology can also develop by entering the field of podcasts. The New Yorker is a magazine from the United States that is available in print and online. One section of the magazine is The New Yorker Fiction Podcast, which features readings of literary works (Treisman, 2007). In Indonesia, the Ministry of Education, Culture, Research, and Technology has also launched a podcast called Sandiwara Sastra (Kemdikbud, 2020), which aims to introduce and revive Indonesian literary works by transferring media to the Podcast audio medium. The development of internet-based technology provides the assumption that the same audio medium, Podcast, can make people more interested in literary works. The discussion method in a podcast about literary works can also provide inspiration and interpretation of the work. The storytelling method can also be used to deliver a podcast's content, making the Podcast a preserver of the storytelling tradition.

Podcasts have become a learning medium in the field of education, and now podcasts have become an exciting medium in the field of tourism. The topic of tourism has become a popular sub-genre in podcasting and can be a marketing tool for tourist destinations (Feifan Xie, P., & Lew, A. A., 2008). The uniqueness of podcasts is their availability on various technological devices, such as computers, laptops, and smartphones (Kargozari & Zarinkamar, 2014), providing easy access for the public and impacting the target market's breadth. In addition, Podcasts can provide information related to tourist destinations that are useful for tourists in deciding on tourist destinations.

The Literary Tourism approach in using Podcasts as a development medium is the use of literary works related to tourism as content that can be delivered using storytelling. In a study entitled *Podcast Storytelling: A New Way of Tourism Marketing in Indonesia* (2023), it is explained that the use of Podcast media in the tourism sector is starting to develop, and the storytelling approach is fundamental in creating a sense of place and better connections with the target market. Stories in literary works related to tourist destinations can provide interesting information in providing reasons for visiting the place. As with the concept of Literary Tourism, stories in literary works can attract tourists to see the places in the story directly and provide the sensation of feeling directly what the characters in the story feel. The combination of Podcast usage strategies in Literature and Tourism can be the basis for developing these fields in this technological era.

One of the podcasts that discusses tourism in Indonesia is o, which is one of the episodes that discusses tourism in West Sumatra. Meanwhile, Podcasts that use Minangkabau Literature as content are widely available on Podcast applications, such as iPhone Podcast, Spotify, Google Podcast, and others. People can search by typing the keywords West Sumatra or Minangkabau, and related content will appear. However, most of the content is folklore or fairy tales in Podcasts with the theme of Children's Literature. Podcasts that specifically discuss Minang Literature must be available to develop this strategy. More specifically, Podcasts that discuss Literary Tourism must be developed to implement the digitalization strategy of literature for tourism to work effectively.

4.3 Films

One form of literary digitalization is the adaptation of literary works to the film medium, which has become a tourism business strategy. New Zealand has the Lord of The Rings Tour (Peaslee, 2011) as tourism from the film of the same title, which is an adaptation of the novel by J.R.R. Tolkien. This literary tour is also known as the Tolkiens Tour, a tour of visits to the filming locations of Lord of The Rings (2002). In Indonesia, the novels *Laskar Pelangi* (2008), *Dilan 1990* (Baiq, P., 2015), and *Bumi Manusia* (2019) are some of the literary works that were successful when transformed into films and had an impact on the development of tourism. The success of the film *Laskar Pelangi* made tourism in Bangka Belitung grow even more. Meanwhile, the novel and film *Dilan 1990* raised public interest in visiting the city of Bandung (Putra & Maulasena, 2022). *Bumi Manusia* by Pramoedya Ananta Toer (2005) has long been famous in Indonesian literary circles and became even more famous when adapted into film. This film adaptation also impacted tourism in the city of Yogyakarta, where the film was shot (Sushartami & Hadrian, 2022).

Many studies have discussed film's impact on tourism, such as *Promoting Destinations via Film Tourism: An Empirical Identification of Supporting Marketing Initiatives* (Hudson & Ritchie, 2006) and *Film tourism – Evolution, progress and prospects* (Connell, 2012). The influence of film on tourism even has its term, namely film-induced tourism, defined as a visit to the location where the film was made, including studios and theme parks related to the film (Beeton, 2016). The film is essential for a society that can attract the masses. For that, film can reach the broader community and has the potential as a tool in marketing strategies, including tourism. Marketing is one of the essential components of tourism that impacts the economic progress of a region and its people. Therefore, the progress of tourism is measured by the number of visits made by tourists.

West Sumatra is one of the areas that has become a location for famous films in Indonesia. Some of the films are adaptations of literary works, such as *Di Bawah Lindungan Ka'bah* (2011), *Negeri 5 Menara* (2012), *Tenggelamnya Kapal Van Der Wijck* (2013), *Ranah 3 Warna* (2022), *Buya Hamka* (2023). Two of these films are the works of Buya Hamka: *Under the Protection of the Kaaba* and *Tenggelamnya Kapal Van Der Wijck*. While the other three are the works of Ahmad Fuadi.

Based on the concept of Film-induced Tourism, the first literary element we must pay attention to is the setting. The setting of a film and a novel can differ, but both can influence people visiting the related location. In the film *Di Bawah Lindungan Ka'bah*, the filming location was in Nagari Seribu Rumah Gadang, Solok Regency. In the film *Tenggelamnya Kapal Van Der Wijck*, the filming location was in Tarusan Kamang, Tanah Datar Regency. Meanwhile, the three films adapted from Ahmad Fuadi's works used the filming location at Lake Maninjau, Agam Regency, with the addition of several other locations in the film *Buya Hamka*, Ngarai Sianok, Bukittinggi City, and Nagari Taram, Lima Puluh Kota Regency.

These films can be developed into tourism strategies, either in the form of literary tourism or film tourism. Tourism packages can include visits to the film locations. In addition, tourist destinations can include places related to the author, such as Buya Hamka's residence. In addition to the setting and the author, other elements can also be considered, such as the cuisine in the film and the traditions and culture contained in the film. These elements can support tourism and become one film tourism strategy component.

4.4 Videos on Social Media

Videos on social media also positively impact the development of tourism in an area. Along with the development of technology and the internet, social media has become a mandatory application often used to obtain information, including information about a tourist destination. Social media plays a vital role in sharing tourists' travel experiences, comments, and opinions so that their posts become a source of information for the community (Živković et al., 2014). Social media is very easy for the public to access, so it can be used to promote tourism content effectively and efficiently (Gebreel & Shuayb, 2022). In addition, social media is also low-cost, so it is beneficial for marketing communications (Koetler et al., 2010).

In this digital era, not only the tourism sector uses social media to develop its field, but also the literature sector. Literature also uses social media because it can be used as a channel to exhibit literary works (Shahwan, 2023). The public can get an overview of literary works through social media in short videos. In addition, social media can also contain adaptations of literary works by displaying audio-visual forms, such as videos, which have a positive effect on society. Videos from adaptations of literary works uploaded to social media can display an overview of elements of literary works, such as storylines, characters, and settings of literary works.

As the concept of Literary Tourism, the elements of literary works shown through videos on social media have the power as a tourist attraction. Videos have the same effect as films when associated with tourism. The distribution of videos through social media effectively impacts reaching a broader market. The nature of social media, which is more easily accessible, is different from the distribution of films, which are more exclusive through cinemas or specific applications. The combination of social media, which provides easy access, has the potential for marketing and promotion, and literary works as content in posts

on social media provide excellent opportunities for the interdisciplinary field of literary tourism. In addition, the digitalization of literature through social media has also impacted both fields. In literature, social media can make it easier for the public to understand literary works quickly. In addition, social media can also have an impact on the promotion of these literary works. Promotion through social media also has a good effect on the tourism sector because it can reach a broader target market effectively and efficiently.

The West Sumatra Provincial Tourism Office has previously used videos on social media using the folklore *Legenda Si Boko* (2020) to introduce tourist destinations in Nagari Sungai Pisang, Padang City, and broadcast them on their official channel on YouTube. In addition, the Legend of Tuanku Taram can also be found on the YouTube channel, Diary Aiyra, with the title *Kisah Nyata Surau Tuo Taram Makam Keramat Syekh Ibrahim Mufti: Sejarah Nagari Taram Payakumbuh* (2020) which has been watched 11,549 times as of 1 August 2024. On the Instagram application, folklore is also circulating in videos broadcast on the Mountravellers and Mountnesia (2022) accounts with the caption The Legend of Malin Kundang, which viewers have liked 49,400 times as of 1 August 2024. The videos on social media show related tourist destinations and use literary works as narratives in their videos. The large number of viewers who have watched the video shows that videos on social media can reach a broad target market and potentially be an effective tourism promotion media.

Digitalization of Literature has the potential to play a role in the interdisciplinary field of Literary Tourism without reducing the essence of the basic concept of the field. The power of technology can have a positive impact on each field. In literature, literary works can still maintain their existence preserved and archived literary works through the digitalization of literature. Meanwhile, in the field of Tourism, digital media has been proven to have a significant influence in advancing the tourism sector (Sunder, et al., 2024), and the digitalization of literature has the potential to be developed as part of a combined strategy between the strategy of using digital media and the interdisciplinary strategy of Literary Tourism. Combining these strategies can double the power of the positive impacts proven by the two previous strategies. The development of literary tourism can also be done by creating tools that support the smoothness of tourists enjoying literary tourism. One of them is in the form of a guide in the form of a digital map because it benefits tourists who plan trips via the internet and are interested in literature by providing information through the map (Margarida et al., 2021).

The digitalization strategy of literature in the field of literary tourism is expected to be of concern to the relevant government so that it can help in making policies for the development of the tourism sector, especially in West Sumatra, Indonesia, which has great potential to use the Literary Tourism strategy because of the rich literary treasures related to tourist destinations there. The large number of Minangkabau literary figures also provides opportunities for the creation of new tourist destinations that have the potential to attract tourists who are interested in literary tourism. Some challenges may arise in implementing this strategy, such as infrastructure limitation, resource availability, and maintaining sustainability, and for that, stakeholder collaboration with government will help to prevent it. The development of this strategy also still requires adequate facilities, both in the marketing sector and the tourism destination sector. Easy access to information must be accompanied by easy access to related tourist destinations so that this strategy can work effectively.

5. Conclusion

In addition to the interdisciplinary field of Literary Tourism, the similarity between the fields of Literature and Tourism is their development in the use of technology. In this modern era, digital technology plays an important role in maintaining existence, management, and marketing, all of which are essential components in both fields. The strategy of digitizing literature can be a bridge for the influence of literature on tourism. The forms of digitizing literature can be visual, audio, and audio-visual. In visual form, the digitization of literature that can support the field of tourism is represented by electronic books. Then, in audio form, podcasts can introduce literature and provide information related to tourism. In the audio-visual form, films and videos distributed through social media can reach target markets not reached by conventional forms. These forms of digitization do not reduce the essence of literary tourism but provide double the strength needed to implement the strategy.

The digitalization of literature as a medium for tourism promotion must be accompanied by attention from policymakers, the government. Promotional media has a crucial point with easy access to information to the target market, namely the wider community. However, this potential must be accompanied by easy access to tourist destinations, such as infrastructure and facilities that support tourist activities. These two elements can be an effective strategy in advancing tourism that will impact the community's and region's economic growth, especially in West Sumatra, Indonesia. West Sumatra has an excellent opportunity to implement this strategy because of the rich Minangkabau literary treasures and the many literary figures from this place.

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EXPLORING STUDENT AND LECTURER PERSPECTIVES ON ACADEMIC WRITING: A CASE STUDY AT THE CENTRAL UNIVERSITY OF TECHNOLOGY, SOUTH AFRICA

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Abstract

This study explores the perceptions of students and lecturers regarding the Academic Literacy Course (ALC) at the Central University of Technology (CUT), South Africa. Academic literacy encompasses critical skills for effective communication, while academic writing provides a structured framework for presenting ideas, arguments, and research. The study investigates attitudes toward the course's relevance, effectiveness, and its impact on students' academic writing abilities. Using a qualitative approach, data were collected through semi-structured interviews with students who completed the course and lecturers from the Communication Sciences Department. Thematic analysis revealed recurring patterns and insights from participants. Findings indicate that both students and lecturers value academic literacy as essential for academic writing success. Participants highlighted the course's focus on critical reading, writing, information literacy, and communication skills, expressing predominantly positive opinions. However, a majority of students (90%) and lecturers (80%) emphasized the need for tailored content and additional resources to address specific academic writing challenges. The study provides valuable insights into the strengths and areas for improvement in the ALC. It suggests that a more discipline-specific approach, incorporating relevant terminology and practices, could better align with students' academic needs. Recommendations include redesigning the course to integrate discipline-specific content and adapting it for both in-person and online delivery. These findings have significant implications for curriculum development, offering strategies to enhance the course's effectiveness in fostering students' academic literacy and writing proficiency.

Keywords: *academic literacy; academic writing; communication*

1. Introduction

Academic literacy encompasses a broad range of skills, knowledge, and competencies essential for achieving success in academic settings (Bloomaert, 2016). Similarly, Bilikozen (2019) defines academic literacy as a collection of abilities, strategies, and information needed to successfully interact with, comprehend, and create academic material in a university setting. Scholtz (2016) elaborates that academic literacy encompasses reading,

writing, critical thinking, research skills, and comprehension of disciplinary conventions. Therefore, academic literacy in South Africa equips students with essential skills needed to engage meaningfully with academic content through reading, writing, or participating in scholarly activities (Eybers, 2015). Another explanation pertinent to the South African context is that of Sebolai (2016), who states that academic literacy involves being able to read, write, and critically analyse academic texts. In the context of this study, academic literacy encompasses students' capacity to write clearly and coherently, demonstrate knowledge of writing norms, integrate information effectively, comprehend written material, and engage in critical thinking.

In South Africa there are 12 official languages. Many students are confronted with significant challenges in academic writing, particularly because English is often their second, third or even fourth language, despite it being the primary medium of instruction at tertiary institutions across South Africa. It therefore appears as though South Africa's linguistic diversity contributes to students' varied levels of English proficiency. This challenge coupled with promoting multilingualism in a post-apartheid era exacerbates the current problem of academic writing in South Africa (Ntereke & Ramoroka, 2017).

Moreover, this issue has become more distinct post-COVID-19, as face-to-face instruction has resumed, and students demonstrate a regression in their writing skills. Challenges such as unfamiliarity with academic language conventions, difficulty in following written instructions, struggles with sentence formulation, and ineffective research capabilities have been documented (Pineteh, 2014). Therefore, understanding the perspectives of both students and lecturers regarding these academic writing difficulties is crucial, especially considering the observed decline in writing ability, which hampers students' ability to achieve educational outcomes across various disciplines.

2. Literature Review

The literature reviewed in this section is organized around two central themes: the challenges students face in mastering academic writing and the strategies developed to address these challenges while improving their academic writing skills. Studies have consistently shown that academic writing poses significant barriers for students transitioning from secondary to tertiary education, with issues ranging from inadequate literacy preparation to emotional and cognitive hurdles (Bailey, 2018; Conteh, 2020; Scholtz, 2016). Moreover, interventions designed to enhance academic writing proficiency emphasize the importance of contextual, interdisciplinary, and student-centered approaches to bridge gaps in students' writing capabilities (Clarence & McKenna, 2017; Pineteh, 2016). This review explores the nuanced complexities of academic writing challenges and evaluates the effectiveness of interventions aimed at fostering student success.

2.1 Challenges in Academic Writing

Researchers worldwide have begun collecting feedback from students and lecturers regarding students' academic writing skills to explore the various perspectives because academic writing has been identified as one of the key contributors towards academic failure. Consequently, impeding student progression and success. (Bailey, 2018; Conti, LaMance & Miller-Cochran, 2017; Gallaway & Rose, 2019; Rowe, Fitness & Wood, 2015; Sebolai & Huff, 2016). Similarly, research regarding academic literacy conducted by Conteh,

(2020); Fouché, Van Dyk & Butler (2017); Scholtz, (2016) & Tardy, Reed, Slinkard & LaMance (2021) also acknowledge that one of the key factors affecting students' performance as they transition from high school to university is their proficiency in academic writing.

Researchers have rigorously explored the perceptions of students and lecturers on academic writing. The inquiries have focused on students' comprehension of academic literacy, their self-assessment of their writing capabilities, and the areas where students and lecturers differ or share common ground (Conteh, 2020; Hitge, 2011; Sebolai, 2014; Solikhah, 2015 & Wu, 2023). These studies indicate that many students and lecturers believe that the writing process and the academic expectations at university present several challenges for students, especially when they transition from high school to university. These challenges include but are not limited to knowing basic writing conventions, sentence construction, paragraphing, grouping ideas together, synthesising information, and understanding written instructions. These problems are evident in South African universities and the university where this study was conducted.

In addition, Scholtz (2016) argues that the beliefs of lecturers and students regarding academic writing skills do not change the reality of students' limitations in this area and the National Benchmark Test Report, which Grade 12 learners must complete before entering tertiary education confirms the argument put forth by Scholtz. The NBT report affirms that students have varied problems with academic writing. The problems identified include writing conventions, sentence construction, paragraphing and critical thinking.

Furthermore, Rowe et al. (2015) found that lecturers acknowledge that students faced challenges with both content and the requirements of the academic writing process. Their participants were lecturers and students selected from different disciplines such as Accounting, Arts, Chiropractic Studies, Education and the Sciences. They reported that students based their academic skills on their emotions rather than the reality of whether they know how to write academically or not. This finding is significant because the researchers concur that emotions play a significant role in the academic success of students, influencing various aspects of learning, motivation, and overall performance. Previous research has shown that study-related emotions influence students' learning and achievement (Liao and Wong, 2019). Rowe et al. (2015) concur and state that lecturers find it difficult to create enthusiasm and encourage students to feel less anxious and emotional during classes.

Similarly, Khumalo and Maphalala (2018) found that first-year students struggled with academic writing because they were indifferent about the expected topics which follow certain writing norms and must be written in an academic and formal manner. Similarly, Holmes et al. (2018) stated that as much as the academic writing and academic literacy skills are not based on students' emotions, the reality is that even postgraduate students experience anxiety when they interact with academic texts they do not understand. Holmes et al. (2018) concurs with Rowe et al (2015) that most postgraduate students experience anxiety (negative emotions) in subjects like research and during the dissertation writing process.

Additionally, academic writing studies that were done globally at different universities (Cai, 2017; Chokwe, 2022; Galloway & Rose, 2018; Ntereke & Ramoroka, 2017; Boughey & McKenna, 2016) found that students and lecturers believed that the academic writing process is complex and both students and lecturers struggle to follow the academic

writing rules. In this study lecturers stated that they cannot blame students for struggling to write while they as lecturers also find it difficult to understand the academic writing process in their own research. Participants reported that synthesising material was the most difficult writing process for them (students and lecturers), although their overall writing abilities increased because of the constant feedback from their lecturers and research supervisors.

Galloway and Rose (2018) found that numerous researchers (Blommaert, 2016; Butler, Butler & Schutte, 2022; Conti, LaMance & Miller-Cochran, 2017; Marais, Nel & Fourie, 2019; Sebolai & Huff, 2016; Solikhah, 2015 & Tardy, Reed, Slinkard & LaMance, 2021) support the idea that students' academic writing skills are a challenge that is widely recognised by many academics across many countries. Most of these researchers engaged students and lecturers to assess the problem with students' low academic literacy levels on how to better assist students to improve their academic writing skills.

Chokwe (2022) also states that students and lecturers believe there are multiple factors involved in students' low academic literacy levels and students' inability to understand the academic writing process. Consequently, Holmes et al. (2018) discovered that students claimed they were unable to understand academic writing rules, especially concerning assignments due to issues like anxiety, poor language usage, a dislike of reading, and not receiving feedback on their writing. According to Tardy, Reed, Slinkard, and LaMance (2021) academic staff and international students expressed their frustration with the academic writing requirements at most international universities, claiming that students still struggle to comprehend academic texts. The students underwent a two-course programme of fundamental writing (Tardy et al., 2021). These findings came from Pennsylvania State University and the University of Arizona.

This is an indication that first world English speaking countries have similar challenges with students' academic literacy levels and their academic writing skills. The consensus is that students' academic literacy levels and academic writing skill are a global concern. Academic writing is still a major problem for Asian students as well who are learning English as a second language (Cai, 2017). In a survey of fifty Master of Arts students enrolled in a new English for Academic Purposes programme at the University of Hong Kong was the subject of a very small-scale needs analysis (Cai, 2017). The study revealed that many students and academic staff expressed concern that even students who did English as a major also had trouble with academic writing.

In a different study in China, Zhou, Zhao, and Dawson (2019) evaluated student and academic staff's perceptions regarding students' academic writing skills by focusing on the synthesising of academic texts. A key finding in this study was that students stated that they were ignorant of the rules of academic writing. Both students and academic staff assert that their lack of academic literacy skills, and anxiety to write academically forced them to rely heavily on their prior writing experience.

The literature reviewed in this section confirm that there are several factors contributing to students' challenges in academic writing, including anxiety, emotional distress, and disinterest. Issues such as unfamiliarity with writing conventions, paragraphing, and synthesising information have also been identified as barriers to effective writing. Noteworthy, is that the problem was present before COVID-19 but as stated by the researchers it has worsened post-COVID-19, which indicates the relevance of the current study. Furthermore, the researchers need to stress the importance of fostering enthusiasm for writing, understanding academic writing rules, and recognising the impact of

multilingualism and diverse languages in South Africa. By addressing these complexities, lecturers can better support students in overcoming obstacles and enhancing their academic writing skills.

4.2 Academic Literacy Interventions

Improving the academic writing skills of students can be approached in various ways. One effective strategy discussed in Pineteh's (2016) study is the redesign of curricula with a focus on the needs of students. This emphasises the importance of adopting a student-centered approach when developing academic literacy courses, ensuring that the design and delivery of these programmes cater to the unique challenges and requirements of learners. However, this intervention only considers re-curriculating but does not address improving academic writing holistically, nor would it be able to address the needs of students already at university.

It is essential to recognise that academic writing cannot be isolated from the main subjects that student's study. Learning crucial skills often occurs through interaction with peers and experienced lecturers of a particular discipline. This engagement allows students to grasp the specific discourse practices and expectations of their discipline, which is vital for their academic success (Jacobs, 2007). However, the researchers have found that it is difficult to convince lecturers in other disciplines to assist with academic writing conventions because they perceive this as additional work. Also, lecturers have been given additional administrative tasks and must take more accountability for low pass rates. Therefore, they prefer focusing on their own courses. However, fostering interdisciplinary interactions, academic writing interventions can equip students to tackle the demands of their assignments effectively.

There is also a strong view from lecturers that in the long term, students should be encouraged to take ownership of their own learning, especially at university. This involves adequately preparing for academic tasks and understanding the significance of academic writing in achieving their educational goals. This seems to be lacking among students and recent data indicates that students need to recognise their own weaknesses, particularly in academic literacy (Pineteh, 2016). In this way they can actively work on improving their writing skills and enhance their overall academic performance.

One notable initiative in this area is the development of a university academic writing course personalised for students learning English as an additional language (EAL). This course integrates content-based teaching with a focus on language and genre awareness, promoting critical engagement with concepts related to global English (Tardy et al., 2021). However, in a culturally diverse society like South Africa, promoting multilingualism is a priority, despite previous challenges in integrating indigenous languages into curricula. While previous attempts may have faced difficulties, new initiatives are now being advocated to successfully incorporate indigenous languages into educational frameworks.

Additionally, Clarence and McKenna (2017) identify three primary approaches in the South African academic literacy landscape, including writing-intensive courses, collaborative modules co-taught by lecturers and academic literacy practitioners, and stand-alone courses focused on study skills and essay writing. While integrating academic writing support within subject disciplines offers significant benefits, it also presents challenges, such as the need for adequate staff to facilitate these courses effectively (Deveraux & Wilson, 2008). The

approaches mentioned can assist improving academic writing, but these strategies are often stifled because there are insufficient lecturers and academic practitioners appointed, less time is afforded to academic writing modules because it is not a major for most programmes, except for students majoring in languages, who receive additional support during courses.

Consequently, the CUT initiated the implementation of a mandatory academic literacy programme. The main objective of the Academic Literacy Programme (ALP) is to support first-year students in improving their academic writing skills (Hitge, 2019). This ALP was introduced as an intervention to narrow the divide between literacy levels in secondary school and that of the academic writing demands at tertiary level (Sebolai, 2014). A study carried out at the CUT suggests that the ALP seemed functional in bridging the gap between students' basic literacy skills from secondary school and the academic literacy requirements of first year studies (Hitge, 2019), but since COVID-19 this is no longer the case.

The researchers have conducted a comprehensive review of existing literature on the challenges students face with academic literacy and the interventions aimed at mitigating these issues. Despite the extensive research conducted globally, the prevalence of academic writing problems persists. This emphasizes the need for a fresh perspective and new insights to address this ongoing issue and enhance student writing effectively. The gaps identified in the literature emphasises the relevance of this study, as it aims to provide innovative solutions and strategies to bridge the existing gaps and contribute to the advancement of academic writing practices in educational settings.

3. Research Method

The overall approach and explanation behind the research process, including the procedures, methods, and strategies employed for data collection and analysis, are referred to as the research method. Qualitative research aims to investigate phenomena in-depth using methods including content analysis, focus groups, and interviews (Peterson, 2019). A qualitative method was used for this study to gather information about how students and lecturers at the CUT, FS, perceive academic literacy and academic writing. Semi-structured interviews incorporate conversational components intended to help researchers ensure that participants answer questions honestly and voluntarily, they were used to collect data (Peterson, 2019). Additionally, as stated by Ruslin, Mashuri, Rasak, Alhabsyi, and Syam (2022), semi-structured interviews allow for the acquisition of insight by providing the interviewers with the opportunity to probe further and clarify the interviewees responses, as was the case in this study.

Senior students enrolled in first-year undergraduate and postgraduate programmes at the CUT between 2018 and 2023 were the study's target group. The students were divided into two groups and both groups were further divided into subsets. The subsets were made up of students who completed the Academic literacy course (LCS5011/12/5001) for mainstream students from the Faculties of Health and Environmental Sciences (FEBIT), Management Sciences and Humanities, with some groups from the Faculty of Engineering, Built Environment and Information Technology. While the other subset of students who completed the ALC5011/12 course, and these students were registered in FEBIT for the Diploma in Civil, Electrical and Mechanical Engineering. The difference between the two subsets were that the ALC5011/5012 course consisted of an academic literacy and

communication component, while the mainstream group only consisted of an academic literacy component. Appreciating that both subsets of students had completed their respective academic literacy modules, they were able to offer relevant information regarding the course's advantages and disadvantages. Ten lecturers and forty students from all four faculties made up the sample. Given that this study was conducted at the CUT, the limited number of participants was essential to ensure in-depth information was obtained, thereby facilitating data saturation within the research context. Additionally, to reduce selection bias and guarantee the generalisability of the study's conclusions, the researchers employed purposive sampling as a method for choosing a subset of the population.

Elliot (2018), states that data analysis is the act of classifying, ordering, manipulating, and summarising data to obtain answers to research questions. Thematic analysis was used to evaluate data and identify recurring themes. According to Terry, Hayfield, Clarke and Braun (2017), thematic analysis is an approach used to identify, analyse, and interpret patterns or themes within qualitative data. Frequently used in research, thematic analysis assists researchers to make sense of complex datasets, particularly those gathered from interviews. This approach offers a flexible framework for understanding patterns in qualitative data, adaptable to research needs, as was the case in this study.

According to Wickham and Wickham (2016), data analysis is the process of sorting through datasets to find patterns. To improve comprehension of the data and facilitate the presenting of findings, Patton (2014) describes it as a methodical process of organising and sorting through all the information interview transcripts, and other materials gathered (McCurdy & Ross, 2018) as was the case in this study.

The researchers adhered to ethical standards in this study by obtaining prior approval from the Faculty Research and Innovation Committee (FRIC) at the CUT. Participants were requested to complete an informed consent form before interviews were conducted. During the interviews participants were assured that all disclosed information would be handled confidentially, with no mention of names in the research, and that data transcripts would be securely stored. Both lecturers and students were informed of their right to withdraw from the study at any point, and the study's objectives were clearly elucidated to ensure transparency.

4. Results and Discussion

The findings and subsequent discussion focus on students' and lecturers' perspectives regarding academic literacy, including opinions on students' academic writing skills, assessments of their own writing abilities, and the overall quality of academic writing. The qualitative data collected was used to interpret to organize and interpret the findings.

4.1 Student views regarding academic literacy and their academic writing skills

Participants' responses revealed several views. Most students stated that the course provided useful and insightful information because they were more confident in tackling writing tasks, assignments and activities. They credit their confidence to lecturers who offered comprehensive guidance, particularly emphasising the interpretation of information in writing assignments. Afterwards, they helped students with the actual writing of their assignments. One student said that "I am more confident in doing my assignments because my lecturer was able to demonstrate how I should read and interpret what is required from

the assignment". Another student said that "the fact that I understand what is expected from me makes me feel that I can do my assignments". These positive remarks were a common trend among students. It also shows that reading and writing should not be taught in isolation but dealt with concurrently. This finding aligns with Hitge (2019), Scholtz (2016) and Sebolai (2014), who similarly found that students believed the course helped them enhance their writing skills. There were notably more students who found that the course was beneficial to them.

However, there were students who indicated that the course was not beneficial to them. One student remarked, "my writing skills did not improve even though I attended the classes". Another student said that "the lecturer simply put up a PowerPoint presentation and read from the slides, I did not understand anything". This student further states when he attempted to ask for clarity, the lecturer said that he did not have time to answer questions". This finding directly reflects Tardy et al's (2021) view on the frustration students experience when they are unable to master and enhance their writing skills.

Another group of students indicated that the course merely assisted them to a certain degree because their lecturers failed to teach them how to apply the theoretical concepts they learned to their practical writing. One participant stated that, "My lecturer explained how I should do my citations, but I was not given a practical example, I was still confused". Another student said that he to a certain extent understood what academic writing entailed but failed to see how different it was from what they did at school. He said, "I am not sure there is a difference, it is still about writing". Similarly, Cai (2017) discovered that Asian students said that English was taught more generally and that their academic writing skills did not show a vast improvement (Chen, Zhang, Yu & Hou: 2023).

There were also specific problems students mentioned that they found difficult. For example, several students stated that they struggled with assignments in several of their courses. For those assignments they had to do in other subjects they found that they lacked structure and organisation. One student pertinently stated, "I do not know where to start with my assignment because in academic writing I am taught about an introduction, body and conclusion but when it comes to some of my other courses this does not apply". Another student asserted, "I seem to understand when I am in the class but when I have to do the assignment I am lost". This finding is prevalent at many universities in South Africa and abroad where students have difficulty writing assignments.

Another common issue students frequently mentioned is the challenge of understanding academic texts. Another example is their struggle to comprehend the prescribed texts when it came to reading. Frequent remarks in this regard include, "I do not understand what I am reading, I do not understand the words, the passage does not make sense to me". This finding confirms the researchers concerns regarding reading with comprehension. This is largely due to English not being the mother tongue of the students at the CUT.

Furthermore, students perceived the lack of assessment writing practice as another specific reason as to why their academic writing did not improve. One participant stated, "We never do any assessments". Several participants indicated that they were only given two written tasks for the semester. A verbatim response from one of the participants is as follows, "I was only given a paragraph to write and then one essay". Similarly, Cai (2017) found that Asian students noted English was taught in a more general manner, leading to limited improvement in their academic writing skills (Chen, Zhang, Yu & Hou, 2023). This

finding is significant because a lack of assessments and opportunities to practice their writing does impact whether students writing skills will improve or not.

A few students also stated that they did not accurately use grammar, sentence construction, spelling, punctuation, citations and language effectively resulting in them not achieving a pass mark in the assignment. Verbatim responses of students include, "I struggle with concord, when I read the sentence that I have written it sounds correct but when my lecturer marks then it is incorrect, I seldom know when to use punctuation, so I just leave it out" This is similar to what Homes et al. (2018) has found regarding language conventions and researchers commonly point towards a lack of knowledge conventions impede student writing.

Most students stated that they especially found argumentation difficult. They felt that they did not have the vocabulary to do so and could not write clear statements and support this with apt reasons. In this regard students mentioned the following, "To argue a particular point is very difficult, I struggle to support my views, it is difficult to put into words what I want to say". Both students and lecturers agree that students' use of informal language was common, and they favoured using colloquial language, slang, or contractions instead of formal academic language which in the students view reduced the credibility of their work (Scholtz, 2016). This finding is common in literature regarding academic writing. Solikhah (2015) concurs that students struggle to write clear, concise statements, in a formal manner and which are essential because it guides the direction of their argument

Another reason why students struggle with academic writing is because they plagiarise. Verbatim responses in this regard include, "I just write from the text, I cut and paste and hope that it makes sense, I have not mastered how to write in my own words" In this instance students admit to plagiarising because they do not understand the rules of academic writing, nor are they able to paraphrase information. Additionally, in language courses where writing is a core skill students acknowledge that they could not cite sources correctly. Singh (2023) corroborates this finding because in his study several students also mentioned that they misunderstood citation styles as there are a few (the MLA-Modern Languages Association system, the APA-American Psychological Association system, the Harvard system, and the MHRA-Modern Humanities Research Association system) and they failed to cite sources accurately.

Several of the students who were interviewed also mentioned that could not analyse content because they lacked critical thinking skills. One student stated that "critical thinking is a buzz word at the university, but I do not fully understand what it means". Another student stated that, "I truly do not know how to interpret information that I read". This finding is significant because it has also been the experience of the researchers. Butler et al. (2022) purports that simply summarising information without analysis or failing to critically engage with sources and to synthesize is a common problem among students. Moreover, most students indicated that they did not know how to synthesise information or how to apply this skill. She said, "synthesising information is very difficult, I do not know how to do this". Mgqwashu and Bengesai (2015) and Scholtz (2016) states that academic writing often requires evaluation and synthesising information and not just provide a response but also highlight that students have trouble with this skill.

Noteworthy, is that a few students admitted that they could not blame the academic literacy programme for their poor academic performance. These students stated that

external factors played a significant role in them performing poorly in the ALC course. The students claim that they were overwhelmed by the transition from high school to university. They revealed that they had never left their homes which are in the rural part of some provinces (e.g., Venda, Limpopo, Mpumalanga and the Eastern Cape) finding themselves overly excited and anxious at the same time. This led to them losing focus and prioritising other subjects over the ALC course because they did not view it as equally important. Some of the verbatim responses from students include, "I did not take the course seriously, this was not my main course, I did not see the importance of this course". This finding confirms that very often students do not take writing courses seriously, nor do they see the importance of improving their academic writing. Similarly, Meehan and Howells (2018) found that for students who moved away from home to attend university, the role of university, their families, and other individuals in their new surroundings changed. Meehan and Howells (2018) found that there are many external factors that influence students transitioning from high school to university. Likewise, Amaechi, Bennett, Kafilatu, Kayit, Lillyman, Okeke and Paciente (2013) found that students expressed a range of emotions, including both enthusiasm and fear, after deciding to travel to an unfamiliar environment or an international university and this experience overwhelmed them.

The comprehensive perspectives of all student participants regarding academic literacy hold significance as they offer contextual insights into the academic milieu. However, it is pleasing to note that there are students who have benefited from the course. To address the decline in academic literacy levels, the learning environment should foster an inclusive opportunity for all students to achieve success.

4.2 Lecturers' opinions regarding students' writing competencies and their academic literacy skills

Several lecturers expressed that there is a challenge with students' academic writing skills and students lacked the ability to write good assignments. Verbatim responses to support this view include, "students having difficulty expressing themselves in English, English is not their mother tongue, the students write incomprehensibly, students struggle with basic sentence construction". Similarly, Nizonkiza and van Dyk (2015) believe that students perceive academic writing at university as difficult. Therefore, they avoid the writing attempting to write and opt to plagiarize. Holmes et al. (2018) concur that students have trouble writing because they are not proficient in English, avoid reading because they do not understand the content, are apprehensive towards writing because they have repeatedly been told that they cannot write and opt for plagiarizing.

Lecturers specifically pointed out that students faced challenges in multiple areas of academic writing, including introducing topics, structuring coherent paragraphs, selecting appropriate tenses, and synthesizing information. One lecturer remarked, "Students lack the fundamental skills of essay writing, struggling with basics like planning and brainstorming". Most lecturers emphasised the necessity for intensive academic writing programmes to enhance students' writing abilities and ultimately throughput. These comments encapsulate the overall sentiment among lecturers regarding the current state of student writing at the CUT. This is a significant finding because it corroborates what previous researchers found regarding the quality of academic writing among students (Khumalo and Maphalala, 2018; Sebolai & Huff, 2016). It also confirms that student writing is a real challenge and there is a need to relook the current curriculum.

Teaching citations, summarising theories, and paraphrasing techniques rather than focusing on language conventions is another emergent theme from the current study. Lecturers expressed a preference for a communicative approach to academic writing, prioritising paragraph structure, essay organisation (introduction, body, conclusion), and various citation styles to prevent plagiarism. While lecturers acknowledged the importance of language conventions like concord, punctuation and sentence construction, they admitted to not dedicating sufficient time to these important areas. One lecturer specifically highlighted the importance of educating students about plagiarism and discouraging its practice. Another emphasised the importance of essay organisation but failed to go into more detail. This finding is significant as it sheds light on why student writing may not be improving despite concerted efforts to improve student writing at the CUT.

Lecturers acknowledged that students struggled to understand academic content and carry out instructions in written assignments or projects. Verbatim responses from lecturers include, “Students are struggling to understand the content of their work, students have difficulty comprehending academic texts, even with illustrations and explanations students are still struggling to writing comprehensibly”.

Another finding from this study is that lecturers claimed that they did not give their students enough practical academic writing tasks/assignments because they had limited time. One lecturer stated, “I do not have time to give students all the writing tasks or additional tasks because I will not be able to mark all the writing pieces”. This directly impacts whether students writing will improve or remain the same. This is concerning because student writing can only improve if students are given several opportunities to hone their writing skills. Similarly, Bilikozen (2019) also found that students’ academic writing is not improving because they receive only a few assessments/writing tasks. His discovery highlights the importance of offering students additional writing tasks or activities to enhance their writing skills. Nevertheless, it is also apparent that students choose to plagiarise, despite being given minimal writing assessments. They believe that this will ensure that they pass the course. Singh (2015) reports a similar finding regarding plagiarism. This finding raises concerns regarding integrity and indicates that the role of lecturers should also include discouraging such practices.

Furthermore, lecturers have also reported that students’ academic writing is affected by them constructing poor sentences, not adhering to language conventions and often they misinterpret topics resulting in them receiving poor grades. Verbatim responses from lecturers include, “Students cannot construct sentences, they do not or cannot using punctuation correctly, I find that students do not answer the questions”. (Rowe et al. (2015) and Boughey (2021) report similar findings in their respective studies. This finding suggests that students are struggling with basic language conventions, sentence construction and interpretation despite having attended school for twelve years.

The views expressed by lecturers regarding academic literacy are important because they provide significant insights into the current academic environment in South Africa. The extent to which students are struggling with academic writing is apparent and very concerning to lecturers.

Nevertheless, regarding the study in its totality, the findings cannot be generalised because the study was confined to one university and not all departments across the different faculties were included. Therefore, the results are only relevant to students in

particular disciplines and cannot be generalised to the entire university or to other universities in South Africa due to the diverse student demographics and the presence of different official languages in various provinces, despite English being the primary medium of instruction.

5. Conclusion

In conclusion, this study successfully explored the attitudes and perspectives of students and lecturers regarding the ALC course, specifically examining its relevance, effectiveness, and impact on students' academic writing skills. While the findings are limited to the context of the CUT and the qualitative nature of the study impedes generalisation, the study accentuates the crucial role of academic literacy programmes in preparing students for success in higher education. To enhance these programmes, it is recommended to integrate practical writing tasks that mirror real-world academic challenges and offer a blended learning approach to accommodate the diverse student body at the CUT. This is also in line with the vision 2030 of the CUT. Furthermore, leveraging team teaching, translanguaging, and code-switching during lectures can better accommodate and support the multilingual student population. Future research could focus on assessing the long-term effects of academic literacy programmes on students' academic achievements and professional growth. By continually refining and researching these programmes, institutions like the CUT can provide comprehensive support to students throughout their academic journey and beyond.

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EFL TEACHERS' PERCEPTIONS OF AI'S IMPACT ON ACADEMIC INTEGRITY AND PEDAGOGY IN BANGLADESHI UNIVERSITIES

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Abstract

The objectives of the research are to identify Bangladeshi EFL teachers' perceptions regarding the role of AI in language teaching in the way it affects academic integrity, the pedagogical issues, and how these can affect the efficacy of the existing institutional policies in English teaching profession. This study used a descriptive quantitative research design, which is based on an online questionnaire survey with 115 EFL teachers teaching in 22 private universities in Bangladesh. The results found that 69.6% of teachers were concerned about the ethical implications of AI, most prominently 69.6% about the alignment with academic dishonesty. In addition, 65.2% of the teachers revealed challenges in merging AI into class pedagogy, with the foremost reason being a lack of institutional support and training provision to integrate the lessons into class lessons. Indicatively, 74.8% of respondents stated that current institutional policies do not enable dealing with the challenges posed by AI in education. The study recommends the immediate requirements for extensive AI-related training programs, institutional regulations, and instruments to attain academic integrity in EFL classrooms. This research builds on and adds to the growing literature on AI in education while capturing the Bangladeshi EFL context. Future research can be conducted on the threats of AI-integration in EFL teaching and learning.

Keywords: *AI policy perceptions of AI Artificial Intelligence (AI); academic integrity; EFL; impact of AI; pedagogical challenges.*

1. Introduction

Teaching English in Bangladeshi classrooms has always been a challenging task for teachers due to lack of motivation, technological support, and institutional limitations (Atkar et al., 2022; Hasan et al., 2020; Rahman et al., 2018; Hasan et al., 2018; Hasan & Ibrahim, 2017, Hasan & Labonya, 2016, Hossain et al., 2015; Hasan, 2014). Artificial intelligence has changed many things in life, not least how we educate. Sharadgah and Sa'di (2022) believe that the AI tools can help facilitate autonomous learning, boost the engagement of an EFL learner, and provide its services through providing personalized feedback in the context of EFL learning. But with all these opportunities come several major problems. Academic

integrity is the first of them. The fear is increasing that with the SAS tools gaining more sophistication and availability, students will abuse these tools to defeat the purpose for which they were created, thus causing an increase in the number of academic cheating incidents (Shalevska & Stojchevska, 2024). In Bangladesh, AI integration in EFL education is at the embryonic stage. However, the impact of technology on academic integrity becomes a matter of concern since Bangladesh has its own socio-cultural and educational context. Bangladeshi EFL teachers face these challenges and opportunities. Knowing their perceptions is essential to designing strategic plans to keep pace with AI benefits while maintaining academic integrity (Ara, 2020).

However, AI in vocabulary learning and language practice, studies have shown, brings technology dependence and brings ethical issues as well (Alharbi & Khalil, 2023). One of the most discussed forms of AI implementation for educational use is in personalized education. It enables the creation of user-tailored learning material that suits both pace and style, thus improving quality grades (Haristiani, 2019). The problem is with effectively producing essays or plagiarizing assignments with AI. Therefore, this present study would add to the existing body of literature on AI in education in general and AI in EFL education in developing countries in particular. Finally, the study will provide policymakers with helpful information about integrating AI into EFL classrooms as long as such integration will not compromise academic integrity. This study's academic integrity means behaviors and attitudes that are in accordance with ethical principles. Apart from that, this research provides best practices on how educators can use AI tools in EFL classrooms. Thirdly, technology developers may find this study helpful on how they can best benefit from AI tools in classrooms to protect academic integrity.

Integrating AI in language education is a relatively new idea in Bangladesh. English is a compulsory and most important subject in all parts of our day-to-day lives, both institutional and professional. Some studies have shown that AI tools are used in different forms, ranging from language learning apps to AI plagiarism detection systems (Islam, 2024). However, adopting these technologies has far exceeded their institutional policies and teacher training programs. Teachers of AI in universities in Bangladesh, especially in the private domains, often lack this kind of training, including how to deal with the ethical as well as pedagogical implications of AI, making it challenging for them to integrate AI into their teaching practices (Zulkarnain & Yunus, 2023). A gap in investigations is also clear in this regard.

Therefore, this research investigates the views of Bangladeshi EFL teachers about implementing AI technologies in language classrooms and their consequences on academic integrity. In this research, we focus more on how the instructors understand the pedagogical challenges of AI tools. To this extent, they trust institutional policies for monitoring AI use and its probable impact on students' academic integrity. This research targets the private university teachers joining the segment of the primary adopter sector with technology in the teaching-learning scenario as per Bangladeshi studies (Islam, 2016). Given the increasing utilization of artificial intelligence in educational settings, this research is timely. It is most relevant to academic institutions working on high-quality education with technological advancements.

Besides focusing on private university educators, the research limits data collection by using only the structured questionnaire. While this approach allows for a better understanding of teachers' specific perceptions, it does not delve into the more profound

experiences or case-by-case studies that could add value to the research. Although it provides a result specific to the Bangladeshi context, it contributes to the growing body of global research on the effects of artificial intelligence on academic integrity and language learning. The research attempted to answer the following research questions:

1. What pedagogical challenges do Bangladeshi EFL teachers face regarding the integration of AI in language teaching, particularly concerning academic integrity?
2. How do Bangladeshi EFL teachers evaluate the effectiveness of current institutional policies and practices in addressing AI-based academic integrity?
3. How do Bangladeshi EFL teachers perceive the impact of AI tools on academic integrity in their classrooms?

In using the Technology Acceptance Model (TAM) devised by Davis (1989) as the theoretical basis, it should be born in mind that TAM offers a widely accepted model of how technology users accept and endorse new technologies and, on the whole, works out particularly well in educational settings. The main feature relevant to this research is Perceived Ease of Use (PEOU), the degree to which users feel the technology will not require much effort. This aspect is especially crucial when examining how easily the EFL teacher can incorporate the AI tools into their teaching practice without fearing technical glitches or dislodging interruptions. By reviewing these perceptions of how teachers assume the ease of integrating AI into language learning, TAM accounted for adoption patterns and barriers to the educational application of AI (Davis, 1989).

The following discussion is connected to the effect of AI on academic honesty. Teachers of English need to evaluate the advantages of AI for language instruction and the possible drawbacks of academic misconduct and learner abuse. EFL teachers' endorsement of AI tools in their classrooms is expected to be influenced by their prioritization of the acknowledged benefits that these tools relate to language learning and their concerns regarding academic integrity. This research also draws on insights from Pedagogical Content Knowledge (PCK) theory (Shulman, 1987), focusing on the need for technological tools to be matched with subject content and pedagogical strategies. PCK also proposes that teachers must be aware of the content area, but using technological tools can help achieve learning goals. This is particularly important in EFL settings, where the ease of using AI tools may vary according to the teacher's tech-savvy teaching experience.

How easy technology is to understand shapes the choice of adopting tools. EFL teachers may be wary of AI tools at the beginning, since they need to familiarize themselves with the application process. Teachers who need help using or applying AI tools in their lessons will probably avoid them. Consequently, the TAM framework presents a straightforward logic for why a few academic instructors may use AI technologies and favor using AI. In contrast, other educators may resist AI because of their learning curve with these AI tools. Lastly, the research acknowledges the influence of institutional policies and support, assessed in terms of the effectiveness of current policies and practices on the degree of acceptance of AI into their teaching systems. Institutional support can affect the diverged usage of AI-enabling technologies in teachers' education, while policies and training support AI acceptance into educational practices. Technology adoption in EFL teaching by teachers can be guided by external factors (Teo, 2011). The TAM theoretical framework has been proposed as the overall basis for investigating the teacher's adoption of AI technology in EFL teaching.

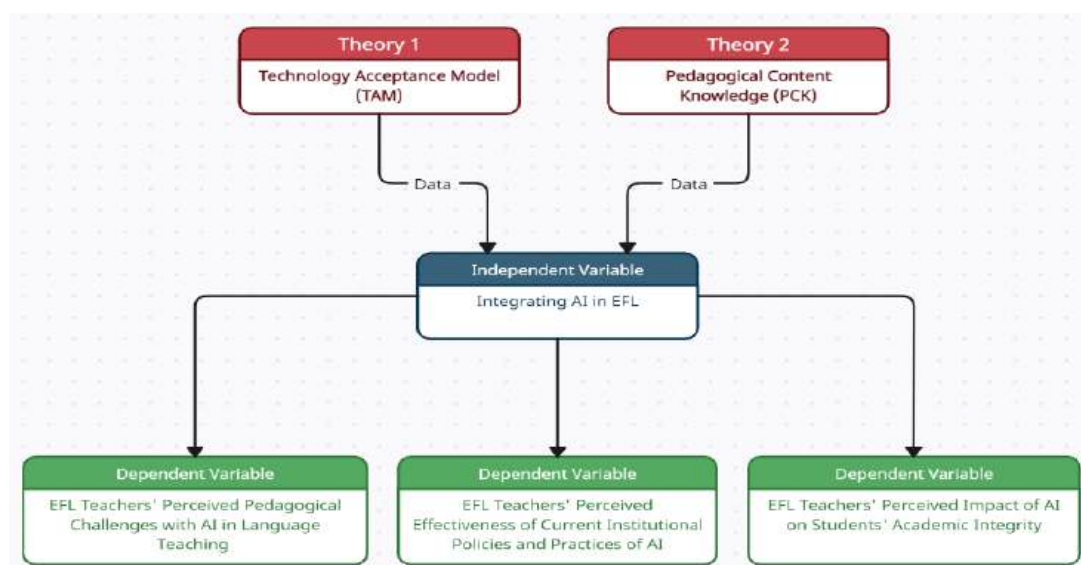


Figure 1. Theoretical Framework

2. Literature Review

2.1 AI in English Language Teaching and Learning

Encouraging effects have been seen from AI in teaching in various dimensions of language teaching. Based on this, Sharadgah and Sa'di (2022) conducted a thorough analysis of AI studies in ELT from 2015 to 2021 to find AI tools that not only enhance students' language abilities but their enthusiasm too. According to this research, chatbots and AI-equipped adaptive learning solutions help students get better at language skills. AI chatbots delivered individual learning experiences and delivered rapid feedback, which was the result of investigations done by Haristiani (2019) into AI chatbots as a method for language instruction. Klimova et al. (2024) also research how ChatGPT can be of help to foreign language learning at universities, and this backs it too. The results indicated the use of AI language models to improve students' writing and vocabulary competency. However, there is an obstacle in the adoption of AI in teaching English. The opinions of EFL teachers with regard to using AI in teaching are what Hazaymeh et al. (2024) focused on. While they acknowledged those positives, they expressed concerns around language truthfulness and concern that they may be leaning too heavily on AI in the development of these types of systems.

2.2 EFL Teachers' Perception of Pedagogical Challenges with AI in Language Teaching

Educators have been faced with several challenges to bring AI into educational systems for EFL courses. There are many EFL teachers that encounter roadblocks while using AI tools that carry on with earlier educational procedures and which defy attempts to accomplish the tenets of the course of research. The advancement of AI tools in the Bangladesh educational arena have left behind the teacher education programs, and teachers face difficulties in their applications. Weak technical facilities, such as dependable internet and devices, are huge barriers that teachers say they all observe, especially in schools lacking resources (Mishra & Varshney, 2024). Since overusing it can lead to passive learning, teachers require help in merging AI with authentic learning tasks. However, many often resist transformation, as many are not comfortable shifting from tried and tested teaching methods to technology-oriented methods, but they also see that some AI tools

could be complicated. Despite these obstacles and the inadequate support from these institutions, it's clear that there is a big demand for deep teacher training and ongoing professional (Aktar et al., 2022) development to incorporate AI into EFT teaching practice.

2.3 EFL Teachers' Perceptions of Effectiveness of Current Institutional Policies of AI

Institutional policies and practices regarding AI use in education are another critical area of inquiry. Rodrigues et al. (2024) state that many institutional policies are guided by a reactive rather than a proactive process, causing them to lag emerging technologies. Mishra and Varshney (2024) argue that many institutions need more support to integrate AI tools for teachers effectively. This lack of scaffolding can lead to inconsistent policy implementation across different institutions. Roe et al. (2023) further argue that current policies do not adequately address the ethical issues surrounding the use of AI in assessments, particularly in ensuring fairness in cases of academic dishonesty. In Bangladesh, AI was still very new at the time of publication. Yet, the policy framework still needs to be developed to provide a mechanism for what an educator is meant to do with AI (ultimately, no education via technology at the time of publishing) (Ouyang & Jiao, 2021). As noted, the literature clearly shows a need for understanding how institutional policies can assist a teacher in taking on potential challenges with AI-educational related scenarios.

2.4 EFL Teachers' Perceptions of Impact of AI on Students' Academic Integrity

As students increasingly rely on technology for learning, more and more concerns arise about the impact that AI tools will have upon educational integrity. Haristiani (2019) claimed that one of the causes is that essay generator tools are very accessible, and these chances can make students skip the education aspect and lose it through academic dishonesty. Torres et al. (2023) contend that AI tools serve to reduce the ability of ensuring academic integrity now that plagiarism cannot be identified and the involvement of the students in real academic work is diminished. According to Perkins (2023), it consequently discourages students from using AI tools to write essays with text that is generated by AI because it fails to identify the risk contributing to different academic dishonesty. Roe et al. (2023) brings it home that AI tools like ChatGPT allow students to produce content without learning. The use of AI tools, for example, an automated essay generator, is so easy to use, so easily that the risk for academic dishonesty is increased when the students get an opportunity to skip the learning process of these assignments. Torres et al. (2023) argue that the AI tool is entailed to make educators' work to uphold scholarly sincerity harder because the tool has made the detection of pervasive plagiarism more intricate, and students' involvement with real scholarly work is very restricted.

Perkins (2023) also adds that the AI tools can enable different forms of academic dishonesty, such as using AI-generated essay for essays. It makes it really challenging for the educators to assess whether the students have genuinely understood the lesson. According to Roe et al. (2023), using AI- powered tools to make the content can tremendously hinder the real learning process of the students. Artificial intelligence builds a large gap between the students' intended learning goal and what the students learn, as stated by Cong-Lem et al. (2024). Although these analyses identify the growing challenges AI brings to academic integrity, they frequently neglect the critical need for creating policies within institutions to address these risks. Institutional systems must be established to monitor AI technology use

and support academic ethical standards. Restricted regulations force learners and instructors to work in an unclear moral landscape where AI skills might be abused without severe outcomes. Creating detailed regulations and ethical standards can reduce the dangers linked to AI tools in teaching.

2.5 Research Gap

Evidence is steadily accumulating on the topic of AI infusion in EFL contexts. However, many of these studies still need gaps, especially in the Bangladeshi context, and the three primary constructs of this research are as follows: 1) The status of AI concerning academic integrity. Pedagogical obstacles for educators in the EFL domain, and 3). Institutional policies. The work of Cong-Lem et al. (2024) and Perkins (2023) analyzes the impact of AI on integrity in education and discusses likely difficulties related to it. Their research focuses on a global or area approach to the Bangladeshi environment. The research calls for new assessment techniques to challenge AI ethical standards yet needs to address the understanding of this concept in the Bangladeshi context. This matters because the educational system captures the cultural and educational situations that significantly affect the Bangladeshi EFL educator's awareness of AI and academic integrity. Roe et al. (2023) analyzed AI incorporation in EFL/ESL education but typically neglected the unique obstacles educators in Bangladesh experience. Islam (2024) investigated the tertiary institutions in Bangladesh. Few discussions occur on AI tools and how they influence teaching methods and student learning in educational settings. Data from EFL educational environments using AI shows many chances and difficulties, necessitating tailored methods and insights into teachers' expertise and readiness.

Institutional policy on AI adoption and how effective AI is in institutions worldwide is research of how challenging it is for educational institutions to meet the fast technology pace of AI in vogue. The research about Bangladeshi education needs to focus more on how AI is involved with the teaching and teaching process and policy for ethical practice in management. However, AI in learning would be of no use without teachers and students following defined ethical guidelines about using the technology. This research contributes to the relevant literature by examining these gaps across three important areas of inquiry concerning the perceptions of Bangladeshi ESL teachers: the vacation of ethical teaching as well as the rules of the school. Investigations of these elements in Bangladesh extend our understanding of the use of AI in ESL education today and identify ways of implementing effective practice and training in the use of AI to inspire academic integrity.

3. Method

3.1 Research Design

This work employed a descriptive quantitative research design to investigate what Bangladeshi EFL instructors perceive as the influence of AI on academic dishonesty and pedagogical matters and on the adequacy of institutional policy. This survey would allow a deeper analysis of teachers' perspectives and experiences regarding AI integration during their assessment period (Creswell & Creswell, 2018; Fraenkel et al., 2015). This design identifies patterns and insights from the data gathered in a snapshot and, therefore, enables one to understand the variables involved. The cross-sectional approach enabled data collection at one point for an overview of teachers' perceptions of the role of AI tools and how they practice the use of AI tools.

3.2 Population

For this purpose, respondents were inclusive of EFL educators from private universities in Bangladesh. These teachers were important because they were some of the first to integrate AI tools into language teaching and because their perspectives could illuminate what was happening to the teaching practice, honesty in the classroom, and policy (Cohen et al., 2017; Johnson & Christensen, 2019). Considering the rapid growth of AI aside from education, their opinion was vital in determining how teaching tools should be taken to a classroom setup.

3.3 Sample and Sampling Technique

The sample for this research included EFL teachers from more than 22 private universities. The sample size was chosen to balance comprehensive data collection with the practical feasibility of thorough analysis. In total, 115 teachers were included in the research whose experience in teaching with AI tools ranged. This enabled the grinding out of comparative analyses of different perspectives among members of the teaching alternative (Teddlie & Yu, 2007). The researchers employed a stratified random sampling technique to select a sample representing the diverse teaching body across private universities in Bangladesh. Teachers were further stratified by years of teaching experience and technological proficiency. Such stratification provided a balanced representation of those with different exposure levels to AI tools in language education (Lavrakas, 2008). The sampling method was clarified by detailing the stratification process, ensuring representation across key subgroups based on relevant characteristics.

3.4 Survey Questionnaire

A structured online questionnaire was used as the research tool. The questionnaire consisted of 15 items, categorized into three primary variables: Language Teachers' Perception of Perceived Pedagogical Challenges of AI in Language Teaching, Effectiveness of Current Institutional Policies and Practices, and Perception of the Impact of AI on Student Academic Integrity. The items were adapted from studies like Perkins (2023), which explored academic integrity in the realms of AI, and Zulkarnain and Yunus (2023), which highlighted the pedagogical dilemmas that teachers confront when using AI tools. In addition, questions about institutional policies were created using the findings of Rodrigues et al. (2024) concerning institutional responses to the developments in AI in education.

The research consulted with faculty members with both expertise in integrating AI and EFL teaching to ensure the content of the questionnaire mirrored the intricacies and diversity. The development of the instrument was grounded in the established practices for instrument development (Nunnally & Bernstein, 1994), and the validity and reliability of the questionnaire were supported by using established practices regarding the development of instruments. The survey questionnaire's validity was ensured through expert review and statistical analysis, including content and construct validity assessments. A pilot testing also showed that the Cronbach's alpha values range from 0.70 to 0.95, indicating good internal consistency.

3.5 Data Collection Procedure

To assess teachers' perceptions of the impacts AI has had on academic integrity, pedagogical challenges that accompany AI, and the effectiveness of institutional policies, a structured online questionnaire was used. Likert-scale items included in the questionnaire were correlated with the three basic research variables. The clarity and reliability of the questionnaire (McMillan & Schumacher, 2010; Uddin et al., 2020) were refined in a pilot research with 30 EFL teachers prior to full deployment. Potential limitations in relying on self-reported data, such as response bias and inaccuracies, were reduced through clear instructions, anonymous responses, and validation checks.

3.6 Data Analysis

Descriptive statistical techniques have been used in the analysis of the data. The analyses highlight a common theme among Bangladeshi EFL teachers: Although the utility of AI tools for promoting language learning is not lost on anyone, there are major ethical concerns, insufficient institutional backing, and the risk of academic dishonesty. The data strongly suggest that comprehensive training programs, clear institutional policies, and monitoring systems are very much needed to deal with these problems. The research identifies these trends and areas of agreement among respondents, highlighting the need for urgent intervention(s) that could help support teachers in managing the complexities, to integrate AI in EFL contexts. Data were analyzed according to Creswell and Creswell (2018) and Uddin et al. (2020).

4. Results

The findings of the research are presented here. The interpretation of the findings has been presented in the next section of the research.

4.1 Result

4.1.1 Demographic Information

Table 1

Demographic Information of the Respondents

Demographic Variable	Category	Count (n=123)	Percentage (%)
Familiarity with AI	Yes	66	98.4%
	No	49	1.8%
AI Tools Used	ChatGPT	48	41.1%
	ChatPDF	12	10.4%
	Grammarly	13	12%
	Claude AI	8	6.9%
	Others	34	29%
Teaching Experience	0-5 years	73	63.5%
	5-10 years	27	23.5%
	11-15 years	7	6.5%
	15+ years	8	7.0%

The demographic information showed that among the respondents, there were 58.4% male and 41.6% female. It also shows that 98.4% of teachers were familiar with AI tools, and a minor percentage (1.8%) were not familiar with AI tools. Among the AI tools used, the highest was ChatGPT (41.1%). Most of the teachers (63.5%) had 0 to 5 years of teaching experience.

4.1.2 EFL Teachers' Perceptions of Pedagogical Challenges with AI in Language Teaching

Table 2
Perceptions of Pedagogical Challenges with AI in Language Teaching

Items	SD	D	N	A	SA
I am concerned about the ethical implications of using AI in EFL education.	1.7%	2.6%	3.5%	69.6%	22.6%
The integration of AI in EFL education poses challenges in ensuring academic integrity.	0.9%	3.5%	3.5%	68.7%	23.5%
I find it challenging to monitor and control the ethical use of AI by students in EFL classrooms.	0.9%	2.6%	5.2%	64.3%	27%
I find it difficult to integrate AI tools into my existing EFL teaching methodologies effectively.	0%	7%	5.2%	65.2%	22.6%
The use of AI in the classroom requires significant changes to my EFL teaching approach and materials.	1.7%	2.6%	0.9%	73%	21.7%

The first variable concerns the pedagogical challenges teachers foresee when integrating AI tools into EFL education. Most teachers—however, 69.6% expressed concern about the ethical dimensions of using AI, agreeing and strongly agreeing, with 22.6% that AI raises moral issues. Similarly, 68.7% and strongly, with 23.5% see that incorporating AI brings challenges for maintaining academic integrity. Furthermore, quite notable, was 64.3% and strongly, with 27%—that monitoring and controlling ethical AI use in classrooms is sophisticated. In addition, it is quite challenging to integrate AI tools into existing teaching methodologies, with 65.2% agreeing and 22.6% strongly agreeing, whereas 73% agreed and 21.7% strongly agreed that using AI would demand a major change in teaching approaches. This suggests that teachers are worried about and face great challenges incorporating AI into EFL education.

4.1.3 EFL Teachers' Perceptions of Effectiveness of Current Institutional Policies of AI

Table 3
Perceptions of Effectiveness of Current Institutional Policies of AI

Items	SD	D	N	A	SA
Current policies in my institution effectively address the issue of AI-based academic integrity in EFL classrooms.	13.9%	74.8%	3.5%	5.2%	2.6%

The guidelines provided by my institution help teachers manage AI tools in the EFL classroom.	26.1%	61.7%	2.6%	7.8%	1.7%
There are adequate resources available to teachers for understanding the ethical use of AI in EFL classrooms.	20%	68.7%	4.3%	7%	0%
Training programs are available to help educators effectively incorporate AI into their English teaching practices.	20%	70.4%	5.2%	3.5%	0.9%
The existing policies and practices are sufficient to maintain academic integrity in the face of advancing AI technologies	24.3%	65.2%	5.2%	5.2%	0%
Your Institutional policies effectively prevent the misuse of AI tools by students for academic integrity in EFL classrooms.	18.3%	67%	7%	7.8%	0%
There are regular updates and revisions to the policies concerning the use of AI in EFL learning at my institution.	21.7%	66.1%	7.8%	3.5%	0.9%
Institutional policies are effective in promoting responsible and ethical use of AI technologies among both students and staff in EFL classrooms.	18.3%	67%	7.8%	6.1%	0.9%

The analysis offers a disquieting view of the role of institutional policies and how well they work to manage AI tools. Most of the respondents—totally, 74.8% disagreed, and 13.9% strongly disagreed—indicated that current policies effectively do not ensure AI-based academic integrity. Out of those polled, only 61.7% disagreed and 26.1% strongly disagreed about institutional guidelines, which remain unsupported by teachers in handling AI. Another point raised was that 68.7% believed there were not enough resources to help teachers understand the ethical uses of AI. Finally, 70.4% found it highly unlikely that appropriate training programs existed to integrate AI into practices. These responses signal that the existing institutional policies and resources do not adequately equip teachers to deal with AI-related problems.

4.1.4 EFL Teachers' Perceptions of Impact of AI on Students' Academic Integrity

Table 3

Perceptions of Impact of AI on Students' Academic Integrity

Items	SD	D	N	A	SA
AI tools have made it easier for EFL students to commit academic integrity.	1.7%	6.1%	3.5%	56.5%	32.2%
The use of AI in EFL student assessments compromises the fairness of the evaluation process.	0.9%	1.7%	2.6%	65.2%	29.6%
AI technologies increase the difficulty of detecting plagiarism and cheating in EFL assignments.	0%	3.5%	2.6%	73.9%	20%
Students' reliance on AI tools undermines their academic integrity.	0.9%	1.7%	4.3%	56.5%	36.5%
AI has a negative impact on the trust between teachers and students regarding academic integrity.	1.7%	2.6%	3.5%	61.7%	30.4%

I believe that AI tools, such as plagiarism detectors, have improved the detection of academic integrity among students.	0.9%	3.5%	3.5%	66.1%	26.1%
The use of AI in language learning makes it more difficult to assess students' true understanding and abilities.	0%	1.7%	3.5%	60.9%	33.9%
I am concerned that students might use AI tools to complete assignments dishonestly, bypassing the learning process.	0.9%	1.7%	1.7%	53%	42.6%

The third variable was the perceived impact of AI on academic integrity. Many respondents accepted that AI tools have contributed to students participating more easily in academic dishonesty. It made the soft consensus assign a 56.5% consensus, with a 32.2% strong consensus to value it. Furthermore, 65.2% agreed that AI reduces the fairness of assessments to students, while 73.9% agreed and further confirmed by 20% strongly agreed that AI introduces the difficulty of catching plagiarism. Also, 56.5% agree, and 36.5% strongly agree that reliance on AI tools undermines students' integrity. Finally, 61.7% agree, and 30.4% strongly agree that AI negatively impacts the trust between teachers and students. This leads to a very general assumption that artificial intelligence poses a challenge to academic integrity within EFL education, meaning it is, thus, a call to arms for the immediate tackling and addressing of such problems.

4.2 Discussion

4.2.1 Pedagogical Challenges with AI in Language Teaching

The data from this research indicates that Bangladeshi EFL teachers are most concerned with the potential of AI teaching tools to be an overwhelming pedagogical problem (69.6% of total) and as well concerned by the ethical implications of AI in education. Specifically, this corresponds to the Perceived Ease of Use (PEOU) dimension of the Technology Acceptance Model (TAM), which suggests that a technology's adoption succeeds more when users consider the technology easy to apply to existing activities (Davis, 1989). In this case, it is proving difficult for teachers to do the same with AI ethics, so they prevent students from abusing it, thus making AI less 'easy to use'. Similarly, we also apply the framework of pedagogical content knowledge (PCK) by elucidating the need for teachers to correlate their subject matter knowledge with the technology. For example, the 64.3% agree that there were difficulties monitoring AI use, demonstrating gaps in the PCK of teachers not only with respect to the technical aspects of AI use but also on how to employ it pedagogically in ways that try to avoid AI use inappropriately undermining academic integrity.

Additionally, another result was that 65.2% of the teachers stated that they had difficulties incorporating AI in how they currently teach, a finding that corroborates the TAM model's notion that the perception of technology ease of adoption will have an effect on the adoption of new technology (Hasan & Ibrahim, 2017, Hasan, & Labonya, 2016a; Hasan & Labonya, 2016b). This finding also aligns with PCK in that in order to employ AI effectively, teachers must possess both content knowledge and technological knowledge. Teachers are not trained enough to feel confident enough or skilled enough to bring AI into the world of

the classroom. Yet, Islam (2024) provides additional challenges here, as Bangladeshi teachers have found it sometimes impossible due to a lack of formal training and resources and motivation (Hasan et al., 2020, Hasan, 2014; Rahman et al., 2018; Hasan & Alam, 2016).

4.2.2 Effectiveness of Current Institutional Policies and Practices

The data considers that there is a general dissatisfaction with institutional policies, since 74.8% of the respondents claim that current policies are not enough to tackle the problem of AI-based academic integrity issues. This is consistent with the institutional support of the TAM model of how this factor impacts both the perceived ease of use and perceived usefulness of AI tools. Often, when institutional policies do not support teachers, they are less likely to see AI as a good thing, which would limit its adoption. As clearly evidenced here, Teo (2011) highlights the importance of institutional backing for technology adoption in educational settings, a principle that is repeatedly espoused throughout this thesis.

In addition, 68.7% of respondents revealed that they find lack of resources to manage AI tools as a barrier, which is supported by the PCK framework that the lack of institutional support hinders the teachers to bridge their content knowledge and technology use. Teachers are unable to develop the needed pedagogical content knowledge (PCK) to use AI effectively due to a lack of resources. This is corroborated by Islam (2024) that many Bangladeshi teachers are not given enough support from their institutions when trying to integrate educational technology.

4.2.3 Impact of AI on Students' Academic Integrity

The data also pointed to great unease about how AI can be detrimental to academic integrity, with 56.5% of teachers considering that AI helps students cheat in an easier way. Similar to the concept of perceived usefulness in the TAM model, this has something to do with teachers' perceptions of these tools as useful for certain tasks and not so for others, such as those related to maintaining academic integrity. The findings, from 65.2% of teachers, also underscore that the perceived usefulness of AI is balanced by the perception of how it can be misused. Viewed in terms of PCK, teachers' anxiety about AI disrupting the integrity of academic work refers to the necessity for teachers to clarify their understanding about how the AI should embed into their pedagogical practice to ensure honest and authentic learning is maintained. Even more, 73.9% of those surveyed appreciated the challenge of spotting the AI plagiarism. Both Perkins (2023) and Haristiani (2019) mentioned the potential harms resulting from the use of AI in the classroom, and in doing so suggest that teachers need to be ready to incorporate AI into the classroom in ways that maintain high standards of academic honesty by developing strong PCKs.

4.2.4 Implications for Institutional Policy and Practice

This research brings forth several critical considerations for reform and practice, further opening prospects for implementation. The findings reflect a strong dissatisfaction among EFL teachers regarding the pitifully low institutional support and the need for explicit guidance on integrating AI technologies in language education. Institutions, therefore, must create comprehensive frameworks that address both the ethical issues raised by AI and practical solutions for incorporating it into the academic arena. Such frameworks should introduce clear policies to govern the use of AI tools, particularly in assessments, where the

risk of academic dishonesty is significantly heightened. Following the comments by Rodrigues et al. (2024), the duty to lead in setting up guidelines that see AI-related activities fostering responsible and ethical use is in institutions, establishing standards that are aligned with global trends while recognizing local needs in education.

While affording some remedy to the teaching-related ills, institutions must also implement proactive measures for establishing academic integrity consistent with late modernity (Hasan et al., 2018). Discussions of pertinent issues concerning academic dishonesty underpinned by AI technologies suggest that institutions set more effective checks and balances to counter fraudulent practices. For example, AI-generated essay and assignment submission detection has increasingly become problematic for teachers possessing only traditional plagiarism detection methodologies. In counteraction against this, institutions must invest in better software and methodologies capable of checking AI-made outputs. Findings indicate an evident growth towards the justification of better instruments of academic honesty, bearing the work of Perkins (2023) and Torres et al. (2023) in mind. When these tools are created, institutions can ensure that academic honesty stands tall in an age where the influence of AI on education remains inexorably increasing.

4.2.5 Recommendations

Findings of the present research indicate that there are some suggestions about how to incorporate artificial intelligence (AI) into English as a Foreign Language (EFL) teaching. This would be the first thing we need: Institution-level comprehensive AI integration training programs. This training will empower educators to leverage AI better in the classroom and to better tackle their existing challenges. Secondly, the AI ethics in education should be very well articulated and clear so that an institution knows what to implement about it. To avoid violations of academic integrity, teacher and student AI tool usage must be governed by AI policies to allow AI enhancements. Practical guidelines for how this will be done will balance positive uses of AI with maintaining ethical standards. Lastly, institutions must develop the opportunity for accomplished teachers to continue with professional development. Continuous professional development of staff enables them to take advantage of up-to-date developments in AI and educational technologies to improve their teaching context with these tools. But the AI tools have been noted as an important consideration in an integrated approach: their implementation, policy formulation, training, and support engagement in dealing with the concerns raised by this research.

4.2.6 Limitations

Firstly, the research was fixed on EFL teachers in private universities in Bangladesh as a specific educational target but generalized the result of the research into other educational environments inside public universities. This research was conducted completely based on the self-reported data from the survey questionnaire, which may have been misinterpreted or may have a bias in it. Besides, this research explored only three significant issues: The research only explored teachers' perceptions of the pedagogical challenges, policy effectiveness, and academic integrity but not the areas that could imply AI could enhance some language skills like speaking, reading, and writing, to give a broader understanding of the use of AI in EFL education.

5. Conclusion

The research raised serious concerns about the ethical implications of using AI, issues monitoring AI use in the classroom, and general dissatisfaction with the status quo policies. In so doing, this extends a emerging literature on AI in education by highlighting challenges faced by EFL teachers in Bangladesh: institutional lack of support and teacher training, especially on the incorporation of AI tools in English teaching and learning. To successfully integrate AI into EFL instruction, proactive policy implications, whole-institution support structures, and instructor professional development must be implemented. Future studies are recommended to further this current research on how AI is likely to develop certain language skills and the effectiveness of its policies at educational levels throughout Bangladesh. The research also recommends future investigations on the identification of threats by incorporating AI tools in teaching English.

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THE ROLE OF MYTHOLOGICAL CREATURES IN THE C.S LEWIS' *THE LION, THE WITCH, AND THE WARDROBE*: EXPLORING SYMBOLISM AND THEMES

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Abstract

Literary works have always been influenced by mythological traditions, which offer a wealth of symbolism and thematic complexity. The research aims to analyse the novel's characters, themes, and symbols. With an emphasis on how the incorporation of mythological themes enriches the novel's moral and spiritual aspects, this research explores the function of literary tradition and mythology in C.S. Lewis's *The Lion, the Witch, and the Wardrobe*. The research uses a descriptive qualitative method. The steps for collecting and analysing data are reading the novel, categorizing and identifying the characters, and then analyse them. The study identifies eleven mythological characters and analyse their symbolic roles. The characters are Mr. Tumnus, The White Witch, Ginnarbrik, Mr. and Mrs Beavers, Maugrim, Santa Claus, Aslan, Centaurs, Giants, Dryads and Naiads, and Werewolf. The benefit of the research is to provide a greater knowledge of how mythology continues to impact modern literature and our understanding of human nature by evaluating the ways in which Lewis creates the characters and shapes the plot by drawing on mythical traditions.

Keywords: *characters; mythology; symbolism; themes*

1. Introduction

Numerous literary and cultural studies have long investigated the connection between myth and literature. Literature and mythology are closely related to one another and have a symbiotic relationship where they both support and enhance one another (Eslit, 2023). While myth provides a storehouse of ageless stories frequently connected to cultural or religious customs, literature retells these stories and gives them fresh vibrancy via imaginative interpretation. The underlying structure of literature is derived from myth, which provides writers with symbolic frameworks and archetypes to convey universal human experiences.

For most people today, a "myth" is something unbelievable, a fanciful story not to be taken seriously. "Myths" are always in accord with tangible facts, and, therefore, to the mind trained to have faith in little but that which can be scientifically measured and validated. Myths have neither importance nor value (Gilley, 1967). In a broad sense, the term "myth" refers to the domain of imagination and fantasy where things like places, creatures, or

events, even if they have no basis in reality, are given societal, emotional, or personal significance. In this way, myths keep influencing how we perceive the world and how we understand reality. The strength of myth is not found in its exact truth, but rather in its capacity to inspire awe and make the seemingly impossible seem possible. The link between mythological and ordinary has long fascinated scientists, and as a result, many academic disciplines have emerged to study the role of myth in human stories, culture, and psychology. Zharylgapov et al., (2023) stated that mythology has long played a significant role in human spiritual culture and society, it is crucial to examine the traits of myths in literary works.

The Lion, the Witch, and the Wardrobe, one of the most renowned children's stories in Western literature, is the product of the brilliant literary and mythological blending of C.S. Lewis. Set in the made-up kingdom of Narnia, Lewis crafts a wonderful world full of talking animals, mystical creatures, and epic adventures. Within the book, Lewis skillfully combines aspects of Christian allegory, classic Western literature, and ancient tales from several traditions to delve into important issues like moral choice, sacrifice, redemption, and the struggle between good and evil (Raj, 2024). Lewis's creation of a universe that seems ageless and magical in his work is better if we take into account these mythological and classical literary influences. By combining these ancient practices, *The Lion, the Witch, and the Wardrobe* evolves from a straightforward fantasy tale to one with deep meaning and connections to archaic concepts and myths. According to Wahana & Johan (2022), literature must be positioned inside the framework of literary conventions for other sciences to support literary criticism's endeavors.

The well-known children's novel *The Lion, the Witch, and the Wardrobe*, written by C.S. Lewis, tells the story of a magical world and magical adventures in the Narnia universe. The characters in the book are very recognizable, and the conflict between good and evil is presented. The fantasy book of *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* is classified as children's literature. Based on Elizabeth Biju journal research, in addition to entertaining children, children's literature aims to inspire them with moral principles like bravery, hope, compassion, love, and happiness (Biju & Meenakshi, 2019).

Lewis's use of ideas and themes from mythology and classical literature to develop the plot further enhances this book. As someone who is interested in historical narratives, Lewis incorporates elements of Christian doctrine, classical Western literature, Greek, Roman, and Norse mythology into his story. Lewis's use of mythical elements is evident in the creation of Narnia, a world populated by talking animals, centaurs, fauns, and other legendary creatures (Raj, 2024).

As a literary scholar and devoted Christian, Lewis was profoundly influenced by Christian Doctrine, historical narrative, and ancient mythology. He thought that myths typically had a greater ability to communicate universal truths than accurate historical narratives. By using tales from antiquity to craft contemporary narratives that connect with readers on a profoundly spiritual and emotional level, Lewis aimed to close the gap between myth and reality in his work. The use of Christian symbolism to express deep and significant subjects is among the novel's most remarkable features by C.S. Lewis (Villanueva, 2023).

This study aims to investigate how mythological animals appear in C.S. Lewis's *The Lion, the Witch, and the Wardrobe* and how they serve as symbols that enhance the moral and spiritual aspects of the book, in addition, to serving as narrative devices. The goal of the research is to provide a greater knowledge of how mythology continues to impact modern literature and our understanding of human nature by evaluating the ways in which Lewis creates his characters and shapes his plot by drawing on mythical traditions.

2. Literature Review

Mythology and Symbolism

The theory of myth has come to be seen as a basic frame of reference for both how individuals in other cultures create their experiences of the world and how Westerners think about it. Even in our increasingly digitized day, mythology remains fascinating, enjoyable, and inspirational. Ideology is produced through the medium of myth. Assumptions based on crude observations give rise to myths. In semiotics, myth is a shallow process of meaning. Myths do not reflect reality; they only reflect the meaning of what is observable (Septiana, 2019).

According to Wang (2023), mythology is the stories that convey the values, beliefs, and aspirations of a culture. As a result, mythology is interpreted differently in different cultures and is impacted by the one in which it is studied. The word "myth" has many different connotations, all of which have their roots in the oral traditions of human societies all over the world. Fundamentally, a myth is a story that represents the values, beliefs, and cultural past of a community; these stories frequently feature heroes, gods, supernatural beings, or other fantastical creatures. Usually passed down through the centuries, these tales have two purposes: they amuse listeners and they provide answers to life's problems. Myths make an effort to address issues about human nature, the universe's beginnings, natural events, and the purpose of existence itself. They serve as lessons as well as allegories, transferring knowledge through a symbolic narrative that is ageless and less location.

Moreover, Wedhowerti (2024) also stated that mythological heroes, "good vs. evil," human traits, and superpowers are concepts that are passed down from one generation to the next. The next generation continues to maintain the same views and values because these ideas are kept in a variety of ways, including oral traditions and imagery. The way in which Lewis incorporates myths from Norse, Greek, and Roman mythology into the novel creates a multi-layered, complex tale that appeals to readers of all ages.

Mythological Archetypes in Children's Literature

Myth is especially important in children's literature because authors frequently use mythological aspects to communicate moral and philosophical concerns to young readers. According to Ambayon (2020), in human communities, mythology and folklore have long been significant tools for advancing literacy. *The Chronicles of Narnia* by C.S. Lewis is a particularly good illustration of how myth influences writing. Lewis demonstrates how legendary customs can be modified to appeal to young audiences through the use of personification, particularly through the use of talking animals. Personifying animals is another literary method employed by Lewis in *The Chronicles of Narnia*. Narnia is a world of talking animals because children usually prefer the idea of animals and magical creatures to historical truth from a long time ago.

Mythological characters are supernatural entities with creative roles who are recognized for their actions at the beginning of Time, before the world was created, rather than people drawn from ordinary life or members of the profane (Banța, 2019). The eternal quality, universal themes, and archetypal symbolism of myths make them invaluable resources for comprehending both historical and contemporary society. Mythological archetypes, like the hero, the villain, and the quest, are ingrained in our storytelling customs and frequently reappear in modern literature, cinema, and even political discourse. These tales offer archetypes of bravery, metamorphosis, and the complexity of the human experience, communicating ideas and values that cut beyond time. They idealize the people

they portray, making them seem more sacred or legendary than they actually are. Thus, myth is an active, dynamic force that continues to influence our understanding of the world and our place in it, not only a remnant of prehistoric narratives.

In C.S. Lewis's *The Lion, the Witch, and the Wardrobe*, mythical animals significantly enhance the narrative and its ideas. Lewis illustrates moral principles like wisdom, morality, and spiritual struggle with the help of mythical animals like fauns, centaurs, and dryads. For instance, the fauns of Mr. Tumnus depicts internal strife, whereas animals like centaurs support the struggle between good and evil. These animals give the world of Narnia a more vibrant, deeper sense of significance by connecting to wider mythical traditions. In mythology, talking animals usually take on the role of counselors or magical beings. They represent a variety of intriguing characters in Narnia, defying the clichés attached to them (Raj, 2024).

In addition to providing characters for his fictitious universe, Lewis employs mythical animals in *The Lion, the Witch, and the Wardrobe* as metaphors for more significant moral and philosophical issues. Meanwhile, Priya (2023) explained that in the magical realm of Narnia, animals are able to communicate. In order to learn how to overthrow the Queen, they set out on a quest to meet Aslan, the most powerful creature in Narnia. Figures such as Aslan, Mr. Tumnus, and the servants of the White Witch embodied the eternal conflict between good and evil, free will and determinism, and the significance of sacrifice and salvation. Lewis's work goes much beyond being a straightforward fantasy story by asking readers to consider their morality, beliefs, and values through the lens of these legendary characters.

3. Research Method

This study uses a descriptive qualitative method. A qualitative data analysis is the process of collecting, arranging, and evaluating qualitative data to comprehend its representation (Bogdan, Robet, Biklen, 2007). In this study, the researcher will provide an in-depth description of the characterization in Lewis's novel based on dialogs from the novel that show its characteristics. The steps of analyzing this novel are reading the novel, identifying the characters in the novel, coding the characters, analyzing the characters, and reporting.

This study examines the function of mythological animals in C.S. Lewis's *The Lion, the Witch, and the Wardrobe* through qualitative textual analysis. To investigate how these creatures relate to the themes and deeper meanings of the story, the study is organized into three key parts. Initially, a detailed examination of the text considers the ways in which legendary characters—like Aslan, Tumnus, and the White Witch's attendants—interact with the human characters and contribute to the narrative. The way legendary creatures are portrayed in folklore offers insight into how the civilization that created them perceived and engaged with nature, as well as reflects the social and historical backdrop of that society (Eslit, 2023).

The animals' symbolic representations of good, evil, and moral decision-making are the main topic of this section. The novel's mythological creatures are examined in detail in the second stage, which also classifies their origins. The animals on both sides of the war are also examined to see how they relate to the novel's themes of moral decision-making and the struggle between good and evil. The study links its findings to previous research and provides evidence for its conclusions by employing these viewpoints. Despite using just English-language materials and concentrating on a single volume of the book, this study

offers a thorough comprehension of the ways in which mythological animals contribute to the morally complex and imaginative world that the novel creates. Raj (2024) said that Narnia is home to a diverse range of magical animals, in contrast to the popular belief that it is a world ruled by a single mythological species.

4. Results and Discussion

In this study, the data are categorized based on the character, physical description, mythological origin, and their symbolic role. We examine the characters in C.S. Lewis's work *The Lion, the Witch, and the Wardrobe*. The results are as follows:

No	Character	Description	Mythological Origin	Symbolic Roles
1	Faun (Mr. Tumnus)	as half human and half goat	Roman mythology that is connected to Pan, the wild god	the conflict between temptation and redemption, decency and savagery
2	The White Witch (Jadis)	a very tall woman. She has a face and skin as pale as snow and her mouth is red	Greek mythology	the struggle between life and death and good vs evil
3	Dwarf (Ginarrbrik)	a fat dwarf who is about three feet tall when he stands, his big beard covering his knees	Norse mythology	crafty and sly, evil, morally ambiguous or neutral, very loyal and very obedient to the White Witch's orders
4	Mr. and Mrs. Beavers	cute brown otters who have brown fur and long whiskers	Norse mythology	Knowledge, kind, bravery
5	Great Wolf (Maugrim)	a large wolf with thick fur, a scary face, and a red mouth	Norse mythology	to scare, spy, and hunt down rebels who dare to fight Jadis
6	Santa Claus (Father Christmas)	a large man in a bright red robe with a hood that had fur in it, and a large white beard that fell like a foamy waterfall across his chest	North American	a representation of God's grace and providence. charity, atonement, and the victory of good over evil
7	The Lion (Aslan)	a very large lion, looks brave and strong, with thick golden fur, his eyes reflect the wisdom	Norse mythology	Knowledge, sacrifice, heroism, bravery, honor, loyalty, leadership, and wisdom,
8	Centaurs	half horse and half human	Greek mythology	loyal to Aslan and represent the struggle against evil and the victory of good.
9	Giants (Rumblebuffin)	huge stature and physical power	Norse mythology	kind creature, has high loyalty, full of humor, and very friendly.
10	Naiads and Dryads	small deities or beings that live in mountains, forests, rivers, and sea	Greek mythology	the idea of magic, the natural world, and spiritual forces

11	Werewolf	a human into a vicious wolf	Western mythology	a representation of evil, wild and sinister side of nature, violence, disorder, and primitivism
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Table 1. The Mythological Characters in novel
The Lion, the Witch, and the Wardrobe

Based on the table 1 above, there are eleven mythological characters in the novel. They are Faun (Mr. Tumnus), The White Witch (Jadis), Dwarf (Ginarrbrik), Mr. and Mrs. Beavers, Great Wolf (Maugrim), Santa Claus (Father Christmas), The Lion (Aslan), Centaurs, Giants (Rumblebuffin), Naiads and Dryads, and Werewolf. The description and analysis are as follows:

4.1 Faun (Mr. Tumnus)

Mr. Tumnus, known as a Faun, is one of the characters who appears frequently in this novel. He is described as half human and half goat. The upper part is like a human, but the tail and legs resemble a goat. In the novel, he looks like gentle and friendly. Faun is characterized by the scarf and umbrella he wears, he has a short-pointed beard, curly hair, and horns on his head. The faun is a creature from Roman mythology that is connected to Pan, the wild god. Roman mythology describes the Fauns as man-goat hybrids.

DATA 01 (page 15):

Context: Faun kidnaps Lucy, but he has an inner dilemma. On the one hand, he had to obey the White Witch's orders, but he also felt guilty towards Lucy, because he had betrayed an innocent and kind child. In the end, it was his guilt and love for Lucy that made him finally let go of Lucy. Faun sobbed as if his heart would break, wiping his tears with the handkerchief that Lucy had lent him.

Tumnus: *"I hadn't known what humans were like before I met you. Of course, I can't give you up to the witch; not now that I know you. But we must be off at once. I'll see you back to the lamppost. I suppose you can find your own way from there back to Spare Oom and Wardrobe".*

Faun is sometimes referred to as "the son of the woods" (Raj, 2024). In this novel, Tumnus represents the merging of creatures from classical mythology into Christian metaphors. His dual nature, as half-goat, half-man, represents the conflict between temptation and redemption, decency and savagery.

4.2 The White Witch (Jadis)

The White Witch, also known as Jadis, is an antagonist who appears in this novel. She is described as a very tall woman, covered in white fur down to her throat, holding a long and straight golden staff, and wearing a golden crown on her head. She has a face and skin as pale as snow and her mouth is red. Her face is very beautiful but arrogant, cold, and stern.

DATA 02 (page 80 - 81)

Context: The White Witch ordered Maugrim to immediately go check the Beaver House and try to catch the Pevensie children.

Jadis: *"Take with you the swiftest of your wolves and go at once to the house of the Beavers, and kill whatever you find there".*

DATA 03 (page 82):

Context: The White Witch was furious when she found out that Santa Claus had returned. She realized that his power was slowly weakening. She considered Edmund a traitor because Edmund failed to bring his brothers to the White Witch. The White Witch gives Edmund a hard slap across the face as he is about to board her carriage.

Jadis: *"As for you. Let that teach you to ask favour for spies and traitors".*

DATA 04 (page 95):

Context: The White Witch is furious and full of anger because she has learned that the Pevensie children have met Aslan, and they have been with Aslan. That makes Peter her hostage or victim to fight against Aslan's Followers.

Jadis: *"Go quickly. Summon all our people to meet me here as speedily as they can. Call out the giants and the werewolves and the spirits of those trees who are on our side. Call the Ghouls, and the Boggles, the Ogres, and the Minotaurs. Call the Cruels, the Hags, the Specters, and the people of the Toadstools. We will fight".*

The White Which is based on the mythological and folkloric concept of the evil queen or sorceress. She draws comparisons between historical destructive goddesses like Circe from Greek mythology and Hel from Norse mythology, as well as characters from Hans Christian Andersen's story, such as the Snow Queen. Since the witch isn't a real person and is only evil and without virtue, the white witch is the archetypal witch. Despite her claims to be human, the Witch is a hybrid of a giant and a Jinn (Raj, 2024). Jadis is the personification of despotism, death, and icy authority. She stands in for the struggle between life and death and good vs evil in classical mythology.

4.3. Dwarf (Ginarrbrik)

Ginarrbrik, in *The Lion, the Witch, and the Wardrobe*, known as a dwarf who acts as the White Witch's go-to guy, is a minor character who is crucial in illustrating the harsh and evil aspects of the Witch's authority. He is a tool of evil, extending the White Witch's strength and brutality, adding another level of threat to her rule. Ginarrbrik is described as a fat dwarf who is about three feet tall when he stands, his big beard covering his knees and is useful as a substitute for a carpet, wearing a red hood and long golden tassels. He is the servant and right hand of the white witch, he is always by the white witch's side wherever the white witch goes, and he always oppresses the Narnians who dare to fight back.

DATA 05 (page 94):

Context: Ginarrbrik kicked Edmund and wanted to kill Edmund. Ginarrbrik was also furious and he did not hesitate to behave cruelly to Edmund.

Ginarrbrik: *"What difference would that make now that he is here" and "Yet it might be better to keep this one (He kicked Edmund) for bargaining with".*

Dwarves are frequently depicted in Norse mythology as crafty and sly beings that are usually morally ambiguous or neutral. Living in darkness and crafting potent objects, they are strongly linked to the soil and the subterranean. They might also be characterized as cunning or avaricious, though. In this novel, Ginarrbrik is very loyal and very obedient to the White Witch's orders. He is very cruel and heartless. He was ordered by the White Witch, who was filled with anger because of the news that the Pevensie children had been with Aslan and killed his confidant, Maugrim.

4.4. Mr. and Mrs. Beavers

Mr. and Mrs. Beaver in *The Lion, the Witch, and the Wardrobe* play important supporting roles. Their protective, guiding, and symbolically devoted functions provide a dramatic contrast to the repressive powers of Narnia, and they assist in guiding the Pevensie children. Mr. and Mrs. Beaver are described as cute brown otters who have brown fur and long whiskers. They are friendly, brave, and kind beavers.

DATA 07 (page 54):

Context: They (the Pevensie children) wanted to investigate where Mr. Tumnus went. They met Mr. and Mrs. Beaver, then the beavers helped and guarded them. At that time, the beavers realized that Edmund had betrayed them and told them the position where the children and beavers were hiding. Mr. and Mrs. Beaver bring the Pevensie children to their small house on the edge of the river far from the White Witch. In the novel, it is mentioned that 'When the Pevensie children came to the beavers' house, Peter and Mr. Beaver brought the fish and cleaned it, then fried the trout. Mrs. Beaver brought out orange rolls, tea, and milk'. This was done by Mr. and Mrs. Beaver to welcome the arrival of the Pevensie children, Mr. and Mrs. Beaver treated the Pevensie children very well and friendly.

Mr. and Mrs. Beaver, talking animals, are presented to Peter, Susan, Lucy, and Edmund, and make an effort to take care of them. They are especially notable for their morals and domestic peace, and they seem to represent all of Narnia's "upright citizens." (Raj, 2024). Helpful animals frequently support the main character in fairy tales and myths by providing gifts, shelter, or advice.

Comparable to *Puss in Boots* or the helpful birds in *Cinderella*, the characters like the Beavers. These animal friends frequently represent the belief that even the tiniest or most modest creatures may be extremely important in thwarting evil and have a strong bond with the natural world. Mr. and Mrs. Beaver stand in for the common people of Narnia who, although not being leaders or fighters, exhibit bravery by defying the Witch's authority. The Witch certainly has power on her side, which is why many creatures have sworn allegiance to her even though she is not the rightful ruler of Narnia. However, a lot of animals stick to the faith and the real King. Mr. Beaver is one such animal who uses knowledge to maintain his beliefs (Suarniti, 2019). Their choice to assist the Pevensie children despite considerable personal danger is a testament to the silent bravery of common people against oppression.

4.5. Great Wolf (Maugrim)

Maugrim is a wolf that leads the White Witch's Secret Police in *The Lion, the Witch, and the Wardrobe*. His persona carries numerous literary and mythological allusions, making him a pivotal character in the book. Wolf traditions are a varied and contentious collection of tales, wherein texts that contain folk beliefs and experiences about wolves attacking (and defeating) humans in the forest are interwoven with tales of wolves' cunning in capturing

prey (such as stabbing a sheep's tail after it has escaped the pen), of wolves raising their young in a wolf's den, of thankful wolves who save their cubs, or of amusing tales of thorns being pulled from their claws or bones being extracted from their throats (Kõiva, 2019).

DATA 08 (page 69):

Context: Edmund had arrived in the kingdom to tell the White Witch that he had succeeded in bringing his brothers to come to Narnia. He met Maugrim across the threshold of the kingdom. When he wanted to step over Maugrim, the big Maugrim rose, his back fur stood straight up, Maugrim opened his big red mouth, then growled.

Maugrim: *"Who's there? Who's there? Stand still, stranger, and tell me who you are" and "I will tell Her Majesty, meanwhile, stand still on the threshold, as you value your life".*

DATA 09 (page 81):

Context: Another related situation when Maugrim is ordered by the White Witch to capture the Beavers and the Pevensie children. Maugrim gathered his flock to come with him down to the dam and sniff around for the Beavers' home.

Maugrim: *"I hear and obey, O Queen"*

Great Wolf as Maugrim, described as a large wolf with thick fur, a scary face, and a red mouth. He is a follower of Jadis the White Witch, he is a cruel army loyal to her. Maugrim is a Captain of his pack, his job is to scare, spy, and hunt down rebels who dare to fight Jadis. Maugrim is the guardian of the royal door. He always sits at the entrance to guard the kingdom. Maugrim also conforms to the mythological guardian beast concept. Wolves and other wild animals are often assigned as guards to guard riches or forbidden areas. Maugrim is the protector of the White Witch's castle, which is a terrifying and terrifying place. The mythological aspect of a dangerous creature blocking the protagonist's path to their goal is reinforced by his duty as a gatekeeper.

4.6. Santa Claus (Father Christmas)

Santa Claus, known as Father Christmas in the novel, is a pivotal and symbolic character in *The Lion, the Witch, and the Wardrobe*. In the framework of Narnia's conflict between good and evil, his appearance signifies a pivotal moment in the story and has deeper significance. Many people could interpret Father Christmas as a representation of God's grace and providence. Similar to the Christian narrative of Jesus' birth bringing hope to a dark world, his arrival following a protracted winter of tyranny symbolizes supernatural intervention in times of despair.

DATA 10 (page 76-77)

Context: The Beavers and the Pevensie children are on their way to the stone table to meet Aslan. Because of the eternal winter caused by the White Witch, there is no Christmas in the curse. However, after Aslan began to rise and his resistance to the White Witch grew stronger, the curse slowly weakened, causing Santa Claus to return. They met Santa Claus, then Santa Claus gave them gifts one by one to protect them and as provisions for them during the war.

Santa Claus: *"She has kept me out for a long time, but I have got in at last. Aslan is on the move, The Witch's magic is weakening". For your presents.*

There is a new and better sewing machine for you, Mrs. Beaver. I will drop it in your house as I pass". And as for you, Mr. Beaver, when you get home you will find your dam finished and mended and all the leaks stopped and a new sluicagate fitted. These are your presents and they are not toys. The time to use them is perhaps near at hand. Bear them well".

(He handed over a shield and sword, the shield was silver and on top of it was a red lion. Meanwhile, the hilt of the sword is made of gold and has a scabbard and sword belt).

"Susan, Eve's Daughter, these are for you. You must use the bow only in great need and for I do not mean you to fight in the battle. It does not easily miss. And when you put this horn to your lips and blow it, then, wherever you are, I think help of some kind will come to you".

(He gave Susan a bow and a small ivory horn)

"Lucy, Eve's Daughter. In this bottle, there is a cordial made of the juice of one of the fire-flowers that grow in the mountains of the sun. If you or any of your friends is hurt, a few drop of this will restore them. And the dagger if to defend yourself at great need".

The story's portrayal of Father Christmas reflects themes of charity, atonement, and the victory of good over evil. In addition, Father Christmas includes aspects of older, pagan stories that tell of him bringing blessings and gifts to people throughout the winter. Santa Claus as Father Christmas is described as a large man in a bright red robe with a hood that had fur in it, and a large white beard that fell like a foamy waterfall across his chest. Santa Claus rides a reindeer sleigh with bells in his harness (these reindeer are larger than the White Witch's reindeer, and the reindeer are brown). He is very kind, he helps Beaver and the Pevensie children, giving them gifts to protect them, and informing him of Aslan's movements. The Santa Claus of contemporary popular culture is a uniquely North American invention, while the myth of Santa Claus has always been a syncretic one that significantly references numerous customs and countries (Mills, et al., 2023).

4.7. The Lion (Aslan)

The huge lion from *The Lion, the Witch, and the Wardrobe* is named Aslan. One of the most significant and symbolic figures in C.S. Lewis's *Chronicles of Narnia* is him. The themes of sacrifice, resurrection, and the conflict between good and evil are all strongly related to Aslan's role in the book. In the novel, Aslan is depicted as a huge lion. Aslan is known as the King of the Forest and the Son of the Emperor across the great sea. He is a very large lion, looks brave and strong, with thick golden fur. His eyes reflect the wisdom that is in him. Aslan has a deep, melodious voice that can calm the anxieties of the Pevensies. In many myths, the lion itself has been seen as a representation of bravery, strength, and nobility.

DATA 11 (page 11)

Context: there is a wolf who wants to attack, but Aslan remains silent and lets Peter fight the wolf. Aslan intends to teach a lesson to the Pevensie children, more precisely Peter, so that they will be braver, because sooner or later they will face war.

Aslan: *"You have forgotten to clean your sword. Hand it to me and kneel, Son of Adam. Rise up, Sir Peter Wolf's-Bane. And whatever happens, never forget to wipe your sword".*

Aslan is frequently interpreted as a representation of Jesus Christ. According to Raj (2024), the life of Aslan the lion is exactly the same as that of Christ the man. The enormous golden lion known as Aslan represents Narnia's justice and charity. The symbol of the Lion in the Chronicles of Narnia film trilogy represents sacrifice, heroism, bravery, honor, loyalty, leadership, and wisdom, among other things (Maya, 2023).

Aslan is a symbol of the paradigm of the noble beast, an animal with knowledge, moral authority, and spiritual insight, in addition to its physical might. His compassion tempers his aggression, demonstrating how true strength arises from striking a balance between the two. For the Pevensie kids, Aslan serves as a mentor and adviser. He loves and respects them, but he also feels awe and reverence for them. Aslan is much trusted by the kids, and he assists them in becoming the kings and queens of Narnia.

4.8. Centaurs

Historically, the centaurs are from ancient Greek. The centaurs are mythological animals who are half horse and half human. The centaur has a human upper body and a horse's bottom body, starting at the waist. They frequently represent the struggle between the irrational, cerebral human side and the untamed, instinctual animal side, and are therefore viewed as emblems of dualism. In the novel, centaurs are portrayed as having human bodies and horse legs. Because of their equine physique, which lets them to run at great speeds and possess extraordinary endurance, they are physically strong and swift. They are hence strong fighters in the battlefield. They can strike with a force that most people cannot equal because of their huge proportions, which also give them strength in combat.

DATA 12 (page 89):

Context: The Pevensie children first set foot on the Stone Table. The Centaurs welcomed their arrival. In the novel, it is mentioned 'Centaurs were beside Aslan when the Pevensie children first arrived and all four Centaurs welcomed the Pevensie children' (proving that the Centaurs are loyal followers of Aslan).

Centaurs is the fictional first appearing in the Mystical Structure of Consciousness, which serves as a link between the Mental structure's duality and Magical unity (Izadifar, 2020). According to Kroll (2019), Centaurs are hybrids with both human and equine characteristics; depictions of them reflect how humans have conceptualized their relationship to nature, both positively and negatively. It demonstrates how authors have used the centaur throughout Western culture, from antiquity to the present, first to highlight the distinctions between nonhuman and human creatures and then to imply interspecies cooperation. Centaurs are portrayed in The Lion, the Witch, and the Wardrobe as noble, sage, and devoted beings that embody the best qualities of both nature and humanity, rather than as untamed animals. Centaurs in the novel are also depicted as warriors who are always loyal to Aslan and represent the struggle against evil and the victory of good.

4.9. Giants (Rumblebuffin)

Giants are gigantic creatures that are found in many different mythologies. They are typically portrayed as having huge stature and physical power in these myths. Giants are

frequently portrayed as wild or chaotic energies, and while they may be wiser or even kind in some cultures, they may also be harmful in others. People who achieved remarkable height within their society were referred to as giants. A more realistic definition today stipulates that a person must be taller than 7.5 feet (229 cm) in order to be classified as a giant (Izadifar, 2020).

DATA 13 (page 118):

Context: Rumblebuffin who had just been freed by Aslan, was very angry and hated the White Witch very much, because the White Witch had cursed and frozen Rumblebuffin. He wanted to take revenge for his suffering to the White Witch.

Rumblebuffin: *"Bless me! I must have been sleep. Now! Where's what dratted little Witch that was running about on the ground. Somewhere just by my feet it was".*

DATA 14 (page 120):

Context: Rumblebuffin obeys Aslan's request to help get them out of the kingdom. Rumblebuffin hits the gate with his stick, the gate creaks at the first blow, cracks at the second blow, and the third blow the gate trembles and breaks.

Rumblebuffin: *"Certainly your honour. It will be a pleasure. Stand well away from the gates, all you little 'uns' "*

Despite their short appearance in C.S Lewis's *The Lion, the Witch, and the Wardrobe*, they have important symbolic meanings. The most well-known giant in the narrative is Rumblebuffin, who is stoned by the White Witch and then revived by Aslan in the story's climactic conflict. In the novel, Rumblebuffin is described as a giant army or one of the creatures of Narnia. He has a large body and has a very strong and large physical strength, able to lift and destroy large objects. This Rumblebuffin has a kind nature, he has high loyalty, who is full of humor and is very friendly.

4.10. Naiads and Dryads

Dryads and naiads are legendary figures associated with ancient Greek mythology in C.S. Lewis's *The Lion, the Witch, and the Wardrobe*. Nymphs are small deities or beings that live in and are near the natural world. Mountains, forests, rivers, and seas are all home to them. By their habitat, nymph types can be identified. Dryads are the name for tree nymphs, and naiads are the name for river and lake nymphs (Sholeka, 2021).

DATA 15 (page 10):

Context: The Faun takes Lucy to his cave for the first time, and he tells Lucy many things, one of which is about the party. Tumnus told Lucy that he had wonderful tales to tell of life in the forest. He talked about the midnight dance and how the 'Nymphs' lived in the wells and the 'Dryads' lived in the trees came out to dance with the Fauns and about long hunting parties after the milk-white stag who could give you wishes if you caught him.

The naiads and dryads in Narnia continue to play the part of natural spirits. They are shown as a component of Narnia's natural order, which supports the idea that magic, the natural world, and spiritual forces coexist there. However, the nymphs known as naiads are connected to freshwater environments, including lakes, springs, rivers, and streams. According to Greek mythology, they are the protectors of water and are strong and beautiful.

For the water sources they live in to be healthy, naiads must be present. River Nymphs or Naiads are the gods and goddesses that inhabit rivers and streams.

4.11 Werewolf

Werewolves, who represent the loss of humanity and the supremacy of fierce animals, are frequently portrayed in Western mythology as humans who have been cursed or turned into creatures. Werewolves have historically been viewed as symbols of the wild and sinister side of nature, functioning as agents of violence, disorder, and primitivism. In several parts of ancient Europe, werewolves were considered mythical creatures. In the novel, Werewolves are described as terrifying and malevolent beings that are a part of the evil that the White Witch left behind. They seem like enigmatic, unsettling characters that are so terrifying that even looking at them might make us shudder.

DATA 16 (page 128)

Context: In the novel mentioned 'First, much of their time was spent in seeking out the remnants of the White Witch's army and destroying them, and indeed, for a long time there would be news of evil things lurking in the wilder parts of the forest, a haunting here and a killing there, a glimpse of a werewolf one month and a rumor of a hag the next. But in the end all that foul brood was stamped out.'

This portrayal of werewolves fits well with the tense and dangerous mood, giving the characters the idea that they are deadly animals who prowl the untamed areas of the forest, hard to locate but nonetheless frightening. Werewolves are thought to be the product of a curse. It transforms a human into a vicious wolf (Inayah & Hidayah, 2022).

The werewolf, a member of the White Witch's army, is a representation of evil and the loss of humanity in *The Lion, the Witch, and the Wardrobe*. This animal represents moral decay, in which people who are transformed into creatures succumb to their darker side and primal inclinations. As a fearsome creature, the werewolf reinforces the perception of a divided evil by adding to the Narnians' sense of fear and intimidation under the Witch's control.

5. Conclusion

Based on the findings in Lewis's novel *The Lion, the Witch, and the Wardrobe*, there are eleven mythological characters. They are Mr. Tumnus, The White Witch, Ginnarbrik, Mr. and Mrs Beavers, Maugrim, Santa Claus, Aslan, Centaurs, Giants, Dryads and Naiads, and Werewolf. Aslan represents the eternal struggle between good and evil, while Mr. Tumnus, a character drawn from Greek mythology, represents an inward struggle between temptation and salvation. Aslan's kindness contrasts with the White Witch's icy authoritarianism and power, reminiscent of a mythological evil. Lewis conveys universal truths and moral precepts through these mythological components, enhancing the story with symbolic depictions of right and wrong as well as moral judgment. This study examines how these mythological creatures enrich the value of morality and spiritual elements, showing how Lewis combines mythology and classical literature to craft a complex narrative that engages readers of all ages and provokes contemplation of more profound ethical issues. From this study, it will help the reader to get a greater knowledge of how mythology continues to impact modern literature and our understanding of human nature by evaluating the ways in which Lewis creates the characters and shapes the plot by drawing on mythical traditions. For further

study, it is suggested to examine the mythological themes in *The Chronicles of Narnia* series or compare Lewis's use of mythology with Tolkien's.

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REINFORCING AGENCY FROM ENTERTAINMENT INDUSTRY IMPRESSION MANAGEMENT: SEMIOTIC ANALYSIS OF DOJA CAT'S "ATTENTION" MUSIC VIDEO

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Abstract

Celebrities in the entertainment industry frequently engage in impression management, a practice driven by the commodification of their personas. This study explores Doja Cat's music video *Attention*, examining how she balances impression management with expressions of personal agency as a celebrity. Employing Roland Barthes' semiotic analysis and Erving Goffman's impression management theory, the study analyzes the visual signs embedded in the music video. The findings reveal that Doja Cat strategically performs impression management to align with stakeholder expectations, ensuring her continued marketability and perceived value within the entertainment industry. However, she also challenges these expectations by introducing symbols of agency, asserting her individuality and creative autonomy. This dual approach reflects the complexities of navigating societal pressures and personal expression in celebrity culture. Future studies could extend this analysis by examining *Attention* through a gender studies lens, focusing on themes such as female objectification and exploitation within the broader context of celebrity culture and the entertainment industry.

Keywords: *celebrity; impression management; agency; semiotics; music video; Doja Cat*

1. Introduction

For decades, the concept of celebrity has become a popular topic worldwide. A celebrity is characterized by the massive public attention they inevitably generate (Rindova, Pollock, & Hayward, 2006), thus their proposed value increases correspondingly with the scale of public recognition. Ultimately, their following serve as the pillar for their perceived value and marketability (Suvittawat, 2022), thus, celebrity is defined by the relationship between the individual and their audience instead of their own personal qualities (Rindova, Pollock, & Hayward, 2006).

However, a celebrity's nearly omnipresent audience makes up for the abnormally long durations of impression management and therefore, can cause constraint in self-expression. In light of these situations, there have been instances of celebrities protesting their lack of agency. A recent case is Doja Cat, an American singer-rapper, with the release of her leading single "Attention" in June 2023. A corresponding music video was released the same day, showcasing symbolic visuals illustrating experiences of a celebrity under public attention with Doja Cat as the subject. Subsequently, online discourse followed suit with

emphasis on the singer's new direction in music and visualizations in the video (Wang, 2023).

An analysis of the visual signs in the "Attention" music video holds significance due to the lack of studies utilizing this video as their data set, especially in the context of entertainment industry-imposed impression management. In light of this paper's importance, the proposed research question is as follows: how does the "Attention" music video by Doja Cat illustrate the impression management experienced by celebrities and articulate agency?

2. Literature Review

In his work "Mythologies", Roland Barthes introduced the concept of myth, which refers to a communication system carrying messages that undergo signification, which is the relationship between the signifier and the signified (Barthes, 1972). Barthes formulated a model to dissect the processes of signification.



Figure 1. Roland Barthes' Map of Sign Adapted from "Mythologies: Roland Barthes" by R. Barthes, 1972.

As seen in the figure above, the first stage of signification (denotation) encompasses the "1. Signifier" as the denotative signifier and "2. Signified" as the denotative signified, which produces the denotative sign, indicated by "3. Sign". The denotative sign is subsequently included in the second stage (connotation) in order to create the connotative sign. "I. SIGNIFIER" as the connotative signifier utilizes the denotative sign to produce "II. SIGNIFIED", which is the connotative signified. This ultimately results in the connotative sign, indicated by "III. SIGN" (Sagimin & Sari, 2019).

Furthermore, Erving Goffman's (1959) impression management theory states that individuals try to evoke a certain response from their audience by intentionally managing the impressions they present. Goffman's theory is demonstrated in celebrities, since their perceived value is defined by the relationship with their audience (Rindova, Pollock, & Hayward, 2006). Celebrities must adjust and filter their behavior and appearance to sustain the relationship (Wang, 2023). Therefore, celebrities must enact a consistent persona through impression management.

While previous studies have explored the intersection of Goffman's impression management and Barthes' semiotic theory on celebrities, none have been specifically conducted on a female artist music video, let alone by Doja Cat. Sukmayadi, et al. (2024) examine the impacts of online impression management on Indonesian TikTok celebrities, identifying that mass attention entails pressure and constraint in self-expression. Kováčová (2022) analyses the driving factors of social media celebrities' impression management strategies, revealing competence, relatability, authenticity, and likeability as the pillars of their self-presentation. Lastly, thematically similar in the topic of celebrity culture, Moore (2022) investigates celebrity pastors' clothing choices with the impression management

theory and semiotic analysis. The research reveals how fashion choices solidify the position of pastors as performers for their audience, driving a loyal following. Therefore, in light of the absence of studies merging the respective theories on a female artist music video, this paper aims to investigate how Doja Cat illustrates impression management and present symbols of agency.

3. Research Method

Regarding the visual symbols in the video, “Attention” was chosen for its representation of celebrity experiences under mass attention, thus highlighting the dynamics between the celebrity and their audience. To examine the video, this study will use a descriptive qualitative approach to conduct a semiotic analysis on the video based on the Barthes model and Goffman’s impression management theory. The signs evident in the music video will be itemized and analyzed based on Barthes’ Map of Sign. The elaborative analyses’ output will be displayed in essay form that shall identify connections between the semiotic elements in the video with the context of celebrity, impression management, and agency. The discussion will then be performed following Goffman’s impression management theory as the framework. However, this study’s narrow scope of one data set may lack representation of broader celebrity image management practices.

4. Results and Discussion

4.1 Analysis

Signifier	Signified
A woman in a car, driving by a crowd of spectators	
Sign → SIGNIFIER	SIGNIFIED
Doja Cat is receiving mass attention, but her facial expression is flat.	Alienation, public attention
SIGN	
Doja Cat, as a celebrity, experiences mass attention in public spaces even while doing mundane activities such as driving.	

Table 1. Doja Cat Experiences Mass Attention

The initial scene features Doja Cat driving her car, passing by a crowd of spectators and paparazzi parading her arrival that is explicitly disregarded through Doja Cat’s lack of outward expression. This scene signifies the feelings of alienation and mass attention a celebrity encounters in everyday life.

Signifier	Signified
A woman posing in reflections of a camera flash bulb	
Sign → SIGNIFIER	
Doja Cat's near-naked figure is captured in camera flash bulbs.	SIGNIFIED
Objectification, overexposure	
SIGN	
Doja Cat, as a celebrity, experiences sexualization, overexposure, and a lack of privacy in the public eye, but has to become accustomed to it, as shown by her compliance through posing for the camera.	

Table 2. Doja Cat Experiences Sexualization and Overexposure

The shot shows Doja Cat's figure within circular flashbulbs, dressed only in underwear. This signifies the phenomena of sexualization, and the compliance that takes place in order to sustain a celebrity's marketability and appeal towards their audience (Aruguete et al., 2014).

Signifier	Signified
Faces of people in a crowd and reaching out	
Sign → SIGNIFIER	
The spectators are screaming in response to Doja Cat's presence. Some faces are skewed in an unnatural manner.	SIGNIFIED
Fanaticism, surrealism of celebrity	
SIGN	
Doja Cat is surrounded by fanaticism as a celebrity.	

Table 3. Spectators with Distorted Faces

The video cuts to close-up shots of the crowd of spectators that scream in adulation for Doja Cat, but some faces appear to be skewed unnaturally, signifying the surrealism of celebrity life when one encounters fanaticism. McCutcheon, Lange, and Houran (2002) state that the events which unfold in a celebrity's life are able to evoke profound responses from their observers and followers.

Signifier	Signified	
Two women standing side by side on a sidewalk in a city		
Sign → SIGNIFIER		SIGNIFIED
Two women appear shocked and in disbelief from what they see.		Disbelief, surprise
SIGN		
Doja Cat is recognized by people passing by.		

Table 4. Two Women Recognize Doja Cat

The artist then encounters two women also walking on the same sidewalk with shocked expressions upon seeing her. This scene highlights the reality of being a celebrity, where receiving attention in high frequency is commonplace, the potential of getting recognized by surrounding people is significantly higher than those without the level of fame.

Signifier	Signified	
A woman smiling and being followed by two other women behind her with upset expressions		
Sign → SIGNIFIER		SIGNIFIED
Doja Cat is being followed by the previous women who intercepted her. They express dissatisfaction and anger over Doja Cat's nonchalance and ignorance of their interaction.		Discontent over a deviation from a managed impression, broken expectations over a celebrity's unfiltered behavior
SIGN		
Doja Cat persists in reclaiming her freedom of normalcy by remaining unfazed by the women's angry reactions.		

Table 5. Doja Cat is Followed

Doja Cat continues walking past the previous two women, who both look displeased in the background. It is normal for people to expect reciprocation in social interactions

(Mahmoodi, Bahrami, & Mehring, 2018), where in this case, Doja Cat opts against reciprocating the two women's greetings, therefore not meeting their expectations. Fan expectations hold strong influence in their behavior and decisions related to the celebrity, as Suvittawat (2021) explained. Consequently, the celebrities' response to these expectations has significant implications on their image.

Signifier	Signified
A woman standing and a man spreading his arms in front of her	
Sign → SIGNIFIER	SIGNIFIED
As Doja Cat walks, she is intercepted by a man.	Invasion of privacy
SIGN	
Doja Cat is recognized by another passerby.	

Table 6. Doja Cat is Intercepted by a Man

Once again, a passerby attempts to disrupt Doja Cat's stroll by spreading his arms as if to block her. The recurring occurrences of people trying to stop Doja Cat demonstrates the consequence of fame, which is widespread recognition.

Signifier	Signified
A man spreading his arms	
Sign → SIGNIFIER	SIGNIFIED
A man appears dissatisfied and in disbelief when Doja Cat dismisses him.	Discontent over a deviation from a managed impression, broken expectations over a celebrity's unfiltered behavior
SIGN	
Doja Cat's act of maintaining her agency is met with backlash.	

Table 7. The Man Expresses Dissatisfaction

Similar to the previous women’s response, the man reacts angrily when his actions are dismissed by Doja Cat. This also demonstrates discontent over a celebrity’s deviation from their usual managed impression and unmet expectations during a social interaction.

Signifier	Signified
A woman’s reflection in water looking upwards	
Sign → SIGNIFIER	
Doja Cat appears to be trapped under the water.	SIGNIFIED
SIGN	
Doja Cat experiences confinement of free expression with her celebrity status.	
Constraint, entrapment	

Table 8. Doja Cat is Trapped Underwater

Doja Cat’s reflection in the water signifies entrapment highlighted in her upward gaze, as if looking beyond the surface. Celebrities can experience constraints in self-expression and alienation due to the continuous attention and predisposed fan- and industry-generated expectations (Sukmayadi, et al., 2024).

Signifier	Signified
Red text in all caps superimposed on a nearly naked female body in a liminal space	
Sign → SIGNIFIER	
Red text saying “LOVE ME” in front of Doja Cat’s near-naked body.	SIGNIFIED
SIGN	
In the context of celebrity, “Love me” is presented as a plea, signifying the need to evoke devotion from their audience to maintain their perceived value.	
Need for devotion	

Table 9. “LOVE ME” Superimposed on Doja Cat

“LOVE ME”, as an imperative for a second party to actively “love” the demander, signifies the importance of devotion from a celebrity’s audience or fans. Having a devoted following translates to better purchasing behaviors, loyalty, and better publicity (Suvittawat, 2022). The particular placement of the text in front of Doja Cat’s near-naked body highlights nuances of objectification and exploitation of female celebrities in the entertainment industry, as mentioned by Aruguete et al. (2014).

Signifier	Signified
Red text in all caps superimposed on a woman's head and neck in a liminal setting	
Sign → SIGNIFIER	SIGNIFIED
Red text saying "HUNGRY" superimposed on a close-up of Doja Cat.	Insatiability
SIGN	
In the context of celebrity, "HUNGRY" signifies the insatiable desire or need of recognition from their audience in order to maintain their perceived value.	

Table 10. "HUNGRY" Superimposed on Doja Cat

This scene signifies a celebrity's need for recognition from their audience to sustain their perceived value and marketability, as Suvittawat (2022) has stated. This exemplifies the "addiction" stage of fame, as proposed by Rockwell and Giles (2009), where a celebrity begins to form an intense attachment to public adoration that comes with the circumstance of fame. This desire for fame, if not regulated, can become insatiable as the video illustrated.

Signifier	Signified
A woman's full body covered in the color red standing on a sidewalk	
Sign → SIGNIFIER	SIGNIFIED
Doja Cat's naked body is covered in blood.	Overexposure, eeriness, rebirth
SIGN	
Doja Cat reveals her macabre alter ego.	

Table 11. Doja Cat's Alter Ego Appears

This bloody figure is the introduction of "Scarlet", Doja Cat's alter ego, which she mentioned in her Harper's Bazaar interview in August 2023. The artist claimed this alter ego to symbolize "rebirth" and a "reimagination of the self" (Harper's Bazaar, 2023). Therefore, this signifies an initial step towards reinforcing her agency: the alter ego accommodates Doja Cat's individual interests instead of complying to industry demands.

Signifier	Signified
A woman walking on a sidewalk with people walking in the opposite direction	
Sign → SIGNIFIER	SIGNIFIED
Doja Cat continues her walk without interruption, moving against the flow of the more crowded sidewalk.	Independence, defiance
SIGN	
Doja Cat defies the general public's expectations of her as a celebrity, asserting her independence and agency.	

Table 12. Doja Cat Walks on a Crowded Sidewalk

Doja Cat continues her walk on the now more crowded sidewalk, being the only person walking in the opposite direction, this time uninterrupted. Her contrary direction from everyone else signifies her defiance of public expectations towards her and reinforced agency as an individual.

Signifier	Signified
A crowd of human-like figures walking	
Sign → SIGNIFIER	SIGNIFIED
The faces of the people walking on the sidewalk seem to have eyes that appear blinded and mouths that appear to be silenced.	Loss of individuality, dehumanization
SIGN	
In the world of celebrity, people now lose individuality, conforming to a herd of followers or spectators of celebrities, dehumanizing them and themselves	

Table 13. A Crowd of Blinded and Silenced Human Figures

The shot displays a close-up of the people on the sidewalk who all appear to have blinded eyes and silenced mouths. The alteration of facial features of each individual signifies the dehumanization that society predisposes towards the general public in comparison to celebrities, eliminating individual identity while practicing aggrandizement of celebrity personas.

Signifier	Signified
A woman walking on an empty bridge with fireworks shooting by	
Sign → SIGNIFIER	SIGNIFIED
Doja Cat walks alone on an empty bridge with fireworks setting off near her.	Agency, solitude
SIGN	
Doja Cat finally experiences solitude in the absence of other individuals yet in a turbulent scene. She achieves agency in this solitude.	

Table 14. Doja Cat Walks on an Empty Bridge

Doja Cat then walks across an empty bridge as fireworks blast near her. This scene juxtaposes the absence of other people with the dynamic scene of erupting fireworks, highlighting the unconventionality of solitude in the context of celebrity, where one commonly encounters the public mass without intention. Doja Cat solidifies her agency as a celebrity, free from the public eye.

4.2 Impression Management in the Music Industry: Doja Cat's Celebrity Image

The function and value of a celebrity are becoming more commodified to fulfill the demands of the entertainment industry. Celebrities are required to accommodate expectations and yield favorable responses from the public which translates to increased marketability and value (Rindova, Pollock, & Hayward, 2006). To achieve this, they are obligated to exhibit a likeable and consistent persona by conducting impression management (Kováčová, 2022). Based on the findings above, Doja Cat conducts industry-imposed impression management to maintain her celebrity image.

Firstly, Table 1, 6, and 9 indicate that constant mass attention and frequent recognition by surrounding individuals act as key drivers for celebrity impression management. The findings reinforce the inference of Rindova, Pollock, and Hayward (2006) that celebrities unavoidably generate massive public attention. The near-omnipresent trait of a celebrity's audience sustains Goffman's (1959) argument that individuals manage their impressions with regard to an audience. Not only extreme in scale and frequency, a celebrity's audience can also pose aggrandized judgments of the individual, as Doja Cat demonstrates in Table 4 and 16. Therefore, celebrities are driven to comply with stakeholder expectations that are likely to exceed their own capacity.

Table 2, 12, and 13 signify Doja Cat's compliance to her stakeholders' expectations. Compliance with social norms and expectations act as indicators for celebrity marketability, as stated by Rindova, Pollock, and Hayward (2006). This also aligns with Moore's (2002) inference: curating one's appearance and presentation advances audience engagement and audience loyalty. Table 11 which signifies Doja Cat's confinement of expression within her celebrity status indicates the consequence of industry-imposed impression management,

aligning with the findings of Sukmayadi, et al. (2024). This also supports Wang's (2023) inference that celebrity impression management includes filtering of certain traits that deviate from stakeholder expectations. Nonconforming celebrity behaviors contribute negative impacts to one's celebrity value in the form of bad press.

4.3 Asserting Agency through Deviations from Predisposed Impression Management

Celebrities are driven to comply with stakeholder expectations that are likely to exceed their own capacity. Fan expectations ultimately set the standard for a celebrity's value (Suvittawat, 2022), and the way that celebrities respond have vast impacts on their reputation. The constant audience for impression management can trigger restraint in self-expression (Sukmayadi, et al., 2024). The findings indicate that Doja Cat asserts her agency by conducting deviations from stakeholder expectations in the context of celebrity impression management.

As seen in Tables 8 and 10, Doja Cat's fans display discontent over her deviation from her usual managed impression. By not exhibiting reciprocity in the situation, Doja Cat fails to meet fan expectations. Table 14 signifies a new persona that caters to her own desires instead of audience preferences. The power shifts from her audience to Doja Cat as the definer of her own physical appearance and behavior. Table 15 signifies Doja Cat's reinforcement of agency through her contrary direction from everyone else present in the scene. Lastly, Table 18 indicates Doja Cat solidifying her agency: the absence of spectators indicates no more necessity for impression management since her audience is not present. She acts according to her own will, thus reinforcing her agency from predisposed impression management and stakeholder expectations.

5. Conclusion

The commodification of celebrities in the entertainment industry has led to stakeholder expectations becoming the standard individuals must meet to maintain their value and marketability. This study analyzed Doja Cat's music video *Attention* using qualitative methods to examine the processes of celebrity impression management and expressions of agency. Utilizing Barthes' semiotic analysis and Goffman's impression management theory, the findings reveal that Doja Cat strategically manages impressions to align with stakeholder expectations, ensuring her marketability, while simultaneously asserting her agency by deviating from those expectations. By integrating semiotics with impression management theory, this study contributes valuable insights into celebrity studies in popular culture, particularly in analyzing a female artist's music video. It highlights the complexities of navigating societal demands and personal autonomy in the entertainment industry. Future research can build on this intersection of theories to explore emerging phenomena in celebrity culture, with an emphasis on gender dynamics and creative expression.

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THE STRENGTH BEHIND GROWTH: EXPLORING METAPHORS IN PAUL LAURENCE DUNBAR'S POEM, *THE SEEDLING*

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Abstract

This research analyzes the types of metaphors in Paul Laurence Dunbar's *The Seedling* using Lakoff and Johnson's conceptual metaphor theory. A metaphor is a figure of speech that compares two different things. A metaphorical poem has the ability to create and translate the figurative language contained in the content of the poem, especially where there are deep personal and emotional experiences". The research uses descriptive qualitative methods to obtain a clear and systematic description of the metaphors found in this poem. The findings show that there are three kinds of metaphors identified in the poem "The Seedling." Those are ontological, image scheme, and orientational. The metaphors used in Paul Laurence Dunbar's 'The Seedling' speak to the stages of human improvement, utilizing characteristic pictures such as seeds, roots, daylight, and rain. Each allegory is utilized to portray desires, dreams, trusts, and the plausibility of developing into a grown up in spite of having to overcome numerous challenges. Understanding the meaning and function of metaphors will broaden our conception of language as a learning medium with strong implications for language and literacy teaching.

Keywords: *image schema; metaphor; ontological; orientational; poem*

1. Introduction

Literature is an art form based on language. As a work of art, literature has functioned as a channel of expression, a variety of ideas, human emotions, experiences, and ways of seeing the world that are united through the use of words. According to Moody in (Rahman, 2019), the unique combination of intelligence and art in humans that can present an idea or the emergence of a human feeling through beautiful words and expressions is called literature which explains that a literary work does not only consist of the language contained in it but more than that. Apart from the material, literature can also symbolize beauty and entertainment, expression of beauty and also has a function as a means of education and knowledge (Nahdhiyah & Maharani, 2023). Literary works collect various forms of writing that exist and have artistic and intellectual value. Literary works have several types, including fiction, poem, drama, essays, and written works that have various aesthetic values. The word literature comes from the Latin 'literature', which means "writing". This definition refers to works that are considered to have qualities such as language beauty,

creativity, and great influence on listeners and readers. Metaphor is one which is always found in literary works.

One example of a metaphor that people often use in their daily lives is "Time is money". If interpreted and examined literally, the sentence means that time is equal to money. Meanwhile, the actual implied meaning of the sentence is talking about how valuable time we have, and it is the same as valuable money, and the most important thing is that people should not waste time on things that are not important. Everyday conversations often use metaphors, but metaphors are also often found in literary works. Literary works are an alternative for writers to channel or write metaphorical sentences because they can be found in various platforms such as books, movies, and on poem (Anone, Putri, & Winarta, 2023).

It can be clearly understood that metaphors are also frequently used in everyday life and they are commonly regarded as cognitive structures that are the basis of abstract reasoning and thinking (Cortazzi & Jin, 2021). According to Chomsky, the physiological roles of the brain can be considered a physical representation of a natural object, which is a basic element that arises from the complex operations of the human mind. This viewpoint highlights the interaction between brain structures and thinking processes, implying that human biology plays a significant role in our mental abilities, such as language and thought. By combining the domains of languages, psychology, and neuroscience, Chomsky's observations highlight the need of comprehending how these mental processes might be translated into the physical structure of the brain. This relationship emphasizes the significance of studying both the concrete and scientific facets of our biological existence and the abstract components of human cognition (Barman, 2012).

Poem holds a special place in the literary world as a means of expressing feelings, experiences, and thoughts of general themes through a string of carefully chosen and distinctive words and expressions. Gill in Rahman (2019) asserts that a poem is a collection of ideas, feelings, places, people, and events that have happened. Poems can explore feelings and can create a picture of the human experience; poem is not just ordinary speech or writing, it is an object that is specifically created using words. Poem has a form of imitation and is the most potent literary form. The structure of poetic works is determined by the language used, including rhyme, rhythm, alliteration, and metaphor. Poems can cover a wide range of topics, from philosophy of life to nature and love. Poem, on the other hand, differs greatly from prose in that it uses a more structured word choice, more rhythm, and more sound. Metaphor is one of the most crucial literary devices in poem writing, out of all the other forms of literature that are employed. Metaphor is one of the most significant literary devices in poem writing out of all the other forms of literature that are employed. '*The Seedling*' by Paul Laurence Dunbar is the subject of this study's analysis of metaphor.

One of poem's most significant forms and strategies for expressing a wide range of intricate ideas is metaphor. For this reason, a metaphor enables the author or poet to combine abstract ideas with more concrete or palpable imagery. Metaphor serves as a conduit between inputs and a deeper meaning in a poem, allowing the reader to periodically and personally rearrange their thoughts. Metaphor analysis in poem studies frequently reveals hidden meanings that are not readily evident to the reader or commonly perceived. During the Civil War, Paul Laurence Dunbar, an African-American poet, was born in Kentucky on June 27, 1872, to two enslaved parents. His poem gained international recognition in America, and he rose to prominence as one of the first well-known black poets of the 19th

and early 20th centuries. Many audiences recognize Paul Laurence as a poet who could convey human life and who had a significant.

The impact on America during the years following the Civil War. Paul frequently employs metaphors and natural symbolism in his poems to discuss a range of topics that occur in people's lives. His poem "The seedling," which depicts the development of a human seed over time, is among his best-known works. The use of metaphor in this poem depicts the various stages of human life, from the very beginning of potential to the achievement of adulthood, which is full of various obstacles, problems, and challenges of life that will be lived later (Joshi, 2020).

Metaphorical poems have the ability to create and translate the figurative language contained in the content of the poem, especially, where there are deep personal and emotional experiences (Ichien, Stamenković, & Holyoak, 2023). Human cognition is considered one of the peak abilities found in human life. Metaphors are applied in poems and there is definitely one that is used most often or widely. The process of understanding or structuring an abstract through a relationship in a tangible or concrete form is called conceptual metaphor (Kartika & Mulyadi, 2024). Figurative meanings that implicitly compare between two different objects can replace or identify one word with another are called metaphors (Musfira, 2021).

The purpose of this study was to determine how the journey of human existence might be revealed through the use of metaphors in religious literature, namely in Paul Laurence's novel "The Seedling." By examining the psychological aspects of 'The Seedling' and contrasting plant metaphors with actual human existence, this study contributes to a literary analysis and serves as a learning tool. This study also seeks to demonstrate how the poem "The Seedling" uses metaphors to highlight the significance of each development that will be encountered.

2. Literature Review

Lakoff and Johnson Conceptual Metaphor

The type of metaphor that is often used refers to some facts from the linguistic part that can describe the reader's imagination. Even the situations and emotions written in the poem can occur from the patterns of social life at the time, because poem is a work of art that is poured out with language that uses a lot of figures of speech. Poem is a reflection of the life lived by the author. This condition often involves many aspects related to them. Lakoff and Johnson (1980) asserts that categorical metaphor is the outcome of mental construction. Metaphor serves as a comparable set of principles that enable the conceptualization of two elements. It is a cognitive mechanism that determines which of two domains is understood from the first domain by comparing a source domain with a target domain, as well as between entities in the target domain and the source domain, to clarify data retrieval (Pratiwi, Sujatna, & Indrayani, 2020). According to Lakoff & Johnson (1980), there are three categories of conceptual metaphors: orientational, ontological, and Image Schema.

a. Structural Metaphor

By mapping relationships between two different domains—the source domain, which offers a familiar framework from which we can gain insights, and the target domain, that represents the idea or concept we aim to understand—structural metaphors play a critical role in influencing our comprehension of complex concepts. These metaphors originate from our interactions with the social and physical world and are ingrained in our cultural

experiences (Lakoff & Johnson, 1980). Beyond just being verbal expressions, structural metaphors are important because they are cognitive tools that aid in navigating and making sense of our experiences. These metaphors enable us to understand abstract concepts through more tangible experiences by creating systematic links between the target and source domains. As a result, structural metaphors have a tremendous impact on how we think and see the world, going beyond simply enhancing our language. Reflecting the complex interactions between language, cognition, and culture, they improve our capacity for reasoning, communication, and engagement with difficult concepts by bridging the gap between the familiar and the unfamiliar.

b. Orientational Metaphor

A conceptual framework known as an orientation metaphor can be utilized as a spatial orientation to understand abstract concepts and events. Metaphors can help to understand relationships, emotions, and circumstances by orienting to ideas that are more complicated and sometimes difficult to understand. Metaphors can reveal meanings embedded in language and are often based on the author's own experiences. They provide a bridge of communication and a better way of thinking to connect abstract ideas to a tangible or describable space. The fact that certain individuals who perform this role are aware of the fundamental spatial orientation of human existence is the source of the term "orientation metaphor". According to Monasterio (2023), the orientation metaphor corresponds to the orientations of the human experience, including Up-Down, In-Out, Front-Back, etc. Physical experience or life's journey might give rise to spatial orientation. Humans are the primary organizers of daily life and direction. Moreover, Lakoff & Johnson (1980) assert that metaphors can offer ideas about spatial orientation. In line with that, Monasterio asserts that one concept is a subset of another. Metaphorical idea in another instance, and one type arranges systems to respect one another rather than organizing concepts in other situations (Monasterio, 2023).

c. Ontological Metaphor

The basic theory known as ontological metaphor explains how readers comprehend and conceive abstract concepts by using more tangible, vivid, or lived physical events as a framework (Lakoff & Johnson, 1980).

However, this metaphor used well-known ideas from finance and resource management to make sense of more ethereal experiences. It may think about time and love in ways that feel more tangible and controllable to this ontological metaphor. It can more easily and clearly traverse complex cognitive landscapes by projecting these intangible concepts onto tangible events. In general, the study of ontological metaphors demonstrates the complex interrelationships of language, cognition, and actual experiences, demonstrating the close connection between our metaphors and how we perceive the world.

d. Image schema

Schema plays an important role in the formation of an existing concept as well as triggering a large number of learned conceptual metaphors (Jun, et al., 2023). The Source and originality can be realized by the experience required to create a research concept in a person, especially on abstract concepts. Comprehension and concept formation are important outcomes of a schema, and this triggers a variety of conceptual metaphors that

are being learned. Cognitive structure is part of the schema that helps individuals organize and translate all information based on previous experience and knowledge that has been passed through. Readers can understand new information and connect with it by using the method of schemes that have been known, thus facilitating understanding and memory (Jun et al., 2023). The interaction between schemes and conceptual metaphors allows us to navigate complex cognitive landscapes, especially when dealing with abstract concepts. By implementing these widely recognized mental models, we are able to connect seemingly distinct concepts, which increases our comprehension and communication abilities.

Figurative Language in Poetry

According to Drew in Anggiamurni (2020), poem is the most direct and persistent kind of communication between art and language, and it also becomes the most intense and concentrated form of communication. Figurative language is used in a poem to enhance storytelling through a variety of distinctive strategies, including metaphors. Ultimately, figurative language in a poem is more than just ornamentation; it is a potent narrative device that improves storytelling by arousing feelings, reiterating ideas, and producing a seamless and engrossing reading experience. Poets utilize the maximum expressive capacity of figurative language to enthrall readers and listeners and create a lasting impression by using subtle language tactics while paying attention to the elements of taste and hearing. Therefore, the use of metaphorical language is still a crucial component of a poem's creativity and potency in expressing feelings.

Wainwright (2004) explains that studying or writing poetry offers an awareness that will address language and grammar issues. As a result, reading a poem does not just occasionally result in a lack of understanding. Reading or writing requires understanding the language being used. Therefore, it develops a keener awareness of the linguistic aspects at play when one takes the time to study and reflect on poem, whether through debate, writing an opinion article, or just thinking about its topics and language. This method helps identify grammar, reading, and the ways in which these components contribute to meaning and interpretation by illuminating grammatical features that could otherwise be overlooked. For instance, the book emphasizes the significance of word choice, sentence structure, and punctuation—all of which have the power to significantly change a passage's intended meaning or tone. By closely examining these components, readers can better grasp the content by becoming aware of the nuances that influence how they interpret it. For instance, the book stresses the significance of punctuation, sentence structure, and word choice—all of which have the ability to drastically change a passage's intended meaning or tone. By closely examining these elements, readers can gain a deeper comprehension of the material by being conscious of the subtleties that influence their interpretation.

Figurative language is an expressive word that has a meaning that is different from its literal delivery. A writer states a true fact using literal language. The comparisons that exist in figurative language writing add certain linguistic points (Wibisono & Widodo, 2019). Figurative speech is the use of a word to convey a meaning different from its literal meaning. When a writer or speaker deviates from the standard denotation of a word for emphasis or novelty, it is referred to as a figure of speech. Poets frequently utilize a variety of strategies, including metaphors, when they decide to use figurative language. In addition to improving the language, these strategies aid in creating a more vivid image of the subject under discussion. A metaphor, for instance, can explicitly compare two dissimilar items, revealing parallels that deepen their significance. Through the use of figures of speech, an author can

reveal new levels of meaning that encourage the reader to use their imagination to comprehend the text in a more complex and nuanced way. By skillfully employing metaphors and other figurative language, poets evoke strong feelings and vivid imagery in their readers, urging them to delve deeper into the content. This encourages the reader to read a deeply meaningful work.

Metaphor in Dunbar's Work

The poem by Paul Laurence Dunbar, a well-known author renowned for his vivid use of language and imagery. The study intends to reveal the underlying ideas that these metaphors represent by examining the metaphors used in the story and demonstrating how they enhance the reader's interaction with the content. In addition to being linguistic devices, metaphors also function as cognitive frameworks that direct interpretation, enabling readers to relate abstract concepts to more concrete, well-known experiences. This link-making process improves understanding by rendering difficult concepts more approachable and relevant.

Symbols and metaphors are common ways for literary works to mirror human life. Paul Laurence describes the growth of plants, particularly seedlings, in his work "The Seedling," which is seen as a symbolic representation of the course and journey of human existence. Metaphors are significant, symbolic, and useful. Metaphors like plant seedlings are frequently employed in symbolism to depict a person's range of feelings around change or hardship. It is relevant to actual life. Human life is frequently challenged in order for humans to mature. They need a reason for existing, which may be found in biological processes like those that plant seeds go through. This concept offers insight into the circumstances of human existence and has a deep significance for the human experience that is comparable to nature.

The use of a word or phrase that differs from its literal meaning is the meaning of metaphor itself. The understanding of metaphor is not related to the limitations of figurative language, but a way of being able to communicate about the world through its writing (Fadhila & Juanda, 2023). There must be a reason for the tendency to use metaphors in poems and the most dominant one corresponds to the situation that occurs in the depiction of the content of the written poem and can also occur due to the psychological conditions or experiences of those involved that are included in the written poem.

3. Research Method

In order to achieve the primary goal of this study, which is to systematically characterize and identify data sources before conducting an analysis of them, the researcher uses descriptive qualitative research methodologies. This method expands on a thorough analysis of the phenomena that occur in the linguistic domain (Emzir, 2009). In descriptive qualitative research, the theoretical framework can guide the researcher in conducting the research such as in developing guides for data collection and analysis, or writing discussions. A theoretical framework aids in maintaining the study's focus and coherence by offering an organized lens through which to view the research issues (Emzir, 2009). As Monika (2020) stated in analyzing metaphor, which has the title "Metaphor Analysis in Kate Chopin's 'A Family Affair'". This research is conducted to find the types and meanings contained in the short story "A Family Affair" by Kate Chopin. In this study the author used a qualitative descriptive method to find the types of metaphors in the existing data source.

The metaphors were identified manually by closely reading the poem and categorizing instances based on Lakoff and Johnson's taxonomy (Lakoff & Johnson, 1980). By employing this analyzing technique, the researcher conveys a comprehensive grasp of the subject matter and extracts intricate nuances from linguistic events research on metaphor analysis. Additionally, by using Lakoff and Johnson taxonomy, it facilitates the organization and interpretation of the data, enabling the researcher to make significant inferences based on accepted ideas. In terms of writing discussions, the theoretical framework provides a basis for placing findings in the larger context of the study, allowing the researcher to connect their findings to theories and literature already in existence. In this sense, the theoretical framework plays a crucial role in improving the overall thoroughness and rigor of the research process, which in turn leads to a more thorough comprehension of the phenomena under investigation. With a concentration on the complex and intricate meanings ingrained in language, the items that are investigated in this study fall within the semantic domain.

3. Result and Discussion

The poem:

The Seedling

by Paul Laurence Dunbar

As a quiet little seedling
Lay within its darksome bed,
To itself it fell a-talking,
And this is what it said:

"I am not so very robust,
But I'll do the best I can;"
And the seedling from that moment
Its work of life began.

So, it pushed a little leaflet
Up into the light of day,
To examine the surroundings
And show the rest the way.

The leaflet liked the prospect,
So, it called its brother, Stem;
Then two other leaflets heard it,
And quickly followed them.

To be sure, the haste and hurry
Made the seedling sweat and pant;
But almost before it knew it
It found itself a plant.

The sunshine poured upon it,
And the clouds they gave a shower;

And the little plant kept growing
Till it found itself a flower.

Little folks, be like the seedling,
Always do the best you can;
Every child must share life's labor
Just as well as every man.

And the sun and showers will help you
Through the lonesome, struggling hours,
Till you raise to light and beauty
Virtue's fair, unfading flowers.

The metaphors that are used in Paul Laurence Dunbar's '*The Seedling*' speak to the stages of human improvement utilizing characteristic pictures such as seeds, roots, daylight and rain. Each allegory is utilized to portray desires, dreams, trusts, and the plausibility of developing into a grown-up in spite of having to overcome numerous challenges. Through this position investigation, ready to see how detailed and philosophical the conveyance of the ethical message within the sonnet is around the significance of trust and time for the development and improvement of human creatures. The findings are the following.

Stanza & Line	Line	The kind of metaphor
Stanza 1 (1)	<i>As a quiet little seedling</i> <i>Lay within its darksome bed, To itself it fell a-talking, And this is what it said</i>	Ontological
Stanza 2 (1)	<i>I am not so very robust</i> <i>But I'll do the best I can;"</i> <i>And the seedling from that moment Its work of life began</i>	Ontological
Stanza 3 (1 & 2)	<i>pushed a little leaflet</i> <i>Up into the light of day,</i> <i>To examine the surroundings And show the rest the way.</i>	Image Schema
Stanza 6 (1&2)	<i>the sunshine poured upon it"</i> <i>And the clouds they gave a shower;</i> <i>And the little plant kept growing Till it found itself a flower.</i>	Orientational
Stanza 7 (1)	<i>Little folks, be like the seedling,</i> <i>Always do the best you can;</i> <i>Every child must share life's labor Just as well as every man.</i>	Ontological

Table 1. The Occurrence of Metaphor

Based on the table above, there are three kinds of metaphors. Those are ontological, image schema, and orientational. The examples are as follows.

Data 1

Metaphor: Ontological

From stanza 1 line 1, the phrase "**As a quiet little seedling**" is an ontologies metaphor. This phrase evokes the idea of a child or young adult whom is both delicate and full of promise. The idea that youth is an expression of vulnerability and innocence, like a newly planted seed, is encapsulated in this metaphor. The phrase "quiet" conveys a feeling of serenity and possibly reflection, suggesting that the person may be in a developmental stage where they are taking in their surroundings, much like a seedling sneakily consuming food from the ground.

Furthermore, a comparison to a seedling suggests a slow yet groundbreaking growing process. A young child needs a loving environment to encourage their development, similar to how a seed needs sunlight, water, and fertile soil to grow and eventually blossom into a strong plant. This metaphor accentuates each child's innate potential, implying that they can develop into something powerful and lovely with time and nurturing. It emphasizes the value of showing patience in fostering their development and understanding that they are still forming their identities and skills. In this sense, the metaphor illustrates the promise and opportunities that await them while also highlighting the frailty of youth.

Data 2

Metaphor: Ontological

From the stanza 2 line 1, there is an ontological metaphor that develops when the seedling demonstrates a lack of self-confidence by saying, "**I am not so very robust.**" This sentence shows that even though a seedling may be smaller or not as strong as other plants, it still has the potential to withstand adversity and existing obstacles. This is not a consciousness barrier emphasizing that it is equally important to be committed and to work as hard as achievable to overcome any obstacles that may arise.

This metaphor effectively expresses a sense of promise and optimism. Despite being in less than perfect circumstances, the seedling illustrates that everyone has the capacity to strive and flourish, regardless of their visible talents or flaws. Limitations are a part of a bigger process of growth, not the end of the journey. The seedling suggests that hope can flourish even in the most trying circumstances if one is willing to work for it.

Data 3

Metaphor: Image Schema

From stanza 3 line 1 and 2, the sentence of "**Pushed a little leaflet up into the light of day,**" has an essential structural metaphor. Alongside representing the plant's actual growth, this physical activity additionally represents an expanded attempt to get beyond the several challenges encountered. The seedling indicates a strong desire to rise from the shadows and enter the hopeful the brightness of life as it pushes its tiny leaflet up towards the light.

This metaphor indicates that hardship is an integral part of any growing process. Lifting a leaf to the light can be interpreted in the context of life as an individual's attempt to confront challenges and obstacles that might hinder their progress. These obstacles may take the form of anxieties, uncertainties, or even adverse outside circumstances. Therefore, pushing the leaf represents tenacity and the bravery to get up in the face of difficulty.

Data 4

Metaphor: Orientational

From stanza 6 in lines 1 and 2, there are orientational metaphors in the sentences **"The sunshine poured upon it"** and **"the clouds also gave a shower"**. The sentences effectively illustrate natural elements as representations of external supports that are crucial to life's journey. Bright sunshine symbolizes the good vibes, optimism, and support required for development. Its many rays offer warmth and sustenance, much like the encouragement we get from those close to us—friends, family, or mentors—who help us advance.

However, the clouds which generate rain symbolize a more difficult part of life, where rain can be seen as obstacles or issues that need to be faced. Rain may seem like an issue, but it is also crucial for evolution. Plants cannot survive without water, which serves as an example of how challenges are often necessary to promote our growth and education. In this sense, rain can be viewed as a life lesson that develops resilience and makes us stronger and more knowledgeable individuals.

Data 5

Metaphor: Ontological

From stanza 7 in line 1 **"Be like the seedling"** The lines in the poem have an ontological meaning that highlights the existence and nature of children and seedlings. With this comparison, it explains that this stanza aims to inform readers of the comparison between seedlings and children. Just as plant seedlings have the opportunity to grow and change to become more mature. So, children have a lot of potential to become themselves. This analogy can show that children are in their early stages of growth. This growth does require effective nurturing and care. This analogy shows that children are in the early stages of their life journey, needing proper nurturing, care and conditions to develop. Seedlings are often associated with vulnerability, innocence, and the need for support to reach maturity, implying that children are also in a formative phase where the environment and people around them greatly influence their development.

Moreover, this comparison underscores the natural and necessary process of growth, inviting readers to consider the different stages of development in seedlings and children. Ultimately, the book reinforces the idea that, like seedlings reaching for the sunlight, children should be encouraged to strive for their aspirations and goals, highlighting the importance of recognizing and nurturing the potential that lies within each child.

4. Conclusion

Based on the analysis above, it can be concluded that there are three kinds of metaphors in the poem "The Seedling" by Paul Laurence Dunbar. Those are ontological, image scheme, and orientational. The metaphors used in Paul Laurence Dunbar's 'The Seedling' speak to the stages of human improvement, utilizing characteristic pictures such as seeds, roots, daylight, and rain. Each allegory is utilized to portray desires, dreams, trusts, and the plausibility of developing into a grownup in spite of having to overcome numerous challenges. In the poem "The Seedling," there are many ontological metaphors in the poem "The seedling" because these metaphors usually compare an object with the self-motivation that exists in humans, activities that exist, and characteristics contained in a human being. They also use the word seedling to describe a human being who is growing and experiencing the process of life, because that is what makes this ontological metaphor dominant in this poem. This study reveals the underlying ideas in these metaphors that are represented in

Dubar's poem, by examining the metaphors used in the poem and demonstrating how they enhance the reader's interaction with the content. Moreover, in African-American literature, metaphors also function as cognitive frameworks that direct interpretation, enabling readers to relate abstract concepts to more concrete, well-known experiences. Therefore, for further study or other research should take a consideration such as comparing metaphors in Dunbar's other works or analyzing how metaphors function in other African-American poets' writings.

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THE TRANSLATION OF IMPLICIT COMPLIMENTS IN SUBTITLE OF *BUMI MANUSIA*: CROSS-CULTURAL PRAGMATICS

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Abstract

Implicit compliments were one of the speech acts forms, often found in high-context cultures such as Indonesia, in which implicitly attributed credit to someone other than the speaker, conveying admiration indirectly. The study aimed to provide a new perspective that not only contributed to the existing literature on cross-cultural pragmatics and translation studies, but also addressed the possible challenges posed by implicit compliments in movie translation in terms of Indonesian cultural context. The data for this study were collected by watching the movie "*Bumi Manusia*" on Netflix, observing both the original Indonesian dialogue and the English subtitles. Through the analysis, the study identified two main types of implicit compliments, those referring to achievements and those involving comparisons based on Boyle's (2000) framework. From the 28 data collected, the findings indicated that translators employed several translation procedures proposed by Newmark (1988), such as modulation, transposition, transference, and cultural equivalence to convey the meaning of implicit compliments. Furthermore, this study also highlighted the inherent challenges associated with the translation of implicit compliments, particularly in terms of cultural and linguistic aspects, including symbolic cultural meaning, language structure, and culturally specific terms.

Keywords: *Cross-cultural pragmatics; implicit compliments; translation*

1. Introduction

Language reflects a nation's identity. It has characteristics that distinguish the identity of a country or region from others, one of which is in terms of giving and receiving compliments. Indonesia is the second country in the world with the largest number of languages after Papua New Guinea (Collins, 2019), which creates many characteristics in the area of giving and receiving compliments among its people. Bruti (2006) states that speech acts such as compliments are subject to sociolinguistic and cultural variations, and the differences in giving and receiving compliments can be observed across languages with cross-cultural pragmatics approach.

Pragmatics is a branch of linguistics' study that is concerned with meaning, or it can be referred to as the study of language in context (Stadler, 2018). It is focuses on person's ability to derive meanings from specific kinds of speech situations to recognize what the

speaker referring to (Kreidler, 2002). Pragmatics is frequently delineated as adhering to two distinct traditions. The first is the Anglo-American tradition, which is closely related to the philosophy of language and is concerned with theories of implicature and presupposition, speech acts, deixis, and so forth. The second is the European, which takes a broad view of the act of communicating meaning in context. It also includes the study of language in use from a social and cultural perspective. In translation studies, interest has gradually shifted from the Anglo-American view to a broader European-Continental approach (Dayter, Locher, & Messerli, 2023). The relationship between pragmatics and culture is of particular significance in understanding how people engage in communicative practices and interpret the meaning conveyed by the speaker. Cultural norms play a crucial role in shaping the expression of politeness and directness or indirectness in speech, which in turn affects how meaning is interpreted in different contexts. For instance, the practice of offering indirect or implicit compliments may be more prevalent in certain cultures, such as Indonesia, as a means of maintaining harmony. Conversely, in other cultures, offering explicit or direct compliments may be preferred. This dynamic intersection between language and cultural practices is essential for a comprehensive understanding of cross-cultural pragmatics.

This study examines implicit compliments in the Indonesian movie, "*Bumi Manusia*" or "*The Earth of Mankind*," directed by Hanung Bramantyo and adapted from Pramoedya Ananta Toer's acclaimed novel. Set during Indonesia's colonial era, the movie presents a rich narrative of cultural identity and societal challenges. It offers an excellent framework for analyzing the nuances of implicit compliments and their translation into English, shedding light on cross-cultural communication in historical and cultural contexts.

Previous researchers have already conducted in the field of compliments and translations. Widyanita and Pasaribu (2019) found that compliments in '*Me Before You*' predominantly express admiration, align with Arimbi (2021) finding that compliments in movie '*The Spectacular Now*' focus on appearance, ability, and personality to express admiration and reinforce social connections. There has been progress in research on compliment in movies, by examining the giving of compliment and also the response to the compliment carried out by Fristando (2022), who analyses politeness strategies in giving and responding to compliments by two movies' characters, '*Fundamentals of Caring*' and '*Wonder*,' highlighting that both movies predominantly use positive politeness strategies, including giving gifts, exaggerating interest, approval, and sympathy to deliver their compliments and use some of strategies in response the compliments, including appreciation token, praise upgrade, comment history, comment acceptance, return, scale down, question, disagreement, and no acknowledgement.

In terms of translation, Sudarto et al. (2020) finds that translating English into Indonesian for *National Geographic* TV Shows requires cultural adjustment, as evidenced by the careful selection of words and translation techniques, including the adjustment of language, idioms, word choices, unit systems, and daily expressions. Moreover, Renna (2023) examined the untranslatability of Chinese and English forms of address in subtitles by analyzing from TV series 女心理师 (*The Psychologist*), revealing the challenges in finding the best choice in translating hierarchy terms like 老师 (*lǎoshī*) and 小 (*xiǎo*) into English, which increasingly avoids hierarchical titles. Other than these studies, Afandi and Authar (2021); Saputra et al. (2022); Saragih and Manullang (2023) discuss the translation techniques in movie subtitles, including adaptation, amplification, borrowing, calque, compensation,

description, discursive creation, established equivalence, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, variation, direct translation strategy, retention strategy, specification strategy, omission strategy, and official equivalent strategy.

This study builds on previous research to address noteworthy gaps in the field of compliment and translation studies. By using the same research object, movie, this study will focus more on implicit compliments, a topic that is currently under-researched, because its closely related to norms and culture, so researchers need to understand the cultural context well so as not to cause misperception. Therefore, this study focuses on this aspect, using Indonesian as the Source Language (SL) and English as the Target Language (TL), and aims to investigate: (1) What types of implicit compliments are found in the *"Bumi Manusia"* movie? (2) What translation procedures are used in translating the implicit compliments? And (3) What possible challenges are likely to be faced by translators in translating the implicit compliments?

Through an in-depth examination of the movie *"Bumi Manusia,"* the researchers aim to provide a new perspective related to translation of implicit compliments that not only contributes to the existing literature on cross-cultural pragmatics and translation studies, but also addresses the possible challenges posed by implicit compliments in movie translation in terms of Indonesian cultural context. The results of this study are expected to serve as a basis for further research on the same topic or for comparison with different genres of movies or novels and different target languages.

2. Literature Review

Pragmatics, as a branch of linguistics, plays a vital role in understanding how meaning is conveyed in context, especially in cross-cultural communication. Levinson (2003) defines pragmatics as a follow:

1. Pragmatics is the study between language and context that are grammaticalized, or encoded in the structure of a language.
2. Pragmatics is the study of the relations between language and context that are basic to an account of language understanding.
3. Pragmatics is the study of the ability of language users to pair sentences with the contexts in which they would be appropriate.
4. Pragmatics is the study of deixis, implicature, presupposition, speech acts, and aspects of discourse structure.

Building on this understanding of pragmatics, cross-cultural pragmatics further explores how individuals from different cultural backgrounds interpret and negotiate meaning based on their cultural norms and contextual knowledge. In this context, "cross-cultural" literally means "between cultures", referring to the negotiation of meaning across different cultures. This definition does not refer to the study of issues relating to people communicating across cultural boundaries, but rather to the study of issues relating to intracultural communication (Stadler, 2018).

In social relations, the establishment of positive relationships is of paramount importance. One effective method for fostering such relationships is through the act of offering a compliment. Holmes (1988) posited that a compliment can be conceptualised as a

speech act, which explicitly or implicitly attributes credit to someone other than speaker, usually the person addressed, for some 'good' (possession, characteristic, skill, etc.) which positively valued by the speaker and the hearer. Importantly, explicit compliments are directly expressed, such as "You look great in that outfit," whereas implicit compliments convey praise indirectly, often requiring contextual interpretation. For instance, saying, "You always find the best solutions," can function as an implicit compliment depending on the context. The use of compliments, which is a type of positive communication, is extremely important in the social interactions in Indonesia. One of the most essential and common functions of compliments is to reinforce and enhance the bond of solidarity between the speaker and the hearer. There are several functions of compliments adapted from Wu (2008):

1. To express admiration or approval of someone's work or appearance or taste.
2. To establish, confirm, and maintain solidarity.
3. To replace greetings/ gratitude/ apologize/ congratulations.
4. To soften face-threatening acts such as apologise, requests and criticism.
5. To open and sustain conversation.

In light of the aforementioned explication of the function of giving compliments, it can be posited that compliment is an utterance that is directed towards the purpose of satisfying the speech partner.

Indonesia is one of country used high-context cultures communication which a significant proportion of communication is implicit, relying heavily on contextual cues, nonverbal communication, and shared understandings among individuals. According to Hall (1976) these cultures tend giving a simple message with profound implications, as a considerable proportion of their interactions are based on non-verbal communication and implicit understandings. Thus, the same can be said of the act of offering a compliment. For instance, Javanese society is characterized by a reluctance to disclose one's emotional state to others, as well as a tendency to refrain from external and internal emotional expression. Additionally, Javanese people seldom employ direct speech to convey their intentions, whether in the form of requests, disapproval, or a will (Wulansari, 2019). Consequently, the utilisation of indirect speech enhances the likelihood of misinterpretation in interpreting interlocutors' statements, particularly when translating implicit compliment from a movie, which necessitates a range of competencies to convey the correct meaning from the SL to the TL.

A wealth of studies has been conducted on compliments and translations. For instance, Agustiyani (2020) investigated compliment strategies used by the judges in Indonesian and American Idol 2019, which found that there are three types of compliment strategy used by the judges in Indonesian Idol: explicit compliment (53%), followed by implicit compliment (41%) and non-compliment (6%). On the other hand, the strategy that is mostly used by the judges in American Idol is implicit compliment (59%), followed by explicit compliment (36%) and non-compliment (5%). From the research, it can be said that the way the American judges gave compliments on the singing competition show is at odds with the cultural reflection of Western people, who are supposed to be more direct in the way they speak.

In 2023, there was research development conducted by Puspitasari and Fauziati that analysed the compliment expression found in the movie entitled '*Afterlife of the Party*.' In

the research, the researchers found 5 types of linguistic from the movie; 4 topics of compliment based on Holmes (1996); and 5 functions of compliment using Wu (2008) classification.

Furthermore, in the field of translation, Susini (2020) explored how implicit meanings in Indonesian texts are translated into English from a book of Indonesian short stories entitled '*Mandi Api*' and its translation in English entitled '*Ordeal by Fire*.' The study found that while some implicit constructions were preserved in English, others were rendered with explicit meanings. Although the source text and target text have different constructions in the translations studied, the meaning of the source text is successfully conveyed into English.

Chai, Ong, Amini, and Ravindran (2022) examined the strategies and challenges involved in translating Chinese cultural items into English subtitles. The most effective translation strategies were identified as omission, direct transfer, equivalence, and adaptation. Additionally, the main challenges in audiovisual translation were highlighted as technical, cultural, and linguistic. The researchers also stated that accent and pronunciation, as well as grammatical errors in dialogue that must be corrected in the subtitles, necessitate specialised knowledge and skill from the subtitler and translator.

3. Research Method

This study adopted the descriptive-qualitative method to analyze the translation of implicit compliments in the subtitles of the movie "*Bumi Manusia*." The objective is to categorize the implicit compliments based on their types, analyze the procedures employed in translating implicit compliments in the subtitles of "*Bumi Manusia*," and identify the challenges translators face when translating these implicit compliments. The "*Bumi Manusia*" was chosen as the object of study because of its rich depiction of Indonesian cultural and linguistic elements. An adaptation of Pramoedya Ananta Toer's famous novel, the movie embodies the high-context communication that is a hallmark of Indonesian culture. These qualities make it an ideal source for examining how implicit compliments, as a subtle form of communication, are preserved or adapted in translation.

The data for this study is collected by watching the movie "*Bumi Manusia*" on Netflix, observing both the original Indonesian dialogue and the English subtitles. The researchers focused on identifying utterances that contained implicit compliments. All relevant dialogues containing implicit compliments were transcribed and categorized into the source and target languages.

The data source for this research is the subtitles of the movie "*Bumi Manusia*." As this is a qualitative study, the researchers acted as the primary instrument, or human instrument, in collecting and analyzing the data. To ensure the accurate transcription of the implicit compliments in both Indonesian and English, the researchers watched the movie multiple times. This method enabled the researchers to focus on cultural elements, contextual aspects, and translation techniques applied to implicit compliments. Several measures were taken to ensure the reliability of the data. Independent validation was carried out by involving a second researcher to cross-check the implicit compliments identified and their translations, and iterative checks ensured that the analysis remained within the framework of the study.

The data analysis is conducted in a series of stages. First, the researchers categorized the implicit compliments found in the subtitles in accordance with the framework proposed

by Boyle (2000), which was chosen for its suitability in analyzing implicit compliments. This framework distinguishes between two principal categories of implicit compliments: Firstly, implicit compliments referring to achievements. Secondly, implicit compliments involving comparison are considered. The latter category has been further subdivided to facilitate comprehension of the context in which implicit compliments are given using Holmes' (1986) compliment strategies theory: Appearance, skill or ability, and personality. Subsequently, the translation procedures employed by the translator are analyzed using Newmark' (1988) translation procedures theory, which provides a comprehensive approach to understanding how meaning and cultural nuances are conveyed across languages. This framework includes translation procedures such as transference, cultural equivalent, transposition, and modulation. Finally, the researchers examined potential difficulties faced by translators when dealing with implicit compliments.

4. Results and Discussion

Through an in-depth analysis of the implicit compliments found in the subtitle translations of *"Bumi Manusia."* In this section, the researchers present the findings and discussion of the implicit compliments. Based on the finding, it was found 28 utterances containing implicit compliments throughout the three-hour span of the movie. In accordance with Boyle (2000), the researchers have classified these implicit compliments into two categories: referring to achievements and involving comparison. The latter category has been further subdivided to facilitate comprehension of the context in which implicit compliments are given using Holmes (1986) compliment strategies theory: Appearance, skill or ability, and personality. Furthermore, the researchers found that the translators used several translation procedures as proposed by Newmark (1988) in translating those utterances, including: Transference, cultural equivalent, transposition, and modulation. Table 1 below shows the collected data of the implicit compliments in *"Bumi Manusia."*

Implicit Compliment Types	SL Excerpts (Indonesian Spoken Dialogues and Subtitles)	TL Excerpts (English Subtitles)	Translation Procedures
Refferring to Achievements:			
1. Appearance	Datum 1: <i>Heran kamu melihat <u>mama berdiri tegak seperti Perempuan Eropa?</u></i> Datum 2: <i>Kereta kencana ini akan membawamu memuja <u>gadis impian pemuda.</u> Dan aku menyantap daging sapi jantan muda.</i>	Datum 1: <i>Surprised to see <u>my mama stand up straight like a European woman?</u></i> Datum 2: <i>This golden chariot will carry you to court <u>the girl of your dreams,</u> and me to eat veal. Cool, right?</i>	Transposition Modulation
2. Skill or Ability	Datum 3: <i><u>Dari kecerdasan Sinyo tampaknya Sinyo tidak hanya tertarik pada sejarah.</u></i>	Datum 3: <i><u>From your intellect, it seems history is not the only thing you're interested in, sinyo.</u></i>	Transference

	Datum 4: <i>Tidak. Ini tulisan tentang kehidupan di Hindia. <u>Jarang sekali ada yang menulis ini.</u> Kau tahu nama aslinya?</i>	Datum 4: No. I found an article about life in the Indies. <u>That is rare.</u> You know what's his real name is?	Modulation
	Datum 5: <i>Jadi, Max Tollenaar adalah murid di kelas ini? <u>Bagus! Pribumi atau bukan, bukan ukuran.</u> Tulisan-pemikiran bagus adalah tulisan-pemikiran yang bagus.</i> Lagi pula, bisa kita pelajari.	Datum 5: So, Max Tollenaar is a student in this class? <u>That's great! Native or not, that doesn't matter.</u> Good writing and ideas are good writing and ideas. In fact, we can learn from it.	Transposition
	Datum 6: <i><u>Aku percaya kamu bisa bikin nama Minke jadi bagus.</u></i>	Datum 6: <u>I believe you will make the name Minke wonderful.</u>	Modulation
	Datum 7: <i>Kau mengadu antara hukum Eropa dengan hukum Islam. <u>Itu sangat berani.</u></i>	Datum 7: You're pitting European law against Islamic law. <u>This is a gutsy move.</u>	Modulation
	Datum 8: <i>Es krim ini penemuan terbesar abad ini, Minke! <u>Manusia ternyata tak hanya bisa mengubah kapal kayu jadi uap.</u> Tapi juga membawa hawa dingin Eropa ke daerah tropis.</i>	Datum 8: This ice cream is the greatest invention, Minke! <u>The human brain can not only transform the wooden ship into the steamboat, it can bring cold air to tropical lands.</u>	Modulation
	Datum 9: <i>Iya. Seratus delapan puluh hektar. Dengan 500 pekerja. <u>Semuanya mama yang kelola. Termasuk masalah keuangan dan segala urusan di bank.</u></i>	Datum 9: Yes. All 180 hectares of them, with 500 workers. <u>Mama manages all of them, including the finances and all banking matters.</u>	Transposition
	Datum 10: <i><u>Jadi Mama belajar semua ini sendiri?</u></i>	Datum 10: <u>So, you learned all this on your own?</u>	Modulation
	Datum 11: <i><u>Aku pikir orang sini cuma tahu tentang kincir angin Delft Blue.</u></i>	Datum 11: <u>I thought people here were only familiar with the delft blue windmill.</u>	Transference
	3. Personality		

	Datum 12: <u>Apalagi yang kau pahami?</u> <u>Sam Pek Eng Tay? Legenda Putri Chang E Huang Zu?</u> Datum 13: <u>Tapi, Nyai Ontosoroh dia benar-benar membuat pemikiran modernku berhenti berputar.</u> Datum 14: <u>Kamu adalah jawaban kegelisahan ayah atas kondisi masyarakat pribumi.</u> Datum 15: <u>Berbahagiaalah dia yang makan hasil keringatnya sendiri.</u> Datum 16: <u>Annelies terlahir dari tempaan tekanan bertubi-tubi. Tetapi itu justru yang membuatnya menjadi kekuatan untuknya, pesona untuknya.</u> Datum 17: <u>Saya adalah saksi dari cinta dua insan yang teramat indah yang hanya bisa tumbuh setelah badai besar melanda.</u> Datum 18: <u>Kita telah melawan sebaik-baiknya, se hormat-hormatnya.</u>	Datum 12: <u>What else are you familiar with? Sam Pek Eng Tay? The Legend of Princess Chang'e?</u> Datum 13: <u>But, Nyai Ontosoroh she really makes my modern mind stop working.</u> Datum 14: <u>You are the answer to my father's restlessness over the natives' conditions.</u> Datum 15: <u>Happy is he who eats from the fruit of his own labor.</u> Datum 16: <u>Annelies was born among relentless pressure and stress. But they only fuelled her strength and charm.</u> Datum 17: <u>I have been lucky to be a witness of a very beautiful love that grew after a huge storm.</u> Datum 18: <u>We have fought the best way we can in the most honorable way.</u>	Modulation Modulation Transposition Modulation Modulation Transposition Transposition
Involving Comparison			
1. Appearance	Datum 19: <u>Hidung belang lokal. Payah. Yang ini ada di Wonokromo. Gadis Indo. Lebih nyata dari gadis di fotomu.</u>	Datum 19: <u>You local playboy. You're so lame. This one is in Wonokromo. She's of mixed-race. More beautiful than the girl in your treasured photo.</u>	Cultural Equivalent

	Datum 20: <u>Tak sangka, bisa berhadapan dengan dewi secantik ini.</u> Datum 21: <u>Ini dipakai dulu, biar tidak gosong. Nanti tak cantik lagi! Kalah dariku.</u> Datum 22: <u>Kasihannya Perempuan-perempuan Belanda itu, Ann. Malu mereka atas kecantikanmu.</u> Datum 23: <u>Pada suatu hari ada seorang gadis, cantik, secantik dewi.</u>	Datum 20: <u>I wasn't expecting to meet a beautiful goddess like you.</u> Datum 21: <u>Please wear this so you won't get sunburnt. Else you won't be as beautiful. You'll lose to me.</u> Datum 22: <u>I feel bad for the Dutch women. They all feel inferior because of your beauty.</u> Datum 23: <u>Once upon a time there was a girl, as beautiful as a goddess.</u>	Modulation Modulation Modulation Transposition
2. Skill or Ability	Datum 24: <u>Dari mana mamamu mempelajari semua ini? Dia lulusan mana?</u> Datum 25: <u>Mereka yang memulai menabuh gamelan. Tapi gongnya ada di kamu.</u> Datum 26: <u>Seperti gong dalam gamelan. Ketika dipukul, seluruh irama gamelan berhenti. Kau akan jadi gong itu, Minke.</u>	Datum 24: <u>Where did your Mama learn all of this? What school did she go to?</u> Datum 25: <u>They are the ones who beat the gamelan. But the gong is in your hand.</u> Datum 26: <u>Just like a gong among the gamelan. All the rhythm stops when you hit it. You will be that gong, Minke.</u>	Transposition Transposition Transposition
3. Personality	Datum 27: <u>Tapi setangkai Tulip lebih mahal dari serumpun Mawar.</u> Datum 28: <u>Jawa tapi berpikiran modern adalah jawaban atas negerimu.</u>	Datum 27: <u>But the stem of a tulip is still worth more than a bunch of roses.</u> Datum 28: <u>A Javanese man with a modern way of thinking will be a way out for your nation.</u>	Transposition Modulation

Table 1. The Data of Implicit Compliments in "Bumi Manusia"

4.1 Implicit Compliment Types

The finding illustrates the presence of 28 utterances containing implicit compliments. In accordance with Boyle (2000), the data shows 18 utterances are implicit compliments referring to achievements and the remainder are implicit compliment involving comparison. The latter category has been further subdivided to facilitate comprehension of the context in which implicit compliments are given.

Firstly, implicit compliments referring to achievements are compliments that are delivered implicitly through the individual's achievements and accomplishments. As such, the compliment is not expressed explicitly; rather, it is referred through the achievements that the person has made. For instance, one may not directly state that someone is intelligent or talented, but they may refer to successes in education, work, or other activities that reflect the individual's personality, ability and dedication. Datum 15 is one of the examples of personality topics concept:

SL:	TL
Nyai Ontosoroh: <i>Usaha apa, Nyo?</i>	Nyai Ontosoroh: What line of business, nyo?
Minke: <i>Mebel. Dari kelas teratas, Ma. Mungkin Mama sering lihat di Kerajaan Inggris, Austria, Prancis. Dari mulai Renaissance, Baroque, Rococo, sampai Victoria saya ada. Dan biasanya saya tawarkan di kapal. Untuk orang tua teman-teman sekolah saya.</i>	Minke: Furniture. Of the highest class, Ma. You might have often seen them in England, Austria, and France. I have everything from Renaissance, Baroque, Rococo, to Victorian. I usually travel on ships to sell them, to my schoolmates' parents.
Minke: <u><i>Berbahagiaalah dia yang makan hasil keringatnya sendiri.</i></u>	Nyai Ontosoroh: <u>Happy is he who eats from the fruit of his own labor.</u>

Table 2. Excerpt of Datum 15

In the excerpt, Nyai Ontosoroh's statement. "*Berbahagiaalah dia yang makan hasil keringatnya sendiri.* (Happy is he who eats from the fruit of his own labor)", functions as an implicit compliment to Minke, who has worked diligently in the furniture business. Although she does not mention Minke by name, Nyai Ontosoroh acknowledges Minke's dedication and hard work in achieving success, and emphasises the value of independence. This expression demonstrates appreciation for Minke's achievements and illustrates that the results of one's own efforts are honourable.

Secondly, the term "implicit compliments involving comparison" is used to describe compliments that are conveyed indirectly through the use of comparison. In this form, the compliment is not delivered directly, but is embedded within an expression or statement that compares a person with someone else highlighting their distinctive qualities and abilities that are not commonly found in others (in the context of the movie). This type of compliment can reinforce a positive impression in a subtle and effective manner, particularly in a cultural context that values modesty or humility, as is the case in Indonesia. Datum 26 is one of the examples of skill or ability topic concept:

SL:	TL:
Miriam (Bahasa Belanda): <i>Minke. Sejak pertemuan kita di rumah ayah menyatakan kekaguman atas kecerdasanmu. Begitu pun aku dan Sarah. Kamu adalah jawaban kegelisahan ayah atas kondisi masyarakat pribumi. Jawa tapi berpikiran modern adalah jawaban atas negerimu. Seperti gong dalam gamelan. Ketika dipukul, seluruh irama gamelan berhenti. <u>Kau akan jadi gong itu, Minke.</u></i>	Miriam (in Dutch): Ever since our encounter at my home, Dad has stated his admiration for your intelligence. As have I and Sarah. You are the answer to my father's restlessness over the natives' conditions. A Javanese man with a modern way of thinking will be a way out for your nation. Just like a gong among the gamelan. All the rhythm stops when you hit it. <u>You will be that gong, Minke.</u>

Table 3. Excerpt of Datum 26

From the excerpt, Miriam associates Minke with the gong in the gamelan to convey implicit compliment for his intelligence and potential as an influential figure. Miriam states that she, Sarah, and her father are impressed by Minke's modern thinking, which addresses her father's concerns about the condition of the indigenous people. Miriam's assertion that "*Jawa tapi berpikiran modern adalah jawaban atas negerimu*. (A Javanese man with a modern way of thinking will be a way out for your nation)" indicates her belief that Minke, despite his indigenous background, possesses the capacity to effect change within his nation. The gong analogy used emphasizes that, just as the gong is able to stop the entire rhythm of the gamelan when struck, Minke also has the ability and important role to influence society.

This study's result is the same as the study of compliment strategies in a movie entitled "The Spectacular Now," conducted by Arimbi (2021). This study reveals that the topics of skill or ability are the most commonly used, followed by the topics of personality and appearance. This indicates that implicit compliments are more likely to recognize an individual's abilities and character than their physical appearance. These findings extend Arimbi's (2021) study by shifting the focus from explicit to implicit compliments, thereby deepening the analysis of compliment strategies. Using Boyle (2000) classification, this study classifies implicit compliments to highlight how implicit compliments can be employed to acknowledge achievements or establish admiration through comparison. This, in turn, provides insight into the cultural nuances in the expression of compliments.

4.2 Translation Procedures

This study aims to analyze the procedures used in the translation of implicit compliments. The translation procedures are utilized for the translation of sentences and smaller language units, which is appropriate rather than the translation methods to analyze the forms of implicit compliments in the text (subtitles), as this allows for a flexible approach in capturing the nuances of implicit compliments according to the cultural and communication context in which they are expressed. Based on the findings, translators use 4 procedures proposed by Newmark (1988), of which modulation is the most used, followed by transposition, transference, and cultural equivalent.

According to Newmark (1988), modulation is a translation procedure in which a translator attempts to reproduce the message of the SL in the TL while adhering to the prevailing TL norms. This is especially important given that the SL and the TL may appear from different perspectives. Essentially, modulation can be defined as a shift in perspective.

Datum 8:

SL: *Manusia ternyata tak hanya bisa mengubah kapal kayu jadi uap. Tapi juga membawa hawa dingin Eropa ke daerah tropis.*

TL: The human brain can not only transform the wooden ship into the steamboat, it can bring cold air to tropical lands.

The translators shift a general term, “*manusia* (humans),” to a specific term, “the human brain,” and the word, “*Eropa* (Europe)” is not translated in the TL to make the subtitle clearer and more concise.

Besides the modulation, transposition is a common occurrence in translation. This is due the fact that each language has distinct set of grammatical rules.

Datum 18:

SL: *Kita telah melawan sebaik-baiknya, se hormat-hormatnya.*

TL: We have fought the best way we can in the most honorable way.

As it can be seen in the SL, the structure uses repetition and emphasis through the use of “*sebaik-baiknya, se hormat-hormatnya*,” wherein the modifier follows the main action (*melawan*). In the TL, this phrase is translated to “the best way we can in the most honorable way,” with the modifiers are more explicitly expressed before the main idea to align with English sentence structure. This procedure effectively preserves the SL meaning without distorting the message in the TL by ensuring clarity and maintaining the intended tone that suits the English style.

Furthermore, another procedure is transference or borrowing, whereby a SL word is reproduced in the TL without alteration to form or meaning. This approach enables translators to preserve the original cultural significance and context of the term, thereby facilitating a richer understanding of the SL culture for the TL audience, particularly in instances where no equivalent term exists in the TL.

Datum 3:

SL: *Dari kecerdasan Sinyo tampaknya Sinyo tidak hanya tertarik pada sejarah.*

TL: From your intellect, it seems history is not the only thing you’re interested in, sinyo.

The term “*Sinyo*” is directly transferred from the SL to the TL, as there is no exact equivalent in English. According to *KBBI* “*Sinyo*” is the unmarried son of a European or European *peranakan* during the Dutch colonial period. Similarly, although not specifically included in this procedure, the term “*Nyai*” serves as an example (“*Kamus Besar Bahasa Indonesia (KBBI)*,” 2016). According to Berg (2010), “*Nyai*” is a nickname for an indigenous woman, who may also be Chinese or Japanese, who lives with European, Chinese, or Arab men without marriage relationships. Borrowing in this way enriches the TL by incorporating unique cultural elements, especially for expressions, names, or titles with deep cultural connotations, allowing the TL audience to gain insight into the SL culture and its historical context.

The final procedure is a cultural equivalent. This is an approximate translation in which a SL cultural word is translated by a TL cultural word (Newmark, 1988).

Datum 19:

SL: *Hidung belang lokal. Payah. Yang ini ada di Wonokromo. Gadis Indo. Lebih nyata dari gadis di fotomu.*

TL: You local playboy. You're so lame. This one is in Wonokromo. She's of mixed-race. More beautiful than the girl in your treasured photo.

The term “*Indo*” is used to describe the child of an indigenous woman (*Nyai*) and a European man Hera & Wijaya, 2014). Therefore, based on the excerpt above, “*gadis Indo*” can be translated as a “mixed-race,” which conveys a similar cultural understanding in the TL context. By using the term “mixed-race,” the translators effectively communicate the cultural nuance of the SL term while making it accessible to the TL audience, who may not be familiar with the specific historical context of “*Indo*.”

The result of the translation procedures used in translating implicit compliments in subtitles is in accordance with the findings of previous research conducted by Afandi and Authar (2021); Saputra et al. (2022); Sudarto et al. (2020). These studies also identified modulation, transference, and transposition as key translation strategies employed in subtitles. However, this study builds on these insights by including the cultural equivalent as an additional translation procedure that supports the analysis of implicit compliments in “*Bumi Manusia*.” By adopting this combination of procedures, this study provides a comprehensive view of how implicit compliments can be effectively conveyed across languages, considering cultural nuances and enhancing the readability and relatability of the TL for an international audience.

4.3 The Possible Challenges

The translation of implicit compliments from “*Bumi Manusia*” into English have the possibility to presents a number of complex challenges, primarily due to the existence of differences in cultural communication styles and language structures. These challenges have the potential to significantly impact the manner in which implicit compliments are conveyed in the target language, thereby affecting their intended meaning.

Traditions, cultures, beliefs, thoughts, or ideas can be preserved and protected when it is widely accepted and recognized by the international community (Zhang, 2014). The Indonesian cultural context is characterized by a strong emphasis on indirect communication, with the use of subtle compliments that reflect the language's high-context nature. This reliance on context results in implicit compliments being frequently conveyed through allusions or comparisons, as opposed to direct statements. To illustrate, in Datum 26, Miriam compares Minke's potential impact to a “*gong* among the *gamelan*.” In Javanese culture, the *gong* is a significant symbol, representing leadership and influence. The phrase, “Just like a *gong* among the *gamelan*. All the rhythm stops when you hit it. You will be that *gong*, Minke,” demonstrates admiration for Minke's potential influence. However, without an understanding of this cultural symbolism, English-speaking audiences may not fully grasp the depth of this implicit compliment. Consequently, translators must therefore navigate

cultural references carefully, such as adjusting or expanding the translation to clarify culturally loaded compliments.

Additionally, structural differences between Indonesian and English create challenges in maintaining the original intent and style of implicit compliments. Indonesian expressions often include repetitions or specific word choices to emphasize particular aspects. However, such stylistic elements may not be directly translatable into English. Datum 18, "*sebaik-baiknya, se hormat-hormatnya*," translated into "the best way we can in the most honorable way," adjusting the original repetition to fit English syntax which emphasizes effort and respect. However, the English language lacks a direct equivalent for this emphasis, which means that translators must decide whether to use a formal tone or rephrase in order to maintain the original expression, while adapting English grammar. Thus, structural adjustments may be necessary, but there is a risk that they will alter the tone or style intended by the source language.

Furthermore, certain terms in Indonesian carry culturally specific meanings that cannot be directly translated into English without losing their depth. Terms like "*Sinyo*" in Datum 3, used to refer to a young European-descended male during the Dutch colonial period, have no English equivalent. Similarly, the term "*Nyai*," refers to an indigenous woman in a relationship with European man, carrying historical and cultural value. The translators' decision to retain "*Sinyo*" in the English subtitle respects the original term's cultural significance, but it may still be unclear for non-Indonesian audiences. Translators often have to choose between retaining such terms through borrowing, as with "*Sinyo*," or using approximate terms, which may lose some of the cultural richness.

In essence, these challenges underscore the complex process of translating the implicit compliments in "*Bumi Manusia*". The translators had to be adept at handling cultural nuances, indirect communication styles, and differences in language structure, while striving to preserve the original text's authenticity. By overcoming these complexities, they have facilitated the dissemination of Indonesian cultural richness and contextual depth to a broader audience.

5. Conclusion

In conclusion, this study examined the translation of implicit compliments in the subtitles of "*Bumi Manusia*," an Indonesian movie set during the Dutch colonial period. Through the analysis, the study identified two main types of implicit compliments, those referring to achievements and those involving comparisons based on Boyle's (2000) framework. From the 28 data collected, the findings indicate that translators employed several translation procedures proposed by Newmark (1988), such as modulation, transposition, transference, and cultural equivalence to convey the meaning of implicit compliments.

The findings underscore the complexity of translating implicit compliments, particularly when navigating cultural and linguistic differences between high-context languages like Indonesian and low-context languages like English. These challenges highlight the importance of understanding cultural nuances and linguistic structures in order to preserve the subtleties of the original dialogue while ensuring accessibility for target audiences.

The study provides practical insights for translators by highlighting the need to balance cultural authenticity and audience comprehension when translating culturally

embedded expressions. For scholars of cross-cultural pragmatics, the research offers a focused exploration of how implicit compliments can serve as a lens for studying language and cultural transfer in translation. However, a limitation of this study is its focus on single movie, which may limit the generalizability of the findings to other genres or works from different cultural backgrounds. Furthermore, the study does not present a comparison between the analysis from the movie and its novel.

Future research could build upon this by examining implicit compliment translations across a range of genres, including comedies and romance, to ascertain how genre-specific elements influence translation choices and the nuances conveyed. Comparative analyses of the movie and novel versions of the same story could also deepen understanding of how different medium influence translation strategies. Additionally, it would also be valuable to investigate how different audiences interpret translated implicit compliments, which would facilitate a more comprehensive understanding of cross-cultural perception and reception in translation.

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EXPLORING THE *TEMOKAN TRADITION* IN JAVANESE WEDDINGS: AN ANTHROPOLINGUISTIC APPROACH

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Abstract

This study explores the textual, contextual, and non-contextual elements of the Temokan tradition, a vital aspect of Javanese traditional wedding ceremonies. Specifically, it examines the interplay between text, co-text, and context within these ceremonial performances. Data were collected through interviews with informants and analyzed using a descriptive qualitative method combined with an ethnographic approach. The research identifies 10 distinct performances and 10 associated texts, involving 8 types of objects classified based on their co-textual features. The co-text in the Temokan tradition includes material elements such as objects used in the ceremonies, the spatial arrangement and distance between participants, and gestures that convey symbolic meaning. Contextual elements encompass ideological, social, cultural, and situational factors, illustrating the depth and richness of the tradition. These elements are further embedded with values and norms, including religious, logical, ethical, and aesthetic dimensions. Norms such as etiquette, customary practices, legal expectations, and habitual behaviors further reflect the tradition's cultural significance. From an anthropolinguistic perspective, the study highlights key performances such as *Gantalan Sadak*, *Wiji Dadi*, *Wiji Suku*, *Sindur Binayang*, *Pangkon Timbang*, *Tanduring Pengantin*, *Kacar-Kucur*, *Dahar Kembul*, *Martuwi*, and *Sungkeman*. These performances encapsulate the symbolic, cultural, and social meanings that sustain the Temokan tradition's role in preserving Javanese identity and heritage. This research contributes to understanding how linguistic and cultural practices interweave in traditional ceremonies.

Keywords: *antropolinguistic; Jawa; performance; Temokan*

1. Introduction

In anthropolinguistics, "cultural studies" refers to the examination of cultural complexities through linguistic and cultural-linguistic perspectives. Various aspects of human life—such as politics, religion, history, and commerce—are central to anthropolinguistic studies as they are mediated and shaped by language. To function effectively in cultural activities, the structure of language must align with the traditions and conventions of the society in which it operates. Anthropolinguistic research enables a comprehensive understanding of language use by integrating theoretical elements with the customs and cultural practices of a community.

Simalungun Regency, located in North Sumatra Province, Indonesia, is an area rich in traditions and cultural heritage. According to the Central Statistics Agency (2020), its population predominantly comprises Javanese and Batak ethnic groups, with the Javanese forming the largest demographic. Javanese traditions, as intangible cultural heritage, continue to be preserved and transmitted across generations. However, the expansion of Javanese cultural influence has been shaped by various factors, often integrating peacefully into local contexts. In this setting, the *Temokan* tradition, a customary Javanese wedding ceremony, holds particular significance.

Unfortunately, the *Temokan* tradition is increasingly rare, facing a decline in perceived importance due to societal underestimation of its spiritual and cultural grandeur. This marginalization is also observed in Dusun III Karang Keri, Simalungun Regency, where the tradition is regarded as less essential. Anthrop linguistics, as defined by Sibarani (2020), examines the interrelation of language with ethnic customs, kinship systems, traditions, and cultural patterns, providing a valuable lens for studying the *Temokan* tradition.

Within this framework, the *Temokan* tradition reveals the intricate connections between language, symbolism, and cultural identity in Javanese society. The tradition emphasizes core values such as honor, hierarchy, and familial relationships, which are expressed through language and ritual actions. Key anthropolinguistic aspects of the *Temokan* tradition include:

1. Language Symbolism and Social Ethics

Language in *Temokan* rituals embodies symbolism, manifesting through honorifics and refined expressions that reflect Javanese social hierarchies and etiquette, as explored by Errington (1988).

2. Language as Performative Act

Rituals such as *balangan gantal* (throwing betel nuts) and *sungkeman* (seeking parental blessing) exemplify Austin's (1962) concept of performative language, where words serve as actions that alter social realities, such as legitimizing marriage.

3. Language and Cultural Identity

The language of *Temokan* highlights Javanese identity, reinforcing values of politeness, devotion, and ancestral respect, akin to Geertz's (1973) notion of cultural symbols shaping societal identity.

4. Language and Social Relations

As Duranti (1997) notes, language in rituals not only conveys meaning but also establishes and legitimizes social bonds. In *Temokan*, it serves as a medium for strengthening familial ties and constructing social structures.

By applying an anthropolinguistic approach, the *Temokan* tradition emerges as more than a wedding ceremony—it is a cultural practice that demonstrates the role of language and symbolism in sustaining social cohesion, constructing identity, and upholding the values of Javanese society.

2. Literature Review

Performance has two main assumptions. The first is that discussing performance involves both perception and production. The second assumption is that the scientific method requires us to ignore performance, as it is influenced by "memory involvement, attention and interest shifts, and errors," meaning every perception is linked to human thinking patterns. Hymes (1972) suggests that performance is not mechanical or inferior.

Instead, in many discussions, performance is viewed as a form of creativity within a community, expressed and inspired through conversation and daily life. The Temokan tradition is one such heritage, believed to be the result of the thoughts of past elders and a form of oral tradition where the delivery is adjusted to the context of the situation and activities, in alignment with cultural norms. This perspective aligns with Bauman's (1992) view, which posits that performance serves as a means of communicating behavior and is a type of communication event. Regarding the concept of performance, Bauman (1992) highlights that the common aspect of performance is its actual execution, in contrast to the potential capacities, models, and abstractions of such actions.

In communication, texts as verbal signs are typically accompanied by other signs that work together with the text. Oral tradition texts are similarly used alongside other signs, which play an important role in the practice of oral tradition discourse. These additional signs are referred to as co-texts (Sibarani, 2015). Van Dijk (1985) identifies three frameworks of text structure: macrostructure, superstructure, and microstructure. When these elements support one another, they help build the text, making the study of all three crucial for understanding oral tradition texts. In oral tradition performance, the text represents verbal expression or verbal behavior that conveys culture.

Sibarani (2015) categorizes co-text into paralinguistic, kinetic, proxemic, and material elements. These co-texts serve to clarify the message or meaning of a text and accompany the text during its creation (production), delivery (distribution), and interpretation (consumption) in oral tradition discourse. Oral tradition, as a performance, is always bound to the context of the situation, including the cultural, social, and ideological contexts. Situational context refers to the time, place, and manner in which the text is performed. The questions that arise regarding this context are: when, where, and how is the text performed? Cultural context concerns the cultural purposes for which the oral tradition is used, answering the question: for what cultural purpose is the oral tradition performed? Social context, on the other hand, refers to social factors that influence and shape the use of oral traditions, including gender, social stratification, ethnicity, place, education, age, and other social distinctions. The question here is: who is involved in the text? This includes actors, managers, connoisseurs, and even the supporting community.

To provide a more comprehensive understanding, several relevant studies guide this research. The first is Akhsan's (2022) study titled *The Study of Cultural Values in the Procession of Javanese Tradition Temu Manten in Kediri District*, which found that the implementation of the *temu manten* (or *panggih*) tradition in Kediri Regency involves several processes, including *Sanggan*, *Tukar Kembar Mayang*, *Balangan Gantal*, *Ranupada*, *Sinduran*, *Pangkon Timbang*, *Kacar Kucur*, *Dulangan*, *Mapag Besan*, and *Sungkem/Pangabekten*.

The second study, conducted by Setiawan (2021), is titled *Anthropolinguistic Studies in the Bridal Procession of the Pasuruan Regency Community*. It discusses the use of cultural terms, naming conventions, politeness, and cultural entities, especially in *Kawi* language, to preserve ancient Javanese culture. In contrast, modern bridal processions rarely use standard Indonesian or often incorporate foreign languages to create a more contemporary feel, with Javanese still being used to maintain a polite impression during the ceremony.

The third study by Lusiana (2021), titled *Christian Values Contained in the Temu Manten Ceremony in Javanese Traditional Marriages*, highlights how the implementation of the *temu manten* or *panggih* tradition is intertwined with Christian values, particularly in Catholicism.

3. Method

The research method employed is qualitative descriptive. The material object of this study is the *Temokan* tradition observed at Javanese weddings in Simalungun Regency. The data sources consist of audio-visual recordings captured during *Temokan* activities across various situations, field notes from interviews, and observations derived from video documentation, which were personally recorded by the researcher. These data are further supported by scholarly articles and books on Javanese culture, particularly those related to the *Temokan* tradition. The data used in this study include:

Video or Audio Recordings:

- Visual documentation of the procedures and symbols used, such as *kembar mayang* and others.
- Audio recordings of dialogues or speeches during the procession, including prayers and marriage advice.

Interview Results:

- Insights from participants or witnesses of the procession, such as *pranata cara* (ceremonial officiants).
- Understanding the philosophical meanings behind each stage of the *Temokan* tradition.
- Variations in the implementation of the tradition across different regions or families, including modern adaptations and changes.

Direct Observation:

- Detailed descriptions of the implementation process, including the sequence of events and the time taken.
- Socio-cultural dynamics: interactions among the bridal family, guests, and community members.
- Emotional atmosphere: expressions of gratitude, happiness, and hope during the ceremony.

4. Results and Discussion

As outlined in the background section, this part addresses three key aspects in response to the problem formulation: performance, text, co-text, and context within the *Temokan* tradition in the Javanese community.

4.1 Performance

Based on the observations and interviews conducted by the researchers, the stages involved in the implementation of the *Temokan* tradition are as follows:

1. *Gantalan Sadak*

Gantalan Sadak is a ritual in which the bride and groom throw *gantalan* at each other. *Gantalan* consists of small rolls of betel leaves tied with "lawe" thread and comes in two types: male and female. The ritual begins with the couple exchanging glances and smiles, followed by gradually approaching one another before throwing the betel leaves. Each stage of this ritual is imbued with symbolic gestures, actions, and objects, each carrying specific meanings and values.



2. *Wiji Dadi*

Wiji Dadi involves the groom stepping on a chicken egg. In this ritual, the groom removes his footwear and steps on a prepared egg. Each element of this stage, including words, actions, and objects used, holds its own meaning and value.



3. *Wiji Suku*

Wiji Suku is a tradition in which the bride washes the groom's feet after the “Wiji Dadi” ceremony. The water used for this is made from “Sekar Triwarna” flowers, which are a blend of rose, jasmine, and “kanthil” flowers.



4. *Sindur Binayang*

Sindur Binayang is a tradition where the couple stands behind the bride's father, holding the back of his clothes on each side. The bride's mother then accompanies them, covering their shoulders with a red-and-white "sindur" cloth as they walk towards the wedding dais alongside the bride's father.



5. *Pangkon Timbang*

Pangkon Timbang is a ritual where the bride's father holds both the bride and groom; the groom sits on his right side, and the bride on his left, symbolically weighing them.



6. *Tanduring Pengantin*

Tanduring Pengantin is the moment when the bride's father places the couple on the wedding dais.



7. *Kacar-Kucur*

Kacar-Kucur is a tradition where the groom pours symbolic offerings, or *guno-koyo*, which the bride collects using a “kacu bangun tulak” cloth.



8. *Dahar Kembul*

Dahar Kembul is a tradition where the bride and groom eat together and feed each other. The bride first feeds the groom, and then they drink coconut water from a cup.



9. *Martuwi*

Martuwi refers to the moment when the couple formally invites the parents of the groom.



10. *Sungkeman*

Sungkeman is a tradition where the couple kneels and kisses the knees of their parents in turn. The sequence starts with the groom's father, followed by the groom's mother, then the bride's father, and finally the bride's mother.



Text

A text is an expression or statement produced by a performer. This means that text contains expressions with messages conveyed by the performer to the audience. Meanwhile, the meaning of the text refers to the significance derived from the realization of lexicogrammatical elements, which serve as the medium to produce a structured text, whether written or oral, and fit within a specific context when the language is used, often following a periodic pattern (Martin, 1992:10). The following are the texts gathered from the study of the *Temokan* tradition in Javanese weddings:

Text 1:

"Assalammualaikum Wr. Wb. Kita ketemu kulo nang acara temu penganten putu kita Suriadi ambe putu kulo Marlinda, sholawat berangkaikan salam mari lha kita panjatkan puja dan puji syukur kehadiran Allah SWT ambe kanjeng nabi Muhammad SAW junjungan kita dunio iki. Ashaduallahillahaillallah waashaduanna muhammaddarasulullah."

The meaning of Text 1 is to seek the blessing of Allah SWT, conveyed through the expression of **salawat** accompanied by greetings. It invites us to offer praise and gratitude to Allah SWT and the Prophet Muhammad SAW. In essence, the **salawat** with greetings encourages us to praise and thank Allah SWT and the Prophet Muhammad SAW.

Text 2:

"Temanten kakung mecah hantiga, punika pratandha bilih piyambakipun sampun samekta samapta yen ta badhe ngayani, ngayemi lan ngayomi garwanipun"

The meaning of Text 2 is that when the groom breaks an egg, it symbolizes his readiness and willingness to bring happiness and protection to his partner in any situation. The act of stepping on the egg reflects the responsibility the groom takes on in marrying his partner, comparable to taking the bride's virginity—just as an egg cannot be restored once broken, the groom is expected to uphold happiness and provide protection. This message implies that when a husband takes his wife's purity, he should be prepared to bring happiness and shield her through life's challenges.

Text 3:

"Temanten putri hamijiki ampeyanipun temanten kakung, punika minangka pralampita bilih piyambakipun sampun samekta samapta badhe bektos dhateng kakungipun."

The meaning of Text 3 is seen when the bride washes the groom's feet, symbolizing her willingness and readiness to serve her husband. This action also serves as advice to the bride to fulfill her role of devotion to her husband in married life.

Text 4:

"Ing pungkasan upacara ngumbah sikil, penganten putri ngaturake sembah marang penganten kakung utawa kakung. Penganten kakung ngangkat garwane sing ditresnani lumaku jejer ing lorong. Bapak lumampah wonten ing sangajengipun penganten menika gadhah teges inggih menika bapak maringi tuladha saha tindak tanduk ingkang sae kangge penganten. Ibu mlaku bareng karo penganten, nutupi pundhake penganten nganggo kain sindur sing diarani sindur binayang, tegese Tut Wuri Handayani. Kanthi ati sing mantep lan bangga. Bapak mlaku dikancani penganten kakung tumuju selawe"

The meaning of Text 4 is represented by the father walking ahead of the couple, symbolizing his role as a model of good behavior for the newlyweds. It also conveys advice to the bride's father, highlighting a father's responsibility to set a positive example for the couple.

Text 5:

"Sanggya adilenggah ingkang minulya, punika lah ingkang winastan Timbangan, temanten kekalih kapangku ing jengku, ingkang ibu matur, "awrat pundi Pak ?" Ingkang rama mangsuli "ah, padha wae" punika minangka pepenget dhateng tiyang sepuh supados mboten mbedakmbedakaken antawisipun putra lan mantu, sedaya sampun karengkuh putra piyambak"

Text 5 reflects the interaction between mother and father as they ask each other, "Which one is heavier, dear?" The father responds, "Oh, they are the same." This exchange shows that parents make no distinction between their biological child and their child-in-law; both are treated as their own. In this stage, the couple sits on the bride's father's lap, and the mother asks, "Which one is heavier, dear?" The father replies, "Oh, they are the same," indicating that parents do not differentiate between their child and their child-in-law. Both are cherished equally, viewing the child-in-law as their own. Therefore, this stage advises that parents should love their child-in-law as they love their own child.

Text 6:

"Adicoro tandur penganten katindakaken dene ingkang room kanti ngelenggahaken penganten kekalih soho paring pangandikan: sing teguh, sing kukuh lan sing pengkuh anggota mbangun brayat"

The meaning of Text 6 is about advice, displayed when the father sits on the wedding dais with the couple and gives them counsel. His purpose is to strengthen the couple so that they may always be steadfast and stable in their married life, which is symbolized by the

father's action of sitting with them. Through this gesture, he continually prays for harmony and smoothness in their household. His words are intended to strengthen the couple as they embark on their marital journey.

Text 7:

"Kacar – kucur sagung minulyo. Adicoro adat mniko kasusul. Adicoro tompo koyo, ingkang paring pertondo bilih penganten kakungnggadahi tanggél jawab dumateng garwanipun."

The meaning of Text 7 pertains to the groom's responsibility toward his wife and family. The phrase "Kacar-kucur" represents the principle that a husband must always take responsibility for his wife and family. The expression "Kacar-kucur wong lio dadi sedulur" implies a transformation from strangers to family, underscoring the husband's duty to prioritize his family. As the wedding celebration unites both families, it emphasizes that people who were once strangers are now part of a single family.

Text 8:

"Pinongko tondo silih asih, asah lan asuh, kalihkalihipun nindakaken, adicoro dulangan utawi ahah walimah. Dulangan, punika mujudaken setunggaling kekudangan supados temanten kakung putri tetepa setunggal raos ing lair lan batos, jumbuh ing reh sedaya gegayuhanipun"

Text 8 reflects aspirations and hope, as the bride and groom declare their commitment to mutual love, support, and understanding. This message emphasizes the importance of loyalty, understanding, and cooperation in marriage, symbolizing the mutual love, guidance, and support necessary for marital life. When the couple exchanges glasses of water, it represents their commitment to protect one another and create a safe and harmonious household.

Text 9:

"Poru rawuh ingkang kinormatan, kasusul rawuhing besan netapi adicoro tilik pitik, besan martuwi. Ing ngarsanipun/dumateng Bp/ibu sumonggo kerso mapak Bapak soho ibu besan dumaten penganten kekalih kasuwun jumeneng sak watewes wedal nampi rawuhipun bp/ibu besan sampun samodyo wonten papan wismanipun bp/ibu ngaturaken sugeng rawuh ing ngarsamipun bp/ibu besan soho kulo aturi lenggah ingkang sakeco"

The meaning of Text 9 is about advice. In this stage, the couple invites the groom's parents to sit together on the dais, symbolizing the bride's dedication to her in-laws, just as she is to her own parents.

Text 10:

"Risang penganten jengkar saking palenggahan, tumuli anjengku tumungkul amarikelu yayah konjem ing pratiwi. Tangkeping asta sumembah ing jengku ramaibu, sinartan eninging cipta rumasuk telenging kalbu, nyuwun pangestu cumadhong rumentahing sih pudyastuti. Penganten enget bilih ingkang rama punika kang wus sembada ngukir jiwa raga miwah dadya lantaraning tumuwuh. Enget bilih ingkang ibu wus kawawa dadya lantaraning yogabratu salebeting sangang wulan sedasa ari. Enget yen wus digegadhang kanthi kebak ing raos asih, bisaa mikul dhuwur. mendhem jero asmaning asepuh. Sanadyan lir sinendhal mayang"

panggalihipun rama-ibu dupi hanampi sungkemipun ingkang putra, jroning galih tansah mawantu-wantu paringipun puji pendonga, mugi risang penganten sarimbit tansah Temokan cepaka mulya sawakulwakul gedhene. Liripun sageda lestari pinesthining jodho, atut runtut bagya mulya, cinaket ing nugraha, tebih ing gora godha lan rencana, tansah sembada kang sinedya, tansah linuberaan sihing Kang Maha Kuwasa"

Text 10 conveys the idea of hope, where during the *sungkeman*, both parents receive respect from the couple. It symbolizes that parents continuously offer blessings and that the couple may receive grace, abundant blessings, and always remain under Allah's protection.

Co-text

Co-text refers to the accompanying elements that support the main text in the performance of the Temokan tradition. These elements relate to meanings and symbols that clarify the tradition's narrative. The co-textual elements in the Temokan tradition during Javanese weddings include material components (such as objects), physical proximity, and gestures.

Context

Context encompasses the cultural elements that influence the use of language during a cultural event to convey ideas or concepts. It also includes the broader cultural purposes associated with the text, covering ideological, social, cultural, and situational dimensions. In the Temokan tradition performed at Javanese weddings, the context incorporates ideological, social, cultural, and situational aspects.

The following are detailed explanations of the performance contexts in the Temokan tradition:

1. Situational Context

Situational context pertains to the time, place, and textual use within the event. The Temokan tradition at Javanese weddings is typically performed in the morning, between 09:00 and 12:00 WIB. The day of the event is chosen based on mutual agreement between the families of the bride and groom, considering auspicious days in Javanese beliefs. The venue for the Temokan tradition is generally either the bride's or the groom's home. The ceremony usually concludes before the midday (dzuhur) prayer. A significant aspect of this event is the meeting of the bride and groom, which includes verbal expressions such as congratulations, advice, and hopes for their future together. The situational context also involves the arrangement of participants, including the bride and groom, the protocol officer, the procession director, musicians, and the audience. The context determines the roles and positions of all participants within the designated spaces for the event.

2. Social Context

The social context highlights factors influencing variations in language use, such as gender, social class, and age. For instance, age determines whether individuals are eligible to marry according to tradition, religion, and national regulations. Social class can also impact the number of guests attending the ceremony.

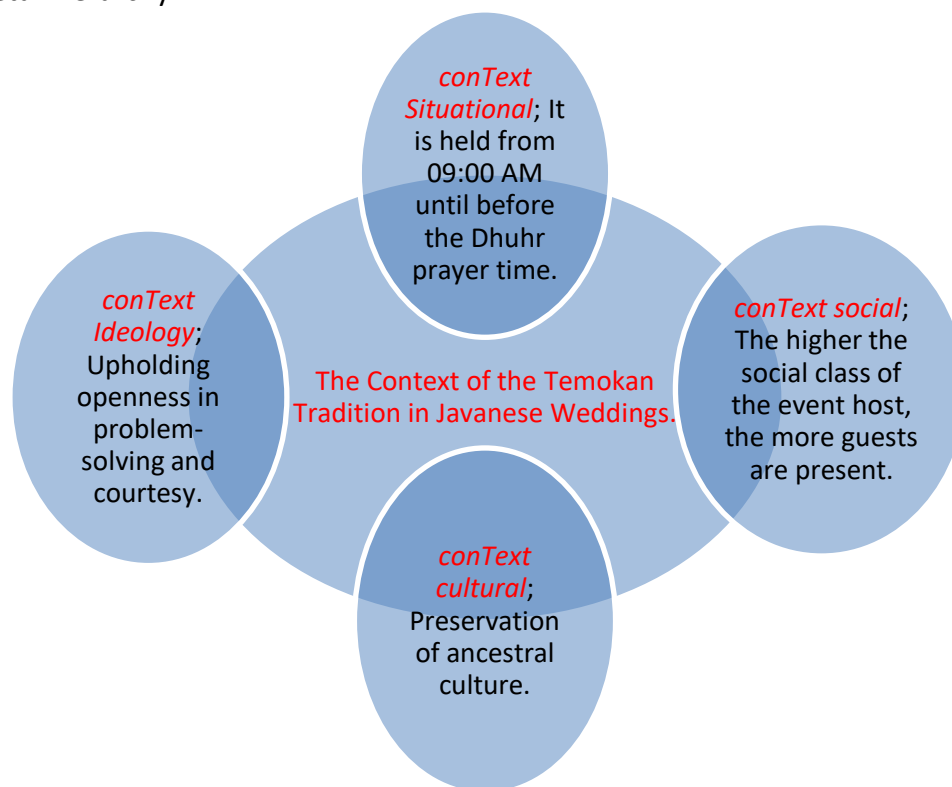
3. Cultural Context

The cultural context reflects the broader purpose or intention of preserving the Temokan tradition within Javanese weddings. This tradition serves to uphold and perpetuate Javanese cultural heritage, ensuring it remains vibrant despite modern influences.

The tradition also aims to introduce the bride and groom to their extended families, religious and community leaders, and local neighbors. By continuing this practice, the Javanese community ensures that younger generations remain connected to their cultural roots, enabling the tradition to endure for future descendants.

4. Ideological Context

The ideological context involves the beliefs, values, and principles upheld by a community. Among the Javanese, openness and family involvement are core ideals, particularly in resolving matters during traditional events. The Javanese also value politeness and respect, as demonstrated in the Temokan tradition, where elders and honorable individuals are given precedence. This reflects a deep appreciation for parents, knowledge, and societal hierarchy.



Values

Javanese society continues to uphold and preserve the values and norms associated with its traditions. At the same time, Javanese people exhibit a dynamic character, enabling them to discern and adopt aspects of other cultural traditions that are deemed beneficial without abandoning their own cultural heritage.

The values reflected in the performance of the Temokan tradition at Javanese weddings are as follows:

1. Religious Values

This tradition is performed as an expression of gratitude to the Creator, Allah SWT, with the hope of receiving His blessings and guidance at every stage of the Temokan tradition.

These values emphasize the importance of being grateful and providing mutual counsel. The religious significance of the tradition is evident in the following linguistic expressions:

"Assalammualaikum Wr. Wb. We meet kulo nang event temu penganten putu kami Suriadi ambe putu kulo Marlinda, sholawat berangkaikan salam let us praise and thank Allah SWT ambe kanjeng nabi Muhammad SAW junjungan kami dunio iki. Ashaduallahillahaillalah waashaduanna muhammaddarasulullah."

2. Logical value

This tradition continues to be practiced in the area due to its inherent logical value, as it is believed to bring positive benefits. Moreover, it is thought that performing the tradition with sincere faith can lead to the fulfillment of one's requests.

3. Ethical Values

Ethical considerations in communication are essential during the Temokan tradition. Words spoken, often in the form of prayers and advice, must be delivered with politeness and sincerity. The ethical framework of this tradition, particularly the sequence of its execution, emphasizes respect for elders and individuals of higher social status. This adherence to proper etiquette ensures that the event is conducted in an orderly manner, reflecting values such as mutual respect, appreciation, responsibility, and social harmony.

4. Aesthetic Values

The aesthetic value of the Temokan tradition is evident in the traditional attire and material elements used during the event. Decorations such as tarub installations and the vibrant colors of traditional clothing—red, golden yellow, and blue—create an atmosphere of joy, grandeur, and peace. These aesthetic elements highlight the tradition's appreciation of beauty, symbolizing magnificence and celebrating humanity as God's most perfect creation.

5. Conclusion

The *Temokan* tradition in Javanese wedding ceremonies exemplifies a rich tapestry of cultural expressions, rituals, and symbolisms that convey profound values and societal expectations in married life. This study explores the interconnected dimensions of performance, text, co-text, and context within the *Temokan* tradition. The performance aspect highlights the intricate sequence of rituals, each imbued with symbolic meaning and purpose. From *Gantalan Sadak*, symbolizing mutual acceptance, to *Sungkeman*, embodying respect and gratitude toward parents, these rituals reflect the cultural significance of unity, responsibility, and familial harmony. The textual analysis reveals how linguistic elements convey values and advice integral to the ceremonies. Expressions like those in *Wiji Dadi* and *Sindur Binayang* emphasize the roles and responsibilities of both the groom and bride while also offering wisdom on marital harmony. The texts reflect a shared cultural ethos of respect, devotion, and partnership, encouraging couples to build a stable and fulfilling family life. The co-text and context dimensions underscore the broader societal and familial framework in which the *Temokan* tradition operates. Each ritual and accompanying text reinforces community values, emphasizing the interconnectedness of family, tradition, and societal roles.

Overall, the *Temokan* tradition serves as a powerful cultural mechanism for transmitting values, fostering unity, and preparing couples for the journey of married life. Its intricate blend of performance, textual richness, and contextual depth showcases the enduring relevance of Javanese cultural heritage in contemporary society.

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FORMANT PARAMETERS FOR TONGUE POSITION IN /R/ TRILL DYSARTHRIA THERAPY

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Abstract

This research aims to further research in determining the formant parameters for tongue position in pronouncing phoneme /r/ trill correctly for people with dysarthria. Observation method was used in collecting data in the form of consonant and vowel sounds from 4 dysarthria samples and 4 non-dysarthria samples. The data were analyzed by using equivalent intralingual method. The result showed that dysarthria samples were found to have tongue position lower and more back compared to non-dysarthria samples. This condition caused difficulty for the tip of the tongue of dysarthria samples to reach the alveolar—the place of which the phoneme /r/ trill is produced. Based on the condition, formant range needed as parameter for people with dysarthria to estimate whether they have placed their tip of the tongue correctly during the therapy. Further, the range of formants proposed was F1 (height of tongue) at an average of 480 Hz and F2-F1 (backness of tongue) at an average of 1.651 Hz.

Keywords: *acoustic features; formants; Dysarthria; therapy; phonemes /r/ trill*

1. Introduction

Personal performance is still an important aspect to complete one's insight and skills. This is proven by the global public's interest in improving their appearance, aesthetics and vocals in order to give a decent and professional impression. Starting from this phenomenon, dysarthria began to receive public attention. Based on an initial interview of people with dysarthria, it was found that they often obtain minor obstacles that interfere with the sufferers' performance. Some of the obstacles faced are lack of self-confidence when speaking in public (Kifriyani, 2020), difficulty of the interlocutor in understanding what the sufferers was saying, and immediate fatigue of the tongue when speaking loudly for a long time. Even though these obstacles do not significantly reduce the sufferers' performance, dysarthria causes sufferers to require more preparation before performing compared to people without dysarthria. Thus, it is important to find a therapy method based on acoustic analysis, since it could target the problems more accurately and shorten the healing duration.

Dysarthria is actually a disorder of the nervous system that could affect the performance of the articulator muscles. Therefore, dysarthria causes speech disorders. In Indonesia particularly, the inability to produce phoneme /r/ trill is considered a symptom of

dysarthria. The sufferers of /r/ trill dysarthria usually substituted the phoneme with other phonemes such as /l/ or /rkh/ (Matondang, 2019; Andriyana, 2020; Sundoro, 2020). In Indonesia, dysarthria is generally known as incorrect production of the phoneme /r/. In fact, dysarthria is not limited to the phoneme /r/, but could also occur in the production of other phonemes such as /t/, /l/, /s/, /d/, and many more. However, cases of phoneme /r/ dysarthria are most common in Indonesia. This is because the type of phoneme /r/ in Indonesian Language is the alveolar trill [r] which requires the most flexibility of the tongue to vibrate continuously for a long duration compared to other types of /r/ phonemes, such as tap [ɾ], approximant [ɹ], as well as non-rhotic [ʊ].

This research aims to further research in determining the difference of tongue ability in reaching alveolar between people with dysarthria and people without dysarthria before proposing the formant range needed to position tongue correctly during pronouncing phoneme /r/ trill. The initial research entitled *Acoustic Features of Phonemes as Therapy Reference for Dysarthria Disorders: The Case of /r/ Alveolar Trill* found that:

1. Factors that influence a person's inability to produce the phoneme /r/ alveolar trill could be detected by observing the acoustic features—formant—of other consonant phonemes that involve the same articulators as the phoneme /r/ alveolar trill production (Putri, 2021; Putri, 2023).
2. If the part of the articulator where a phoneme is produced has a problem, then the problem will also occur in all the phonemes produced in that articulator. Thus, therapy could be carried out by improving the pronunciation of the easiest phonemes (not involving much tongue movement) to the most difficult phonemes (involving complex tongue movements) produced at the articulator (Putri, 2021; Putri, 2023).
3. The flexibility of the tongue, the thickness of the tongue cord, and the distance between the tip of the tongue to the alveolar greatly influence the success in pronouncing the phoneme /r/ trill. So, the flexibility of the tongue must often be trained by pronouncing vowel phonemes such as /a/, /i/, /u/, /e/, /o/, /ə/ and bringing the tip of the tongue closer to the alveolar part (Putri, 2021).
4. The /e/ phoneme is the most neutral vowel phoneme that could be used to maintain the distance between the tip of the tongue and the alveolar when practicing the pronunciation of the /r/ trill phoneme. Practicing to pronounce /r/ trill by pronouncing /re/ and /ere/ will be easier compared to combining /r/ trill with other vowel phonemes (Putri, 2021).

With the discovery regarding the production of phoneme /r/ trill, the next part to be investigated is the formant parameters for tongue position to help the sufferers estimate the correct position of the tongue during the phoneme /r/ trill production.

The position of the tongue during the production of a phoneme could be determined by measuring the formant value. Formant is a broad peak in the spectrum of a sound wave that results from a resonance in the vocal tract. The value of formant 1 (F1) indicates the height of the tongue and the difference value between formant 2 and formant 1 (F2-F1) indicates the backness of the tongue (Ladefoged, 2011). The higher the value of the F1, the lower the tongue position. The higher the value of F2-F1, the more front the tongue position. Further, the intersection points between F1 and F2-F1 of a phoneme should be projected on formant table to find out the position of tongue when pronouncing the phoneme.

Based on the method proposed by Ladefoged (2011), the differences of projections between people with dysarthria and people without dysarthria were observed to investigate the ability of the tongue to reach the alveolar (place of which phoneme /r/ trill is produced). After understanding the differences of tongue ability in reaching alveolar, the formant parameters to pronounce phoneme /r/ trill correctly was determined. Therefore, this research intended 2 problems, namely 1) How does the position of the tongue differ between people with dysarthria and people without dysarthria? 2) What range of formants is needed so that the tongue position of a dysarthria sufferer is more accurate when pronouncing the phoneme /r/ trill?

2. Literature Review

Dysarthria are closely related to language acquisition in childhood. Based on research by Miasari (2015) and Slamet (2017), it was stated that at the age of 6 years, children should have acquired and been able to produce the /r/ trill sound well. Miasari (2015) who analyzed phonemes and syllables in Indonesian language acquisition of toddlers aged 4-5 years, found that children aged 4-5 years still had a tendency to change the phoneme /r/ to /l/, /y/, and /ŋ/. However, Slamet (2017) that discussed the acquisition of Indonesian phonemes in children aged 4-6 years, it was found that children in the 4-6 years had mastered the vowels [a, i, ɪ, ə, e, ɛ, o, ʊ, U] and inhibitory consonants [p, b, t, d, k, g, ʔ], nasal [m, n, ŋ, ŋ̃], fricative [s, h], affricative [c, j], lateral [l], trill [r], and semivocoid [w, y]. Hence, children who could not produce /r/ trill after the age of 6 years tend to experience /r/ trill dysarthria. Further, if children are not able to produce a sound well by the time they reach adulthood, then the children have a small chance of being able to master that sound throughout their life. The information was used to determine the age range of sample for the current study.

Leaving aside the types of dysarthria that are caused by abnormalities in the brain's nerves, humans' articulators consist of muscle tissues that have flexible and adaptable characteristics. The condition manages to consider therapy as one of solutions to minimize dysarthria. Therefore, efforts to minimize dysarthria are important things to develop, considering dysarthria itself could cause certain obstacles that affect the sufferers' performance.

Researches about the factors that influence the occurrence of dysarthria or the speech patterns of dysarthria sufferers have been widely discussed. One of those was research conducted by Matondang's (2019) that aims to investigate cases of children who experience dysarthria through psychological and neurological perspectives. In the research, it was stated that the speech disorder of a 27 years old young adult could be influenced by psychological factors derived from the environment and the innate factors when he was 2-3 years old. Besides, Matondang added that short tongue could also cause dysarthria. The samples of Matondang's research were mostly substituted phoneme /r/ into phoneme /l/, or simply omit it.

Other research by Sundoro (2019) stated that dysarthria is a phonetic language disorder that causes sufferers to experience a decrease in their level of self-confidence. The research aims to determine speech patterns and causes of dysarthria in adolescents. The results showed that head injury and short tongue were the causes of articulation failure in people with a dysarthria. By knowing phonemic speech patterns and the causes of dysarthria, it is possible to help the communication with dysarthria sufferers. Apart from

that, knowledge about dysarthria could increase insight for other people so that they do not give negative assumptions to people with dysarthria.

There also special case depicted by Andriyana (2020) that focused on the dysarthria experienced by informants, namely Aden Eka Pradana and Ilham Maulana Irsyad. The results showed that individual condition regarding tongue position during speech production might differentiate the pronunciation of phoneme /r/. The first participant produced an aspiration sound and the second participant produced a retroflex sound. Based on this information, the current research refused to measure the /e/ formant of syllable /re/ uttered by people with dysarthria, since the phoneme /r/ produced would not be the phoneme /r/ trill. Merely people without dysarthria would give the measurement of F1 and F2-F1 of /e/ from syllable /re/.

Putri (2021) who conducted Acoustic Features of Phonemes as Therapy Reference for Dysarthria Disorders: The Case of /r/ Alveolar Trill states that if the part of the articulator where a phoneme is produced has a problem, then the problem will also occur in all the phonemes produced in that articulator. Thus, therapy could be carried out by improving the pronunciation of the easiest phonemes (not involving much tongue movement) to the most difficult phonemes (involving complex tongue movements) produced at the articulator. Further, the /e/ phoneme is the most neutral vowel phoneme that could be used to maintain the distance between the tip of the tongue and the alveolar when practicing the pronunciation of the /r/ trill phoneme. Practicing to pronounce /r/ trill by pronouncing /re/ and /ere/ will be easier compared to combining /r/ trill with other vowel phonemes.

Based on the researches above, it could be said that the most cause of dysarthria was a condition in which the tip of the tongue could not reach the alveolar correctly (short tongue). Therefore, this research focuses on finding the difference of tongue position between dysarthria and non-dysarthria people in reaching alveolar before proposing formant parameters for tongue position in /r/ trill dysarthria therapy.

3. Research Method

This research was designed using a descriptive qualitative approach with field methods. A descriptive qualitative approach is used to provide as much space as possible for researchers to describe the correlation of each variable (Arikunto, 2006). The stages in this research include (1) sampling process, (2) data collection, and (3) data analysis. This research was conducted at the Language Laboratory of Warmadewa University using the observation method to collect data in the form of consonant and vowel phonemes. The observation method is a method used by researchers to collect data by observing the discourse spoken by informants or printed in the text (Sudaryanto, 2015). In this research, the observation method was carried out using listening and recording techniques by tapping the speech of 8 samples sequentially with recorder. The samples were selected by purposive sampling with the following criteria.

1. Four people who suffer from /r/ trill dysarthria and four people who do not suffer from /r/ trill dysarthria. The dysarthria samples consisted of two men and two women, as did the non-dysarthria samples.
2. The eight samples are in the age range of 20-30 years. In this age range, the samples have passed the golden period of language acquisition (Miasari, 2015; Slamet, 2017) and is considered mature to be cooperative during the data collection process. The samples

must have complete speech organs and not be suffering from influenza, asthma or cough. This aims to maintain clarity of pronunciation and avoid bias caused by lung capacity.

3. Samples must live in lowland areas to avoid air pressure bias in the lung, considering that atmospheric air pressure where person live could affect the air pressure in their lungs (Putri, 2015). Areas with lower altitudes cause higher air pressure in human lungs, while areas with higher altitudes cause lower air pressure in human lungs (Putri, 2015).

These criteria were actually given by Ayatrohaedi (2002) with several modifications in terms of sample size, age range, and concepts related to the influence of atmospheric air pressure on air pressure in human lungs.

The data source for this research were syllables obtained from eight samples. The syllables then go through a segmentation stage to obtain data in the form of consonant and vowel phonemes. The segmentation process is carried out through PRAAT (Boersma, 2024) before going through the analysis stage.

In analyzing the differences of formant values produced by dysarthria and non-dysarthria samples, the intralingual equivalent method was used which was assisted by differential comparison techniques (Sudaryanto, 2015). Through these methods and techniques, different linguistic phenomena could be properly observed based on the formant differences.

4. Results and Discussion

4.1 Tongue Position Comparison between People with Dysarthria and People without Dysarthria

In comparing tongue position between people with dysarthria and people without dysarthria, this research used the phoneme /e/ as a companion to the consonant phonemes, since the phoneme /e/ is categorized as a middle front vowel phoneme. This means that the tongue position when producing the phoneme /e/ is in the middle of the oral cavity with the tip of the tongue positioned slightly forward. This position is considered neutral for comparing how front and high the tongue is when pronouncing the accompanied consonant sounds.

By knowing the tongue position when producing the phoneme /e/, the ability of tongue in reaching alveolar could be estimated. In this research, phoneme /e/ was measured along with some alveolar consonant phonemes, namely /d/, /t/, and /z/ since the consonants shared place of articulation with /r/ trill. The reason for not using phoneme /e/ with phoneme /r/ trill to compare the tongue position was people with dysarthria could not produce phoneme /r/ trill correctly. To get fair comparisons of tongue positions between people with dysarthria and people without dysarthria, the comparison used phonemes that shared the same place of articulation with phoneme /r/ trill. Below were the tabulations of the F1 value and F2-F1 value of the phoneme /e/ which came from the syllables /de/, /te/, and /ze/.

PHONEME /e/	FORMANT 1 (Hz)		FORMANT 2- FORMANT 1 (Hz)	
	DYSARTHRIA	NORMAL	DYSARTHRIA	NORMAL
SAMPLE 1	482	461	1.584	2.110
SAMPLE 2	386	401	1.689	1.969
SAMPLE 3	468	465	2.115	1.713
SAMPLE 4	385	360	1.810	1.801
AVERAGE	430	422	1.800	1.898

Table 1. Height and Backness of Tongue during the Production of Phoneme /e/ in Syllable /de/

Based on Table 1, it could be seen that the F1 average of the phoneme /e/ produced by dysarthria samples was found to be higher than that produced by non-dysarthria samples. It meant that the tongue position of the dysarthria samples when producing the phoneme /e/ in the syllable /de/ was lower than the tongue position of the non-dysarthria samples. Then, based on the F2-F1 average, it could be seen that the position of the tongue of the non-dysarthria samples was more front than that of the dysarthria samples since the F2-F1 average of the phoneme /e/ in the syllable /de/ by the non-dysarthria samples was found to be higher.

FONEM /e/	FORMANT 1 (Hz)		FORMANT 2- FORMANT 1 (Hz)	
	DYSARTHRIA	NORMAL	DYSARTHRIA	NORMAL
SAMPLE 1	544	481	1.783	1.881
SAMPLE 2	433	435	1.567	1.913
SAMPLE 3	467	460	1.815	1.822
SAMPLE 4	407	377	1.974	1.772
AVERAGE	463	438	1.785	1.847

Table 2. Height and Backness of Tongue during the Production of Phoneme /e/ in Syllable /te/

Based on Table 2, it could be seen that the F1 average of the phoneme /e/ produced by dysarthria samples was found to be higher than that produced by non-dysarthria samples. It meant that the tongue position of the dysarthria samples when producing the phoneme /e/ in the syllable /te/ was lower than the tongue position of the non-dysarthria samples. Then, based on the F2-F1 average, it could be seen that the position of the tongue of the non-dysarthria samples was more front than that of the dysarthria samples since the F2-F1 average of the phoneme /e/ in the syllable /te/ by the non-dysarthria samples was found to be higher. Therefore, People with dysarthria found to have tongue position lower and more back compared to sample without dysarthria.

PHONEME /z/	FORMANT 1 (Hz)		FORMANT 2- FORMANT 1 (Hz)	
	DYSARTHRIA	NORMAL	DYSARTHRIA	NORMAL
SAMPLE 1	432	425	1.729	1.805
SAMPLE 2	437	427	1.502	1.911
SAMPLE 3	442	453	2.034	1.543
SAMPLE 4	389	371	1.968	1.696
AVERAGE	425	419	1.808	1.739

Table 3. Height and Backness of Tongue during the Production of Phoneme /e/ in Syllable /ze/

Based on Table 3, it could be seen that the F1 average of the phoneme /e/ produced by dysarthria samples was found to be higher than that produced by non-dysarthria samples. It meant that the tongue position of the dysarthria samples when producing the phoneme /e/ in the syllable /ze/ was lower than the tongue position of the non-dysarthria samples. Then, based on the F2-F1 average, it could be seen that the position of the tongue of the non-dysarthria samples was more back than that of the dysarthria samples since the F2-F1 average of the phoneme /e/ in the syllable /ze/ by the non-dysarthria samples was found to be lower.

After observing the comparison of formant data, it could be said that the dysarthria samples tended to have lower and more back tongue positions when producing the three syllables. Considering that the alveolar part is located in the front-upper part of the oral cavity, the position of the tongue which tends to be low and back during the pronunciation of the phoneme /e/ indeed would make it difficult to produce the phoneme /r/.

4.2 Ideal Formants Range

In finding the formant parameters of the phoneme /r/ trill production, the height and back of the tongue were measured merely from samples without dysarthria when they pronouncing the phoneme /r/ trill. The reason was dysarthria samples could not produced the phoneme /r/ trill correctly. The measurement results were listed in Table 4.

PHONEME /e/	FORMANT 1 (Hz)	FORMANT 2- FORMANT 1 (Hz)
	NORMAL	NORMAL
SAMPLE 1	528	1.519
SAMPLE 2	440	1.812
SAMPLE 3	544	1.657
SAMPLE 4	406	1.614
AVERAGE	480	1.651

Table 4. Height and Backness of Tongue during the Production of Phoneme /e/ in Syllable /re/

Based on Tabel 4, the range of formants needed to position the tongue more accurately when pronouncing the phoneme /r/ trill was F1 (height of tongue) in range of 406 Hz – 544 Hz or at an average of 480 Hz. Further, the F2-F1 (backness of tongue) was in range of 1.519 Hz – 1.812 Hz or at an average of 1.651 Hz. These indicated that people with dysarthria could produce better /r/ trill phoneme if they could achieve the formants' ranges. Achieving the ranges or averages meant placing the tongue more accurately.

5. Conclusion

The study found that individuals with dysarthria exhibited lower and more posterior tongue positions compared to those without dysarthria. To address these challenges in therapy, specific formant ranges were identified as targets for improving the pronunciation of the phoneme /r/ trill. The suggested parameters are F1 (tongue height) within the range of 406 Hz to 544 Hz, with an average of 480 Hz, and F2-F1 (tongue backness) within the range of 1.519 Hz to 1.812 Hz, with an average of 1.651 Hz. Therapeutic exercises could involve frequent practice of phonemes such as /re/ and /ere/ (Putri, 2021) to help

individuals with dysarthria achieve these formant values, thereby improving their ability to produce the /r/ trill phoneme accurately.

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HIGH- PROFICIENCY AND LOW- PROFICIENCY LEARNERS' COMPENSATION STRATEGIES USE IN ENGLISH LANGUAGE LEARNING

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Abstract

Compensation strategies are vital for foreign language learners to overcome difficulties in acquiring a second language. According to Oxford (1990), these strategies help learners “overcome knowledge limitations in all four skills” (p. 90), making them essential for effective language acquisition. This study investigates the preferred compensation strategies of high- and low-proficiency English learners at Jagannath University, Dhaka, Bangladesh, using a mixed-methods approach. Data collection involved the Strategy Inventory for Language Learning (SILL) questionnaire designed by Oxford, alongside semi-structured interviews to enrich the qualitative findings. Results indicate distinct preferences based on proficiency levels: high-proficiency learners frequently employed Strategy 6: “If I can’t think of an SL word, I use a word or phrase that means the same thing” (40%). Meanwhile, low-proficiency learners favored Strategy 1: “To understand unfamiliar SL words, I make guesses” (66.66%). These findings highlight the significance of adapting teaching approaches to address diverse learner needs, ultimately enhancing language learning efficiency and effectiveness.

Keywords: *compensation strategies; high-proficiency learners; language learning; low-proficiency learners*

1. Introduction

Language learning often presents challenges for foreign language learners, particularly when their linguistic competence is insufficient to communicate effectively. To address these challenges, learners commonly employ compensation strategies. According to Oxford (1990), these strategies enable learners to “overcome knowledge limitations in all four skills” (p. 90). While typically associated with novice learners, Oxford notes that experienced learners may also resort to compensation strategies when they struggle to articulate their thoughts accurately in the target language. However, the effective use of such strategies often requires training and support, particularly for learners who experience anxiety or reluctance when engaging in communicative tasks, such as speaking or giving presentations in class.

Research highlights that anxiety significantly impedes language learning by reducing learners’ willingness to communicate and affecting their performance (Horwitz, Horwitz, & Cope, 1986). Compensation strategies can help mitigate this anxiety by equipping learners

with practical tools to navigate linguistic challenges. Teachers play a crucial role in this process, as they can foster a supportive environment and explicitly teach compensation techniques to empower learners (Chamot, 2004).

Compensation strategies are defined as techniques that allow learners to bridge gaps in their language knowledge for comprehension and production. Oxford (1990) explains that these strategies are essential for learners to manage limitations in grammar and vocabulary and cites examples such as "guessing by linguistic or contextual clues, switching to the mother tongue, using gestures, coining words, and employing synonyms or circumlocution" (p. 47). Dornyei and Scott (1997) emphasize that compensation strategies are integral to strategic competence, enabling learners to convey messages effectively even with limited resources.

Effective implementation of compensation strategies not only supports language development but also alleviates learner anxiety, promoting a more confident approach to communication. This study examines the preferences and utilization of compensation strategies among high-proficiency and low-proficiency learners, offering insights into how these strategies contribute to their English language learning journey.

2. Literature Review

The findings of the study of Ahmada and Ismailb (2012) showed that the learners' level of employment of compensation strategies were medium. As they did not use several compensation strategies, they may be taught those unused ones to develop their capability. Pasumbu and Macora (2018) in their descriptive qualitative research found that guessing with prudence is a compensation strategy that motivates the learners and helps enhance their reading comprehension power. Ragab, El-Marsafy, and Abdu-Allah (2021) showed in their research that the experimental group received training on the use of compensation strategies, whereas the control group did not get any. The pre-test and the post-test of both groups showed that the compensation strategies positively impacted the experimental group's performance. Taheri and Davoudi (2016) found that the participants used "self-repetition", "direct appeal for help", and "approximation" strategies frequently, which had a positive impact on their language learning. However, there was no significant relationship between strategy frequency and gender. The successful learners used more compensation strategies than the less successful learners, which are very useful to fill up the gaps in communication in speaking (Syafryadin, Martina and Salniwati, 2020). In a research carried out by Karbalaie , and Taji (2018), it was found that Iranian learners employed various compensation strategies for meaningful communication. A study done by Sahib (2016) showed that there is a relationship between guessing strategies and gender and age in the case of listening and speaking skills. Moreover, the learners' performance was unsatisfactory as they used reduction strategies (giving up and replacement). In this case, teachers can motivate them by teaching the students to make up their linguistic limitations, making them adept in communication.

The high-proficiency learners achieve good scores in language proficiency tests, whereas the low-proficiency learners get poor scores. Burrow, et. al. (2012) termed high achievers as learners who have a high Grade Point Average (GPA).

No researcher has ever researched on the use of compensation strategies by the high-proficiency students of Jagannath University, Dhaka, Bangladesh. This research will shed light on an unexplored area of learning that will impact the educational field. This study explored the following research questions:

1. What are the high-proficiency learners' preferred compensation strategies in English language learning at Jagannath University, Dhaka, Bangladesh?
2. What are the low-proficiency learners' preferred compensation strategies in English language learning at Jagannath University, Dhaka, Bangladesh?

3. Research Method

This study employed a mixed-methods approach to examine compensation strategies used by high-proficiency and low-proficiency English learners at Jagannath University, Dhaka, Bangladesh. To investigate these strategies, Oxford's Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990) was utilized. This instrument is well-recognized for assessing language learning strategies and includes six items specific to compensation strategies, rated on a five-point Likert scale: "never true of me," "usually not true of me," "somewhat true of me," "usually true of me," and "true of me."

The participants were categorized based on their final English language test scores from the previous semester. Students scoring 80% or higher were categorized as high-proficiency learners, while those scoring below 80% were classified as low-proficiency learners. Thirty participants were selected, including 15 high-proficiency learners and 15 low-proficiency learners. The questionnaire was distributed among the participants with clear instructions provided by the researcher. Responses were collected and analyzed using descriptive statistical methods.

Additionally, semi-structured interviews were conducted to enrich the qualitative findings. The interviews were audio-recorded, transcribed, and analyzed descriptively to identify recurring themes and insights related to compensation strategies. This mixed-methods design allowed for a comprehensive understanding of the learners' preferences and their implications for English language learning.

4. Discussion

The table below shows the preferred compensation strategies employed by the high-proficiency learners and the low-proficiency learners.

Table 1. Compensation strategies preferred by the high-proficiency learners to develop their language skills.

No.	Compensation Strategies preferred by the High-Proficiency Learners	1 (Never or almost never true of me)	2 (Usually not true of me)	3 (Somewhat true of me)	4 (Usually true of me)	5 (Always or almost always true of me)
1.	"To understand unfamiliar SL words, I make guesses".	1	0	1	8	5
2.	"When I can't think of a word during a conversation in the SL, I use gestures".	0	1	5	4	5
3.	"I make up new words if I do not know the right ones in the SL".	3	0	3	7	2

4.	"I read SL without looking up every new word".	2	6	0	2	5
5.	"I try to guess what the other person will say next in the SL".	0	5	3	6	1
6.	"If I can't think of an SL word, I use a word or phrase that means the same thing".	0	0	3	6	6

Table 1 demonstrates the compensation strategies used by the high achieving students in their English language performance. It indicates they used the following compensation strategy most frequently: "If I can't think of an SL word, I use a word or phrase that means the same thing" (Item no. 6: 40%). Then they used Item no. 1: "To understand unfamiliar SL words, I make guesses" (33.33%), Item no. 2: "When I can't think of a word during a conversation in the SL, I use gestures" (33.33%), and Item no. 4: "I read SL without looking up every new word" (33.33%).

Table 2. Compensation strategies preferred by the Low-Proficiency learners to develop their English language skills

No.	Compensation Strategies preferred by the Low-Proficiency Learners	1 (Never or almost never true of me)	2 (Usually not true of me)	3 (Somewhat true of me)	4 (Usually true of me)	5 (Always or almost always true of me)
1.	"To understand unfamiliar SL words, I make guesses".	0	0	2	3	10
2.	"When I can't think of a word during a conversation in the SL, I use gestures".	1	2	6	2	4
3.	"I make up new words if I do not know the right ones in the SL".	0	0	4	6	5
4.	"I read SL without looking up every new word".	1	3	3	3	5
5.	"I try to guess what the other person will say next in the SL".	1	5	3	4	2
6.	"If I can't think of an SL word, I use a word or phrase that means the same thing".	0	0	4	4	7

Table 2 demonstrates that the low achieving students' most preferred strategy was Item no. 1: "To understand unfamiliar SL words, I make guesses" (66.66%). The following preferred strategy was Item no. 6: "If I can't think of an SL word, I use a word or phrase that means the same thing" (46.66%). The third position holder strategies were Item no. 3: "I make up new words if I do not know the right ones in the SL" (33.33%) and Item no. 4: "I read SL without looking up every new word" (33.33%).

Table 3

Item no. 1 ("To understand unfamiliar SL words, I make guesses")

Proficiency	"Never or almost never true of me"	"Usually not true of me"	"Somewhat true of me"	"Usually true of me"	"Always or almost always true of me"
High Proficiency Learners	1	0	1	8	5
Low Proficiency Learners	0	0	2	3	10

30.33% high-proficiency learners prefer Item no. 1 : "To understand unfamiliar SL words, I make guesses", while 66.66% low-proficiency learners always or almost always use this item.

Table 4

Item no. 2 ("When I can't think of a word during a conversation in the SL, I use gestures")

Proficiency	"Never or almost never true of me"	"Usually not true of me"	"Somewhat true of me"	"Usually true of me"	"Always or almost always true of me"
High Proficiency Learners	0	1	5	4	5
Low Proficiency Learners	1	2	6	2	4

30.33% high-proficiency learners always or almost always employ Item no. 2 : "When I can't think of a word during a conversation in the SL, I use gestures", while 20.66% low-proficiency learners frequently use this item.

Table 5

Item no. 3 ("I make up new words if I do not know the right ones in the SL".)

Proficiency	"Never or almost never true of me"	"Usually not true of me"	"Somewhat true of me"	"Usually true of me"	"Always or almost always true of me"
High Proficiency Learners	3	0	3	7	2
Low Proficiency Learners	0	0	4	6	5

13.33% high-proficiency learners always or almost always employ Item no.32: “I make up new words if I do not know the right ones in the SL”, while 30.33% low-proficiency learners use this item.

Table 6

Item no. 4 (“I read SL without looking up every new word”)

Proficiency	“Never or almost never true of me”	“Usually not true of me”	“Somewhat true of me”	“Usually true of me”	“Always or almost always true of me”
High Proficiency Learners	2	6	0	2	5
Low Proficiency Learners	1	3	3	3	5

30.33% high-proficiency learners prefer Item no. 4 :“I read SL without looking up every new word” most, while 30.33% low-proficiency learners always or almost always use this item.

Table 7

Item no. 5 (“I try to guess what the other person will say next in the SL”)

Proficiency	“Never or almost never true of me”	“Usually not true of me”	“Somewhat true of me”	“Usually true of me”	“Always or almost always true of me”
High Proficiency Learners	0	5	3	6	1
Low Proficiency Learners	1	5	3	4	2

6.33% high-proficiency learners always or almost always employ Item no. 5:“I try to guess what the other person will say next in the SL”, while 13.33% low-proficiency learners frequently use this item.

Table 8

Item no. 6 (“If I can't think of an SL word, I use a word or phrase that means the same thing”)

Proficiency	“Never or almost never true of me”	“Usually not true of me”	“Somewhat true of me”	“Usually true of me”	“Always or almost always true of me”
High-Proficiency Learners	0	0	3	6	6
Low-Proficiency Learners	0	0	4	4	7

40.00% high-proficiency learners prefer Item no. 4: "I read SL without looking up every new word", while 46.66% low-proficiency learners always or almost always use this item.

Qualitative Results

The interview data supported the quantitative data. The high-proficiency learners' most preferred compensation strategy was Item no. 6: "If I can't think of an SL word, I use a word or phrase that means the same thing" (40%). Regarding this item, the participants' responses complied with the quantitative data.

"It helps to express the topic." (High-Proficiency Learner 2)

"I often do it, because it's an alternative idea." (High-Proficiency Learner 12)

"It supports me to maintain the instant communication." (High-Proficiency Learner 5)

"When I got stuck in the conversation, I use this strategy." (High-Proficiency Learner 1)

The next frequently used strategies were Item no. 1: "To understand unfamiliar SL words, I make guesses" (33.33%), Item no. 2: "When I can't think of a word during a conversation in the SL, I use gestures" (33.33%), and Item no. 4: "I read SL without looking up every new word" (33.33%).

Item no. 1: "To understand unfamiliar SL words, I make guesses".
"Every time it is not possible for me to find out every word from the dictionary. As a result, first time I always try to understand unfamiliar SL words from my guessing power. Moreover, this technique is very helpful" (High-Proficiency Learner 15)

"Yes I do. I follow this to read new books" (High-Proficiency Learner 3)

Item no. 2: "When I can't think of a word during a conversation in the SL, I use gestures".

"It helps my audience to understand what I want to mean" (High-Proficiency Learner 13)

"Gesture, posture and sign language is beneficial. I always try to find the meaning of unknown words by Gesture during a conversation in the SL" (High-Proficiency Learner 6)

"It helps me to express my opinion" (High-Proficiency Learner 4)

Item no. 4: "I read SL without looking up every new word".
"I do it to continue the continuous reading" (High-Proficiency Learner 11)

The low-proficiency learners' most preferred compensation strategy was Item no. 1: "To understand unfamiliar SL words, I make guesses" (66.66%). The participants' responses were similar to the quantitative data regarding this item.

"I always do it according to the situation". (Low-Proficiency Learner 6)

"I always do that. I feel that context helps me a lot to guess the very close meaning". (Low-Proficiency Learner 10)

"Because first I try to understand the concept of the topic and then guess the meaning of the unfamiliar SL words". (Low-Proficiency Learner 9)

"It's a familiar method to me for making a word's meaning". (Low-Proficiency Learner 3)

The next preferred strategy was Item no. 6: "If I can't think of an SL word, I use a word or phrase that means the same thing" (46.66%).

"I always do that as I prefer strategies in communicative competence". (Low- Proficiency Learner 11)

"Because sometimes it's difficult to remember all the word, so immediately I try to use other word or phrase". (Low-Proficiency Learner 14)

"Without doing this, the speech or the sentence will be meaningless". (Low- Proficiency Learner 12)

The third position holder strategies were Item no. 3: "I make up new words if I do not know the right ones in the SL" (33.33%) and Item no. 4: "I read SL without looking up every new word" (33.33%).

Item no. 3: "I make up new words if I do not know the right ones in the SL".

"Without this technique, my speech will be unclear". (Low-Proficiency Learner 2)

"Because most of the time I practice this way". (Low-Proficiency Learner 5)

Item no. 4: "I read SL without looking up every new word".

"Because if I look up every new word it takes long time to read, so I just read without looking up every new word". (Low-Proficiency Learner 13)

"It helps to continue the continuous reading". (Low-Proficiency Learner 8)

The findings indicate that high-proficiency learners preferred Item no. 6: "If I can't think of an SL word, I use a word or phrase that means the same thing" (40%). The next most preferred compensation strategies were Item no. 1: "To understand unfamiliar SL words, I make guesses" (33.33%), Item no. 2: "When I can't think of a word during a conversation in the SL, I use gestures" (33.33%), and Item no. 4: "I read SL without looking up every new word" (33.33%). On the other hand, the low-proficiency students' most preferred strategy was Item no. 1: "To understand unfamiliar SL words, I make guesses" (66.66%). The second preferred strategy was Item no. 6: "If I can't think of an SL word, I use a word or phrase that means the same thing" (46.66%). The participants' next used strategies were Item no. 3: "I make up new words if I do not know the right ones in the SL" (33.33%) and Item no. 4: "I read SL without looking up every new word" (33.33%).

5. Conclusion

The findings of this study indicate that the high-proficiency learners used a word or phrase similar to a second language word but were unable to remember the word instantly. They also resorted to guessing to find out the meaning of unfamiliar words. Using gestures was one of their chosen compensation strategies that helped them to continue conversation. Without searching a word in the dictionary, they continued reading. The low-proficiency learners preferred strategies of guessing, finding out words almost similar to meaning, inventing new words, and avoiding finding out the meaning of each and every word. Except inventing new words for communication, all other items are similar in both groups. Strategy training can pave the way of success in language learning and make the learners autonomous. This result will help learners and teachers to develop the foreign language learning-teaching scenario. The researchers will also be able to find new avenues of research.

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THE FLIPPED CLASSROOM: THE PRACTICE OF LEARNING ENGLISH FROM NURSING STUDENTS

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Abstract

This research aimed to examine the impact of the flipped classroom model on the activities and learning achievement of nursing students in Aceh, with a focus on speaking skills. The study employed classroom action research and was conducted over three months during the odd semester of 2024/2025, involving one first-grade class consisting of 32 students. The research was carried out in two cycles, utilizing pre-test and post-test evaluations to measure student learning outcomes. Additionally, two observers monitored classroom activities and provided reflections for improvement. The results showed a significant improvement in students' speaking skills. The average pre-test score was 55, which increased to 64 after Cycle I and further to 80 after Cycle II. Observations indicated that students became more active and engaged during the learning process, reflecting the effective implementation of the flipped classroom model. These findings suggest that the flipped classroom design successfully enhanced students' speaking abilities, as evidenced by the consistent improvement in their scores across cycles.

Keywords: *flipped classroom; language learning; speaking English*

1. Introduction

The Globalization in healthcare underscores the necessity for nursing students to acquire both professional skills and international communication abilities, with English being a critical component. Proficiency in English is vital for nursing professionals as it enhances their ability to interact with diverse patients and collaborate with international healthcare teams. Despite English being a mandatory subject in Indonesian educational institutions, students often struggle with active application, especially in medical settings.

The Ministry of Health's Nursing Curriculum, which emphasizes competency-based education, recognizes the role of English for Specific Purposes (ESP) in preparing nursing students for clinical and global healthcare environments. However, challenges persist in achieving proficiency, particularly due to traditional teaching methods that emphasize rote learning rather than communicative competence. While the adoption of innovative pedagogies has been encouraged, their integration remains uneven across nursing education institutions.

The flipped classroom model has emerged as a transformative approach in education worldwide, offering a student-centered framework that combines technology and active learning strategies. In this model, students engage with instructional materials such as

videos and readings before class, allowing in-class time to be dedicated to collaborative activities and practical applications. Studies have consistently demonstrated its effectiveness in improving students' communication skills, self-efficacy, and engagement (Keskin, 2023; Elfatah & Ahmed, 2016). Specifically, in nursing education, the flipped classroom holds promise for enhancing English language proficiency and professional communication skills.

While existing studies have explored the flipped classroom in general education and English language learning, there is insufficient research on its specific application in nursing education within Indonesia. This study seeks to fill this gap by providing empirical evidence on the model's effectiveness in addressing the linguistic and professional needs of nursing students, thereby contributing to the development of tailored teaching strategies.

However, there is limited evidence on the application of flipped classrooms in nursing-specific English learning contexts, particularly in Indonesia. While global research highlights its benefits in improving language fluency and confidence (Hwang et al., 2015; Chen et al., 2014), little is known about its adaptability to the unique challenges faced by Indonesian nursing students. These include balancing academic and clinical responsibilities and overcoming technological barriers in resource-constrained settings.

This study investigates the implementation of the flipped classroom model in the Ministry of Health's nursing curriculum to enhance the English-speaking skills of nursing students. The research aims to address the identified gaps by examining the impact of this pedagogical approach on students' communication abilities and preparedness for clinical environments.

2. Literature Review

2.1 Flipped Classroom in Nursing Education

The flipped classroom model has garnered significant attention as an innovative pedagogical approach, particularly in nursing education. This method enables students to engage with theoretical material before class, freeing in-class time for interactive and application-oriented learning activities. For nursing students, this approach is particularly relevant as it mirrors the demands of their future professional roles, emphasizing practical communication skills and clinical problem-solving. According to Keskin, (2023), flipped classrooms foster self-directed learning and promote active participation essential attributes for healthcare professionals navigating complex clinical environments.

Flipped classrooms have demonstrated substantial success in English for Specific Purposes (ESP) education, particularly for medical and nursing contexts. Park et al., (2018) reported improvements in nursing students' ability to use medical English vocabulary effectively and communicate in clinical scenarios. By blending medical language instruction with active class activities, such as role playing and discussions, students are better prepared to handle real world communication demands. Similarly, recent studies (Ibili et al., 2024; Wang et al., 2020) highlight the role of flipped learning in enhancing the confidence and linguistic competence of nursing students.

2.2 The Benefits of Flipped Classroom for Nursing Students

There are so many benefits from a flipped classroom that can be obtained, especially by students. One of the main pillars of flipped is its flexibility (Fructuoso et al., 2023). Nursing students gain practical experience in medical communication by engaging with pre-class materials and participating in in-class simulated scenarios. This prepares them for real-life patient interactions and interdisciplinary teamwork. This approach is especially effective for

preparing students for patient interactions and interdisciplinary collaborations (Ahmed, 2016). Ahmed's findings align with the growing emphasis on communication as a core skill in nursing. This research underscores how flipped classrooms foster critical interactional skills. Ahmed (2016) essential for high-stakes environments like healthcare. A flexible learning environment provides an opportunity for students to decide when, where, and how they will study the material provided.

Nursing students, who frequently balance clinical responsibilities and academic obligations, benefit from the flipped classroom's self-paced structure. Pre-class materials enable them to study at their convenience, reducing time constraints and improving academic performance. Nichat et al., (2023) highlights this flexibility as a means to lower stress and enhance student engagement. By enabling efficient time management, the flipped model aligns with the needs of working students. Keskin's study reflects the importance of adaptability in modern nursing curricula, especially as students face the dual pressures of clinical and academic workloads. By enabling efficient time management, the flipped model aligns with the needs of working students.

The flipped classroom transforms traditional lectures into interactive sessions featuring role-playing, case studies, and collaborative problem-solving. This active learning environment fosters critical thinking and deepens conceptual understanding of nursing practices. Broadbent and Lodge (2021) note that such methods significantly improve engagement and retention among nursing students. Broadbent & Lodge's meta-analysis provides strong empirical support for the efficacy of active learning in flipped classrooms. Their findings reinforce how collaborative activities enhance both cognitive and practical skills essential for nursing.

In addition to technical language skills, flipped classrooms help nursing students develop soft skills, such as empathy, cultural competence, and patient-centered care. Research by (Lin & Hwang, 2018) and (Nichat et al., 2023) indicates that practicing medical scenarios in flipped classrooms improves students' readiness for professional environments. These studies contribute to a broader understanding of how nursing education should encompass both linguistic proficiency and interpersonal skills. The flipped classroom's holistic approach ensures students are better prepared for the multifaceted challenges of modern healthcare.

The flipped classroom model offers nursing students a dynamic and adaptive learning framework, supporting not only technical skill acquisition but also essential professional attributes. Its success in enhancing communication, flexibility, engagement, and preparedness underscores its relevance in nursing education. By addressing both academic and clinical demands, this model ensures that future nurses are better equipped to excel in their roles.

2.3 Challenge the Implementation of Flipped Classroom in Nursing Education

Flipped Nursing necessary imply in nursing education, while the flipped classroom offers significant benefits and also its practical application in nursing education faces distinct challenges. These barriers must be addressed to optimize its potential for enhancing learning outcomes. In getting the benefit of learning mode, the educators should know about the challenge face on using it.

As the first in accessing technology, it remains a key hurdle for nursing students, particularly those from resource-constrained backgrounds. Limited availability of digital devices or reliable internet can impede engagement with pre-class content, which is a

cornerstone of the flipped classroom model. Yang & Chen (2020) emphasize that institutions must provide necessary technological infrastructure, including loaner devices or offline-compatible learning materials, to bridge this gap. The challenges of implementing the flipped classroom in nursing education technological limitations, student adaptation, and instructor preparedness require a multifaceted approach. Institutions must prioritize equitable access to technology, offer orientation programs for students, and provide professional development opportunities for faculty. Addressing these barriers ensures that the flipped classroom model can be successfully integrated, maximizing its benefits for nursing education.

The second in the success the flipped classroom hinges on students' ability to engage with pre-class materials independently. For some nursing students, especially those accustomed to traditional lecture-based methods, this shift can be daunting. Lin & Hwang (2018) suggest that structured orientation programs and continuous mentoring are crucial to helping students adapt. Clear instructions and strategies for time management further alleviate resistance to self-directed learning. This emphasis on preparatory support programs is particularly relevant for fostering a smoother transition for nursing students.

For the last, in Implementing the flipped classroom requires instructors not only design engaging pre-class materials but also facilitate active and collaborative in-class learning. Aidoo et al. (2022) claim that faculty may lack the pedagogical expertise or technological proficiency needed for this dual role. Training programs focused on flipped classroom pedagogy and the integration of technology can empower instructors to deliver effective flipped learning experiences.

The challenges of implementing the flipped classroom in nursing education technological limitations, student adaptation, and instructor preparedness require a multifaceted approach. Institutions must prioritize equitable access to technology, offer orientation programs for students, and provide professional development opportunities for faculty. Addressing these barriers ensures that the flipped classroom model can be successfully integrated, maximizing its benefits for nursing education.

2.4. Flipped Classroom in ESP

During the rise of flipped classrooms in this technological age, not many researchers have studied in depth in the realm of high education. This is of course caused by various factors such as the use of technology that cannot be maximized, even though the actual use of flipped classrooms is not limited to technology (Aidoo et al., 2022). In disciplines other than English, of course, researches related to flipped classrooms can be found, such as (Ruzafa-Martínez et al., 2023). However, in learning English, only a few are concerned. Ke et al. (2023) are one of the few researchers who are interested in flipped where they devote their time and energy to promoting flipped classrooms in China. This is done in line with the long-term education plan they have. The results found in this study indicate that not only is the difference in students' final scores since it is quantitative research but also it shows that both students and teacher agreed that flipped can save more time in classroom activities to practice or correcting the students' pronunciation.

In ESP classrooms, particularly those catering to nursing students, the flipped model proves invaluable. Recent studies emphasize its role in developing specific linguistic competencies, such as mastering medical terminology and conducting patient interviews. (Joseph et al., 2021) found that flipped classrooms significantly improved nursing students' English-speaking confidence and accuracy. By focusing on relevant scenarios such as patient

consultations and clinical briefings this approach equips students with the language skills essential for their professional practice.

3. Research Method

This study employed Classroom Action Research, a methodology that empowers individual educators to adapt and implement practices within their specific teaching contexts (Meesuk et al., 2020). Kemmis et al., 2014) describe classroom action research as a dynamic, iterative process comprising four stages: planning, action, observation, and reflection. The research was conducted over six meetings, organized into two cycles, each consisting of three sessions. The first session in each cycle involved a pre-assessment to establish a baseline, while subsequent sessions included the application of the instructional model and post-cycle evaluations.

The study took place in the Nurse Department of a public Healthy Polytechnic in Aceh during the 2024/2025 academic year, with 32 students selected as participants using purposive sampling. Data collection was centered on pre- and post-speaking tests administered during each cycle, focusing on content delivery and skill development. Instruments for observation included structured checklists and rubrics to assess student engagement and performance, ensuring systematic evaluation throughout the research.

The flipped classroom model was integral to the instructional approach. Students were exposed to target language input prior to class through curated materials, including films and additional reading resources. These materials, supplemented by videos containing sample dialogues, vocabulary, and expressions tailored to the topics, were shared via a dedicated WhatsApp group. This platform facilitated communication, provided access to materials, and allowed lecturers to offer timely feedback on student queries. The combination of multimedia resources and feedback mechanisms supported students in preparing for and practicing speaking skills effectively.

4. Discussion

The research findings demonstrate the positive impact of the flipped classroom model on improving the English-speaking skills of second-semester students, particularly on topics such as "Disease" and "Family Planning." However, a more critical examination of the results reveals areas of strength, unexpected trends, and notable limitations, all of which are analyzed below.

4.1 Pre-Cycle Learning Outcomes (Initial Conditions).

The pre-cycle results paint a concerning picture of students' performance, with only 40.7% meeting the minimum competency score of 60. The average class score was 55, while the lowest score was 40. These results reflect systemic issues, such as students' passivity and lack of engagement during monotonous traditional lessons. Observational data indicated that students struggled with long-term retention and found the breadth of competencies overwhelming. Critically, the findings raise questions about the curriculum's alignment with students' abilities and the pedagogical strategies employed. Could the traditional methods have been modified to include more interactive elements, even before the introduction of the flipped classroom? Addressing this issue may help educators better bridge the gap between traditional and innovative teaching models

4.2. Cycle I Learning Results

The implementation of the flipped classroom model in Cycle I led to notable improvements: 65.6% of students achieved learning completeness, and the average class score increased to 64. However, the highest score was 80, and the lowest was 50, reflecting a disparity in student performance. Despite improvements, observations revealed several challenges. The assumption among some students that pair activities would yield the same scores for both participants reduced individual accountability. Moreover, certain students were observed to be shy or lacking confidence during speaking exercises. While the flipped model fostered engagement, it also introduced an unintended "playful" atmosphere that occasionally detracted from serious learning.

Unexpectedly, some students struggled with adapting to the self-directed nature of the flipped classroom. This highlights a key limitation of the model: its reliance on students' intrinsic motivation and discipline. Future implementations should consider providing more scaffolding or structured guidance for students unaccustomed to independent learning.

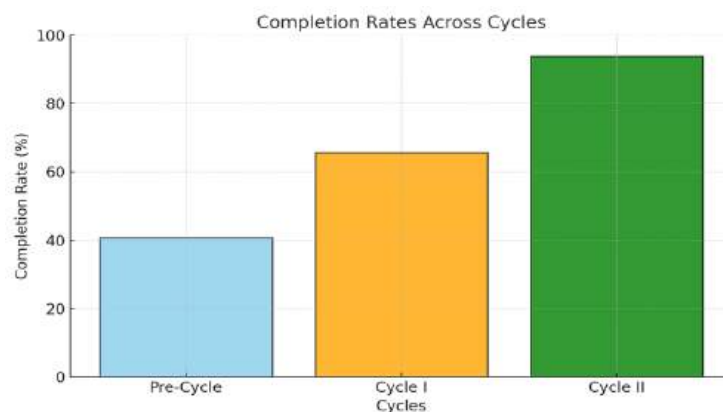
4.3. Cycle II Learning Results

Cycle II demonstrated substantial improvements, with 93.7% of students achieving the minimum competency score and an average class score of 80. The highest score reached 90, while the lowest improved to 58. These results reflect the flipped classroom model's ability to facilitate active learning and foster both individual and group accountability through competitive activities.

Importantly, the observations from Cycle II indicate a shift in classroom dynamics. Students exhibited increased confidence, active participation, and fluency in speaking, with many engaging in argumentation and opinion expression. This suggests that the flipped classroom not only improves cognitive outcomes but also positively impacts affective factors, such as confidence and motivation. However, the persistence of a few students scoring below the minimum competency highlights the need for differentiated instruction to address diverse learning needs.

No	Completeness	Number of Students					
		Pre-Cycle		Cycle-I		Cycle-II	
		Number	Percentage	Number	Percentage	Number	Percentage
1	achieved learning completeness	13	40,7	21	65,6	30	93,3
2	have not achieved learning completeness	19	63,3	11	34.4	2	6,7
Total		30	100	32	100	32	100

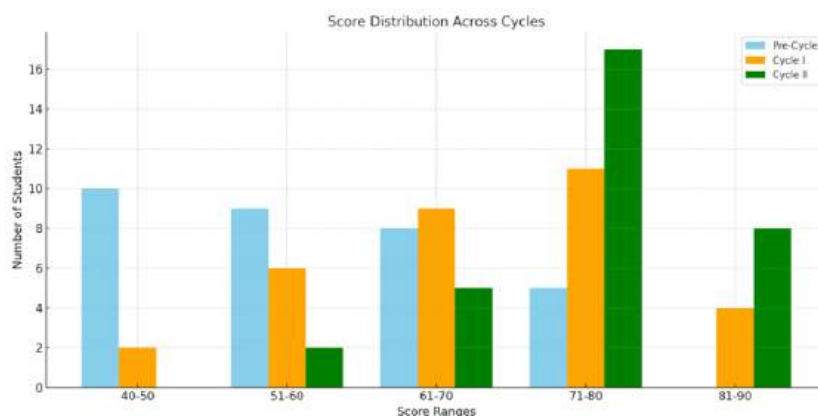
Table 1. Comparison of Pre-Cycle Learning Completeness with Cycle I and Cycle II



Graphic 1. Completion Rates Across Cycles

This bar chart shows the increasing percentage of students achieving scores ≥ 60 :

Pre-Cycle : 40.7% of students reached the threshold.
Cycle I : Improvement to 65.6%.
Cycle II : A significant rise to 93.7%.



Graphic 2. Score Distribution Across Cycles

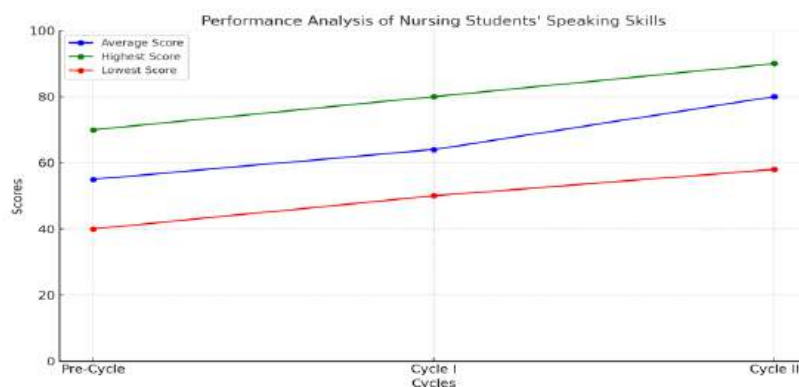
This grouped bar chart displays the distribution of students' scores within specific ranges:

Pre-Cycle : Most students scored in the 40–50 and 51–60 ranges.
Cycle I : Scores shifted upward, with many in the 71–80 range.
Cycle II : Majority scored in the 81–90 range, showing substantial improvement.

A comparison of the results of the average values obtained from the test in the initial conditions (Pre Cycle) with Cycle I and Cycle II can be shown as in the following table:

Catagory	Pre-Cycle	Cycle-I	Cycle-II
Highest Score	70	80	90
Lowest Score	40	50	58
Total Score	1775	2045	2546
Mean	55	64	80
Median	50	60	80
N	32	32	32

Table 2. Comparison of Pre-Cycle, Cycle I and Cycle II Average Value



Graphic 3. Performace of nursing students 'speaking skill

Here is the graphical analysis of nursing students' performance across the Pre-Cycle, Cycle I, and Cycle II. It illustrates:

- Average Score (blue line) : Progression from 55 to 80.
- Highest Score (green line) : Improvement from 70 to 90.
- Lowest Score (red line) : Gradual increase from 40 to 58.

This trend highlights the positive impact of the flipped classroom model on students' speaking skills.

The learning process in cycle II has shown that all students are actively involved in learning activities. This is because even though the activities are group, there are individual tasks that must be accounted for, because there are group competitions and individual competitions. There is interaction between students individually and in groups. Each student has increased practice in asking and answering questions and can respond to questions and can speak fluently, so that apart from being trained in speaking skills, students are trained in arguing and expressing opinions. There is positive motivation among students to get good grades and demonstrate abilities among fellow students.

Furthermore, it can be explained, the class became very lively. All students seem to be free from the burden of learning. Even though not all students achieved completeness in terms of academic grades, in terms of affective assessment it was very clear that all students showed excellent creativity and cooperation.

Observations were performed on all learning activities by two colleagues acting as observers. The results of the observations showed data that cycle II learning was getting better. Students are serious and do not seem shy in the learning process, although there are still one or two students who are less serious but can be categorized as better than the first cycle. The emotional relationship between students and lecturers has become more intimate. Class is a very enjoyable place.

5. Conclusion

This study draws several important conclusions based on the presented data. First, the flipped classroom model has been demonstrated to significantly improve the speaking skills of nursing students in health polytechnics. Preliminary data revealed that only 13 students (40.7%) met the minimum competency score, with an average score of 55. After implementing the flipped classroom model in Cycle I, the number of students achieving completion increased to 21 (65.6%), with an average score of 64. By the end of Cycle II, 30 students (93.7%) met the minimum competency threshold, with an average score of 80.

Although not all students reached the desired level of completion, the intervention clearly enhanced students' English-speaking abilities.

Another significant advantage of the flipped classroom model is its ability to transition from a traditional teacher-centered approach to a student-centered learning environment. This shift empowered students to take greater responsibility for their learning, fostering independence and active participation. The flipped classroom model proved effective in stimulating all domains of student assessment cognitive, affective, and psychomotor. By allowing students the freedom to prepare at their own pace, the class atmosphere became more engaging and enjoyable, encouraging creativity, collaboration, and confidence in speaking. This demonstrates the potential of the model to develop well-rounded language skills beyond mere rote memorization.

While this study focused on nursing students in health polytechnics, the findings suggest broader implications for applying the flipped classroom model in other professional education settings. The model's emphasis on active, student-centered learning and its ability to balance theoretical knowledge with practical application make it suitable for disciplines requiring strong communication and interpersonal skills, such as education, law, business, or engineering. Future studies could explore how the flipped classroom approach can be adapted to these fields, addressing the unique challenges and opportunities they present.

Finally, the success of the flipped classroom model in improving English-speaking skills positions it as a viable alternative for optimizing language learning in professional education. Its flexibility and ability to foster engagement make it a valuable reference for educators seeking innovative methods to enhance communication skills among students.

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STUDENTS' PERCEPTIONS AND MOTIVATION TOWARD E-LEARNING AT AKM HIGH SCHOOL DURING THE COVID-19 PANDEMIC

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Abstract

The use of media in online learning became essential during the Covid-19 pandemic, necessitating a shift to remote education across Indonesia. As a solution to maintain educational continuity, e-learning emerged as an effective tool, especially in supporting English language instruction. This study explores the perceptions and motivations of eleventh-grade students at AKM High School (pseudonym) toward e-learning in their English classes during the 2020/2021 academic year. Data gathered through questionnaires and interviews revealed that 50.1% of students agreed that teachers effectively delivered lessons via e-learning, while 60.94% found the curriculum aligned with their syllabus expectations. Notably, 44.5% of students felt that e-learning improved their English skills, with 41.7% strongly agreeing that teachers facilitated productive question-and-answer sessions. Regarding motivation, 69.4% of students responded positively to the instructional media, 58.3% felt encouraged to ask questions, and 61.1% were motivated to complete assignments. However, only 50% remained motivated without assignments, and 58.3% expressed a sustained enthusiasm for English learning through e-learning. The findings suggest that students generally perceive e-learning as flexible and effective, though challenges such as procrastination emerged. Overall, e-learning has proven to be a viable alternative, fostering positive attitudes and motivation for learning from home during challenging times.

Keywords: *online learning; pandemic education; perceptions of E-Learning; student motivation*

1. Introduction

The increasing cultural diversity worldwide necessitates effective communication in foreign languages (Anggrisia et al., 2020). Csillik (2019) has shown that foreign languages are often used in multilingual communities, serving as a second language alongside the primary language in everyday interactions. Tan et al. (2020) highlight that English has become the leading foreign language, primarily due to its role as the international lingua franca, especially in education. In Indonesia, English is crucial in the educational curriculum, with a strong emphasis on students achieving proficiency to stay competitive globally.

The advent of the Covid-19 pandemic in 2020/2021 necessitated a compulsory transition to online education across Indonesia to mitigate the virus's spread. In response,

the Minister of Education and Culture, Nadiem Anwar Makarim, mandated the implementation of online learning modalities, leading to the widespread adoption of e-learning as the primary strategy for maintaining educational continuity. This shift underscores the critical role of media in online learning to achieve educational objectives. Thus, educators must possess comprehensive knowledge and proficiency in utilizing learning media and technological tools, a point underscored in Al-Qur'an surah Al-Alaq (55); 3-4: "Read: And thy Lord is the Most Bounteous, Who teaches by the pen."

Despite the importance of e-learning, many Indonesian students lack familiarity with this educational mode, necessitating significant adaptation (Robah & Anggrisia, 2023). Alomyan (2023) has highlighted considerable challenges associated with e-learning in higher education, particularly focusing on the perceptions of both lecturers and students. These challenges include time constraints, lack of interest, motivation, and collaboration among lecturers. However, this study specifically narrows its focus to students' perceptions and motivations regarding e-learning during the Covid-19 pandemic, setting it apart from Alomyan's broader analysis, which included both lecturers and students.

Mubarok et al. (2022) emphasized that self-motivation significantly influences students' success in e-learning environments, with effective integration of information technology and communication within the learning process heavily dependent on individual motivation. Similarly, Prakasha et al. (2022) found a positive correlation between students' technical skills and their attitudes toward e-learning. Drawing from these findings, this study aims to clarify students' perceptions and motivations regarding e-learning during the Covid-19 pandemic, distinguishing itself from previous research that primarily examined the connection between attitudes and motivation. Expanding on the concept of online learning, Mohammadi (2010) described it as the intentional use of networked information and communication technologies in pedagogy, while Goyal (2012) explained that online learning relies on telecommunication technologies to deliver educational content and training. As information and communication technologies advance, online learning is increasingly established as a contemporary educational paradigm, utilizing various media and applications to enrich the learning experience.

The Association for Education and Communication Technology (AECT), as cited in Tsarev et al. (2024), characterizes media as any form utilized to convey information. The National Education Association (NEA) defines media as manipulable objects that can be seen, heard, read, or discussed, thereby impacting the effectiveness of instructional programs (Wu & Wang, 2022). Bates (2019) asserted that media, as technology, are instrumental tools that facilitate learning but do not inherently influence students' abilities unless effectively integrated with learning content and context.

Prior research has provided significant insights into students' perceptions and motivations regarding e-learning. For instance, Sabila (2022) examined eighth-grade students at MTs Hasanah Pekanbaru and found that 77.46% of students had positive perceptions of e-learning during the Covid-19 pandemic. Similarly, Wiranto (2024) studied English Language Education Master Program students at Universitas Tanjungpura Pontianak, revealing that most students held positive views on online learning despite some negative perceptions due to poor internet connectivity and miscommunications. Pratiwi and Kurniati (2022) also explored students' perceptions of e-learning at Universitas Internasional Batam, concluding that students generally maintained positive perceptions. However, these studies predominantly focus on higher education or specific educational levels and settings. This

study seeks to bridge this gap by specifically investigating high school students' perceptions and motivations towards e-learning at AKM High School (pseudonym) during the Covid-19 pandemic, aiming to provide a nuanced understanding of how this particular demographic is adapting to e-learning amidst an unprecedented global crisis.

In light of the foregoing, this study seeks to address the following research questions: How are the students' perceptions toward the use of e-learning in the online English class? How are students' motivations toward the use of e-learning in the online English class? The objectives of this study are twofold: firstly, to elucidate students' perceptions of e-learning as a medium in online English classes during the Covid-19 pandemic, including their agreement with the method and the underlying reasons for their acceptance or rejection of the e-learning system; and secondly, to delineate students' motivation towards e-learning as a medium in online English classes during the Covid-19 pandemic, encompassing their readiness and enjoyment in engaging with the e-learning method.

2. Literature Review

Perception plays a crucial role in the learning process. Haryanto (2015) defines perception as the process by which individuals experience what they view through sensory receptors. Daugirdiene and Brandisauskiene (2023) support this by describing perception as a process of thinking or feeling something. Simplified, perception can be understood as the process through which people interpret experiences influenced by their own backgrounds. According to Qiong (2017), perception is the process of achieving awareness or understanding of sensory information. Proctor and Proctor (2021) add that perception follows the sensing process, where individuals receive stimuli through sensory devices, and this process involves recognizing, collecting, and interpreting sensory information.

Building on the concept of perception, Qiong (2017) explains that the human perception process is divided into three steps: selection, organization, and interpretation. In the selection stage, the stimulus is presented through human experience, forming the foundation for the recognition process. During the organization stage, information based on past experiences is arranged in a meaningful pattern, which takes considerable time to integrate. The final stage, interpretation, involves attaching meaning to the stimulus, with individuals providing different interpretations based on the same stimulus.

Transitioning from perception to motivation, it is another critical component in the learning process. Prihartanta (2015) describes motivation as a psychological phenomenon, an impulse that arises consciously to achieve a particular purpose. Saptono (2016) emphasizes that motivation is fundamental to students' achievements, with highly motivated classrooms often correlating with improved learning outcomes. Student motivation is internal energy that fuels excitement about learning to achieve goals.

Furthermore, Roman and Nunez (2020) categorize motivation into instrumental and integrative types. Instrumental motivation refers to practical reasons for learning languages, such as obtaining a salary or college bonus. In contrast, integrative motivation involves learning languages to better understand the people and culture associated with that language. Prihartanta (2015) further divides motivation into intrinsic and extrinsic types. Intrinsic motivation originates from within the individual, while extrinsic motivation is driven by external stimuli.

In addition to perception and motivation, media play an essential role in the educational process. Knaus (2023) defines media as tools that convey messages and

stimulate students' minds, feelings, and anxieties, thereby facilitating the learning process. Musahrain et al. (2023) highlight the importance of media in enhancing the effectiveness and efficiency of the teaching-learning process. Akbar et al. (2023) further note that media can store data, helping teachers present relevant material to students. Thus, media serve as an alternative way to conduct the learning process using technological features to ease knowledge transition.

As education increasingly incorporates technology, e-learning has become an integral part of modern education. Burac et al. (2019) define e-learning as an online platform that uses technology to facilitate communication in the teaching and learning system. Indrakusuma and Putri (2016) describe e-learning as a new teaching method that combines individual or group activities using computers and other electronic devices. Suartama (2014) notes that e-learning materials can be accessed anytime and anywhere, enriched with various learning resources, including multimedia.

E-learning's unique characteristics are outlined by López et al. (2019), who identify four main features: building knowledge through media material, easy and practical access to materials, the role of educational institutions and learners as mediators and mentors, and the optimal support of information and communication technologies in education. Indrakusuma and Putri (2016) discuss the advantages of e-learning, such as multimedia facilities, cost-effectiveness, conciseness, and accessibility. However, Derakhshandeh and Esmaeili (2020) identify several disadvantages, including lack of interaction, a tendency towards training rather than education, internet connectivity issues, limited human resources, and potential feelings of isolation among students.

To illustrate a practical application of e-learning, AKM High School, recognized as a model school for online teaching, offers various facilities and online teaching media accessible to students. These facilities, including teachers' forums, academic calendars, e-attendance, video conferences, e-lesson plans, e-tests, and evaluations, make it easier for teachers and students to conduct and participate in online classes, especially during the Covid-19 pandemic.

3. Research Method

To address the research objectives, this study employed a qualitative methodology, specifically using a case study approach to investigate students' perceptions and motivations towards e-learning during the Covid-19 pandemic. Priya (2021) describes a case study as an in-depth exploration of various factors influencing the development or progress of a specific subject. Case studies are widely used across disciplines, including medicine, business, and politics, to examine particular instances within real-world contexts. In this study, the focus was on understanding the extent of students' perceptions and motivations in following the e-learning system during the Covid-19 pandemic, involving multiple observations over time for a comprehensive examination.

The research was conducted online due to the restrictions imposed by the Covid-19 pandemic, which prevented direct fieldwork. Data were collected using questionnaires distributed through students' WhatsApp groups on May 10th, 2021, and interviews conducted on May 20th, 2021. This online format ensured the safety of both the researcher and the participants while facilitating efficient data collection. The aim was to provide a clear explanation of students' perceptions and motivations towards e-learning in the context of online English classes during the pandemic.

Participants in this research were eleventh-grade students from the *Ilmu Agama* program at AKM High School (pseudonym). The use of a pseudonym is intended to protect the privacy and confidentiality of the participants and the institution involved. A total of 36 students were selected using convenience non-probability sampling to prioritize the availability and willingness of students to participate in the survey. This particular group was chosen due to their frequent engagement and significant competence in using e-learning media for their English learning process. AKM High School was selected for its exemplary application of e-learning methods and excellent facilities, making it a model for other schools in the region.

For data collection, two primary instruments were employed: questionnaires and interviews. The questionnaires, designed as closed-ended to ensure clear and unbiased responses, comprised ten questions focusing on students' perceptions and motivations regarding English e-learning during the pandemic. To facilitate comprehension, the questionnaire was created in Bahasa Indonesia and distributed via Google Forms, receiving responses from 36 students. The interview process involved one-on-one video calls via WhatsApp with ten students from the sample. This approach maintained the validity and originality of the data, as all conversations were recorded and transcribed. The interviews used an open-ended format to allow for detailed responses while following a predetermined set of questions for consistency. These questions were derived from the questionnaire and included additional queries to deepen the understanding of students' perceptions and motivations.

Following data collection, the analysis was conducted using qualitative techniques described by Helaludin and Wijaya (2019), including data reduction, data display, and conclusion drawing. Initially, data reduction involved summarizing, categorizing, and selecting relevant information to make it manageable and meaningful. Subsequently, the data were displayed in a systematic format, such as tables and charts, to facilitate understanding. Finally, conclusions were drawn based on the reduced and displayed data, ensuring that the findings addressed the research questions and provided insights into students' perceptions and motivations towards e-learning. To ensure data validity, the research employed triangulation methods suggested by Miles and Huberman (2015). This approach involved cross-verifying data through multiple sources and methods. Specifically, source triangulation was achieved by comparing responses from different participants, while method triangulation involved comparing data obtained from both questionnaires and interviews. This comprehensive process ensured the credibility and accuracy of the findings, thereby supporting the overall reliability of the research.

4. Results and Discussion

4.1 Results

This section presents the findings from the study, focusing on students' perceptions and motivations toward the use of e-learning in online English classes during the Covid-19 pandemic. The data were collected through questionnaires and interviews with eleventh-grade students from AKM High School. The responses provide insights into how students perceived the effectiveness of e-learning and their motivation to engage with this mode of learning.

4.1.1 Students' Perceptions Toward the Use of E-Learning in the Online English Class

From the questionnaire, 50.1% of respondents agreed that teachers explained English material well through e-learning, while 38.9% strongly agreed. Only 11% disagreed or strongly disagreed. Interview responses supported these findings, with students affirming that the teacher explained the material clearly and used various media, such as videos and pictures, to enhance understanding. For example, GH stated, "The teacher is good enough when explaining English material in online learning." Similarly, SH mentioned, "It is good enough because the teacher explains in detail and we can ask questions when we do not understand." However, a few students felt that explanations were not always clear, indicating room for improvement.

A significant 69.4% of respondents agreed that the English material delivered by the teacher through e-learning was in accordance with the syllabus, with 30.6% strongly agreeing. Interview responses reinforced this finding. GH mentioned, "It is in accordance with the syllabus given by the teacher at the beginning of the lesson," and SH agreed, stating, "Yes, it is in accordance with the syllabus." AP and PK also confirmed that the materials were consistent with the syllabus. These responses suggest that the alignment of e-learning materials with the syllabus is well-perceived by students.

Regarding the effectiveness of e-learning, 36.1% of respondents strongly agreed that it was effective, while 33.4% agreed. However, 30.5% found it less effective or ineffective. Interviews revealed that some students found e-learning made them more independent, as GH expressed, "It is effective because we are required to be more independent." On the other hand, SH pointed out that the effectiveness depended on students' motivation, saying, "I think it is effective, but it depends on whether the students are lazy or not." The lack of interaction with teachers and peers was a common concern among those who found e-learning less effective.

In terms of improvement in English skills through e-learning, 44.5% of respondents agreed that their skills improved, while 38.9% disagreed. The remaining 16.6% were divided between strongly agreeing and strongly disagreeing. GH noted, "My grades increased despite studying online. Because when I do not understand, I usually study again, so I understand better." SH added, "In my opinion, my abilities have improved, such as speaking English more fluently and it is easier to understand what the teacher explains." These responses indicate that while many students perceived an improvement in their skills, others struggled without direct interaction and support.

Lastly, regarding the teacher conducting question and answer activities, 41.7% of respondents strongly agreed that teachers conducted effective Q&A sessions, and 38.9% agreed. Interviews confirmed that Q&A sessions were common and beneficial. GH stated, "Yes, at the end of the session, the teacher usually does a question-and-answer activities with the students," while SH added, "Usually, the teacher conducts question and answer activities, especially for material that is considered difficult." These responses highlight the importance of interactive elements in e-learning to enhance student understanding and engagement.

These findings indicate that students generally have positive perceptions of e-learning, particularly appreciating the alignment with the syllabus and the role of teachers in explaining material and conducting Q&A sessions. This positive perception reflects an acknowledgment of the structured approach to delivering content, which helps students follow the curriculum effectively. Additionally, the detailed explanations and use of diverse

media by teachers facilitate better understanding and engagement among students, which is crucial in an online learning environment. However, challenges such as the need for more interaction and varying levels of effectiveness were also noted. The lack of face-to-face interaction remains a significant drawback, as it affects the immediacy and quality of feedback that students receive. Furthermore, the effectiveness of e-learning seems to vary, with some students thriving in an independent learning setup while others struggle without the direct support and motivation provided by a traditional classroom setting. This variability suggests that while e-learning has its strengths, it also requires a more nuanced approach to address the diverse needs of students.

4.1.2 Students' Motivations Toward the Use of E-Learning in the Online English Class

In terms of motivation, 69.4% of respondents agreed that they were willing to learn using e-learning media, with 19.5% strongly agreeing. Interview responses indicated that students were motivated to learn using various e-learning tools provided by their teachers. GH mentioned, "Yes, I am still motivated because I really want to be proficient in English," and FG stated, "I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English." These responses suggest a strong intrinsic motivation among students to engage with e-learning media.

When asked about their activeness in seeking help, 58.3% of respondents agreed that they actively asked teachers for help when facing difficulties, while 27.9% disagreed. Interviews revealed that students felt asking questions was essential for understanding. GH noted, "Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question-and-answer session," and CV added, "Yes, because asking questions makes us understand and know things we did not know before." However, some students hesitated to ask questions due to time constraints or shyness.

Regarding diligence in completing assignments, 61.1% of respondents agreed that they diligently completed assignments given through e-learning, and 30.6% strongly agreed. Interviews showed that students were motivated to complete assignments as they impacted their grades and learning progress. GH said, "Yes. I always do the assignments given by the teacher because it really affects the grades I get," and SH mentioned, "Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments." These responses indicate that students recognized the importance of assignments and were motivated to complete them.

For continued learning without assignments, 50% of respondents agreed that they continued learning English even without assignments, while 41.7% disagreed. Interviews highlighted that some students studied independently to improve their skills, while others needed assignments to stay motivated. GH mentioned, "Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand," while SH said, "Yes, when other subjects do not have assignments, so I choose to learn English because I like it." These responses show that independent learning varied among students.

Lastly, in terms of motivation and enthusiasm, 58.3% of respondents agreed that they were motivated and enthusiastic about learning English through e-learning, with 13.9% strongly agreeing. GH stated, "Yes, I am still motivated because I really want to be proficient in English," and PK added, "I am still motivated because my parents often accompany me when I study and often give me encouragement." These responses indicate that while many

students remained motivated and enthusiastic, some struggled with the lack of direct interaction and found it less engaging than face-to-face learning.

These findings suggest that students' motivations toward e-learning are generally positive, with strong intrinsic motivation to learn and complete assignments. This strong internal drive is essential for sustaining engagement in an online learning environment, where self-discipline and personal interest play critical roles. Students' willingness to adapt to e-learning tools and their diligence in completing assignments reflect a commendable level of commitment. However, challenges such as the need for external motivation and the impact of reduced interaction were also noted. The absence of direct teacher-student and peer interactions can diminish the motivational aspects of learning, making it harder for some students to stay engaged. Therefore, while e-learning has successfully harnessed students' intrinsic motivations, it must also address the external factors that can enhance or hinder overall engagement and learning effectiveness.

4.2 Discussion

The study aimed to understand students' perceptions and motivations towards the use of e-learning media, particularly during the Covid-19 pandemic, at AKM High School. The findings revealed that the Covid-19 pandemic necessitated rapid adaptation in education systems globally, with e-learning emerging as a primary solution. According to Burac et al. (2019), e-learning facilitates communication using technology in teaching and learning processes. It has become the most widely used medium during the pandemic, enabling teachers to integrate various learning activities using electronic devices and multimedia resources (Suartama, 2014).

The importance of e-learning during the Covid-19 pandemic underscores the necessity for students to have positive perceptions and motivations towards this mode of learning. The study's findings indicate that students responded positively to the use of applications as learning media during the pandemic. Many students found online learning efficient, aligning with Goyal's (2012) assertion that online learning utilizes telecommunication technology to deliver educational information without paper-based materials. This efficiency and the availability of various alternative media and applications support the learning process effectively.

Interviews with students further corroborated these findings, showing a general consensus on the efficiency of applications used in online learning. Students appreciated the teacher's role in explaining materials, highlighting the advantages of e-learning, such as the use of multimedia facilities (Indrakusuma and Putri, 2016). Haryanto (2015) emphasized that perception involves how people experience sensory input, and students' perceptions were shaped by their experiences with e-learning, which often varied due to differences in their levels of independence and study environments.

Despite the positive perceptions, students also encountered challenges, such as technical issues with internet connectivity and devices, as noted by Harsasi and Sutawijaya (2018). These challenges impacted their learning experience, indicating a need for stable and reliable technological infrastructure to support e-learning. The role of the teacher remains crucial in facilitating a positive learning environment, and continuous improvement in teaching competence is essential for enhancing students' learning experiences.

The findings suggest that teachers are essential in shaping students' perceptions of e-learning. Effective use of multimedia and clear explanations can enhance understanding and

engagement. However, the challenges related to technical issues highlight the need for robust support systems to ensure smooth and uninterrupted learning experiences. E-learning has proven to be a viable alternative during the pandemic, but its success relies on both technological infrastructure and the adaptability of educators.

Motivation, a critical factor in learning, was examined through various indicators. The study found that students exhibited strong intrinsic motivation towards e-learning. Interviews revealed that students were motivated to use e-learning tools, driven by their desire to improve their English skills. GH stated, "Yes, I am still motivated because I really want to be proficient in English," while FG mentioned, "I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English."

The activeness in seeking help was another motivational indicator. A significant number of students actively asked teachers for assistance when facing difficulties, recognizing the importance of asking questions for better understanding. GH noted, "Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question-and-answer session," and CV added, "Yes, because asking questions makes us understand and know things we did not know before." However, some students hesitated due to time constraints or shyness.

Students also demonstrated diligence in completing assignments, driven by the recognition of its impact on their grades. GH said, "Yes. I always do the assignments given by the teacher because it really affects the grades I get," and SH mentioned, "Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments." This indicates that students understood the importance of assignments in their learning progress.

While 50% of respondents continued learning English without assignments, the remaining 41.7% needed assignments to stay motivated. GH mentioned, "Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand," while SH said, "Yes, when other subjects do not have assignments, so I choose to learn English because I like it." This variability shows that independent learning practices differ among students.

In terms of motivation and enthusiasm, a majority of students remained motivated and enthusiastic about learning English through e-learning, driven by intrinsic factors and parental support. GH stated, "Yes, I am still motivated because I really want to be proficient in English," and PK added, "I am still motivated because my parents often accompany me when I study and often give me encouragement."

The findings suggest that students' motivations towards e-learning are generally positive, supported by strong intrinsic motivations and the recognition of the importance of assignments. However, the need for external motivation and the impact of reduced interaction remains challenges that need addressing. As Prihartanta (2015) and Saptono (2016) noted, motivation is crucial for achieving learning goals, and e-learning can significantly enhance students' motivation and learning outcomes if these challenges are effectively managed.

5. Conclusion

The findings of this study indicate that students at AKM High School have generally positive perceptions and motivations towards e-learning in their online English classes

during the Covid-19 pandemic. The integration of e-learning tools has been effective in maintaining educational continuity, aligning well with the syllabus, and providing clear explanations and interactive sessions. However, some challenges, such as the need for increased interaction and addressing varying levels of effectiveness, were noted. These positive perceptions are complemented by students' strong intrinsic motivation to engage with e-learning, driven by the desire to improve their English skills. The use of diverse instructional media and the support from teachers played a significant role in sustaining students' interest and diligence in their studies. Despite some students' reliance on external motivation, the overall enthusiasm for learning English through e-learning remained high.

To enhance the effectiveness of e-learning, teachers are encouraged to incorporate more interactive elements, such as frequent discussions and Q&A sessions, and to utilize a variety of multimedia resources to enrich the learning experience. Continuous improvement in delivering effective e-learning sessions is essential, and exploring platforms like Google Classroom and Schoology can offer added functionality. Students should develop greater independence and discipline in their studies, allocating dedicated time for learning, reducing distractions, and actively participating in online classes. Building consistent study habits will help in achieving better academic outcomes. Moreover, parents can provide crucial support and supervision for their children's learning activities at home, encouraging regular study routines and being involved in their educational progress.

Future research should address several limitations identified in this study to enhance the depth and breadth of understanding regarding e-learning. The data gathered were solely from AKM High School, which limits the generalizability of the findings. Future research should include a more diverse range of schools, encompassing different regions and varying socio-economic backgrounds, to provide a more comprehensive and comparative analysis. Additionally, incorporating mixed methods, such as observational data and performance metrics, can triangulate the findings and ensure a more robust dataset. Longitudinal studies are recommended to observe changes and trends over time, providing deeper insights into the long-term impact of e-learning on student performance and engagement. Expanding the scope to include other subjects could offer a more holistic view of the efficacy and challenges of e-learning across the curriculum. Addressing these limitations will contribute significantly to the development of effective e-learning strategies and policies, enhancing the educational experience for students.

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FROM ROSALINE TO JULIET: ROMEO'S ROMANTIC FICKLENESS IN *ROMEO AND JULIET*

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Abstract

In William Shakespeare's *Romeo and Juliet*, the evolution of the character of Romeo reflects a transformation from obsessive infatuation to true love, exposing the irrationality of youth and the fragility of emotions. In the beginning of the tragic drama, we find Romeo in his state of despair after being rejected by Rosaline, which only goes to confirm the shallowness and most likely temporary nature of his feelings. Only Juliet, the love of his life, can bring him to the edge of genuine and profound love. This transformation in the character of Romeo pushes the tragic story and explains the internal conflict faced by characters due to their own wishes, desires and societal expectations. The scheme of his romance with Juliet develops quickly, from their initial meeting to their instant marriage. However, this impulsiveness also leads to their downfall, as their love goes against the long-standing feud between the Montagues and Capulets. Shakespeare uses this character to show the irrationality of love and the power of forces pushing outside. The work is not confined to the analysis of romantic love and its reflection, but also looks at the strife of society that make, shape and eventually kill that love. Romeo appears as a means for Shakespeare's parallel yet different understanding of love – its beauty and its vulnerability, compelling readers to reflect on the power of love and the conditions that allow or prohibit it.

Keywords: *fickleness; impulse; Juliet; renaissance; Romeo; Shakespeare; tragedy*

1. Introduction

The complicated relationship between love ideals and emotional instability is clearly seen in the character of Romeo in Shakespeare's *Romeo and Juliet*. At first, Romeo acts like a typical passionate lover, infatuated with Rosaline, showing obsession and youthful innocence linked with love (Shakespeare, 2021). His dramatic line, "Did my heart love till now? Forswear it, sight! / For I ne'er saw true beauty till this night" (Shakespeare, 2006), shows how deeply emotional he can be. This fleeting passion highlights his emotional instability, which sharply contrasts when he meets Juliet. Romeo's quick change in feelings shows how temporary young love can be, making him a tragic hero and a representation of the changing nature of teenage relationships (Bloom, 2010). This character change connects closely with the love norms of the Elizabethan era, adding richness to the story. By demonstrating Romeo's development, Shakespeare questions the idea of love being short-

lived and superficial, pushing viewers to rethink its reality against outside influences like family and society. This complex portrayal shows love as both appealing and fragile, giving critical insight into Elizabethan attitudes about romantic love (Greenblatt, 2012).

Romeo's romantic development also highlights the conflict between personal desire and social demands. His transition from Rosaline to Juliet reflects a larger generational struggle against family loyalty and cultural limits (Kasten, 1999). Shakespeare uses language and irony to emphasize the ridiculousness of Romeo's sudden emotional changes, prompting deeper thought on the difficulties of love and identity. When Romeo tells Juliet:

"My love is as boundless as the sea,
My love as deep; the more I give to thee,
The more I have, for both are infinite," (Shakespeare, 2006),

He shows how powerful their emotions can be. Their shared passion allows them to question societal norms and face the challenges in their path. Through Romeo's story, the play critiques romantic ideals and highlights the tension between individual emotions and communal responsibilities (Marcus, 2009). This exploration lifts *Romeo and Juliet* from a simple story to a significant commentary on human behavior, especially the ongoing clash between personal desires and social expectations (McDonald, 2017). By focusing on Romeo's love's uncertainty at the start, Shakespeare contrasts his initial weakness and confusion with the life-changing nature of true love, which helps him evolve from an unsure youth into a confident man.

"Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet." (Shakespeare, 2006)

On one hand, Juliet's willingness to abandon her family's name and title echoes her rebellion against societal norms and familial obligations. She offers two solutions and demands that Romeo accept one of them: either to renounce his family name or to give her a guarantee of loyalty. Both options reflect Juliet's readiness to abandon everything for the sake of their love, reinforcing the authenticity of their passion and their determination to be together no matter the cost.

On the other hand, Juliet shows a more stable and dedicated perspective on love. When the Friar gives Juliet the potion to fake her death, she swiftly accepts the plan, demonstrating her love for Romeo:

Love give me strength! and strength shall help afford.
Farewell, dear father. (Shakespeare, 2006)

This strong determination highlights the play's investigation of love's complexities, showing Juliet as a stable figure in chaos. Together, Romeo and Juliet's adventure illustrates the continued significance of Shakespeare's work, emphasizing the universal battles between love, identity, and societal expectations.

2. Literature Review

Romeo's progression from fascination with Rosaline to profound love for Juliet in *Romeo and Juliet* has been a focal point of scholarly analysis, explored through thematic,

psychological, linguistic, and cultural lenses. This review synthesizes insights from verified sources, examining the complexities of Romeo's transformation and its broader implications.

Early scholars such as Levin (1960) analyzed Romeo's linguistic evolution as a reflection of his emotional growth. Levin sees a clear change in Romeo's words, moving from the fancy and forced phrases he used while liking Rosaline to the more genuine and natural talk he has with Juliet. This linguistic transformation, as Levin notes, underscores Romeo's journey from theatrical infatuation to genuine love:

"Romeo's love for Juliet will have an immediacy which cuts straight through the verbal embellishment that has obscured his infatuation with Rosaline. That shadowy creature, having served her Dulcinea-like purpose, may well be forgotten" (Levin, 1960).

Building on this, Nevo (1969) interprets Juliet's active role in their relationship as revolutionary, contrasting sharply with Rosaline's passivity. Juliet's willingness to challenge societal norms and her dynamic participation in the romance enable a profound emotional connection between the two characters. Nevo also highlights Juliet's transformative impact on Romeo, allowing him to move beyond superficial notions of love and into a deeper, more authentic emotional state. However, Nevo emphasizes that Romeo's growth remains incomplete, with his impulsive tendencies driving the play's tragic resolution.

Levenson (1984) elaborates on the contrast between Rosaline and Juliet, arguing that Shakespeare deliberately juxtaposes the unrequited nature of Romeo's affection for Rosaline with Juliet's passionate reciprocity. Rosaline, according to Levenson, serves as a necessary prelude, representing a youthful and transient kind of love natural for Romeo's age. Juliet, by contrast, facilitates a more mature and reciprocal bond, transforming Romeo's understanding of love from an abstract concept to a lived reality.

Ryle (2005) examines Romeo's exaggerated expressions, such as "feather of lead" and "cold fire," while he's all caught up with Rosaline shows his not grown-up and fake view of love. Ryle says that Juliet liking him back helps Romeo grow, giving him a better look at real feelings. However, Ryle also notes that Romeo's impulsivity continues to shape his decisions, contributing to the tragic events of the play.

Lucking (2001) interprets Romeo's romantic volatility as emblematic of adolescent emotional development, viewing his swift transition from Rosaline to Juliet as reflective of the ephemeral nature of teenage infatuation. Lucking underscores that while Juliet brings emotional growth to Romeo, his immaturity remains evident in his impulsive actions.

More recently, Wallace (1991) and Hartley-Kroeger (2020) explore the cultural and psychological dimensions of Romeo's romantic evolution. Wallace examines how Rosaline and Juliet embody contrasting ideals of femininity, with Rosaline representing the distant muse of courtly love and Juliet subverting traditional archetypes by actively engaging in the romance. Hartley-Kroeger critiques Romeo's romantic instability, framing it as a reflection of youthful capriciousness. This aligns with Lucking's earlier argument about adolescent volatility but adds a contemporary perspective on identity formation and emotional growth. Through linguistic, psychological, and cultural lenses, the evolution of Romeo's feelings from Rosaline to Juliet showcases Shakespeare's sophisticated exploration of love's complexities. While Rosaline represents superficial infatuation, Juliet fosters profound emotional growth. Nevertheless, Romeo's recklessness and volatility underscore the tragic inevitability of his journey, solidifying Romeo and Juliet as a timeless study of human emotion.

3. Research Method

This paper uses a qualitative research method to gather and look at data, with a focus on William Shakespeare's *Romeo and Juliet* as the main source. Various secondary sources like academic studies, historical data, and critical analyses were chosen to give a full view of the play's themes and Romeo's change in romantic behavior. The data collection involved finding credible academic publications, peer-reviewed journals, and well-known Shakespearean works to ensure their trustworthiness and relevance.

The analysis method combines thematic, linguistic, and cultural viewpoints to examine Romeo's character change. Shakespeare's text was carefully read to find key passages showing Romeo's romantic evolution, and secondary sources were sorted by their thematic focus—psychological, linguistic, or cultural. Each secondary source was assessed for its role in the argument, emphasizing the connection between Romeo's relationships and the societal rules of Elizabethan England.

The study claims that Romeo's rapid emotional changes reflect a young man struggling with his identity and societal demands. Juliet's role sparks his development from a confused, thoughtless youth to a lover who chooses to give up his family, name, and reputation for her. The paper also looks at how Rosaline and Juliet shape Romeo's self-image, showing how Shakespeare critiques the unpredictability of youthful love and the controlling effects of true love. By merging ideas from primary and secondary sources, this analysis offers a detailed interpretation of Romeo's character.

4. Results and Discussion

The data collected from William Shakespeare's play, *Romeo and Juliet*, consists of quotations that examine the evolution of Romeo's romantic fickleness and his shift from Rosaline to Juliet. The analysis is divided into three main focuses: Romeo's Initial fascination with Rosaline, The Transition to Juliet, and a Critical Analysis of Romeo's Romantic Evolution. The play is rich in themes and situations reflecting Romeo's romantic innocence and immaturity, making it a valuable resource for understanding the playwright's intent in shaping Romeo's character this way.

4.1 Romeo's Initial Infatuation with Rosaline

In the beginning of the play Romeo's first feelings and crush on Rosaline is clearly different from his deeper emotions for Juliet. The first relationship is one-sided and is characterized by dramatic expressions of unrequited feelings as Rosaline took a vow of chastity as a result she will remain as an unattainable beauty for Romeo (Garber, 2008). When Romeo, 16-years-old boy, says, "Alas, that love, so gentle in his view, / Should be so tyrannous and rough in proof!" (Shakespeare, 2005, 1.1.172-173), denoting Romeo's melodramatic approach to love, his inexperience, and his suffering like any young boy when affected by love fever.

Romeo's desire for Rosaline is characterized by a deep sense of unrequited passion, the more Rosaline rejects him the more hopeless he feels. In Shakespeare's own expression Romeo refuses to mix with people and his suffering changes his behaviour in a way that he sleeps during the day by creating artificial nights for himself and wanders in the nearby forests as someone who lost a precious thing and tries to find it. Montague, Romeo's father, explains:

"Away from light seals home my heavy son, and private in his chamber pens himself, Shuts up his windows, locks fair daylight out, and makes himself an artificial night." (Shakespeare, 1597/2005)

Romeo laments, "She hath forsworn to love, and in that vow / Do I live dead" (Shakespeare, 1597/2005, 1.1.223-224), underlining the intensity and severity of his one-sided emotions for Rosaline. Benvolio, Romeo's cousin, describes Romeo's condition as one of hyper melancholy, "Amore lies like a withered hermit" (Shakespeare, 1597/2005, 1.1.160). Every single character has been utilized by William Shakespeare to demonstrate Romeo's suffering and his regrettable state is lamentable to let the reader understand the fickleness of Romeo's character after meeting Juliet in the Capulet's ball.

The contrast becomes visible when Romeo first sees Juliet. His language transforms tremendously, as he exclaims upon seeing her, "O, she doth teach the torches to burn bright! / It seems she hangs upon the cheek of night / Like a rich jewel in an Ethiope's ear" (Shakespeare, 1597/2005, 1.5.43-45). This poetic declaration marks a large shift from his previous melodramatic expressions about Rosaline (Bloom, 1998).

In his book *How to Fix a Broken Heart* (2018), the psychologist Guy Winch states that the aftermath of a breakup neurologically mirrors drug withdrawal, such as that experienced with heroin. Functional MRI studies reveal that heartbreak stimulates the same brain regions involved in substance withdrawal. This implies that romantic love works similarly to an addiction, and heartbreak triggers a withdrawal process from the person or relationship that once served as the "substance" (Winch, 2018).

The transformation is further stressed by Romeo's own recognition of his previous infatuation, as if he was unconcious and not aware about his deeds. When speaking to Friar Laurence, he admits his changing emotions: "Thou chid'st me oft for loving Rosaline" (Shakespeare, 1597/2005, 2.3.64), suggesting an awareness of the shallowness superficiality of his earlier feelings and his naïve behaviours. Friar Laurence observes Romeo's fickleness, adding, "Young men's love then lies / Not truly in their hearts, but in their eyes" (Shakespeare, 1597/2005, 2.3.67-68).

Rosaline, who is unresponsive to Romeo's attempts to get close, stands as a symbol of unachievable goal and an impossible mission for Romeo, "I aim to borrow Cupid's wings" (Shakespeare, 1597/2005), and a desire that makes him feel depressed and sad. In those scenes where Shakespeare writes about Romeo and his crush on Rosaline, they are conveying a specific message that this love, if one can call it love, is a source for melancholy and suffering for Romeo. Shakespeare exaggerates Romeo's affection towards Rosaline and makes his stand in this love a public one by making everyone aware of Romeo's love-sickness, "Ay me! sad hours seem long" (Shakespeare, 1597/2005), from a psychological point of view the reader can comprehend that not only he is suffering, but also his suffering makes his days feel longer which is another evidence about Romeo's fickleness showing his weakness in understanding what he cannot achieve.

4.2 Examination of the language used to describe Rosaline

In William Shakespeare's *Romeo and Juliet*, Rosaline exists as a device or a dramatic structure, the audience cannot see her on stage or has any lines, and she is characterized by her absence like Godot in Samuel Beckett's *Waiting for Godot*, Rosaline's absence is such a significant absence and without her one cannot understand Romeo from a wider scope. The

linguistic portrayal of Rosaline reveals sophisticated layers of Petrarchan love conventions and Romeo's immature romantic perception (Garber, 2008).

Here's much to do with hate, but more with love.
Why then, O brawling love, O loving hate,
O anything of nothing first create;
O heavy lightness, serious vanity
Misshapen chaos of well-seeming forms,
Feather of lead, bright smoke, cold fire,
sick health, Still-waking sleep, that is not what it is!
This love feel I, that feel no love in this.
Dost thou not laugh? (Shakespeare, 2006)

Marjorie Garber in her *Shakespeare After All*, states, "This is the language of Petrarchan formula, empty paradoxes and oxymorons — cold fire, sick health—stale poetic images that say nothing and mean nothing." When Romeo speaks to Benvolio and says, "This love feel I, that feel no love in this." It means that Romeo himself believes that this is not love because the feeling lacks genuine affection, which can be considered as another proof that Romeo is fickle and his feelings are not authentic enough to love someone.

In his early depictions of Rosaline, Romeo used exaggerated and contradicted language (hyperbole and paradox) which are rooted in the traditional courtly love model, "Out of her favor, where I am in love." (Shakespeare, 2006). Romeo's position in Rosaline's case is not that of a young boy who was turned down by a girl; rather it is that of a person who is unable to win the girl he loves because of outside factors (religion). If there was straight and obvious lines where Rosaline declares that she does not love Romeo, his situation might not have been bad and empathetic as it is:

"She is too fair, too wise, wisely too fair,
To merit bliss by making me despair.
She hath forsworn to love, and in that vow
Do I live dead, that live to tell it now." (Shakespeare, 2006)

The language that is utilized by Romeo to describe Rosaline is mainly performative, highlighting Romeo's romantic immaturity. When Romeo tells Benvolio that he is in love he uses the metaphor of a sickman, "Bid a sick man in sadness make his will: / Ah, word ill-urged to one that is so ill! / In sadness, cousin, I do love a woman." (Shakespeare, 2006). Romeo admits that he is in love and instead of making him happy, this love makes him sick and suffering under its burden:

"I am too sore enpierced with his shaft
To soar with his light feathers; and so bound
I cannot bound a pitch above dull woe:
Under love's heavy burden do I sink." (Shakespeare, 2006)

After witnessing Romeo's suffering, Benvolio, "Amore lies like a withered hermit" (Shakespeare, 1597/2005), hints a self-indulgent melodrama that is more about the performance of love and playing the part of lovers than genuine emotional depth (Bloom, 1998). It is interesting to mention that after 428 years of the first publication of *Romeo and Juliet*, people still embed Romeo's in their idiomatic expressions and daily conversations, and

some of those expressions present Romeo as pejorative, for example, people nowadays use "Romeo Syndrome" when referring to someone who is romantically impulsive or naïve (Urban Dictionary, n.d.).

These linguistic choices serve multiple dramatic purposes. They not only characterize Romeo's emotional immaturity but also provide a stark contrast to the more genuine, reciprocal language he later uses to describe Juliet (Evans, 1991).

Friar Laurence: God pardon sin! Wast thou with Rosaline?

Romeo: With Rosaline, my ghostly father? No,

I have forgot that name and that name's woe. (Shakespeare, 2006)

Romeo's explicit admission that he had "forgotten" his former flame, Rosaline, shows his fickleness; he has nearly forgotten that Rosaline is a real person, to him, she is now simply a name. In the opening scenes of *Romeo and Juliet* the reader witnesses how Romeo is suffering because of his unrequited love for Rosaline, then notices that Romeo is not bringing up her name just to comprehend the changing character of Romeo and his Indifference.

4.3 The Transition to Juliet

4.3.1 The sudden shift in Romeo's affections:

First, the depth of Romeo and Juliet's connection is apparent in their first meeting, where Romeo says, "My love as deep; the more I give to thee, / The more I have, for both are infinite" (Shakespeare, 1597/2005). This is significant as it is not a shift from Rosaline to Juliet, but also it can be regarded as a change in Romeo's language compared to the language that he used to speak about Juliet.

Second, In the story of *Romeo and Juliet*, Juliet's change from a idle character to a person who is wide-eyed, her relationship with Romeo gives her power to fight for what she desires without giving any importance to the fact that Romeo is from a rival household. At first, she is seen as an submissive daughter limited by her family's expectations and their obedient, "My mother is my lady toward whom my duty / Is strong" (Shakespeare, 1597/2004). In the beginning, readers see a 13-years-old girl who is dutiful to her family and for her family's fame and reputation come first. However, as she discovers true love, she begins to challenge social norms with her newfound strength, i.e., Romeo. This shift from an obedient character into someone who uses her voice is crystal clear when she asks Romeo to marry her, challenging the patriarchal regulations of her family: "If that thy bent of love be honourable, / Thy purpose marriage, send me word tomorrow" (Shakespeare, 1597/2004). From the Prologue of *Romeo and Juliet* Shakespeare made it clear that the reader/audience will witness a tragedy, and in this tragedy of character, Juliet plays a pivotal role in helping Shakespeare to create a destiny for both Romeo and Juliet that is sorrowful, "From forth the fatal loins of these two foes, / A pair of star-crossed lovers take their life." (Shakespeare, 2006).

Although, there is not enough information regarding Juliet's previous romantic relationships except for her family intentions for her marriage with Paris, yet the more Juliet falls in Romeo's love the more she remotes herself from Elizabethan norms of family and society, here Juliet addresses her mother, Lady Capulet, challenges her parents that the only person whom she will marry is Romeo which is a significant transformation in Juliet's personality, on one hand:

I will not marry yet; and, when I do, I swear
It shall be Romeo, whom you know I hate,
Rather than Paris. These are news indeed! (Shakespeare, 2006)

On the other hand, the readers encounter Romeo in different romantic situation which makes it difficult to decide about the seriousness of his feelings, at first he is infatuated with Rosaline, lamenting, "Thou canst not teach me to forget" (Shakespeare, 1597/2004), but then his quick move to Juliet shows his fickle nature. His sudden transformation is clear when he remarks, "Did my heart love till now? Forswear it, sight! / For I ne'er saw true beauty till this night" (Shakespeare, 1597/2004). In contrast, Juliet's feelings are deep and she seems to be more stable when it comes to her emotions towards Romeo, "My bounty is as boundless as the sea, / My love as deep" (Shakespeare, 1597/2004). Marjorie Garber in her *Shakespeare After All* (2008) states that Shakespeare created a symmetrical play and every single character or object has been presented to serve a specific purpose, the pair Romeo and Rosaline are aligned with Juliet and Paris to differentiate between a simple affection and a deep love:

In fact, in this very symmetrically designed play, the difference between doting and loving is a principal reason why we are first shown Romeo infatuated with someone other than Juliet. Doting on Rosaline, Romeo, in the imitable pattern of Petrarchan lovers, is comfortable only in the dark. When dawn comes he "[s]huts up his windows, locks fair daylight out, / And makes himself an artificial night" (1.132–133). Artifice is "art," but it is also make-believe—this is an artificial night for an artificial love. (Garber, 2008)

4.3.2 Comparative analysis of Romeo's language for Rosaline versus Juliet:

Romeo's feelings for Rosaline can be seen by infatuation, sickness, unrequited yearning, and feeling pity for himself, while Romeo's love for Juliet features exchanged admiration, depth, and transformative passion. Rosaline represents a far, passive, and idealized figure, whereas Juliet becomes the incarnation of love, active, and shared loyalty. To make this point clearer, the scholar will provide three different occasions to show Romeo's transition from infatuation to genuine love.

Data 1:

When Romeo describes Rosaline, he believes her beauty is unmatched and uses hyperbole to exaggerate how flawless Rosaline is, showing infatuation. In Act 1, Scene 1, Romeo describes Rosaline in aesthetic terms: "She is rich in beauty, only poor / That, when she dies, with beauty dies her store." This metaphor implies he views her as an object of beauty, limiting Rosaline's worth to her physical appearance and the fleeting nature of her attractiveness.

"One fairer than my love! The all-seeing sun
Ne'er saw her match since first the world begun."
(Shakespeare, 2006, Act I, Scene II)

However, when Romeo speaks about Juliet, his language sounds more measured and authentic, preventing himself from using hyperbolic expressions as a sign of the genuineness of his feelings.

"Did my heart love till now? Forswear it, sight!

For I ne'er saw true beauty till this night."

(Shakespeare, 2006, Act I, Scene V)

Data 2:

Rosaline for Romeo serves as a source of pain and despair and this unrequited love makes his days long and isolated him from others. It seems that Romeo thought differently about love and his perspective regarding it was a positive one, yet his love Rosaline is anything but love!

"This love feel I, that feel no love in this."

(Shakespeare, 2006, Act I, Scene I)

As we outlined in the previous sections, Romeo's transformation after meeting Juliet extends beyond verbal and expressive variations; it also followed by shifts in Romeo's attitude regarding family and friends. He describes his love for Juliet as empowering and uplifting, and there no self-pity anymore in his expressions.

"With love's light wings did I o'erperch these walls;

For stony limits cannot hold love out."

(Shakespeare, 2006, Act II, Scene II)

Data 3:

In Rosaline's case, 16-years-old Romeo has not time to think like a young man who loves a girl, and the reader cannot find instances in which Romeo attempts to physically approach Rosaline. This goes beyond logical understandings about love in the youth world that must bring delight and joy but rather a mere source of grief:

"In sadness, cousin, I do love a woman."

(Shakespeare, 2006, Act I, Scene I)

Unlike Rosaline, Romeo's first encounter with Juliet is passionate and immediately makes Romeo's flame burn bright as a young man. This indicates his longing for a real partner and someone who can upgrade him from a fickle boy into a stable man who is ready to die for the sake of his love:

"If I profane with my unworhiest hand

This holy shrine, the gentle fine is this:

My lips, two blushing pilgrims, ready stand

To smooth that rough touch with a tender kiss."

(Shakespeare, 2006, Act I, Scene V)

5. Conclusion

Romeo's thoughts on love demonstrate how strong and short-lived young feelings can be, influenced by what society thinks and what his personal desires ask for. Romeo's change from liking Rosaline to truly connecting with Juliet shows how volatile young love is and the immense impact of real passion. By quickly marrying Juliet and fronting Tybalt,

Romeo shows that acting on feelings right away can cause grave problems. Shakespeare points out Romeo's mood swings as well as the cultural ideas of love and honour, showing how these ideas push people to make destructive choices.

The play shows love as something that can uplift but also bring danger, leading to deep pledges but also tragic ends. Romeo's path explores love's complications, looking at how reason and feelings, head and heart fight against each other. The conflict between what people want and what society expects is key since Romeo and Juliet's relationship goes against family loyalty and social rules. Shakespeare uses this struggle to comment on the family conflicts of his day, pushing readers and audience to think about the damage these combats cause.

In the end, Romeo's story highlights the sweet yet miserable nature of love that can both uplift and destroy. Shakespeare's choice for a tragic ending sends a strong message to families and societies about needing to find peace to stop more pain, while also encouraging the youth to avoid rushing into decisions based solely on passion when addressing future challenges. Through Romeo's growth, the play serves as a lasting discussion about youth struggles and the continuing quest for real relationships in a divided world.

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INTEGRATING LOCAL WISDOM THROUGH PEUNAJOH-INDATU VIDEOS TO ENHANCE EFL STUDENTS' SPEAKING SKILLS

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Abstract

Numerous studies have investigated the use of videos as a medium for teaching English; however, there remains a significant gap in research on the utilization of local wisdom-based videos, particularly in the Indonesian context. This study examines students' perceptions of employing *Peunajoh-Indatu*, a local wisdom-based procedure text video, as a tool to enhance their speaking skills. A quantitative research approach was adopted, with questionnaires serving as the primary data collection instrument. The study involved 25 final-year high school students from SMA Negeri 1 Kutablang. The findings reveal overwhelmingly positive responses from the students, with 80% agreeing that the use of local wisdom-based videos significantly motivated them to improve their speaking abilities. The integration of culturally relevant materials heightened their enthusiasm for learning and practicing speaking. Moreover, the accessibility of the videos allowed students to engage in independent learning by re-watching and practicing outside the classroom, further reinforcing their speaking competence and overall confidence.

Keywords: *local wisdom; perception; peunajoh-indatu; speaking skill*

1. Introduction

Technology impacts our lives, particularly in education, where the primary focus is on teaching and learning. Modern classrooms often include new features such as smartboards and data-show projectors. Nowadays, the education world is dominated by cutting-edge digital technology, including smartphones, iPads, and YouTube videos, as well as sophisticated ICT applications. Educators, curriculum designers, and EFL pedagogy specialists recognize the necessity for a shift in teaching and assessment methodologies across all levels of education to adapt to the rapid advancement of educational technology (Saed et al., 2021). The current situation necessitates the use of education technology, potentially paving the way for blended or full-fledged online learning in the near future (Dhawan, 2020; Martin et al., 2022).

This study examines the students' perception towards the utilization of local wisdom procedure text videos *peunajoh-indatu* to improve speaking skill. Speaking is a crucial skill

for second language learners to engage with both native and non-native speakers and to partake in authentic settings (Fathi et al., 2024; Jabber & Mahmood, 2020). Speaking English as a global lingua franca is the objective of nearly all educational institutions and organizations (Gao & Tay, 2023). Nevertheless, in the context of English as a foreign language (EFL), speaking skills development challenges originate from impediments, including inadequate fluency, accuracy, vocabulary, and grammar competence (Rahimi & Fathi, 2022). Therefore, they are often not motivated to practice speaking, become anxious in speaking, and have poor speaking skill.

Speaking challenges like this contribute to a reluctance to engage in verbal conversation, impeding students' ability to enhance their speaking skills (Botes et al., 2022; Tevfik, 2023). To address this issue, internet platforms are thought to make it easier for students to participate in interactive speaking exercises (Asratie et al., 2023; Yang et al., 2022). With technological advancements, increasing accessibility, and the variety and appeal of English-language digital content and communities, today's young EFL learners have more options to obtain spoken material outside of the classroom via various social media platforms (Al-safadi et al., 2023; Dewi et al., 2023; Zhussupova & Shadiey, 2023).

Integrating local wisdom into teaching materials in English language teaching is rarely conducted by the educators, leading to disengagement between students and their cultural heritage (Ottu et al., 2024). This study examines the integration of Aceh local wisdom into teaching materials by developing Peunajoh-Indatu videos to improve students' speaking skills. The videos were developed for high school students, specifically procedure text where the researchers chose three famous culinary from Aceh. It incorporates cultural practices into practical activities and involves the cultural values in the learning process.

2. Literature Review

Social media is a technology used by 49% of the global population (Barrot, 2023; Wong & Yunus, 2023). YouTube is now recognized as one of the most popular instructional learning platforms in the digital age (Widiantari & Dewi, 2023). With the rapid growth of technology, video has become an effective tool in educational settings (Shoman, 2023; Yermekbayeva, 2023). YouTube videos enable students to learn activities that improve their speaking, vocabulary, and grammar skills (Hussain et al., 2024). YouTube is a prominent instructional platform that provides a wealth of valuable knowledge in a variety of subjects, including English (Simanjuntak et al., 2021). Most of the content available on YouTube can assist students improve their speaking skills (Wahyuni & Utami, 2021). Many studies have examined students' perceptions and improvements in students' speaking skills by utilizing YouTube videos as a teaching tool. Research by Alkathiri (2019) showed that utilizing YouTube as a tool for learning English has the capacity to lessen students' anxiety over pronouncing foreign words, improve their comprehension of the lesson, and be highly valued by students as a valuable resource for mastering English.

In addition, a study conducted by Syafiq et al. (2021) investigated the effectiveness of YouTube videos as training tool and discovered that they can improve students' English skills, particularly speaking, when utilized in online learning. In addition, a study conducted by Balbay and Kilis (2017) investigated students' perspectives on the use of YouTube videos as a teaching aid. The results showed that students viewed this resource as beneficial because it stimulated classroom discourse and enriched the course content. They provide evidence that YouTube has the capacity to significantly improve students' oral communication skills.

Investigating students' perspectives on the use of instructional media can help assess the effectiveness of such media in teaching effective speaking strategies and enhancing English language acquisition.

Based on the results of previous studies, the researchers decided to develop digital learning media in the form of videos that can be accessed by students via YouTube. The researchers integrated the local wisdom into the teaching material because it has recently emerged as the most hotly debated educational topic as the Indonesian lose the awareness of their national identity (Irwan et al., 2019). Local wisdom can be interpreted as a local value that contains policies or life viewpoints to shape human beings to be wiser in undergoing their lives (Irwan et al., 2019; Sulistyowati & Surachmi, 2020). Every community has its own set of values passed down through generations. Understanding a region's cultural values is crucial for gaining insight into its wisdom.

Researchers integrated local wisdom values from Acehnese culinary specialties into the procedure text material. Learning videos that raise the theme of Acehnese culinary specialties in the Procedure Text material have never been studied before and this has a novel value in providing English teaching materials for high school students. Aceh is a province in Indonesia with diversity found in its community, including culture. The researchers take the Acehnese culinary to be integrated in the learning material, specifically for procedure text to improve students' speaking skills. Three types of famous food in Aceh were used such as *Timphan*, *Bulukat*, and *Apam*. Procedure text is a type of text that provides clear instructions or directions on how to perform a specific task. In this context, the researchers chose recipes that provide detailed instructions, such as what tools and ingredients we need, and how to cook them in sequence.

3. Research Method

3.1 Design

The purpose of this study is to explore students' perceptions of using procedure text videos *Peunajoh-Indatu* based on local wisdom to upraise their speaking skills. The study used a quantitative approach to describe the result of the research. Therefore, to analyze this study, 25 high school students from SMA Negeri 1 Kutablang, answered 15 close-ended questionnaires. The study uses questionnaires as research instruments to investigate the students' perceptions of utilizing teaching media to elevate their speaking skills. The Likert scale is used to help answer the study questions. Respondents use a symmetric agree-disagree scale to indicate their level of agreement or disagreement with a set of items while answering a Likert questionnaire item. The Likert scale was chosen to measure the intensity of an individual's feelings towards a certain item.

Qualitative research involves the collection, analysis, and interpretation of data that are not easily reduced to numbers (Anderson, 2010). These data relate to the social world and the concepts and behaviors of people within it. Qualitative data can come from various sources such as questionnaires administered in either paper or electronic (online) form. She further explained that the qualitative data could be collected from other sources such as interviews, observations, or automatic processes.

3.2 Participant

The sample of this study consisted of 25 high school students of SMA Negeri 1 Kutablang, specifically the third grade students who take English subject. There were some

justifications for selecting the third grade students from this school as the research sample. The participants were more easily accessible than students from a different school. Since this study aimed to focus on the students' perception on the use of teaching media namely procedure text videos *Peunajoh-Indatu* based on local wisdom, thus the students were a suitable choice as they are exposed to the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom in their speaking class. Hence, this study was interested in identifying their perceptions of using procedure text videos *Peunajoh-Indatu* based on local wisdom to elevate their speaking skills.

3.3 Instrument

To collect the data, close-ended questions were utilized as the instrument in this study. 15 questions were employed to gather the students' perception towards the use of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to enhance students' speaking skills. The questions were obtained through the Likert Scale like Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4.

3.4 Data Collection Technique and Analysis

Before collecting the data, the participants had been informed about the aim of the research. They were informed about the secrecy of their identities and how the data would be analyzed. The questionnaires took about 20 minutes to complete after the participants were involved in the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve students' speaking skills. Furthermore, the data were analyzed using descriptive analysis and presented using percentages. Respondents' answers were scored based on the Likert Scale type, namely Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4.

4. Results and Discussion

4.1 Result

After the students being exposed to procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills, they were asked to answer the questionnaires. Their perception was used to confirm if it helped them to improve their speaking skills. A total 15 questions were employed to expose students' perception in speaking performance. Each item provides four options of answer, such as Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4. Table 1 showed all responses in the form of frequency and percentage.

Items	SD		D		A		SA	
	f	%	f	%	f	%	f	%
1. Learning English with <i>Peunajoh-Indatu</i> Procedure Text Videos based on local wisdom makes me excited to learn.	0	0	0	0	12	48	13	52
2. I don't care if I don't understand the material missed in the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	8	32	11	44	4	16	2	8
3. The <i>Peunajoh-Indatu</i> Procedure Text video based on local wisdom that is displayed looks boring.	8	32	12	48	4	16	1	4
4. I did not turn away (focus) during the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom in learning English	0	0	2	8	20	80	3	12

5. Showing <i>Peunajoh-Indatu</i> Procedure Text Videos based on local wisdom, making learning English fun.	0	0	1	4	13	52	11	44
6. I never cared about the discussion in the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	4	16	15	60	3	12	3	12
7. I hope the school will give a day of special lessons to show English videos.	1	4	3	12	13	52	8	32
8. When the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom learning was played, it became an opportunity for me to learn.	0	0	2	8	12	48	11	44
9. I feel anxious about taking English lessons using videos.	6	24	15	60	4	16	0	0
10. I quickly understood English lessons when studying with the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	0	0	4	16	11	44	10	40
11. I hope the English learning videos are short.	0	0	3	12	18	72	4	16
12. The <i>Peunajoh-Indatu</i> Procedure Text video based on local wisdom that was shown made me actively pay attention and practice pronunciation.	0	0	0	0	18	72	7	28
13. I am not enthusiastic about participating in English learning even though I use the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	6	24	15	60	3	12	1	4
14. I will ask the teacher to re-explain the parts that I don't understand in the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom.	0	0	1	4	15	60	9	36
15. The display in the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom shows local wisdom that is relevant to the students' environment.	0	0	0	0	19	76	6	24

Table 1 showed students' feedback toward the perception on the utilization of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills. The students had positive response and agreed that they were motivated to learn English after the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom. The highest rate (80%) was 'agree', meanwhile the lowest percentage (0%) was 'strongly disagree'. Furthermore, the students' responses and percentages to each item will be elaborated further below.

The first question refers to students' excitement in learning English after the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media in teaching speaking. All the students enjoy the learning process and they are excited in practicing speaking. A total of 52% of the students were strongly agree and 48% of the students were agree that this teaching media could increase their interest in learning speaking. Furthermore, nobody chose disagree and strongly disagree for this item.

The second question is related to students' concern for understanding the material through procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media. The question was given in negative form and their answers showed positive result. 44% of the students were disagree and 32% were strongly disagree, meanwhile 16% chose agree and 8% chose strongly agree. It means that they pay attention to the material presented in the videos and they entirely understand the content. Hence, their speaking ability can also improve through this implementation.

The third question deals with students' opinion about the quality of the content in the video. The question was presented in the negative form and their response was highly positive. 32% of them were strongly disagree and 48% were disagree that the display looks boring. Most of them showed their interest in watching the video that they believe could improve their speaking skill. There were only 16% of them chose agree and 8% chose strongly agree. It indicated that they are interested in using the video as their teaching media in learning speaking.

In the fourth question, we asked about the students focus while perceive the video as the teaching media in learning English, especially for speaking skill. Their responses were positive where many of them were in agreement, 80% were agree and 12% were strongly agree. It means that they concentrate on the instructional materials that are offered. Meanwhile, 8% of the students were disagree, yet none of them strongly disagree to the statement.

The fifth question showed that procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media could create a fun learning atmosphere. There were 52% of them were agree and 44% of them were strongly agree that this teaching media brings pleasure in the teaching process. It affects the level of student mastery of the material being studied. However, 4% of them were disagree, but nobody chose strongly disagree about the item.

The result of the sixth question showed that students have great interest to procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media. They were entirely involved and actively participated in the learning process. The question was assigned in the negative form and the students gave the positive response to this item. There were 60% disagree and 16% were strongly disagree, meanwhile 12% were agree and 12% strongly agree.

The seventh question was used to know the students opinion about the use of video as a teaching media by integrating the local wisdom value into it. Their response was highly positive where 52% were agree and 32% were strongly that they need the school to facilitate them on using videos as teaching media in learning English. Whereas 12% were disagree and 4% were strongly disagree about the item.

The eighth question tried to figure out whether students feel that this is a good opportunity to study seriously when the material presented is appropriate to their needs. The result showed the positive respond from the students where 48% were agree and 44% were strongly agree to the statement. Meanwhile, 8% of them were disagree and none of them chose strongly disagree to the statement.

The ninth question investigated the students' anxiety when learning English using video. This question was given in the negative form, while the students give positive response to this item. The result showed that 24% of the students were strongly and 60% were agree on the statement that they don't feel anxious while learning using video. Meanwhile, rests of them were agree (16%), yet none of the students chose strongly agree.

The tenth question referred to students' understanding toward the material that had been given in the learning process through procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media in teaching speaking. A total of 44% of the students were agree and 40% of them were strongly agree on the question. Whereas, rest of the students were disagree (16%), yet none of them were strongly disagree.

The eleventh question dealt with students' expectation related to video duration display whether or not the video should be short. Their response showed that they hope the learning video could be short enough to avoid boredom. There were 72% agree and 16% were strongly agree about the statement. Meanwhile, 12% of the students were disagree, yet none of them chose disagree item.

The twelfth question based on students' willingness to pay attention to the video and their activeness to practice the pronunciation. The result showed that 72% of the students were agree and 28% were strongly agree. None of the students chose disagree and strongly disagree options. It means that students were actively involved in the learning activity.

The thirteenth question was about students' enthusiasm in participating the English learning using procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve students' speaking skill. The question was in the negative form, yet the students' response showed a positive result. Overall, 60% of the students were disagree and 24% were strongly disagree. Meanwhile, the rest 12% of the students were agree and 4% were strongly agree.

In the fourteenth question, students were asked about their view on asking further explanation when they did not understand certain parts of the learning material in procedure text videos *Peunajoh-Indatu*. Almost all of the students (60% were agree and 36% were strongly agree) were shared the same opinion to ask teacher about the material which is not yet well mastered. Nevertheless, the rest of the students (4%) were disagree, yet none of them chose strongly disagree.

The last question was about the relevance of local wisdom material (culinary of Aceh) to the student's environment. There were 76% of the students agree and 24% were strongly agree that the material on the videos showed the connection with the local wisdom in their area. It became one of the reasons why they were entirely involved in the learning process. However, no student chose disagree and strongly disagree to this question.

4.2 Discussion

Based on the result of the students' response, it showed that they have positive responses toward the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills. They are encouraged to study English, specifically speaking skill as they were exposed to procedure text video (*Peunajoh-Indatu*). They said that they can do independent learning by re-watching the videos outside the classroom and practice it until their pronunciation is correct. They also feel more enthusiastic when learning because the audio visuals are interesting. After the video was implemented, students became interested to learn using videos for other topics. These videos are appropriate media to improve students' speaking skills. Therefore, this teaching media is good to develop and implement at high school. It is in line with the previous studies that have been done by Syafiq et al. (2021) and Balbay and Kilis (2017). They found that students have significant progress toward their speaking mastery and performance.

The limitation of this study was the use of a small sample size. The questionnaires were only employed to 25 students from class XII.1 because they have been exposed to the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve speaking skills. It happened due to the implementation of the videos *Peunajoh-Indatu* to the third grade students of SMA Negeri 1 Kutablang through one

group pre-test and post-test experimental research. The researchers then took data to determine students' perceptions through questionnaires which became the research question in this study.

5. Conclusion

The implementation of *Peunajoh-Indatu* procedure text videos based on local wisdom as a teaching medium has proven to be effective in enhancing students' speaking skills and engagement in English learning. The students demonstrated overwhelmingly positive perceptions, as evidenced by the questionnaire results. Key findings include high levels of excitement, focus, and motivation, with 100% of respondents agreeing or strongly agreeing that this medium made learning more enjoyable. The videos fostered enthusiasm and active participation, with students paying attention and practicing pronunciation effectively. Furthermore, the content's relevance to local wisdom resonated with students, increasing their interest and understanding. While some students expressed a preference for shorter videos, the overall response showed a high level of satisfaction with the material. Students also indicated a readiness to seek clarification on unclear topics, reflecting their commitment to mastering the material. These results affirm that integrating local wisdom into teaching media can create a meaningful and engaging learning experience, enhancing both motivation and skill development in speaking English.

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EXPLORING THE RHETORICAL STRUCTURES IN UNDERGRADUATE THESIS INTRODUCTIONS: A GENRE ANALYSIS

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Abstract

The introduction section of a thesis or research paper serves as a critical foundation, providing readers with a clear understanding of its objectives, context, and significance. This study aims to analyze the rhetorical structure of introduction sections in undergraduate theses to identify patterns and variations in their construction. Specifically, the research investigates the use of Swales' revised Create-A-Research-Space (CARS) model in 10 undergraduate theses from two universities. This qualitative analysis uses a dataset randomly selected from a larger corpus, combining Swales' CARS model with frequency analysis of moves and steps, as described by Kanoksilapatham (2005). The findings reveal consistent application of Moves 1, 2, and 3, although the frequency of specific steps varies. Moreover, all writers demonstrated appropriate sequencing of moves and steps, aligning with the CARS framework. These results aim to provide valuable insights for academic writing pedagogy, particularly for English as a Foreign Language (EFL) instructors, in helping students develop effective thesis introductions. Additionally, the findings contribute to enhancing EFL students' skills in writing well-structured introductions and increasing researchers' competency in crafting coherent and impactful introductory sections.

Keywords: *genre analysis; introductory chapter; Swales' revised CARS (Create-a-Research-Space) model*

1. Introduction

Writing a thesis is a fundamental requirement for undergraduate students to earn a bachelor's degree in Indonesia. Among its five typical chapters, the introduction is particularly critical. It sets the stage for the study by clarifying its purpose, outlining its goals, and establishing its relevance. However, crafting a well-structured introduction is widely regarded as one of the most challenging aspects of academic writing, especially for non-native English speakers (Swales & Feak, 2005).

The introduction serves several crucial functions: it clarifies the study's objectives, aids readers in understanding the research goals and challenges, prevents the writer from making unfounded assumptions, and outlines the research hypothesis (Noorzan, 2012). These functions make it a cornerstone of academic writing. Despite its importance, writing

an effective introduction is a daunting task. It must not only engage readers and generate interest in the research topic but also justify the study by demonstrating its relevance and significance (Swales & Feak, 2005). Martin et al. (2014) further highlight that the introduction is one of the most rhetorically complex sections to write, second only to the discussion section. Thus, the quality of the introduction is a key determinant of the overall success of a thesis.

Given the complexities and pivotal role of introductions, it becomes essential to investigate their rhetorical structures—comprising moves, steps, and sub-steps—to assist students and novice researchers in producing persuasive and well-structured introductions. Such investigations also hold significant pedagogical implications for English for Academic Purposes (EAP) instructors, particularly those teaching undergraduate thesis writing.

Several genre-based studies have explored rhetorical structures in academic writing. For instance, Mustaqim and Zuhra (2023) examined the structure of student thesis abstracts across Aceh, while Samad and Adnan (2018) focused on the spoken genre of thesis defense examinations. Alfarisyi et al. (2022) conducted studies investigating the rhetorical structures of thesis introductions at two universities in Aceh. These studies underscore the importance of genre analysis in understanding academic writing; however, they also highlight the need for further research to develop comprehensive frameworks for writing effective thesis introductions.

To address this gap, the present study investigates the rhetorical structures of thesis introductions written by undergraduate students from multiple universities in Aceh. The study aims to identify the common rhetorical moves and steps employed, analyze their frequency, and compare students' introduction writing practices against established frameworks. By doing so, the study seeks to formulate a practical and effective structure for writing thesis introductions, contributing to both academic writing pedagogy and student learning.

Swales' revised CARS (Create-A-Research-Space) model (2004) provides the theoretical framework for this study. Widely adopted in international academic writing, the CARS model is instrumental in guiding students to construct well-organized introductions. It emphasizes three key moves: establishing a research territory, identifying a research niche, and occupying the niche. These moves are foundational to academic writing as they help situate the research within its broader context and justify its necessity. Additionally, Kanoksilapatham's (2005) frequency analysis framework is employed to examine the occurrence and distribution of rhetorical moves and steps in the selected corpus.

By identifying the rhetorical patterns and their frequencies, this study aims to propose a robust framework for crafting thesis introductions. Such a framework will not only aid students in producing coherent and persuasive introductions but also support EAP instructors in teaching effective academic writing techniques. Ultimately, the findings are expected to enhance the academic writing skills of EFL students and improve the quality of undergraduate theses.

2. Literature Review

Swales (1990) defined genre analysis as a cornerstone of comprehending academic discourse. His Create a Research Space (CARS) model identifies three key rhetorical moves in research article introductions: establishing a territory, establishing a niche, and filling the niche. This paradigm offers a methodical technique for examining how writers place their

work in the academic sector. Bhatia (1993) broadens this paradigm by highlighting the importance of communicative aim and audience expectations in developing genre standards, making his work useful for studying professional and academic literature. In the context of undergraduate theses, Paltridge (2004) emphasizes the need for genre awareness for new writers. Unlike experienced researchers, undergraduate students frequently struggle to follow academic writing rules, making genre analysis of their work an important topic of study.

Developing genre awareness is critical for undergraduate students to grasp academic writing since it allows them to understand and apply the conventions of numerous academic genres. This understanding is especially important when writing thesis introductions, where recognizing and using proper rhetorical structures can considerably improve clarity and persuasiveness. Recent research has underlined the value of genre understanding in academic settings. For example, Morelli (2023) emphasizes that mastering genre-specific conventions helps students produce academic writing that meets disciplinary criteria. Similarly, Clark (2019) contends that a metacognitive understanding of genre allows students to transfer writing skills across settings, increasing their versatility in a variety of academic assignments.

The genre study of research articles, particularly introductions, has become increasingly popular, with a focus on rhetorical structure and linguistic aspects. Because the introduction is critical for establishing the study framework and enticing readers, its analysis provides insights into writing habits and educational techniques. Swales' CARS (Create A Research Space) model remains the foundation of move-step analysis for introductions. Recent research, such as that conducted by Manzoor et al. (2020), has applied this model to undergraduate theses in a variety of disciplines, identifying common characteristics such as context establishment, gap identification, and presentation of the study's objective. They also discussed how these changes are modified across disciplines to suit disciplinary norms and student competency.

Furthermore, including genre analysis in instruction has shown potential for improving students' writing skills. Educators can help students comprehend rhetorical structures more deeply by involving them in the analysis of mentor texts and encouraging them to mimic genre-specific qualities. This technique not only enhances students' immediate writing skills but also prepares them for future academic and professional communication. In conclusion, undergraduate students should focus on genre awareness and rhetorical patterns, especially while writing thesis introductions. Understanding and using genre rules allows students to generate more clear and persuasive academic writing, contributing more effectively to scholarly discourse.

3. Research Method

3.1 Research Design

This study is genre-oriented and classified as qualitative research. The researchers focus on analyzing the literary structure of thesis introductions. Swales' (2004) model of rhetorical structure, which includes moves and steps, will be applied to evaluate the introduction text. Additionally, Kanoksilapatham's (2005) frequency analysis of moves and steps will be incorporated. To analyze the rhetorical structure of the introduction chapter, the researchers use discourse markers that reflect the organization of the text.

3.2 Location and Object of Research

The researchers looked at the introductions to theses written by English Education students at two Aceh universities: the State Islamic University of Ar-Raniry and the Islamic Institute of Lhokseumawe. This study focuses on the introduction chapter of a thesis prepared by English Education students. The researchers select the sample at random. The samples are taken from different Thesis disciplines, such as English teaching, which focuses on a) exploration of teaching and acquisition of language skills; b) English Linguistics, which focuses on exploring problems in the field of linguistics; and c) English Literature, which focuses on literary works. Each subdiscipline varies but is often similar. As a result, the researcher uses a modified model by Swales (2004) to assess the rhetorical movement in the introduction.

As a result, this study's sample consists of ten introductions from two Aceh institutions. The researchers collected five introductions from each university. While the sample size is confined to 10 theses, it still offers a broad representation of various fields within the discipline of English Education. These theses encompass different areas of study, such as language acquisition, literature, linguistics, and teaching methodologies, which allows for a preliminary exploration of the rhetorical structures used in thesis introductions across different subfields. This diversity helps provide a snapshot of how rhetorical strategies may vary or remain consistent within the broader context of English Education. Despite the small sample size, the analysis offers valuable initial insights that can inform further studies in this area, highlighting possible trends and patterns in rhetorical organization. To maintain research ethics, the researchers will get approval from each university before using the data for this study. As a result, the title and author of the thesis will remain anonymous.

3.3 Research Instruments and Data Collection Techniques

Research instruments are measurement techniques used to acquire information about a specific topic. Document analysis is the process utilized for data collection. In this study, researchers examined written papers, namely the Introduction section from the English Education Department students' theses from numerous universities in Aceh. This study's data-collecting technique is documentation. The texts in this study are considered research samples since they represent an analysis of the thesis's introduction genre. In this study, 10 introductions to the thesis from two Aceh universities served as research samples. The data-gathering procedure is divided into the following stages: initially, researchers create a timetable for visits to each university/institution's libraries. Second, researchers go to the library and request authorization to collect data in either hard copy or digital format.

3.4 Data Analysis Techniques

Since this is a genre analysis, the researchers analyze the data using a framework that includes a conceptual framework. The methodology utilized to examine the introduction part is based on the model (Swales, 2004), as illustrated in the figure below. The procedure of identifying rhetorical units or moves in the introduction chapter is as follows (Dudley-Evans, 1986) and (Loan & Pramoolsook, 2014), with the following five processes. To understand the substance of each Introduction chapter, start by reading the title, subtitle, and key terms. Second, the whole Introduction chapter is read to gain a better understanding. Third, the introduction chapter is reread to look for available discourse and language cues, such as specific lexicons, discourse markers, formulaic phrases, lexical items,

and cohesive markers. Fourth, possible communication units in the introduction are selected through the use of linguistic and discourse clues, as well as comprehension and inference from the text. Fifth, the rhetorical structure of the introduction is recognized using the proposed improved CARS model framework.

Move 1 Establishing a territory (citations required)	
Step 1	• Topic generalisation of increasing specificity (obligatory) • Reporting conclusion of previous studies • Narrowing the field • Writer's evaluation of existing research • Time-frame of relevance • Research objective/process previous studies • Terminology/Definitions • Furthering or advancing knowledge
Move 2 Establishing the niche (citations possible)	
Step 1A	Indicating a gap (obligatory)
Step 1B	Adding to what is known
Step 2	Presenting positive justification (optional)
Move 3 Presenting the present work (citations possible)	
Step 1	Announcing present work descriptively/purposively (obligatory)
Step 2	Presenting Research Questions or hypotheses (optional)
Step 3	Definitional clarifications (optional)
Step 4	Summarising methods (optional)
Step 5	Announcing principal outcomes (PISF)
Step 6	Stating the value of the present research (PISF)
Step 7	Outlining the structure of the paper (PISF)

Table 1. Revised Create-A-Research-Space (CARS) model by (Pashapour et al., 2018)

4. Results and Discussion

4.1 Results

This study sought to answer the following research questions: (1) How do the structures of move and step appear in the introduction part of undergraduate theses? (2) What are the most common moves and steps in the introduction section of undergraduate theses? To answer the research questions, the researchers used discourse analysis in the introduction sections of the undergraduate theses. First, the researchers extracted the corpus data from each dataset. After that, the researchers examined the introduction part of each thesis to determine the overall organization of the text. The revised Swales' CARS model (2004) served as the basis for data analysis.

The results revealed that all datasets employed Moves 1–3 in the introduction sections of the theses. While each thesis demonstrated slight variations in writing style, the overall format adhered to Swales' CARS model. In terms of move patterns, all thesis introductions incorporated the prescribed moves and steps. Moreover, all authors followed a consistent structure when writing their introductions. These findings further confirm that Swales' CARS model (2004) is applicable to writing English thesis introductions.

Introductions	Move-Steps Structure	Number of moves
Dataset 1 UIN		
T1	M1S1-M2S1A-M3S1-M3S2-M3S3-M3S4	6
T2	M1S1-M2S1A-M3S1-M3S2-M3S3	5
T3	M1S1-M2S1A-M3S1-M3S2-M3S3-M3S4	6
T4	M1S1-M2S1A-M3S1-M3S2-M3S3	5
T5	M1S1-M2S1A-M3S1-M3S2-M3S3-M3S4	6
Dataset 2 IAIN		
T6	M1S1-M2S1A-M3S1-M3S2-M3S3	5
T7	M1S1-M2S1A-M3S1-M3S2-M3S3-M3S6	6
T8	M1S1-M2S1A-M3S1-M3S2-M3S3	5
T9	M1S1-M2S1A-M3S1-M3S2-M3S3-M3S4-M3S7	7
T10	M1S1-M2S1A-M3S1-M3S2-M3S3	5

Table 2. Move pattern of Introduction sections in two datasets

Table two above showed the pattern of all introductions of undergraduate theses from all datasets. It can be concluded that all datasets followed the revised Swales Create-A-Research-Space (CARS) model by (Pashapour et al., 2018). The number of moves in each introduction section is various ranging from five to seven moves with the linear pattern (M1-M2-M3). The starting points of all introduction section are with the patter of M1S1-M2S1A-M3S1-M3S2-M3S3 (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10). Four introductions then were followed by M3S4 (T1, T3, T5, T9). The only data that came with the M3S6 was T7 and T9 was the only data that had M3S7.

The table above also showed the cycle of the move found in all datasets. Surprisingly, the whole sections were organized based on particular cycles (M1S1-M2S1A-M3S1-M3S2-M3S3). The cycles consisted of the following five or more moves and steps: Move 1 Step 1 (Topic generalization of increasing specificity), Move 2 Step 1A (Indicating a gap), Move 3 Step 1 (Announcing present work descriptively/purposively), Move 3 Step 2 (Presenting Research Questions or hypotheses), and Move 3 Step 3 (Definitional clarifications). These moves were linked in various ways to construct a cycle; therefore, the moves and steps presented in all cycles were categorized as core moves and steps.

Certain rhetorical moves are essential in academic writing because they address core reader expectations while serving the introduction's primary communication purposes. Move 1 (Establishing a Territory) and its steps M1S1 appear consistently across all introductions in this research. This step enables writers to contextualize their research by defining the larger field of inquiry. It establishes the topic's relevance and importance, essential for engaging readers and providing background information. Without this step, the reader may struggle to place the study within a larger academic or practical context. Thus, M1S1 serves as the basis upon which the following rhetorical maneuvers are formed.

Similarly, Move 2 (Establishing a Niche) is universally present in the form of M2S1A, in which writers identify gaps, limitations, or unresolved difficulties in past studies. This stage is crucial in demonstrating the need for the current investigation. By selecting a niche, the writer not only demonstrates their familiarity with the research topic but also promotes their work as a valuable contribution. Undergraduate authors, in particular, are likely to be

educated to include this stage, which immediately addresses the academic requirement for originality and relevance. The persistent use of M2S1A demonstrates its importance as a rhetorical bridge between the existing literature and the current research.

Move 3 (Presenting the Present Work) is another critical component, particularly Step M3S1, in which the authors state their study aims or focus. This step is critical for moving from the problem described in Move 2 to the solution or contribution provided by the current study. Its regular occurrence throughout your data implies that writers understand the necessity of making their study objectives clear early in the introduction. This transparency allows readers to see how the study fits into the designated niche, ensuring that the argument structure is clear and coherent.

While the core moves remain consistent, different steps in the Revised CARS model vary, reflecting changes in rhetorical styles, writer competence, and disciplinary traditions. For example, Steps M3S2 (Describing Objectives) and M3S3 (Describing Methods) are prevalent but not universal in this research. These steps provide more information on the study's objective and methodology, which is necessary for readers to grasp the scope and approach of the research. However, some writers may presume that these aspects would be explored in other sections, such as the techniques chapter, and thus exclude them from the introduction. This omission could also be owing to poor academic writing expertise, particularly among undergraduate students, who may prioritize conciseness above comprehensiveness.

Steps like M3S4 (Highlighting Importance) and M3S7 (Outlining Structure) are much less common, occurring in only a few documents. M3S4 can be found in introductions such as T1, T3, and T5, where authors underline the importance of their study's findings or contributions. This phase deepens the introduction by reaffirming the worth of the study, although it may be skipped by less experienced authors or those who see it as unnecessary. Similarly, M3S7 (Outlining the Structure) emerges in T9, indicating a greater level of rhetorical complexity. By explaining the organization of their thesis, the writer provides a guide for the reader, an approach frequently applied in advanced academic writing.

The persistent appearance of moves such as M1S1, M2S1A, and M3S1 emphasizes their importance in academic writing, as they serve critical rhetorical purposes such as contextualizing the study, explaining its necessity, and emphasizing its aim. The variation in subsequent steps and the number of shifts show disparities in rhetorical skill, disciplinary norms, and writer experience. Overall, our findings show how undergraduate thesis introductions reconcile core rhetorical criteria with individual stylistic and structural choices, giving insight into students' academic writing practices.

The moves and steps mentioned in the introduction sections of undergraduate theses were discussed in earlier sections. However, not all of these moves and steps were included in every introduction, and their frequency varied across datasets. These frequencies are reported in the following section of the undergraduate theses' introductions.

Moves		UIN (n=5)		IAIN (n=5)		Status
		N	%	N	%	
Move 1	M1S1	5	100%	5	100%	Obligatory
Move 2	M2S1A	5	100%	5	100%	Obligatory
	M2S2B	0	0%	0	0%	Optional
	M2S2	0	0%	0	0%	Optional
Move 3	M3S1	5	100%	5	100%	Obligatory
	M3S2	5	100%	5	100%	Obligatory
	M3S3	5	100%	5	100%	Obligatory
	M3S4	3	60%	1	20%	Optional
	M3S5	0	0%	0	0%	Optional
	M3S6	0	0%	1	20%	Optional
	M3S7	0	0%	1	20%	Optional

Table 3. Move and step occurrences across two datasets

The moves and steps discussed in the preceding sections were not consistently present across all 10 introduction sections of the undergraduate theses. While certain moves and steps appeared frequently in the datasets, others were less common (see Table 3). Table 3 provides a comprehensive summary of the number and percentage of undergraduate theses that included specific moves and steps. As illustrated in the table, all moves were generally prevalent across the datasets. Move 1 (Establishing a Territory), Move 2 (Establishing the Niche), and Move 3 (Presenting the Present Work) were the most frequent, appearing in all 10 thesis introductions, which classifies them as obligatory moves. However, not all steps within these moves were present in every dataset. Steps identified as obligatory, appearing in all datasets, include M1S1, M2S1A, M3S1, M3S2, and M3S3. In contrast, the remaining steps were categorized as optional, as they did not consistently appear across all datasets.

4.2 Discussions

This study examined the rhetorical structure of undergraduate thesis introductions using the Revised Create-A-Research-Space (CARS) model by Pashapour et al. (2018). The findings reveal consistent use of core moves across all texts, reflecting students' adherence to fundamental academic writing conventions. However, variability in the inclusion of additional steps suggests differences in rhetorical sophistication and genre awareness. Comparing these results with findings from other disciplines offers valuable insights into patterns of academic writing and highlights the influence of disciplinary norms.

The frequent use of Move 1 (Establishing a Territory), Move 2 (Establishing a Niche), and Move 3 (Presenting the Present Work) is consistent with previous research in other areas. Swales (2004) and Kanoksilapatham (2005) discovered that these actions are necessary for introductions to contextualize research, identify gaps, and outline the study's objective. Similar patterns have been noticed in STEM domains, where defining a niche (M2) is essential for justifying experimental studies, and in social sciences, where contextualizing research (M1) frequently entails addressing societal relevance (Shehzad, 2010). These analogies imply that the fundamental rhetorical form of thesis introductions is broadly relevant across disciplines and serves universal academic aims.

The current study's persistent presence of M2S1A (identifying gaps) emphasizes its significance in student writing, independent of discipline background. This supports Hyland's

(2004) statement that identifying research gaps is critical to proving uniqueness and academic ability. However, the extent to which students comment on these gaps may differ by subject. Students in STEM fields, for example, may focus on methodological limits, whereas those in the humanities may highlight theoretical or interpretive gaps (Peacock, 2002).

Additional steps, such as M3S4 (Highlighting Importance) and M3S7 (Outlining Structure), vary depending on disciplinary requirements and rhetorical practices. Outlining the thesis structure (M3S7) is more typical in subjects like engineering and natural sciences, where clarity and organization are valued (Kanoksilapatham, 2005). Humanities and social sciences, on the other hand, may place a stronger focus on M3S4, which highlights the value of the research to appeal to broader societal or theoretical concerns (Shehzad, 2010). M3S4 is occasionally included in the current dataset, indicating that some students are aware of its persuasive power, however, it is not routinely used.

Interestingly, the inclusion of M3S7 in T9 suggests a more advanced rhetorical style commonly seen in areas with highly regimented writing rules, such as economics or computer science. This finding is consistent with studies conducted by Ozturk (2007), who discovered that writers in formal disciplines convey explicit organizational clues. On the other side, the lack of such phases in introductions such as T2 and T10 may reflect the effect of less rigid rules in social sciences or humanities, where introductions are frequently narrative-driven.

The findings imply that, while students are skilled at using fundamental rhetorical moves, they could benefit from specific training in using optional steps, particularly those that improve readability and clarity. Hyland (2007) proposes genre-based writing education, which could assist students gain a better knowledge of rhetorical tactics specific to their professions. For example, humanities students should be encouraged to comment on theoretical significance (M3S4), but STEM students could focus on presenting specific methodological details (M3S7). Furthermore, incorporating comparative genre research into writing classes may improve students' ability to tailor their writing to disciplinary standards.

5. Conclusion

This study examined the rhetorical structure of undergraduate thesis introductions using the Revised CARS model by Pashapour et al. (2018). The findings highlight that students consistently employ the three core moves: Move 1 (Establishing a Territory), Move 2 (Establishing a Niche), and Move 3 (Presenting the Present Work), demonstrating an understanding of the fundamental requirements for academic writing. However, the inconsistent use of additional steps, such as M3S4 (Highlighting Importance) and M3S7 (Outlining Structure), points to variability in students' ability to craft more sophisticated and persuasive introductions. These findings indicate that, while students have learned the fundamentals of thesis introductions, they may struggle with more sophisticated rhetorical methods that improve clarity, persuasiveness, and reader engagement. This emphasizes the importance of genre awareness in academic writing, as students' use of rhetorical conventions reflects their comprehension of the expectations of their academic community.

For EFL teachers, these findings underscore the need to focus not only on the core moves of thesis introductions but also on the nuanced use of optional steps that contribute to the overall rhetorical effectiveness of students' writing. Teachers can provide targeted instruction on strategies such as emphasizing the importance of research through M3S4,

which allows students to demonstrate the relevance and impact of their work guiding students to include M3S7, a step that helps readers navigate the thesis by outlining its structure. Incorporating genre-based approaches to writing instruction can help students better understand the expectations of academic writing in their disciplines. By focusing on these rhetorical elements, EFL teachers can enhance students' ability to produce coherent and effective thesis introductions that align with academic conventions.

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EXPERIENCED VS NOVICE EFL TEACHERS: A STUDY OF SPEAKING ASSESSMENT LITERACY

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Abstract

Assessment is a core component of foreign language education, significantly influencing teaching and learning processes. Since various skills, including reading, writing, listening, speaking, and grammar, must be assessed separately, language teachers need to be assessment literate in each skill. Among these, Language Assessment Literacy (LAL) is critical for effective teaching. While numerous studies have explored teachers' assessment literacy for reading, writing, listening, and grammar, limited research focuses on speaking assessment literacy. This study addresses this gap by examining the speaking assessment literacy of novice and experienced teachers. Using a qualitative research design, data were collected from 16 EFL teachers (eight novice and eight experienced) through nine semi-structured interview questions adapted from established question repositories. Thematic analysis was employed to examine the data across three aspects: knowledge, beliefs, and practices. The findings highlighted differences and similarities between the two groups. While experienced and novice teachers shared common speaking assessment practices, differences emerged in their overall levels of speaking assessment literacy. The results underscore the need for tailored pre-service and in-service training programs focusing on skill-based language assessment. These programs should be integrated into teacher education and induction to enhance assessment competence across varying levels of teaching experience. This study contributes to the understanding of speaking assessment literacy, offering insights for improving teacher training in foreign language education.

Keywords: *assessment, assessment literacy, speaking, speaking assessment*

1. Introduction

Assessment literacy (AL) has been the focus of interest in the field of English Language Teaching (ELT) especially over the last decade. The time when AL gained importance started with the introduction of "The Standards for Teacher Competence in Educational Assessment of Students" (1990). Coined by Stiggins in 1991, AL was defined by several researchers by focusing on different aspects such as skills and knowledge. AL is about having competence in assessment of a certain area like language, having necessary knowledge and applying it into practice of assessment (Fulcher, 2012; Stiggins, 1995). As

insufficient assessment has a negative impact on students' learning and institutions' well-being, it is essential for teachers to be literate in terms of the issue of assessment.

As a sub-branch of the concept of AL, language assessment literacy (LAL) has been focused and defined by numerous researchers (Davies, 2008; Inbar-Lourie, 2017; O'Loughlin, 2013; Pill & Harding, 2013; Vogt & Tsagari, 2014). It has been argued that literacy in language assessment has a number of aspects that require EFL teachers to be competent in order to meet not only their students or institutions' expectations but also their own ones as well. In this context, there are a bunch of studies conducted in the international context to measure EFL teachers' language assessment literacy. (Crusan et al., 2016; Jannati, 2015; Kiomrs et al., 2011; Mertler, 2003; Montee et al., 2013; Muñoz et al., 2012; Tajeddin et al., 2018; Shim, 2009). Overall, it was concluded that EFL teachers need training in assessment literacy and there is a mismatch between their theoretical beliefs and practices about language assessment.

As for the Turkish context, the related literature includes quite a few studies conducted in the field of LAL (Büyükkarcı, 2016; Gök, Erdogan, & Altinkaynak, 2012; Mede & Atay, 2017; Ölmezer-Öztürk, & Aydın, 2018; Sarıyıldız, 2018; Tamerer, 2019), which creates a gap in the related literature. Building on previous studies on language assessment literacy in the Turkish context, this study aims to investigate the knowledge, beliefs, and practices of experienced and novice EFL teachers regarding speaking assessment at the university level in Turkey. Additionally, it seeks to explore how teaching experience influences their perceptions and practices of speaking assessment. To achieve these objectives, the study addresses the following research questions:

1. What are the beliefs and practices of EFL teachers concerning speaking assessment literacy?
2. How do novice and experienced EFL teachers differ in their speaking assessment literacy?

2. Literature Review

2.1 Assessment Literacy (AL)

Assessment has been of significance in the field of teaching as it is the indicator of the extent to which learners grasp from the input they are provided. Assessment literacy has gained importance after the publication of the document *The Standards for Teacher Competence in Educational Assessment of Students* (1990). Stiggins (1995) explains assessment literacy is about knowing what it is assessed, why it is assessed, how to representatively assess it, what problems can emerge during the process of assessment, and how to prevent those. In other words, teachers who are assessment literate know what to assess, how and why they assess, and they can foresee possible problems and have the vision to prevent them before they occur. A comprehensive definition of assessment literacy in terms of its functionality is suggested by Fulcher (2012):

“The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals.” (p. 125).

In terms of the significance of assessment literacy, Koh et al. (2017) claimed that it is essential for teachers to know how to make use of large-scale tests and assess them, but it is also necessary to have qualifications to design and use good quality classroom assessment tools which enhance and support learning. Therefore, higher levels of teacher assessment literacy are also conducive to students' learning. Giraldo (2018) states assessment literacy enlarged teachers' competence at monitoring, recording, improving, and reporting on the process of students' learning. With respect to this, he indicates that according to Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, & NEA, 1990) there are two factors which teachers should take into consideration while assessing learners: The first one is teachers' ability to choose, design, and evaluate valid assessments for positive effects on learning, teaching, and schools. The latter is the appropriate use of tests and test results. However, when it comes to the application of those, it is suggested that today's teachers' assessment literacy level is not satisfactory (Popham, 2010). Correspondingly, studies conducted by Wiggins and Pincus (1989) and Bol et al. (1998) revealed many teachers are insufficiently trained and poorly prepared to develop, administer and interpret the outcomes of various assessment types. Besides, Stiggins (2010) points out that teachers' level of assessment literacy may be lower because of their limited exposure programs of professional development, which may be worth investigating with regard to language teachers' lower levels of assessment literacy.

2.2 Language Assessment Literacy (LAL)

As language teachers' level of assessment literacy has a huge impact on the quality of education, it has been highly investigated and has become a focus of great interest in existing body of the literature on language assessment literacy (LAL). There is a considerable number of studies examining the language teachers' knowledge and practices of assessment. Shim (2009) conducted a study investigating teachers' beliefs and practices regarding English language assessment by using questionnaire and interviews with some of the participants teachers. The findings of the study revealed that whereas the English teachers in the study were assessment literate and knowledgeable about the tenets of assessment and testing, they did not make use of these principles in their actual classroom practices. In their study with 62 Columbian teachers in a private university, Muñoz et al. (2012) demonstrated that there is a mismatch between teachers' beliefs and classroom practices of assessment. They suggested that teachers need opportunities to reflect on their practice of assessment and more guidance on formative assessment tools. Kiomrs et al. (2011) found out that Iranian EFL teachers' level of assessment literacy is not satisfactory. Correspondingly, Montee et al. (2013) concluded that only a small number of participants who had taken a college course in language assessment felt more confident in their assessment practices when compared to the majority who had not taken any assessment course beforehand, which decreased their level of assessment literacy.

Pill and Harding (2013) put forward that just like many other 'new' literacies such as computer, literacy and scientific literacy, LAL is particularly associated with reading and writing skills. Within the framework of AL, LAL is also fundamental. Inbar-Lourie (2017) claimed that LAL has drawn considerably from the literature and research on general AL, while attempting to set itself apart as a knowledge base that incorporates unique aspects inherent in theorizing and assessing language-related performance. In other words, language as a construct for assessment is the major difference between LAL and general AL. In this regard, LAL has been defined by several researchers. AL is described as the ability to design,

develop and evaluate tools of assessment, together with the ability to observe, evaluate, and score assessments based on theoretical knowledgebase (Vogt & Tsagari, 2014). Davies (2008) also asserted that language assessment literacy has three dimensions, *skills*, *knowledge*, and *principles* respectively. The aspect of skills includes suitable methods like item writing, using statistics, and analysis of tests. Correspondingly, knowledge requires familiarity with measurement tools and awareness of language items being tested. Lastly, principles are based on the appropriate use of language tests and being cautious about their fairness and the issue of wash back (Davies, 2008). Additionally, Pill and Harding (2013) pointed out that LAL encompasses several competencies that allow the teachers to comprehend, evaluate and came up with language tests and analyze test data. Finally, O'Loughlin (2013) suggests LAL includes a range of skills related to production of tests, score interpretation, and test evaluation in line with the development of an insight into functions and roles of assessment in society. As these given definitions suggest, language teachers need to be aware of the processes of constructing and analyzing test items, conducting the tests, grading, and evaluation of grades by using statistical tools based on their background theoretical knowledge and principles of assessment.

2.3 Speaking Assessment Literacy

Tajeddin et al., (2018) examined the speaking assessment literacy of experienced and novice EFL teachers. To assess participant EFL teachers' speaking assessment literacy, they came up with three different scenarios in which they are supposed to measure their learners' speaking skill. Besides, they asked interview questions like "*How do you describe the purpose of speaking assessment in your class?*", "*What do you assess mostly in your learners' speaking performances?*" and "*What tasks do you use to assess your learners' speaking?*". That study is of significance because it is among a few studies in the existing body of literature focusing on skill-based assessment literacy between novice and experienced teachers. When it comes to the results of that study, they found out that summative content analysis resulted in three main categories of assessment purposes: *formative assessment*, *diagnostic assessment*, and *summative assessment*. Likewise, they concluded that teachers took into consideration accuracy, fluency, vocabulary, pronunciation, communication, interaction, pragmatics, and content while assessing speaking skill. In terms of the assessment methods, it was shown that they made use of methods like role plays, monologues, and authentic tasks. Overall, they came up with the conclusion that novice and experienced teachers have both common and divergent speaking assessment literacy patterns. In an earlier study conducted by Rubin and Mead (1985), it was stated that the assessment of speaking skill was done based on two approaches called observational and structured respectively. In the former one, students' natural behaviors are observed without intervention. On the other hand, students are supposed to work on a specific oral task then, their performance is evaluated. They claimed that an authentic context for communication is a key factor in both approaches, which is also confirmed by Zaim et al. (2020) stating that role-play, picture description and dialogues are the most preferred speaking assessment tools. As well as the most common ones, other employed tools are storytelling, presentation and interviews (Zaim et al., 2020).

2.4 Experienced and Novice Teachers' Level of Language Assessment Literacy

In addition, there have been studies investigating the effect of experience on assessment literacy of teachers. Based on the results of the study, Popham (2011) stated

that experienced teachers are less likely to help teachers who have started the job as they lack knowledge of testing despite their experience. Parallely, Mertler (2003) also investigated the role of classroom experience on assessment literacy of pre-service and in-service teachers. Data were collected through Classroom Assessment Literacy Inventory (CALI) which was developed for this purpose. The findings of the study revealed that the experience of teachers has an impact on assessment literacy and there were significant differences between in-service teachers and pre-service teachers. However, Jannati (2015) studied the extent to which EFL instructors reflect their assessment literacy to their practices and whether experience of teacher has an impact on assessment literacy and practices of teachers. The findings showed that English instructors were assessment literate, but their perceptions of assessment literacy were not reflected in their practices. Regarding experience it was found that experience does not influence assessment literacy.

Considering the Turkish context, the number of studies conducted in the field of language assessment literacy tends to incline. Büyükkarcı (2016) concluded that in-service English teachers' level of assessment literacy is not satisfactory no matter what their teaching level is. Therefore, further training in language assessment is in favor of these language teachers.

In the study done by Gök et al. (2012), it was stated that the majority of the teachers participated in their study had negative perceptions about assessment. For instance, they labelled the process of assessment as 'numerical data', which created a negative connotation towards assessment. Besides, Mede and Atay (2017) found out that EFL teachers have insufficient training in the areas like preparing classroom tests and providing feedback. Another study by Atay and Öz (2015) was conducted with both experienced and novice preparatory school English teachers through semi-structured interviews. The results indicated that teachers were aware of basic classroom-based assessment principles and tools, but there was a discrepancy between their beliefs and practices. It was revealed that experience was not an important factor for beliefs about assessment.

Regarding skill-based assessment literacy, Ölmezer-Öztürk and Aydın (2018) conducted a study with 542 teachers through a survey based on asking beliefs of four constructs: writing, speaking, reading and listening. The findings revealed that assessment literacy of teachers was not at an optimal level. It was also found that the construct in which the teachers were the most knowledgeable was reading assessment while the lowest one was the assessment of listening.

Another study with regard to skill-based assessment literacy has been conducted by Genç et al. (2019). In the study, 58 high school EFL teachers' skill-based assessment literacy level was investigated within the Turkish context. Based on a quantitative design, it was found out that the participant's assessment of writing was lower but the one for speaking assessment was over when compared to their average score on the implemented scale.

Regarding the aforementioned background, it is apparent that although the field of general AL has been highly investigated, the number of studies regarding skill-based LAL is quite few in both international and local contexts. Particularly, studies based on speaking assessment literacy are thin on the ground. That is the reason why speaking assessment literacy was chosen as the focus of this study. Besides, while most studies are based on a quantitative design in which participants' level of skill-based language assessment literacy is measured through a scale, the current study is based on a qualitative design so that thicker and deeper data can be reached and analyzed thematically. In this vein, this study addresses the gap in the existing body of literature regarding discrepancies between experienced and

novice EFL teachers in terms of their levels of speaking assessment literacy and their different preferences to measure students' speaking proficiencies in EFL classes.

3. Research Method

3.1 Participants

The participants of this study were 16 EFL teachers who are working as English instructors at foundational universities in different cities of Turkey including İstanbul and Antalya. For the purpose of the study, the teachers were divided into two groups based on their experience level. In the field of second language teaching, the concept of experience has been operationalized in various ways. Some researchers claim that any year of teaching is enough to consider teachers as experienced (Akyel, 1997; Mackey et al, 2004). McNeil (2005) states that two years of teaching is necessary to be labelled as experienced. In addition, a few several have the idea that teachers should have at least seven years of teaching to be called as experienced (Lopez, 1995); Gurzynski-Weiss, 2010). However, within the framework of this study, the researchers took three years as reference to define experienced teachers, which was in line with the operationalization of experience done by Mok (1994). Therefore, novice teachers' experience in the study was between zero and two years and that of experienced teachers was three and more years. Novice teachers' age ranges from 23 to 25 and experienced teachers' age range is between 26 and 41.

3.2 Instruments

A mixture of semi-structured interview questions adapted from Tajeddin, Alemi, and Yasaei (2018) and Öz and Atay (2015) were posed to the participants. There were nine questions in the interview, and they are particularly designed to find out EFL teachers' beliefs and practices of speaking assessment. The questions have been formulated in the light the opinions of three experts in the field of English Language Teaching and fine-tuned accordingly. The formulated questions are as follows:

- 1) How do you describe the purpose of speaking assessment?.
- 2) What is generally assessed in learners' speaking performances and what do you assess mostly in your learners' speaking performances?
- 3) What are the tasks used to assess speaking and which ones do you usually prefer?
- 4) What are the characteristics of a good speaking assessment?
- 5) Do you support the idea that instructors need to have some sort of background knowledge about assessing speaking?
- 6) Do you think students' speaking scores truly represent their speaking competency?
- 7) How do you make use of speaking assessment results?
- 8) To what extent are you convinced that your speaking assessment is valid/fair?
- 9) How do you increase your knowledge about speaking assessment? (e.g., reading books, attending workshops etc.)

3.3 Data collection

Data collection involved a combination of semi-structured interviews designed to explore participants' perspectives comprehensively. The interview questions were carefully developed to align with the research objectives and were adapted from established frameworks to ensure validity and relevance. Some of the interviews were conducted in face-to-face settings, providing an opportunity for direct interaction and richer data collection through the observation of non-verbal cues. Each face-to-face interview lasted

approximately 10–15 minutes, allowing sufficient time for participants to elaborate on their responses while maintaining their engagement. To accommodate varying schedules and preferences, additional interviews were conducted remotely using video conferencing platforms, ensuring flexibility and inclusivity. All interviews were audio-recorded with participants' consent to facilitate accurate transcription and analysis. The semi-structured format allowed for a balance between structured inquiry and open-ended responses, enabling participants to express their views freely while ensuring the consistency of core questions across interviews. This approach provided both depth and breadth in the data, capturing nuanced insights into participants' experiences, beliefs, and practices related to the research topic. The collected data was subsequently transcribed verbatim and subjected to rigorous qualitative analysis, ensuring that the findings were grounded in the authentic voices of the participants.

3.4 Data Analysis

A thematic analysis was conducted in the scope of the current study as it is regarded as an accessible, practical, and useful popular method among other qualitative data analysis techniques (Braun & Clarke, 2006). In this regard, the steps followed while conducting thematic analysis are:

1. Familiarizing with the collected data by re-reading it
2. Coding the relevant data
3. Searching for themes: reviewing the codes come up with considerably prevalent patterns
4. Revising emerging themes: checking them whether they need to be extracted or not
5. Making the definitions of the themes: selecting an appropriate name for each theme
6. Reporting: contextualizing the themes in line with the findings of the existing body of literature

As for the coding processes, the data were subjected to initial and second-level coding processes (Dörnyei, 2007). While the transcribed and cleaned data are read and emerging codes are detected within the context of initial-level coding, the coded data are re-read and unrecognized candidate themes are also reached through keyword search in second level coding.

With regard to the validity of the data analysis process, a process of interrater reliability was conducted which is of significance for the validation of thematic analysis procedure ensured (Mackey and Gass, 2005; Loewen & Philp, 2012). An external coder, who pursued her B.A. and M.A. degrees in the field of English Language Teaching, was assigned to re-code the data. 20% of the total interview transcriptions was given to the external rater which is regarded as an acceptable amount (Loewen & Philp, 2012). For each category (e.g., Knowledge, beliefs and practices), the interrater reliability was calculated separately. In this regard, the ratios reached of agreement were 98%, 100%, and 100% for each category, respectively. The percentages are acceptable since percentages above 75% are regarded as “good”, but the ideal percentage is above 90% (Mackey & Gass, 2005, p.244).

3.5 Limitations

As for the limitations of the current study, the number of participants, and the lack of quantitative data can be mentioned. The data collected is only valid for the small number of participants which may violate the transferability of the results. Besides, triangulation of the

collected data is not possible as quantitative data were not collected within the context of the study.

4. Results and Discussion

4.1 Knowledge of speaking assessment

Table 1.

Background knowledge about speaking assessment

	Undergraduate	Frequency
Experienced	5	62.5
Novice	8	100
Total	13	81.25

81.25% of the total participants had speaking assessment courses in their undergraduate level. Because some of the participants came from different undergraduate backgrounds such as American literature and translation and interpreting studies, not all of them took courses related to assessment. In total, 62.5 of experienced teachers took an assessment course in their undergraduate level. Among five participants taking such courses in their undergraduate education, two of them stated that they benefited from them in terms of test material design while the other three took advantage of those courses regarding theories and testing different skills. When it comes to novice EFL teachers, all of them took an assessment course in their undergraduate program. Six of them indicated that they make use of the knowledge that they had during the process of preparing testing materials. In addition to this, two out of these six participants asserted that those courses made them more aware of concepts like reliability and validity of the test items. The rest two people stated that they used their undergraduate assessment knowledge while planning their lessons and testing students' language skills. As a comparison, it can be seen that novice teachers outnumber experienced teachers in terms of taking undergraduate assessment courses and the majority of them use that knowledge while preparing testing materials.

Table 2.

In service training

	In-service	Frequency
Experienced	5	62.5
Novice	3	37.5
Total	8	50

Considering in-service assessment training, the numbers of experienced teachers are higher than novice teachers with the percentage 62,5. Five novice teachers stated that they attended to in-service teacher training programs about assessment, but only three of them

said that they participated in speaking assessment workshops. On the other hand, 62,5% of experienced teachers took part in speaking assessment workshops at universities in which they are currently working. Both experienced and novice teachers specified that those speaking workshops were mostly related to standardization of speaking assessment.

When the participants were asked about how they improve their speaking assessment literacy skills, six categories emerged from the analysis as the ways to increase knowledge about speaking assessment which are workshops, reading articles and guidebooks, attending certificate programs and conferences, consulting expert knowledge and taking online courses. Majority of both novice and experienced teachers stated that they attended speaking assessment workshops to improve their knowledge. A minority of participants indicated that they also benefited from other categories as well. A comparison of the answers of both novice and experienced teachers revealed the same categories, showing no difference between two teacher groups in terms of preferences.

4.2 Beliefs on Speaking Assessment

Respondents were asked to describe the purpose of speaking assessment, and the common themes observed were namely, assessment of communicative competence and assessment of speaking skill. Dell Hymes (1972) stated that learners acquire competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. Whereas only one of the inexperienced teachers responded that the aim should be giving feedback to students' language improvement, the rest of them emphasized communicative competence as the main purpose of speaking assessment. However, the number of experienced teachers used the term "communicative competence" to describe the goal of assessment was lower than novice ones. Only three of them focused on the concept of communicative competence. Rather, they indicated that the main purpose of speaking assessment is to evaluate learners' mere speaking ability. They did not specify factors such as context, communication strategies or the role of interlocutors. Lastly, one of the experienced interviewees asserted that the goal is to get information about students "Language development".

In terms of the characteristics of good speaking assessment, a common view amongst novice interviewees was that evaluation should be based on rubrics which will assist in ensuring reliability, validity and objectivity. However, only one of the experienced teachers touched upon the use of rubric as a characteristic of good speaking assessment. Besides, novice teachers also stated that it is important to look at organization and coherence while assessing speaking, which was not observed in the responses of experienced teachers. One experienced teacher commented that it is important for teachers to have positive attitudes towards students while speaking to encourage and motivate students. Apart from these, both novice and experienced teachers focused on the importance of authentic task design to assess learners' accuracy, fluency, grammar and pronunciation skills.

All the experienced and novice interviewees of this study emphasized the necessity of the fact that teachers should have a background knowledge about speaking assessment with the responses such as "Definitely", "Yes, of course", "For sure" and "Definitely, yes". Some of the teachers added extra comments about why being competent at assessment of speaking is desirable. For instance, one experienced stated that "being an assessor requires different skills than being an instructor". In other words, teaching how to speak does not mean that teachers are competent enough to assess the speaking skill of students. One of

the novice teachers commented that teacher competency is important as language is about mostly communications and so speaking is of great importance. In addition, another comment from a novice teacher was related to validity and fairness of speaking assessment. Regarding the reliability and validity of learners' speaking assessment scores, seven of the inexperienced teachers commented that scores do not truly represent learners' speaking competency. There may be external and internal factors affecting learners' performance. Therefore, performance does not always show competence. Only one of them stated that it depends on the assessment type and evaluation criteria. Similarly, all experienced teachers in the study agreed that performance on an assessment task is highly unlikely to show how competent the students are and there are some other factors affecting students' performance including learners' affective filters like having anxiety. Correspondingly, another teacher commented that such true representation is not possible due to subjectivity even though rubrics are used.

Moreover, six of novice teachers suggested that rubrics need to be used to sustain fairness of the speaking assessments. Additionally, reliability and validity of test items should be ensured as well. One of them stated they he needs more training about scoring because he does not think that the scores that he has given are fair all the time. The general tendency among inexperienced teachers was that speaking assessment is quite valid and fair if there is a testing and assessment office in the institutions they work. As for experienced teachers, they mostly have the idea that their speaking assessments are fair as long as two raters' scores are parallel. Rather than rubrics, they particularly focused on the necessity of more than one rater in speaking assessments. Additionally, one of them suggested that the use of some scoring guides is helpful.

4.3 Practices on Speaking Assessment

Regarding the practice of speaking assessment, the participants were asked about what they generally assess in students' speaking when students are having a speaking exam or doing speaking tasks. Several different categories were observed. They were accuracy, fluency, vocabulary, communication described as comprehension and relevance of answers, pronunciation, content knowledge, coherence between ideas and finally delivery of speech including posture, eye contact and intonation.

Table 3.

What do teachers assess in a speaking task or speaking exam?

What is assessed?	Experienced %	Novice %
Accuracy	87.5	87.5
Fluency	87.5	75
Vocabulary (lexical knowledge)	75	62.5
Communication (appropriacy-comprehension- interaction)	37.5	75
Pronunciation	37.5	25
Content knowledge	25	25

Coherence	12.5	25
Delivery of speech (rate of speech-intonation-body language-eye contact)	12.5	25

In most of the categories identified significant differences were not found in all eight parts and at least one answer was given by both experienced and novice teacher. In terms of accuracy and content knowledge the numbers of teachers assessing those two aspects were equal. However, the number of experienced teachers teaching surpassed the number of novice ones in three categories: namely fluency, vocabulary and pronunciation. Contrastingly, the novice teachers outnumbered in communication, coherence and delivery of speech. In the categories in which the number of teachers differ, the differences were only one teacher and therefore it can be said that they were not significant except one. The only one was communication which included the answers such as “comprehension”, “appropriate answers” and “interaction” and in this category the number of novice teachers were six while for experienced it was three. This result was highly significant compared to the other seven criteria taken into consideration while assessing speaking.

Table 4.

The tasks used by novice teachers in speaking assessments

Task type	Number	Frequency (%)
Questions	6	75
Picture-description	1	12.5
Discussion- Debates	3	37.5
Project presentations	2	25
Role plays	2	25
Video or Voice-recording	1	12.5
Interviews	1	12.5

As can be seen, questions take up the most part in the tasks used by novice teachers in speaking assessments.

Table 6.

The tasks used by experienced teachers in speaking assessments

Task type	Number	Frequency (%)
Questions	5	62.5
Picture-description	2	25
Discussion- Debates	2	25

Project presentations	2	25
Role plays	0	0
Video or Voice-recording	0	0
Interviews	1	12.5

Generally, questions are the most common tasks used in speaking assessments by both novice and experienced teachers. Both groups of teachers stated that they prefer to ask open-ended opinion questions in which students can use their own background and imagination. After questions, debates and discussions are among the most preferred task types by teachers. They indicated that they generally opt for pair discussions or group debates. Picture descriptions, project presentations, and interviews were also found to be useful in speaking assessments. As one difference between novice and experienced teachers, while a small number of novice teachers benefit from role plays and video or voice-recording speaking assessment tasks, experienced teachers did not state such a practice. This may be because of the fact that the number of novice teachers having undergraduate training on speaking assessment is higher than the number of experienced teachers. In such undergraduate methodological courses, such kind of methods of speaking assessment is emphasized frequently as the participants suggested. This may be the reason why there is such a discrepancy between experienced and novice teachers in terms of selecting video-recordings or role plays in their speaking assessment, which is mainly driven by the theoretical background that they got in their undergraduate education. Another question posed to teachers was about how teachers make use of students' speaking scores. Six of experienced teachers responded that the score composed a certain percentage overall score of a student taking the speaking test and it was used to determine whether students have sufficient competency for the following level and whether they would pass. However, only two novice teachers talked about this issue. The other two teachers mentioned diagnostic goals. They commented that the scores of speaking assessments give information about students' needs, and they modify their speaking tasks based upon these needs identified with the scores. Contrastingly, the number of novice teachers who mentioned diagnostic goals outnumbered experienced teachers. Four novice teachers stated that speaking assessment results were used for diagnostic purposes. That is, students' weaknesses and strengths were detected, and necessary actions were taken in accordance with the results to correct the situation such as giving feedback. Lastly, two of inexperienced teachers was not able to give any relevant response as they do not assess speaking.

5. Conclusion

This study analyzed the data under three main categories: knowledge, belief, and practice. The findings revealed differences between experienced and novice teachers regarding their knowledge of speaking assessment. While novice teachers had exposure to assessment courses during their undergraduate education, this was less common among experienced teachers, many of whom gained knowledge through in-service training. However, not all experienced teachers had participated in such training, highlighting a gap in their formal preparation. Both groups emphasized the importance of background knowledge in ensuring fair, valid, and reliable assessments, aligning with prior research (Mede & Atay,

2017). Regarding beliefs, novice teachers prioritized communicative competence, considering factors like context, appropriacy, and communication strategies. This contrasts with experienced teachers, who placed less emphasis on these strategies, potentially due to differences in exposure to 21st-century teaching approaches (Piasecka, 2018). Novice teachers also favored using rubrics for their perceived role in ensuring validity and fairness, influenced by exposure to international frameworks like CEFR (Council of Europe, 2020). In contrast, experienced teachers preferred involving multiple raters, reflecting different assessment traditions. Both groups agreed that speaking scores might not always represent learners' true abilities, emphasizing the need for extended assessments to reduce anxiety. In practice, both groups frequently used open-ended questions, aligning with their belief in assessing communicative competence. However, novice teachers prioritized interaction and communication skills, while experienced teachers focused more on vocabulary, fluency, and accuracy. Teachers primarily used assessment results for diagnostic purposes and grading, but further leveraging these results to adapt lesson plans could enhance learning outcomes. This study contributes to understanding speaking assessment literacy by offering a qualitative, thematic analysis of teachers' perspectives. The findings underline the importance of skill-based assessment training in both undergraduate and in-service programs. Expanding such training can help bridge gaps between teachers' beliefs and practices, ensuring holistic and effective speaking assessments. Curriculum updates for undergraduate teacher education programs and workshops on assessment methods, particularly for experienced teachers, can enhance assessment literacy and foster positive washback in teaching and learning. Additionally, encouraging teachers to engage with academic literature on assessment literacy can deepen their knowledge and improve classroom practices.

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FEMINIST LITERARY CRITIQUE OF WOMEN'S REPRESENTATION IN NAGUIB MAHFOUZ'S *LAYALI ALF LAYLAH*

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Abstract

This research examines the portrayal of women in *Arabian Nights and Days* by Naguib Mahfouz through the lens of feminist literary criticism, focusing on the character of Dunyazad. The analysis explores her physical, psychological, and social dimensions, emphasizing how these aspects reflect broader societal perceptions and treatment of women. Employing a qualitative approach, the research utilizes feminist theory to uncover the depiction of Dunyazad and her interactions within the social context of the novel, which mirrors the condition of women in the Arab world. The formal object of this study is feminist literary criticism theory, while the material object is Mahfouz's novel. The study is confined to analyzing Dunyazad's character and her relationship with societal norms. Findings reveal that the representation of women in the novel is shaped by three main elements: physical idealization, psychological conflict, and social subordination, all of which are framed by patriarchal structures. Dunyazad's physical portrayal reinforces the objectification of women, her psychological depiction reflects the inner turmoil of women constrained by social expectations, and her social portrayal underscores the systemic subjugation of women. In conclusion, Mahfouz critiques the societal norms that restrict women's roles and exposes the persistence of gender inequality within patriarchal societies.

Keywords: *feminism; feminist theory; literary criticism theory; women's image*

1. Introduction

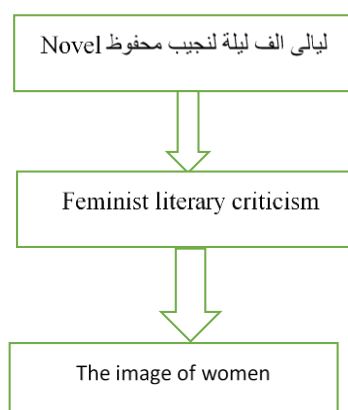
In the development of modern Arabic literature, the image of women has become a theme laden with symbolism and socio-cultural representation. Naguib Mahfouz, one of Egypt's great writers and a Nobel Laureate in Literature, captures the dynamic social reality of Egypt, particularly the lives of women. One of his famous works, *Arabian Nights and Days*, portrays women as figures living under the pressure of a dominant patriarchal culture, yet full of strength and resistance. Mahfouz's depiction of women enriches the narrative while illustrating their struggle and emancipation within a context steeped in traditional values (Ammar, 2014). However, previous studies on *Arabian Nights and Days* have tended to focus more on political aspects and social criticism, often neglecting the portrayal of women at the core of the discourse. While some studies have explored the female characters in Mahfouz's work, an in-depth feminist analysis of the novel's representation of women's identity and social position remains scarce (El-Sayed, 2016). The depiction of women in *Arabian Nights*

and Days reflects complex cultural ideologies, patriarchy, and the ongoing struggle for freedom. This gap highlights the need for further research focusing specifically on the portrayal of women through a feminist literary criticism lens (Zahra, 2017). Thus, this research aims to fill the gap in the research of women's representation in Mahfouz's works, particularly in Arabian Nights and Days. By employing a semiotic approach and feminist literary criticism, this research will reveal how women are depicted within the context of Egyptian culture and the cultural views of women in the novel. Additionally, this research will contribute to gender studies in Arabic literature, particularly in understanding women's identity and social roles in Mahfouz's works (Fahmi, 2018; Karim, 2019).

The results of research on the image of Egyptian women and feminist literary studies have been widely explored, one of which is by Abdurrosid, W. F. S. (2022) in the research titled "The Image of Egyptian Women in the Domestic and Public Domains in the Novel Al-Karnak by Naguib Mahfouz: A research of Feminist Literary Criticism," published in the Digital Library of Uin Sunan Gunung Djati Bandung. This research reveals the image of women and the oppression they experience due to patriarchal culture. Additionally, it highlights the women's movement against this injustice. This research aims to explore the depiction and position of Egyptian female characters in both domestic and public spheres in the novel Al-Karnak by Naguib Mahfouz. The method used in this research is feminist ideology literary criticism, employing a qualitative descriptive approach. Data collection techniques include reading, identifying, analyzing, and interpreting. The analysis method is based on identifying or describing the data. The research findings from Al-Karnak show several key aspects: physical, psychological, and social. First, the description of women's physical aspects, such as beauty, body shape, skin color, and height, is illustrated by 12 data points. Second, the social aspects, with 14 data points, describe women's social roles and interactions. Third, the psychological aspects, with 35 data points, highlight the psychological characteristics and experiences of female characters. Forms of gender injustice experienced by women in the novel include: marginalization (2 data points), dependency (3 data points), stereotyping (1 data point), and violence (18 data points) (Abdurrosid, 2022). The results of previous and current research share both similarities and differences.

The similarities between the studies lie in their focus on the image of Egyptian women, both utilizing feminist literary criticism, and both analyzing works by the same author, Naguib Mahfouz. However, despite these similarities, there is a significant distinction between the two studies. The material object of the previous research is the novel Al-Karnak, while the current research uses Arabian Nights and Days by Naguib Mahfouz as its material object. Given the different sources of data, it is expected that the research results will also differ.

Thinking Framework



Literature, as a reflection of social reality, has long been a platform for writers to explore various aspects of human life, including gender issues. "Literature is a form or creative work whose object or theme is human life using language as a medium (Hafid, A., & Marzuki, I., 2021). This statement clearly shows that literature is a product of its time, reflecting the values, norms and views prevailing at that time. Najib Mahfouz's *One Thousand and One Nights*, as one of the most influential Arabic classics, has become an interesting object of research for various disciplines. The novel, whose roots can be traced to Persian and Indian oral traditions, was written in the context of a highly patriarchal pre-modern Arab society. Women, as God-given creatures with more emotional feelings than men, have different traits and temperaments. Over the years, women have also become more advanced and liberated than they were in ancient times. Women are now able to defend their rights and choose what they want according to their wishes (Dwifatma, 2021). This view, which reflects the dominant patriarchal values of the time, will certainly influence the way the author portrays female characters in the novel.

Along with the times, feminist values have also entered literary studies. Aspriyanti et al. (2022) state that "based on this, a special research is needed that focuses on female characters in literary works. Thus, feminist literary criticism emerged, which directs its focus of analysis on women in literary works." Feminist literary criticism provides a framework to examine how women are represented in literature and how these representations reflect societal power structures. By using a feminist literary criticism approach, we can analyze how the image of women in *Seribu Satu Malam* reflects the patriarchal power structure. This research will also explore how female characters in the novel challenge or reinforce existing gender norms. The second wave feminism approach will be used as the analytical framework, as it emphasizes the role of gender as a social construct that shapes women's experiences. The image of women in a novel refers to the portrayal of female characters, which is expressed through words, phrases, or sentences. Research on the depiction of women using feminist theory in literary works written by male authors is particularly interesting. Such works provide insights into how women are perceived and depicted from a male perspective. This perspective highlights that literature can serve as a subtle medium for expressing ideas about women's roles, characteristics, and identities. As Lusiana (2019) argues, literary works written by men often reflect broader societal views about women, making them valuable for feminist literary analysis.

The primary focus of this research is the portrayal of Egyptian women in Naguib Mahfouz's *Arabian Nights and Days* from a feminist literary perspective. Based on this central concern, the research question is formulated as follows: How are Egyptian women represented in *Arabian Nights and Days* by Naguib Mahfouz from a feminist literary standpoint? This research aims to analyze the depiction of Egyptian women in the novel through the lens of feminist literary criticism. Every research endeavor offers both theoretical and practical contributions. Theoretically, this research enriches Arabic literary studies, particularly in its portrayal of women, and provides fresh insights into feminist perspectives within Arabic literature. Practically, the research aims to raise public awareness about the significance of gender equality and women's rights, while also encouraging writers and artists to create works that address issues related to women and gender.

2. Literature Review

2.1 Feminist Literary Criticism

Feminist literary criticism is a branch of literary theory that focuses on analyzing and interpreting literary works by considering gender perspectives and the role of women in them. Its main goal is to reveal and counter gender biases found in literary texts, which are often ignored or underestimated by traditional critical approaches (Barry, 2017). Historically, feminist literary criticism emerged as a response to male dominance in the field of literature and literary criticism, where women were often reduced to passive objects without agency or a strong voice in the narrative (Showalter, 2016).

The feminist literary criticism approach is rooted in the broader theory of feminism, which includes an analysis of the social, cultural, and economic structures that place women in a subordinate position. It not only critiques the portrayal of women in literature but also elevates works written by women to greater recognition in the literary canon (Beasley, 2018). For example, feminist analysis of classics such as Jane Austen's *Pride and Prejudice* highlights how Austen presents female characters with strong agency despite being bound by the social norms of her time (Gilbert & Gubar, 2020).

Methodologically, feminist literary criticism uses various approaches, including structural, psychological, and historical analysis, to explore how texts construct and represent gender roles (Moi, 2019). These approaches often question why female characters are portrayed in certain ways and how they reflect the social ideologies of their time. In Mahfouz's works, for example, women are frequently depicted in conflict between tradition and modernity, providing important insights into gender dynamics in Egypt (El-Masry, 2021).

In the context of Arabic literature, feminist literary criticism plays a crucial role in expressing women's voices, which have often been silenced by the dominance of patriarchal narratives (Abu-Lughod, 2020). The works of writers like Naguib Mahfouz present a complex reality where women are not only victims of oppressive systems but are also portrayed as agents of change who act in subtle ways to challenge the social structures that bind them (Mahmoud, 2022). This is evident in the novel *Arabian Nights and Days*, where the role of women is full of symbolism reflecting the duality between resignation and resistance.

Feminist literary criticism not only reveals the representation of women in texts but also examines how these characters reflect broader issues of gender and power in society (Ahmed, 2023). In the case of *Arabian Nights and Days*, this approach can be used to explore how Mahfouz constructs female characters that represent the social and cultural challenges in Egypt, as well as the roles women play in a society that continues to struggle between modernity and tradition (El-Shabrawy, 2023).

2.2 Women's Image in Feminist Literary Criticism

Feminist literary criticism focuses on how women are represented in literary works, and how these depictions reflect or challenge existing social and cultural constructions. In Indonesia, this approach has evolved to explore the role of women in local narratives and how literary works highlight issues of gender injustice (Dewi, 2021). This critique aims to open space for a broader understanding of women's experiences and sensitize readers to biases that may be embedded in literary texts (Sari, 2018).

One important aspect of feminist literary criticism is the physical image of women. Physical imagery is often the first element to be considered in feminist analysis because women's bodies are often used as tools to accentuate stereotypes or serve masculine views

in texts (Rahayu, 2020). In many literary works, women's bodies are described in detail to highlight their beauty or vulnerability. For example, physical descriptions of female characters in novels often reinforce the narrative that they are objectified as symbols of visual pleasure for male characters or readers (Hidayat, 2023). However, feminist literary criticism seeks to uncover whether these representations provide deeper meanings, such as symbols of strength or resistance.

Not only physical portrayals, but feminist literary criticism also explores the psychological aspects of female characters in literary works. These psychological images include emotions, inner conflicts, and thought processes described by the author to showcase the complexity of female characters (Nurhayati, 2022). In modern works, female characters often face dilemmas between societal expectations and personal desires. Research by Pratiwi (2019) demonstrates that in many Indonesian novels, female characters are depicted as possessing emotional strength that reflects their capacity to face life's challenges, despite often compromising with cultural pressures.

This psychic image is closely related to how women seek their identity in a demanding social environment. Feminist literary criticism reveals how women's emotions and psychology are used to explore narratives that portray them as subjects, not just objects of the story (Wulandari, 2017). For example, a female character in Mahfudz's work might portray an inner struggle that highlights the tension between traditional roles and individual freedom. This confirms that feminist analysis does not only look at the surface, but also at how narratives articulate women's voices in complex environments (Hidayat, 2023).

In addition, the image of women in social aspects highlights their position and role in the structure of society. Feminist literary criticism emphasizes the importance of exploring the social relationships experienced by female characters, such as their relationships with family, community, and the dominating patriarchal system (Dewi, 2021). In many literary works, women are portrayed as wives, mothers, or workers who have important roles but often face marginalization and subordination (Sari, 2018). Feminist research shows that these depictions can expose structural injustices that women still face in real life (Rahayu, 2020).

The depiction of physical, psychological, and social images in literary works reflects the diverse and dynamic reality of women. Feminist literary criticism helps readers understand that the representation of women in literary texts is not just a description, but also a reflection of their struggles and power in a patriarchal social context (Wulandari, 2017). In feminist analysis, women are positioned as agents who struggle to change limiting narratives and express their voices in more autonomous and empowered ways (Nurhayati, 2022).

3. Research Method

Research methodology generally includes four main aspects, namely research approaches and methods, types and sources of data, data collection techniques, and data analysis techniques (UIN Sunan Gunung Djati Bandung, 2020). Although often equated, approach and method actually have significant differences. Approach is a way of understanding or approaching the object of research, while method refers to the practical steps for collecting, analyzing, and presenting data (Rohanda, 2016). In literary research, the combination of the two becomes the basis for analyzing the meaning and context of the text

in depth. Research such as that conducted by Dira and Rohanda (2024), who used Riffatere's semiotic approach on Mahmoud Darwish's *أحبك أو لا أحبك*, shows how a structured methodology can reveal layers of explicit and implicit meaning in a text, as well as provide rich insights into its context.

This research employs a descriptive qualitative method, as it involves data in the form of words or sentences that reflect the image of women. According to Bogdan and Taylor (as cited in Meleong, 2008), qualitative research generates data in the form of written or spoken words from people or observed behaviors, which are typically descriptive in nature (Rahmawati & Kartikasari, 2023). Descriptive is the characteristic of data in qualitative research. In this research, the data source comes from the novel *Arabian Nights and Days* by Naguib Mahfouz, with the data consisting of phrases or sentences related to the image of women. Data were collected through reading and note-taking techniques, where the researcher identified and recorded sentences relevant to the image of women. The collected data were then selected, sorted, and analyzed using qualitative descriptive analysis. This method involves describing and interpreting the data based on feminist literary criticism theory, focusing on the depiction of women.

4. Results and Discussion

The portrayal of Egyptian women in Najib Mahfouz's novel *ليلة الف ليالى* is analyzed in this section, focusing on three key aspects: the physical representation of women, their psychological portrayal, and their depiction in social contexts. These dimensions encompass the roles and societal expectations placed upon women, their representation within cultural and historical frameworks, and the complexities of their identities as presented in the narrative. This analysis seeks to highlight how Mahfouz portrays the multifaceted experiences of Egyptian women, exploring themes such as empowerment, oppression, and the interplay between tradition and modernity within the context of the novel.

4.1 Image of Women in Physical Aspects

In literary analysis, women's physical images can reflect how women's bodies are positioned in certain contexts, whether as symbols of aesthetics, power, or representations of more complex experiences.

لعبت لعبة في معبد بالهند، وأين كنت أنت ؟
. . قمت برحلة فوق الجبال
: فقالت زرمباجة بإغراء
... رأيت لدى عودتي فتاة جميلة بهرني جمالها والحق يقال
أنا أيضا رأيت شابا جميلا في حي العطور لا نظير لجماله بين
البشر

"I was playing a trick in a temple in India. And where were you?" "I made a journey over the mountains." "On my return," said Zarmabaha seductively, "I saw a girl whose beauty stunned me. It must be admitted..." (محفوظ, 103:2015).

In the quote, Dunzayad's beauty takes center stage through the reactions of other characters who are stunned by her physical attractiveness. Descriptions such as "her beauty stunned me" indicate the great influence of the female body in constructing the narrative.

This representation confirms the view that women's bodies are often narrative tools that reflect certain aesthetic standards in a patriarchal society.

According to Rahayu (2020), in feminist analysis, women's bodies are often used as symbols or objects that reinforce masculine views, where beauty becomes one of the main indicators to assess the value of a woman. In Dunzayad's case, her beauty is not only a visual appreciation tool but also serves as an attraction that affects her social relationships with other characters. This shows how women's bodies are often given certain meanings in literary texts, both to reinforce social hierarchies and to represent passive power.

Furthermore, Sari (2018) highlights that the physical depiction of women in literary works often reinforces gender stereotypes, where women are reduced to aesthetic symbols that fulfill patriarchal views. In this context, Dunzayad is not only represented as an object of admiration, but her beauty is also a reflection of the aesthetic values imposed by society. However, this depiction can be seen from the other side, namely as a tool to show the power of women in attracting attention and controlling the situation around them.

Dunzayad's physical depiction can also be analyzed through the perspective of power. Wulandari (2017) mentions that women's bodies in literature are often used as an arena to fight for power, both directly and symbolically. In this case, Dunzayad's beauty can be interpreted as a form of symbolic power, where her visual appeal becomes an important element in building power relations between male and female characters.

... إن نظرة على فتاتي ستمحو من ذاكرتك صورة فتاك
 .. هذه مغالة لا مسوغ لها
 ... تعالى وانظري بعينيك
 أين توجد فتاتك ؟
 ... في قصر السلطان نفسه
 .. في غمضة عين كانا في جناح البهاء بقصر السلطان
 تراءت فتاة آية في الجمال وكانت تنزع عباءتها المطرزة بأسلاك من ذهب لترتدي حلة نومها
 المصنوعة من الحرير الدمشقي .. قالت
 : زرمباجة
 دنيا زاد اخت شهرزاد زوجة السلطا

"I, too, saw a handsome young man in the Perfume Quarter, whose beauty has no equal among mankind." "A glance at my girl would erase from your memory the picture of your young man." "That's an unjustified exaggeration." "Come and see with your own eyes." "Where is your girl to be found?" "In the sultan's palace itself." In the twinkle of an eye the two of them were in the reception wing of the sultan's palace. A girl made her appearance: a prodigious beauty. She was taking off her cloak embroidered with threads of gold in order to put on her nightdress made of Damascene silk. "Dunyazad, the sister of Shahrzad, wife of the sultan," said Zarmabaha. (2015;103-102, محفوظ).

In this excerpt, Dunyazad's beauty is prominently highlighted through the reactions of other characters and the descriptions of her appearance. Phrases such as "her beauty was extraordinary" and visual details like "a cloak embroidered with gold thread" and "a nightgown made of Damascus silk" portray Dunyazad as an ideal woman exuding physical

beauty and luxury. This depiction not only emphasizes aesthetic aspects but also serves to reinforce her social status as Shahrzad's sister and the Sultan's wife.

From the perspective of feminist literary criticism, this portrayal can be interpreted as a reinforcement of gender stereotypes, where women are viewed through beauty standards that support patriarchal perspectives (Putri, 2021). Duniyazad's beauty is not only admired as a visual object but also positioned as an element that solidifies her role within the story's social structure. This aligns with the notion that women's bodies in narratives are often utilized as tools to reinforce power relations dominated by men (Sutrisno, 2019).

Furthermore, Duniyazad's placement in the palace, complete with symbols of luxury such as silk garments and cloaks embroidered with gold thread, illustrates how the female body is used as a representation of social status and power (Amalia, 2020). In this context, Duniyazad's body not only reflects physical beauty but also serves as a symbol of wealth and the dominance of a particular class. This portrayal underscores how women are often reduced to visual symbols that reinforce male-dominated power narratives, both literally and symbolically.

However, this description can also be interpreted as a narrative tool to indirectly highlight women's strength. As the Sultan's wife and Shahrzad's sister, Duniyazad occupies a strategic position, where her beauty becomes a significant factor influencing her role. This interpretation opens up the possibility that the female body is not merely an aesthetic object but also serves a strategic function in reinforcing women's positions within a patriarchal social structure (Sari, 2020).

Thus, Duniyazad's physical image in this excerpt reflects the complexity of the role of the female body in literature. The female body is not only represented as an admired aesthetic object but also as a symbolic tool to reinforce status, power, and social relations within the narrative.

جمالها يفوق الحياة حقاً، لم يحظ بهذا الجمال كائن سريع العطب ؟
... صدقت فهو ما يتألق إلا أياماً معدودات ثم يعبث به الزمن
لذلك تلد الشماتة بهم .
... لهم عقل ولكنهم يحيون حياة الأغبياء
لشد ما تبدو خالدة
لعلك الآن تسلم أنها أجمل من فتاك ؟

"Her beauty is in truth greater than life itself. No fragile human being is favored with such beauty." "You are right—it shines for just a few days, then time impairs it." "So you take delight in gloating over them." "They have an intellect, but they live the life of imbeciles." "How very immortal she appears!" "Perhaps you will now concede that she is more beautiful than your young man?" (103:2015, محفوظ).

Duniyazad's physical image in this text portrays a woman with extraordinary beauty that seems to surpass ordinary human capabilities. The emphasis on the remarkable nature of her beauty reinforces the role of the female body as an object of admiration in the narrative. In many literary works, women's physical beauty is often used to emphasize their social status, and in this case, Duniyazad's beauty signifies her position as a respected and revered woman.

However, a contrast emerges in this portrayal: while a woman's beauty is captivating, it is inherently transient. The depiction of beauty that "shines for a few days" and is eventually "eroded by time" reflects the impermanence of the female body. This highlights how women's bodies are often subjected to the notion of fleeting allure, tied to youth and physical appearance. Although this body radiates beauty, a woman's physical attractiveness ultimately fades, reinforcing the view that women are frequently judged solely on their external appearance.

Furthermore, the depiction of Duniyazad's body as "more than human" reflects the objectification of the female body in literature, where women are often portrayed with physical images that are more idealized or perfect than the average human. Such representations indicate how women in narratives are frequently reduced to aesthetic symbols, minimizing the complexity and depth of their characters. This is part of a social construct that views the female body as a visual object to be admired, rather than as an individual with identity or emotional complexity.

Additionally, the competition among male characters to evaluate and admire Duniyazad's beauty reinforces the notion that the female body is often perceived as an object to be possessed or contested. In the patriarchal society reflected in this text, women's bodies are frequently placed at the center of competition among men, serving to reinforce male dominance in gender relations. The beauty of the female body becomes a tool to determine value and power within these social dynamics.

Overall, Duniyazad's physical portrayal in this work does not merely depict beauty as a visual allure but also reveals deeper social and gender dynamics. The representation of the female body as an object of admiration and even competition reflects a patriarchal social structure that places women in a subordinate position, where their value is more determined by physical appearance than by personal qualities or abilities.

نبهت عينا دنيا زاد السوداءوان .. إنه حفل زفاف سلطاني سيكون أحد أعاجيب الترف والأبهة
القصر يهجم بأضواء الشموع والقناديل ، يتلألأ بجواهر المدعوين والمدعوات، يهزج بأغاني ..
، المطربين والمطربات ..حتى السلطان شهريار باركها، أهداها جوهرة الدخلة
: قال لها
....مباركة ليلتك يا دنيا زاد
وانتظرت في المخدع آخر الليل في ثوب محلي بالذهب والمرجان والزمرد ..ودعتها أمها
وأختها شهرزاد، فانتظرت وحيدة في المخدع ، وشرذ ذهنها لا يشغلها إلا ترقبها القلق وقلبها
الخفاق ..انفتح الباب ...دخل نور الدين في أبهى حلة دمشقية وعمامة عراقية ومركوب
.. مغربي . تقدم منها كالبدن في تمامه وجلا القناع عن وجهها

"The black eyes of Duniyazad were lit up. It was the wedding party at the sultan's palace, a marvel of luxurious splendor. The palace rippled with the lights of candles and lanterns, setting aglitter the jewels of those who had been invited, and resounded with the singing of the male and female performers. The sultan Shahriyar himself bestowed his blessing by giving her as a present the jewel of the wedding night. "May your night be blessed, Duniyazad," he said to her. She waited in the bedchamber at the end of the night in a dress decorated with gold, pearls, and emeralds. Her mother bade her farewell, also her sister Shahrzad, and alone she waited in the bedchamber, lost in thought, concerned only with her anxious waiting

and beating heart. The door opened, and Nur al-Din, in all his Damascene finery, Iraqi turban, and Moroccan slippers, entered. Like the full moon, he advanced toward her and removed the veil from her face. (-104, محفوظ 105: 2015).

In this excerpt, the image of women, particularly Duniyazad, is physically depicted through various elements that emphasize luxury and extraordinary beauty. The description of Duniyazad's eyes as "black and sparkling" reflects a visual attraction to her, associating physical beauty with high social status. The emphasis on the physical appearance of women here illustrates how women's bodies are often objects of attention in narratives that focus on beauty and external allure. The physical image of women in this text suggests a portrayal of luxury, as well as the excitement and anxiety associated with the wedding night.

This image of women is also linked to the portrayal of the luxury of the palace and the wedding celebration. The addition of elements like "a gown adorned with gold, pearls, and emeralds" shows that women, in this case, Duniyazad, become symbols of beauty enhanced by high social status. This lavish clothing emphasizes how women's bodies are often viewed in many narratives as material representations or objects that must be showcased to invite admiration. Duniyazad's physical image in this attire reinforces the idea that women's bodies are frequently treated as visually consumed objects, rather than as individuals with deeper identities and roles.

However, in addition to her physical image, there is also an emphasis on Duniyazad's emotional state, as she is described as "lost in daydreams" and "anxious," which reflects the tension and worry that women often experience in situations that demand they adhere to certain social expectations. This tension provides an opportunity to understand how women are often placed in positions where they are not only judged based on their physical appearance but are also expected to fulfill emotional and social expectations.

The entrance of Nur al-Din, dressed in Damascus silk and an Iraqi turban, creates the impression that Duniyazad becomes the object of male observation, as he comes to "unveil the veil from her face." In this context, it illustrates how the female body is often seen as a domain that must be explored or possessed by men. This depiction highlights the dynamics of gender relations, where women, despite being endowed with extraordinary physical beauty, remain in subordinate positions that depend on male acceptance, in this case, her husband.

The image of women in this passage illustrates how the female body, with all its luxury and beauty, is often viewed as an object to be controlled and enjoyed by men. This is a form of objectification in literature, where women are more frequently depicted in physical terms and through their influence on men, rather than as independent individuals with agency in their own narratives.

4.2 The Image of Women in the Psychological Aspect

Psychic imagery in literary analysis highlights a character's inner life, including feelings, thoughts, and emotions. In feminist literary criticism, it focuses on how women are depicted beyond physical traits, emphasizing their complex inner world. This imagery often reveals tensions, anxieties, and conflicts shaped by societal expectations and personal desires, particularly within patriarchal settings. It reflects how external and internal pressures influence women's perceptions of themselves and their roles in society.

فتحت دنيازاد عينيها وقد نصحت الستارة بالضياء.. وجدت نفسها مغموسة في ذكريات النبع المبارك.. شفتاها نديتان بالقبل، أذناها ثملتان بأعذب الكلمات، خيالها مفعم بحرارة التهديدات.. العناق لم يبرح جسدها ولا الحنان.. هذه هي الصباحية.. ولكن؟ سرعان ما هبت عليها رياح الوعي الصارمة.. أين العريس؟ ما اسمه؟ متى تمت مقدمات الزفاف؟ رياه.. لم تخطب ولم تزف ولم يجر في القصر حفل.. إنها تنتزع من الحلم كمن يساق إلى النطع.. أكان حلما حقا؟

"Dunyazad opened her eyes. The curtain was letting light through. She found herself immersed in the memories of the magic source from which she had sipped. Her lips were moist with kisses, her ears intoxicated with the sweetest words, her imagination repleted with the warmth of sighs. The sensation of being embraced had not left her body, nor the tenderness. This was now the morning, but...Only too swiftly the harsh winds of consciousness blew over her. Where was the bridegroom? What was his name? When had the formalities of the marriage been carried out? O Lord, she had not been proposed to, she had not been given in marriage, and there had been no party at the palace. She was being snatched from her dream like someone being led to the execution mat. Was it really a dream?." (105:2015, محفوظ).

In this excerpt, we see a strong portrayal of Dunyazad's psychic image, reflecting the emotional and psychological conflict she experiences. Initially, Dunyazad is in a state of happiness and satisfaction, described with phrases like "Her lips moist from kisses," "Her ears drowned in the sweetest words," and "Her fantasies filled with warm sighs." These descriptions highlight the sense of peace and pleasure she feels in her dreams, which seem to represent the peak of her psychic happiness. In this excerpt, Dunyazad's psychic image is vividly portrayed, revealing the deep emotional and psychological conflict she undergoes. At first, she is immersed in a state of happiness and satisfaction. The descriptions—"Her lips moist from kisses," "Her ears drowned in the sweetest words," and "Her fantasies filled with warm sighs"—underscore the sense of peace and pleasure that she feels in her dream. This dreamlike state represents the peak of her psychic happiness, a fleeting moment where she is at ease, her mind untouched by the harshness of reality.

However, the sharp transition from this joy to an overwhelming awareness marks a drastic shift in her psychic state. When "the gust of awareness blows too hard against her," Dunyazad is jolted awake in confusion, feeling an emptiness that undermines her former happiness. Her questions—"Where is the groom? What is his name?"—are not just about the absence of a man but reflect a deeper uncertainty about her own identity and her place in the world. This questioning reveals a psychological unraveling, where she begins to doubt the reality around her, and by extension, herself.

This escalating anxiety continues with her admission that she has never been proposed to, that no wedding has taken place, and that there has been no celebration at the palace. This reflects a feeling of being trapped in a dream or illusion that was initially pleasant but is far from reality. A sense of destruction arises as Dunyazad feels that she has been "misled" from the reality she should have had, like someone who has been "dragged from her dream" into a world that is much harsher and filled with anxiety. This moment

reveals the inner conflict, where hope and reality collide sharply, triggering deep fear and uncertainty.

When Duniyazad realizes that she is "naked and her innocence has been taken away," it reflects the loss of her sense of self and psychological integrity. This section also reveals a deep anxiety about losing control over her body and identity, which is often a significant theme in feminist literary criticism. In this narrative, the female body is not only an object of physical beauty but also a source of profound psychological loss, as the body is forced to function in ways it did not choose.

Duniyazad's reaction of "screaming in despair" and the increasing feeling expressed through statements like "This is madness!" and "This is destruction!" illustrates a decline in her mental stability. The madness she experiences is portrayed as something relentlessly chasing her, symbolizing an unending fear. In a feminist context, this can be interpreted as a depiction of how societal pressures and heavy expectations placed on women can lead to a crisis of identity and psychological turmoil, where women feel trapped within norms they cannot control or change.

لمت دنيازاد بأن سرها أثقل من أن تحمله وحدها.. هرعت إلى جناح شهرزاد عقب
ذهاب شهريار إلى مجلس الحكم

"Duniyazad resigned herself to the fact that her secret was too heavy for her to bear alone. She hastened to Shahrzad's wing of the palace just after Shahriyar had gone off to the Council of Justice"(107:2015, محفوظ).

In this quote, Duniyazad shows an important turning point in his psychological state, where he finally "surrenders" to the reality that has befallen him. This sentence reflects a deep sense of distress and mental exhaustion, where Duniyazad realizes that "the secret was too heavy to bear alone." The use of the word "surrender" indicates that he is no longer able to cope with the emotional burden he is carrying. This depicts a psychological state of hopelessness, where the character feels helpless and unable to cope with the situation at hand.

This desperation leads to Duniyazad's decision to seek support or relief from his brother, Shahrzad. The act of "rushing" to the other side of the palace reflects the confusion and urgency she feels. Duniyazad seeks comfort or relief, reflecting a deep need to share his emotional burden with someone he trusts. On the other hand, Shahriyar's going to the Judicial Council also shows the instability in Duniyazad's life, where she feels isolated from the outside world and has to deal with feelings of distress in solitude, which is an important theme in the analysis of female psychic imagery.

In the context of feminist literary criticism, Duniyazad's psychic image illustrates how women, in patriarchal narratives, are often trapped in the roles and emotional burdens demanded by society and their families. When Duniyazad feels that her secrets or feelings are too heavy to bear alone, this also reflects the social reality that requires women to always be strong, while their feelings are often ignored or not taken into account. These feelings of distress and despair are a manifestation of the gender inequality that women experience in a world that often leaves no room for their emotional expression and freedom.

قالت لابنتها بحزن

وغضب: زلت قدمك يا دنيازاد... فقالت دنيازاد باكياً: إني مسلمة أمرى لرب العالمين لن تكون العاقبة خيراً

"You did wrong, Dunyazad," she said to her daughter in sadness and anger. "I resign myself to the will of the Lord of the Worlds," said Dunyazad, weeping. "The outcome will not be good." (115:2015, محفوظ).

In this excerpt, we see an image of Dunyazad's deeply shaken psyche. His despairing words, "I surrender myself to the Lord of the worlds," depict a very fragile emotional state. Dunyazad feels helpless and resigned to the fate that has befallen him. In a psychological context, this reflects a deep sense of entrapment and distress, as if there is no way out for him other than leaving everything to fate. It also shows Dunyazad's inability to control or change the situation that has befallen him, which makes him feel very vulnerable.

The mother's response of, "The outcome will definitely not be good," added a deeper layer of anxiety and uncertainty. Dunyazad's mother, despite her attempts at warning, also felt powerless to protect her daughter from what was to come. This reflects a sense of failure in protecting the next generation from larger external forces, such as social norms and patriarchal pressures that oppress women.

From a psychological perspective, this depiction emphasizes how women are often trapped in situations beyond their control, especially in the context of social structures that restrict their freedom and rights. When Dunyazad feels "resigned" and her mother expresses that "the outcome will definitely not be good," this shows the powerlessness often felt by women living in conditions where their voices are often ignored or disrespected. This feeling of powerlessness relates directly to how the psychic image of women in literature is often influenced by social and cultural conditions that limit their space to act and speak.

4.3 Women's Image in Social Aspects

The social image of women illustrates their position within the social environment, encompassing roles in family, society, and culture. In feminist literary criticism, analyzing this social image seeks to uncover how patriarchal social structures shape women's identities, roles, and experiences. Women's placement in the social hierarchy often mirrors their level of autonomy or the restrictions they face due to societal norms and expectations. These dynamics are closely linked to stereotypes—labels assigned by society to differences in male and female behavior. Such stereotypes not only limit women's mobility but also serve as a root cause of gender injustice (Arianty et al., 2020).

انتشر نبأ خطبة كرم الأصيل لدنيا زاد في الحي ساحبا وراءه ذيلا عريضا من البهجة والتطلعات والسخریات.. حلم الفقراء بمطرة منهمة من الصدقات من رجل لم يعرف حتى حب الصدقة.. وفرح الأعيان بهذه المصاهرة بين السلطان وحيهم.. وجرت الهمسات منذرة باقتران القرد بالملاك

"The news of Karam al-Aseel's engagement to Dunyazad spread throughout the quarter, dragging in its wake a trail of joy, curiosity, and mocking remarks. The poor dreamed of a generous windfall of charity from a man who did not even know the joy of being charitable, while the people of distinction rejoiced at this relationship through marriage between the

sultan and their quarter, although warning whispers were abroad about a monkey marrying an angel.” (121:2015, محفوظ).

In this excerpt, we see how Dunyazad, as a woman in a highly structured society, is viewed through the lens of prevailing social norms. Dunyazad's engagement to Karam al-Aseel triggers mixed reactions in the community, showing how women's social roles are heavily influenced by others' perceptions and existing social status.

The reaction of the community, which is divided into several groups, illustrates the complex social dynamics. The poor people who expect to receive charity from this marriage show how women, especially in this context, are often seen as objects that can be used for social or economic gain. Dunyazad, as a woman in this society, is bound by the expectations of others who see her marriage as a means to gain both social and material status.

Meanwhile, the reactions of prominent people who were excited about the relationship between the sultan and their region reaffirmed how women were often used as symbols of the link between power and social control. Dunyazad not only as an individual, but also as a representation of the relationship between the sultan's family and the surrounding society. In this case, women's social status was heavily influenced by their affiliation with power and how they could strengthen the social standing of those around them.

However, the whispers of “an ape marrying an angel” are indicative of the social criticism coming from society, especially from groups who feel that the relationship does not fit the norm. In this context, Dunyazad is positioned in a role that is often faced with criticism and judgment based on her beauty or social status, where people's perceptions of her are more influenced by what they see on the outside, rather than the personal depth or autonomy that Dunyazad has as an individual.

This quote shows how women in patriarchal societies are often the object of harsh judgment and are constantly evaluated by others based on their social roles and their relationship to power. Dunyazad, although she may have the freedom to choose a life partner, is still inseparable from the influence of public opinion that often defines her value based on her social standing and relationship with men, whether in terms of status, wealth or power.

واستدعى الطبيب عبد القادر المهيبي فتولى العلاج، وسرعان ما ساورته شكوك .. كان قطننا
أريباً ذا خبرة بالنفوس لا تقل عن خبرته بالأجساد، فرجع لديه أن العروس راغبة عن القرد،
ولكنه، تغايى بلباقة، متعاطفاً مع رغبتها

“The doctor, Abdul Qadir al-Maheeni, was called and he undertook her treatment. He was very soon dubious. Being astute and resourceful, and with an experience of men's souls no less than his experience of their bodies, he thought it likely that the bride had an aversion to the monkey who was to be her husband. He nonetheless cleverly feigned ignorance in accordance with her wish,” (2015: 124-123, محفوظ).

In this quote, we see the tension between social expectations and personal reality experienced by Dunyazad. Dunyazad's reaction to her future husband, who is likened to an “ape”, reflects her feelings of doubt and dissatisfaction with the social choices that have

been made for her. Dunyazad's social image, portrayed through her hesitation towards marriage, shows how women often feel pressured into roles imposed by society.

The statement "perhaps the princess is not pleased with the ape who will be her husband" reveals Dunyazad's internal conflict, where she feels trapped by societal expectations that are not always in line with her desires as an individual. This hesitation illustrates how women in patriarchal societies are often faced with limited choices, which makes them feel like they do not have full control over their lives. In this case, Dunyazad symbolizes the powerlessness of women who are faced with social roles governed by existing norms and hierarchies.

However, Dunyazad's ingenuity to feign ignorance and follow the will of others shows how women often have to conform to social expectations in order to maintain their place in society. This reflects the way women often have to pretend and suspend their personal desires in order to fulfill greater social expectations. On the other hand, this tension also shows women's adaptability and flexibility in dealing with difficult situations, even though this often comes at the cost of personal freedom and identity.

This quote reflects how strong the social pressures are on women to conform to established roles, even if it goes against their personal desires or needs. Dunyazad's social image, portrayed through her indecisiveness and resignation, is a clear example of how social structures can limit women's autonomy and put them in a position where their choices are often overtaken by societal norms and expectations.

وغضب كرم الأصيل غضبا شديداً دعاه إلى الاعتكاف بعيداً عن شماتة الشامتين وسخرية
الساخرين فلم يكن يغادر داره إلا عند انتصاف الليل. أما يوسف الطاهر - حاكم الحي - فقد تلقى
الخبر في دفقة امتزج فيها السرور بالمازن العميق .. سر بتحرر دنيا زاد من قبضة الرجل القرد
ولكنه حزن بعمق على موت الفتاة التي تمنّاها لنفسه والتي من أجلها فكر جادا في تدبير مؤامرة
لاغتتيال كرم الأصيل

"Karam al-Aseel was so upset that he remained in seclusion far from those who were gloating or making fun of him, and left his house only in the middle of the night. As for Yusuf al-Tahir, the governor of the quarter, he had received the news with a mixture of deep sorrow and joy: joy at the fact that Dunyazad was released from the grip of the monkey-man and deep sorrow at the death of the young girl he had wanted for himself and for whose sake he had seriously thought of arranging a plot to assassinate Karam al-Aseel." (133-132: 2015, محفوظ).

This quote shows the impact of the social structures and norms that govern Dunyazad's life as a woman in her society. Karam al-Aseel's reaction of feeling "disturbed" and shutting herself away, as well as Governor Yusuf al-Tahir's mixed feelings of "deep sadness" and "joy", show how the role of women is often a source of tension, conflict and judgment in patriarchal societies. In this case, Dunyazad is not only the object in the marriage relationship, but also the center of feelings and actions larger than herself. This quote highlights the impact of social structures and norms on Dunyazad's life as a woman within a patriarchal society. The emotional reactions of Karam al-Aseel and Governor Yusuf al-Tahir, his "deep sadness" and "joy" demonstrate how women's roles are sources of tension, conflict, and judgment in such societies. Dunyazad is not only an object within the

marriage relationship but also the focal point of emotions and actions that transcend her personal agency.

Her social image, as depicted here, underscores how women's status is often determined by their relationship to men, rather than by personal freedom. Duniyazad is primarily defined by the way men—whether a husband or a ruler—treat and perceive her. The rejection of Karam al-Aseel and the public reaction to her highlight the objectification of women within patriarchal structures. When women are reduced to social property or marriage objects, their image is shaped by how they are viewed by others, especially men.

Governor Yusuf al-Tahir's mixed feelings and sorrow over Duniyazad's death and relief at her liberation from Karam al-Aseel illustrate how women's value is tied to their relationship with power. In this case, Duniyazad's worth is seen as dependent on her connection to a man in power. This reflects the patriarchal notion that women are valuable only when they are linked to a higher status, and the actions of Yusuf al-Tahir reveal how women, despite their lack of agency, are central to the power dynamics around them. In patriarchal societies, male emotional reactions whether anxiety, worry, or disappointment toward women are often rooted in the rigid structures that subordinate women. Duniyazad's social image here not only portrays her vulnerability but also illustrates how women's lives are shaped by social judgment and male authority. Even in emotionally charged situations, women's futures are largely dictated by the societal values imposed upon them.

However, this quote also suggests that women, despite their limited freedom, still exert influence within these social dynamics. The reactions of both the individuals directly involved and the society observing them show how women's lives can be profoundly affected by external perceptions. While Duniyazad may have little say in her marriage, her central role in the emotional and social struggles underscores her significance within the power structures of the narrative.

5. Conclusion

This research analyzes the representation of women in Naguib Mahfouz's *Arabian Nights and Days* through a feminist literary criticism approach. By examining the character of Duniyazad, the research identifies three key aspects of female representation: physical, psychological, and social. Duniyazad's physical portrayal idealizes beauty, symbolizing women's attractiveness, which is often subject to judgment by other characters. Her psychological portrayal reflects internal tension, caught between personal desires and societal expectations. The social portrayal explores how women are perceived within power structures, with societal views often shaped by their relationship with men or their social status. The analysis reveals that the portrayal of women in the novel critiques the patriarchal social structure, emphasizing women's subordination in physical, psychological, and social terms. Duniyazad's character demonstrates how women are constrained by societal roles and expectations, despite their own thoughts and emotions, which are frequently repressed. This research contributes to a deeper understanding of how literature reflects the role of women in society and enriches feminist studies in Arabic literature, particularly in modern works. It also advances discourse on the influence of social power and cultural norms on women, which is relevant to broader gender studies. However, the research is limited in scope, focusing solely on Duniyazad and applying feminist literary criticism, which may not encompass all perspectives. Future research could expand the analysis to other female

characters in Mahfouz's works or explore different representations of women in other Arabic literature. Further investigation into the relationship between literature and socio-cultural dynamics in the Arab world is also recommended. For educational and cultural institutions, it is essential to promote literary studies that consider gender and social dimensions. Encouraging critical engagement with the role of women in literature will foster a deeper understanding of how social conditions are reflected in literary works.

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DIGITAL LITERACY AND LINGUISTIC POLITENESS AMONG ADOLESCENTS IN ACEH TAMIANG

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Abstract

This study examines the impact of digital technology on language politeness among teenagers in Aceh Tamiang Regency, highlighting the dual effects of technology and the need for digital literacy. The objectives are twofold: (1) to explore the influence of digital literacy on language politeness among teenagers and (2) to identify the principles of language politeness observed in their interactions. Employing a qualitative approach with descriptive methods, the research was conducted in Seruway and Kejuruan Muda subdistricts. The subjects, aged 12 to 24 years, were selected based on WHO's classification of teenagers and proportional random sampling techniques. Data were derived from the speech of teenagers, collected through observation using a Non-Participant Observation Technique. Analysis involved (1) observing and monitoring relevant speech, (2) recording and noting language use, (3) classifying speech into categories of direct and indirect politeness, and (4) analyzing the classified data. Findings indicate that digital literacy plays a significant role in promoting polite language use among teenagers. It helps counter the growing use of impolite expressions, which can create negative communication habits and risk offending others. This study underscores the importance of digital literacy in fostering respectful and effective communication among the youth in a technologically driven era.

Keywords: *adolescents; digital literacy; linguistic politeness; teen communication*

1. Introduction

The demands of modern development require individuals to continually enhance their ability to process and critically assess information. Unlike the past, where information exchange relied heavily on correspondence, today's digital media offers unprecedented access to vast amounts of information. This capability, defined as digital literacy, involves effectively accessing, analyzing, evaluating, and applying information for specific purposes. Digital literacy also fosters critical and creative thinking, equipping individuals to navigate the digital environment while discerning credible from dubious information. According to data from Kominfo.go.id, 98% of children and teenagers are familiar with the internet, with 79.5% actively using it.

Digital literacy's impact on teenagers is significant, influencing various aspects of their lives, including language politeness. Language politeness refers to expressing thoughts

and emotions respectfully, adhering to social norms, and maintaining ethical communication. Leech and Tatiana (2014) identifies six principles of politeness based on Leech's framework: the maxims of wisdom, generosity, praise, modesty, agreement, and sympathy. These principles are essential for effective communication and reflect an individual's respect and courtesy in social interactions. Notably, language politeness also correlates with broader educational outcomes, such as reading proficiency.

Despite the global relevance of digital literacy, studies examining its local implications in specific cultural contexts remain limited. For example, while Gillen (2014) highlighted the psychological effects of digital literacy on children and adolescents, their work primarily focused on identity formation rather than behavioral aspects like language politeness. Similarly, earlier studies have explored digital literacy's role in media literacy (Udoudom, George, Igiri, & Aruku, 2023) (Nucifera&Hidayat, 2019), local wisdom (Ridho, Wardani, & Saptono, 2021), and language education (Janthapasssa, Chanthapassa, & Kenaphoom, 2024). However, these studies used varied methodologies and subjects, leaving a gap in understanding how digital literacy influences teenagers' language politeness in culturally unique regions such as Aceh Tamiang.

This study seeks to fill the existing research gap by exploring the relationship between digital literacy and language politeness among teenagers in Aceh Tamiang, a district with a population of 287,733, predominantly of Malay ethnicity. The research aims to answer the following questions:

1. How does digital literacy influence the language politeness of teenagers in Aceh Tamiang Regency?
2. What are the underlying principles of language politeness among teenagers in Aceh Tamiang Regency?

The objectives of this study are:

1. To analyze the impact of digital literacy on the language politeness of teenagers in Aceh Tamiang Regency.
2. To identify and outline the principles of language politeness among teenagers in Aceh Tamiang Regency.

By connecting the global significance of digital literacy with the local cultural context of Aceh Tamiang, this study contributes to a deeper understanding of how digital literacy affects teenagers' communicative behaviors. It offers valuable insights for promoting respectful and effective communication in digital interactions, especially in regions where cultural values play a significant role.

2. Literature Review

2.1 Digital Literacy

Literacy traditionally refers to the activities of reading, writing, and communication within society (Barton, 2017). However, the basic skills of reading and writing are no longer sufficient for individuals to fully function in modern society. This shift has led to the emergence of digital literacy, which encompasses technical abilities and the intellectual capacity to navigate, evaluate, and produce content in digital environments (Kurnia & Astuti, 2017; Ding, Chen, & Lu, 2023). While Nurjanah, Rusmana, and Yanto (2017) emphasize understanding and applying information from digital sources, Setyaningsih et al. (2019) focus

on the interest, attitude, and capabilities required for effective use of digital tools. These definitions highlight the multidimensional nature of digital literacy, extending beyond technical skills to include critical thinking and the ability to contribute meaningfully to society.

Despite these contributions, most studies on digital literacy lack an in-depth exploration of its contextual application across diverse demographics and cultural settings. For example, the works of Kurnianingsih, Rosini, and Ismayati (2017) largely emphasize general competencies without considering disparities in digital access and literacy levels in underprivileged communities. Additionally, while existing studies underline the intellectual aspects of digital literacy, they rarely examine the ethical implications or the challenges posed by misinformation in digital spaces. This research addresses these gaps by focusing on the interplay between digital literacy, socio-cultural contexts, and ethical considerations, thereby offering a more comprehensive understanding of digital literacy's role in modern communication.

2.2 Language Politeness

Language politeness refers to the adherence to behavioral norms and linguistic conventions that foster respectful and harmonious communication (Mislikhah, 2014; Gunawan, 2013). Politeness acts as a benchmark for social interaction, guiding speech and behavior to prevent conflicts and promote mutual understanding (Cahyani & Rokhman, 2017). Politeness strategies are often rooted in cultural values, reflecting both verbal and non-verbal elements such as gestures, expressions, and tone (Pramujiono et al., 2020). However, globalization and the rise of digital communication have introduced significant challenges to maintaining traditional language politeness, as noted by Rahadini and Suwarna (2014).

Although the existing literature provides valuable insights into the principles and strategies of politeness, it often neglects the nuances of politeness in digital interactions, where context and non-verbal cues are limited. For instance, studies by Alviah (2014) and Thomson (cited in Pramujiono et al., 2020) discuss verbal and non-verbal aspects of politeness but do not fully account for how these translate into text-based communication on social media. Furthermore, the impact of cultural diversity on perceptions of politeness in multilingual and multicultural online spaces remains underexplored. This study addresses these gaps by investigating the manifestations of language politeness in digital contexts, focusing on cross-cultural differences and the role of online platforms in shaping politeness norms.

2.3 Adolescence

Adolescence is a critical developmental phase characterized by physical, emotional, and social changes (Sumara, Humaedi, & Santoso, 2017). Defined differently across countries, this stage typically involves identity exploration, behavioral experimentation, and the development of autonomy (Diananda, 2019). Adolescence is commonly divided into early, middle, and late stages, each marked by distinct characteristics and developmental milestones (Aisyaroh, Kebidanan, & Unissula, 2010). For instance, early adolescents prioritize peer relationships and physical appearance, while late adolescents focus on abstract thinking and independence.

While the literature provides a robust overview of adolescence's developmental aspects, it often overlooks the influence of digital environments on this critical stage. The works of Saputro (2018) and Sumara et al. (2017) highlight general behavioral trends but fail to address how adolescents navigate identity and social interactions in the age of social media. Research by Putri, Nurwati, and Budiarti (2016) notes the dual impacts of social media—both positive and negative—but lacks a deeper analysis of how these impacts shape adolescents' cognitive and emotional development. Furthermore, Rao and Kalyani (2022) touch upon social media's risks but do not explore its role in fostering digital literacy or language politeness among adolescents.

This research bridges these gaps by examining the intersection of adolescence, digital literacy, and language politeness. It investigates how adolescents engage with social media, develop digital literacy skills, and adapt politeness strategies in digital communication. By focusing on these intersections, this study provides a holistic perspective on the challenges and opportunities faced by adolescents in a digitally mediated world.

3. Research Method

3.1 Methodology

This study investigates the impact of digital literacy on linguistic politeness among adolescents in Aceh Tamiang District, employing a linguistic approach to analyze language use phenomena. This qualitative study interprets and explains how digital literacy shapes linguistic politeness within a social and cultural context, enabling the development of theories grounded in field data. The qualitative method is particularly suitable as it provides an in-depth understanding of participants' experiences, thoughts, and actions.

3.2 Participants

The study was conducted in the Aceh Tamiang District, specifically focusing on the Seuruway and Kejuruan Muda sub-districts, which are representative of the district's cultural and linguistic dynamics. The participants comprised 50 adolescents aged 12–24 years, consistent with the WHO definition of adolescence. Proportional random sampling was employed to ensure representation across the two sub-districts based on their population distribution, enabling reliable and generalizable findings. Within each subgroup, a simple random sampling technique, utilizing a lottery system, was applied to finalize participant selection. This approach was chosen to capture regional and cultural diversity while maintaining the study's focus on linguistic politeness. Additionally, demographic variables such as gender and educational background were included to provide a comprehensive understanding of the factors influencing adolescents' language use in digital contexts.

3.3 Data Collection

Data were collected through the listening method, a linguistic observation technique that involves passive participation. The researcher used the Free Participation Listening Technique (SBLT) to attentively observe and record adolescents' daily spoken language without influencing the interaction. The main data source consisted of the adolescents' utterances during natural conversations. The tools employed included audio recording devices and detailed note-taking to capture nuanced language use.

3.4 Procedure

The research process was conducted in three distinct stages. During the preparation stage, the necessary tools, such as recording devices, were assembled, and participants from the Seuruway and Kejuruan Muda sub-districts were selected. The implementation stage involved gathering data through observation, audio recordings, note-taking, and interviews with the participants. Finally, in the analysis stage, the collected data were systematically reduced, displayed, and interpreted to draw meaningful conclusions.

3.5 Data Analysis

For data analysis, thematic analysis was utilized to uncover patterns and themes related to linguistic politeness. The process began with data familiarization, where recorded dialogues were reviewed, and notes were examined to identify relevant linguistic features. Next, instances of linguistic politeness were coded based on Leech's politeness principles, including the maxims of wisdom, generosity, and modesty. These codes were then categorized into direct and indirect politeness strategies. In the final step, the categorized data were interpreted within the framework of linguistic politeness to analyze the influence of digital literacy on adolescents' communication practices.

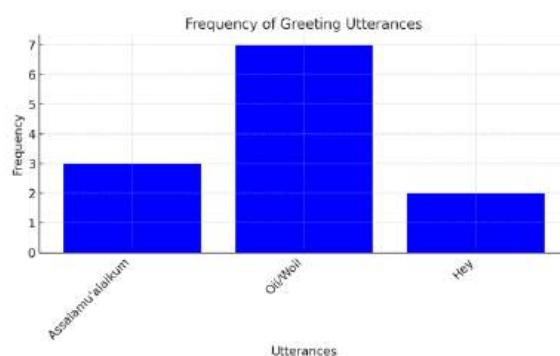
This study bridges the gap between digital literacy and linguistic politeness by examining the phenomenon in a specific cultural setting. By employing a rigorous methodological approach and a robust sampling strategy, the research aims to provide insights into fostering respectful and effective communication among adolescents in Aceh Tamiang.

4. Results and Discussion

4.1 Result

4.1.1 Linguistic Politeness among Adolescents in Suka Rahmat Village, Aceh Tamiang

1. Greeting Utterances

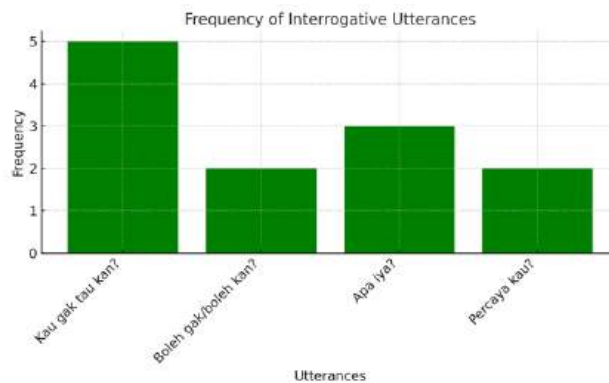


In Suka Rahmat Village, Rantau District, Aceh Tamiang, adolescents frequently use the greeting "oii/woii." This form of address is commonly employed by both male and female teenagers when interacting with their peers, as it is considered more familiar and comfortable. However, it is important to note that the greeting "oii/woii" is deemed less polite, particularly when used with individuals who are older.

Conversely, the phrase "Assalamu'alaikum" is typically used when adolescents visit a friend's home, as a customary greeting upon entering. This expression is employed less frequently in casual encounters or on the street.

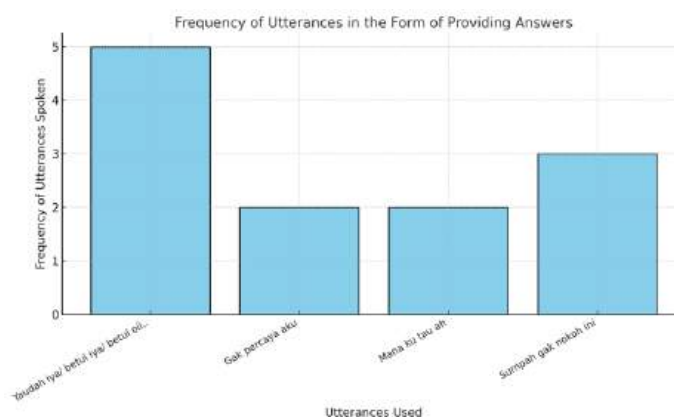
"Assalamu'alaikum" is a greeting that should ideally be used more regularly to address friends or elders, as it carries a prayer for well-being for both the speaker and the listener. Additionally, the use of "hey" is relatively rare among adolescents in Suka Rahmat Village. This greeting is considered impolite when directed at older individuals and is generally reserved for interactions with peers of the same age group.

2. Interrogative Utterances



In the context of Acehnese adolescents, particularly in Desa Suka Rahmat, Kecamatan Rantau, the frequently used interrogative utterance is “Kau gak tau kan?” This expression is commonly employed by teenagers to inquire about or confirm information that their peers may not yet know before providing the information themselves. However, this utterance is considered less polite when directed towards older individuals. Another common interrogative utterance among teenagers is “Boleh gak/bolehkan?” This phrase is used to request permission to borrow an item. It is considered more polite for asking permission from both peers and older individuals, as it offers the listener the choice to grant or deny the request. Additionally, utterances such as “Apa iya?” and “Percaya kau?” are used by teenagers to verify the accuracy of information about matters they are not yet familiar with.

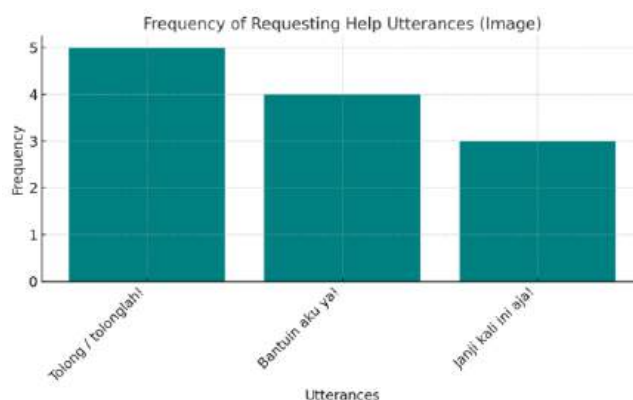
3. Utterances in the Form of Providing Answers



In the context of adolescents in Aceh Tamiang, specifically in Desa Suka Rahmat, Kecamatan Rantau, common responses include utterances such as “yaudah iya/betul iya/betul oii.” These responses are considered polite as they are expressed in a gentle manner. Conversely, the phrase “Gak percaya aku” is used to convey disbelief in response to something communicated by the speaker. This expression indicates skepticism or doubt. Another example is “Mana ku tau ah,” which falls into the category of less polite utterances.

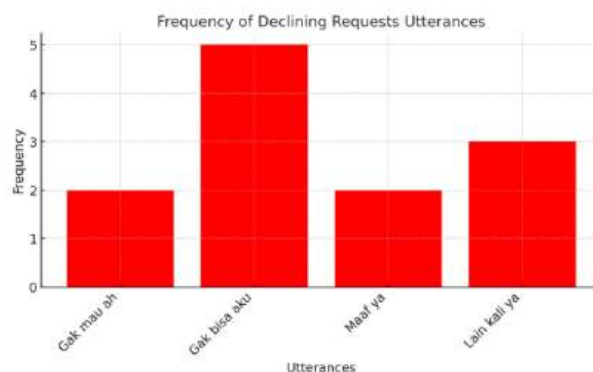
This phrase is perceived as dismissive and unhelpful, as it does not provide a satisfactory answer and appears to disregard the speaker's question.

4. Utterances in the Form of Requesting Help



In the context of Acehnese youth, particularly in Desa Suka Rahmat, the commonly used utterance for requesting assistance is “tolong/tolonglah!” This phrase is considered polite, as it employs the word “tolong” (please) to convey a request. Another common expression, “bantuin aku ya” (help me, okay?), is used to ask for assistance but can come across as somewhat demanding, as the speaker strongly anticipates a positive response from the listener. Similarly, the utterance “janji kali ini aja!” (promise just this time!) is akin to “bantuin aku ya” in that it is used to request help. However, this expression can be perceived as less polite and more coercive, as it involves a degree of insistence that may be seen as impolite.

5. Utterances in the Form of Declining Requests

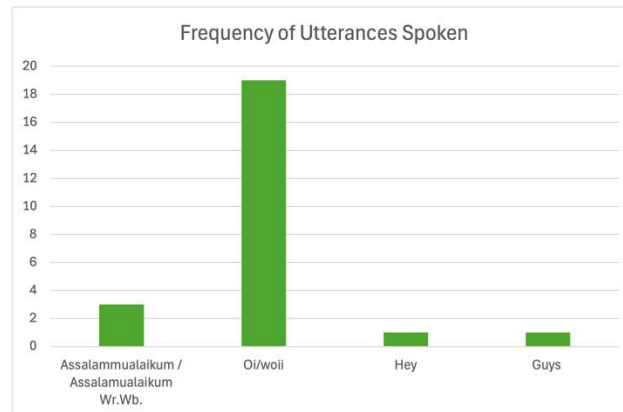


Utterances commonly used by adolescents in Aceh Tamiang, specifically in Desa Suka Rahmat, to decline requests include “Gak bisa aku!” This phrase is perceived as somewhat impolite due to its directness in rejecting a request. Although it provides a straightforward response, it lacks a degree of politeness. Similarly, “gak mau ah” also conveys a sense of rudeness as it rejects the request with a curt tone, though it is occasionally used by adolescents in Desa Suka Rahmat. On the other hand, “maaf ya!” represents a more polite form of declining a request. However, this utterance is not yet widely employed by the adolescents in Desa Suka Rahmat. Another common expression is “lain kali ya!” which is used to defer a request with the promise of a future opportunity to assist or fulfill the request. This utterance, while intended to provide an alternative, is considered somewhat

impolite as it offers an uncertain promise, potentially leading to a lack of clarity in communication.

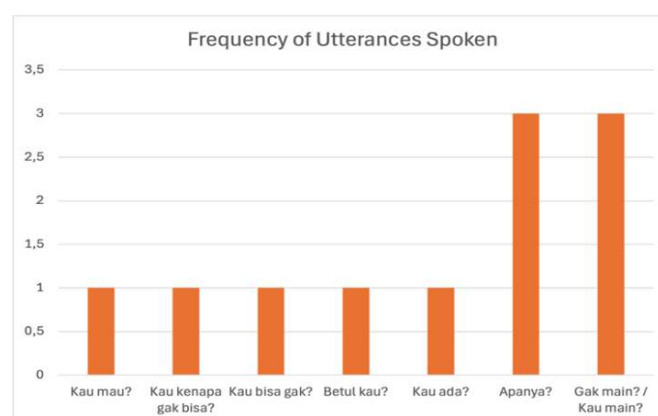
4.1.2 Linguistic Politeness among Adolescents in Desa Kota Lintang, Aceh Tamiang

1. Greeting Utterances



In Desa Kota Lintang, Kecamatan Kuala Simpang, Aceh Tamiang, the commonly used greeting among adolescents is "oii/woi." This form of address is frequently employed by male adolescents when greeting their peers, as it is perceived as more familiar and comfortable. However, the use of "oii/woi" is considered less polite, particularly when addressing older individuals. The greeting "Assalamualaikum" is traditionally used when adolescents visit or enter a friend's home, as a form of salutation. This greeting, however, is infrequently used by adolescents when encountering friends in public spaces or on the street. Ideally, "Assalamualaikum" should be used more frequently when greeting friends or older individuals, given that it conveys a prayer of goodwill both for the greeter and the recipient. The expression "hey" is also rarely used by adolescents in Desa Kota Lintang. This term is considered impolite when used with older individuals and is reserved for peers of the same age. Similarly, "guys" is another term infrequently used by adolescents in this area, as it is deemed inappropriate for addressing those who are older. Like "hey," "guys" is primarily used among peers of the same age.

2. Interrogative Utterances

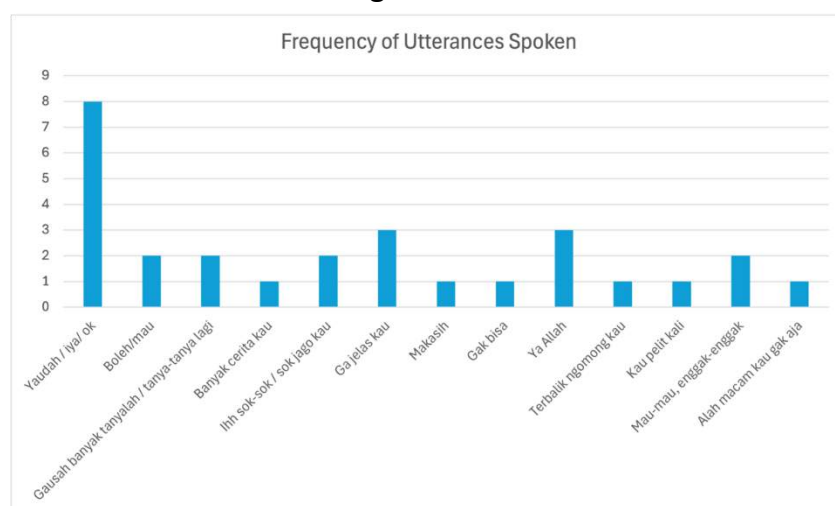


In Desa Kota Lintang, Kecamatan Kuala Simpang, Aceh Tamiang, several question forms are frequently used by adolescents. One common phrase is "Kau mau?" which is used to inquire about something from a peer. However, this expression is considered less polite

when directed at older individuals. The phrase “Kau kenapa gak bisa?” is typically used by adolescents to ask or confirm details regarding an invitation. This form of questioning is also deemed impolite when addressing older individuals.

Similarly, “Kau bisa gak?” is employed by adolescents to question or verify an invitation or capability. This expression, like the previous ones, lacks politeness when used with older individuals. The inquiry “Betul kau?” is used to confirm the accuracy of information. It is perceived as impolite in interactions with older individuals.” Kau ada?” is another common question used by adolescents to ask or confirm details about an invitation. This phrase is considered impolite when used with older individuals. Additionally, “Apanya?” is frequently used by adolescents to seek clarification about a matter from their peers. This phrase is also regarded as impolite in conversations with older individuals. Finally, “Gak main? / Kau main?” is used by adolescents to ask or confirm participation in an activity. This expression, too, is less polite when directed at older individuals.

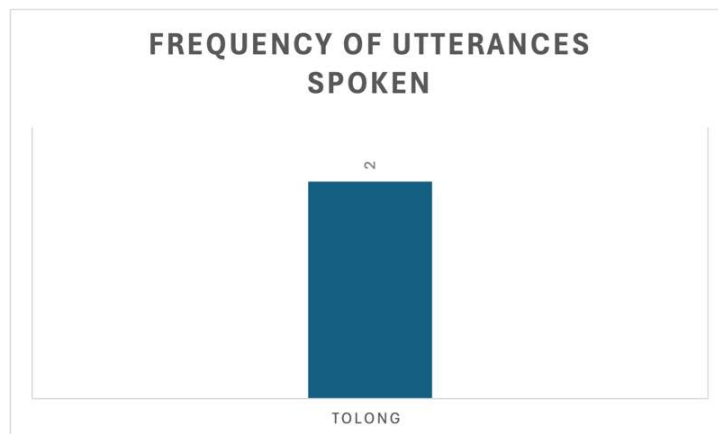
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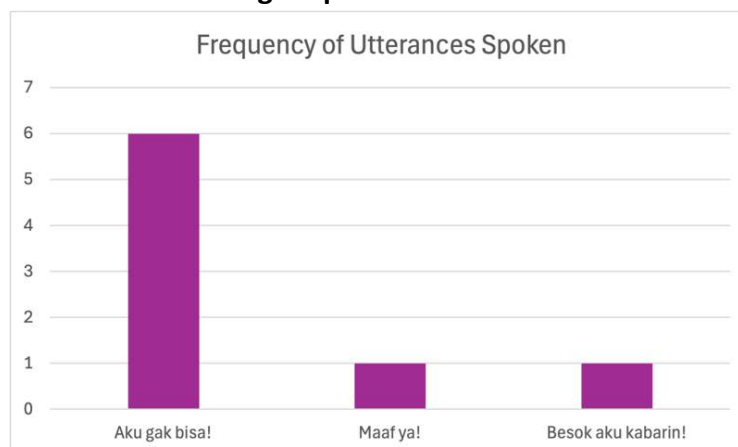
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4. Utterances in the Form of Requesting Help



In Desa Kota Lintang, Kecamatan Kuala Simpang, Aceh Tamiang, adolescents frequently use the term "tolong" to request assistance. This expression is considered polite and is commonly employed in situations where help is needed.

5. Utterances in the Form of Declining Requests



In Desa Kota Lintang, Kecamatan Kuala Simpang, Aceh Tamiang, adolescents often use the expression "Aku gak bisa!" to refuse a request. This phrase tends to be perceived as less polite because it bluntly rejects the request. Although the response is honest, it may come across as dismissive. The phrase "maaf ya!" serves as a more polite way to decline a request. However, this expression is not yet fully embraced by the adolescents in Desa Kota Lintang. On the other hand, the expression "Besok aku kabarin!" is commonly used by adolescents to respond to a request. This phrase is considered polite because it provides a gentle response, indicating that the request will be addressed at a later time.

4.2 Discussion

The findings discussed in the previous section on linguistic politeness among adolescents in Aceh Tamiang align closely with the themes outlined in the literature review, particularly in the realms of digital literacy, language politeness, and adolescence.

While this study does not focus directly on digital literacy in the traditional sense, it touches upon important aspects of adolescents' interactions in both online and offline contexts. Digital literacy, as defined by Kurnia & Astuti (2017) and Ding, Chen, & Lu (2023),

encompasses the ability to navigate, evaluate, and produce content in digital environments. This concept is evident in the adolescents' use of language in digital interactions, particularly when considering the role of informal greetings (e.g., "oii/woii") and requests (e.g., "Kau gak tau kan?"). These forms of communication reflect a certain level of technical ability to communicate digitally and are indicative of the intellectual capacity needed to engage with peers effectively in the online space. The study also highlights the gap in the literature regarding the application of digital literacy in diverse, culturally specific contexts, which this study seeks to address by examining how local cultural norms influence the development of digital communication skills.

The concept of language politeness (Mislikhah, 2014; Gunawan, 2013) is central to understanding the adolescents' communication strategies. The study provides an insightful look into how adolescents balance informal and formal speech forms based on their relationship with the listener (e.g., using "oii/woii" with peers vs. "Assalamu'alaikum" with elders). This behavior reflects the politeness strategies rooted in cultural values, as highlighted by Pramujiono et al. (2020), emphasizing that verbal and non-verbal cues are crucial in shaping respectful communication. However, the shift in communication dynamics due to globalization and the rise of digital platforms—mentioned by Rahadini and Suwarna (2014)—is especially pertinent here, as adolescents may adjust their politeness strategies in response to the limitations of non-verbal cues in digital spaces. This study helps address gaps in the literature by exploring how traditional politeness norms are maintained or altered in digital interactions, particularly as adolescents navigate between offline and online forms of communication.

The study's focus on adolescent communication practices aligns with the literature on adolescence (Sumara et al., 2017; Diananda, 2019). The findings suggest that adolescence is a pivotal time for developing communication skills, both verbal and digital, and for experimenting with different forms of politeness based on social context. This phase of identity exploration and autonomy, as described by Aisyaroh et al. (2010), is evident in how adolescents prioritize peer relationships and adjust their language accordingly. The dual impacts of social media (Putri, Nurwati, & Budiarti, 2016) are also seen here, as adolescents interact with their peers using both informal and formal language, which may differ depending on whether the interaction is mediated digitally or face-to-face. This study further bridges the gap in the literature by exploring how adolescence, digital literacy, and language politeness intersect, providing a more holistic perspective on how adolescents navigate social and communicative challenges in both digital and physical environments

5. Conclusion

This study underscores the dynamic interplay between digital literacy, linguistic politeness, and adolescence, offering valuable insights into how teenagers in Aceh Tamiang navigate the tension between traditional cultural norms and the demands of digital communication. By situating these elements within a specific socio-cultural context, the research enriches the growing body of literature on digital literacy and politeness, particularly in rural settings. The findings highlight the need for a deeper understanding of adolescent communication practices in the digital age, paving the way for future studies that explore these intersections across diverse contexts. Educators are encouraged to integrate culturally relevant digital literacy and netiquette into their teaching to help adolescents engage responsibly in digital environments. Additionally, policymakers should prioritize

equal access to digital tools and support research examining how digital platforms shape adolescent communication. However, the study's generalizability is limited by its small sample size, focus on a single rural community, and the exclusion of non-linguistic factors such as media literacy and non-verbal communication. Future research should address these limitations by incorporating larger, more diverse samples, examining longitudinal effects, and exploring the broader impact of digital platforms on adolescent behavior.

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STUDENTS' PROFICIENCY IN IDENTIFYING PRONOUNS IN ENGLISH SENTENCES: A STUDY OF SMA SWASTA CERDAS BANGSA

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Abstract

Many students struggle to identify pronouns in sentences, a critical aspect of English grammar necessary for constructing clear and coherent communication. Pronouns play a vital role in sentence structure by replacing nouns to avoid redundancy, yet their correct usage poses challenges for learners. This study investigates the proficiency of tenth-grade students at SMA Swasta Cerdas Bangsa in identifying pronouns in English sentences and explores the specific difficulties they face. The research aimed to evaluate students' ability to recognize different types of pronouns and pinpoint areas requiring instructional support. Adopting a case study methodology, the study collected data from 30 students in class X.1 through a 30-item test consisting of multiple-choice and fill-in-the-blank questions. Results showed that only 41% of the students correctly identified pronouns, with common challenges including confusion in pronoun selection and insufficient understanding of pronoun usage. These findings highlight the need for targeted teaching strategies, such as explicit grammar instruction and contextualized exercises, to enhance students' grammatical competence and overall language proficiency.

Keywords: *ability; difficulty; pronoun; proficiency; students*

1. Introduction

Language reflects a person's identity, revealing their character, mindset, and intellectual abilities (Rosida, 2024). It serves as a vital tool for daily communication, enabling humans to convey thoughts, emotions, and information effectively. Beyond mastering their mother tongue, individuals must acquire foreign languages to navigate academic, professional, and social contexts (Efrizah et al., 2024). Among these, English has emerged as a global language, functioning as a medium for international communication and providing access to diverse opportunities in education, careers, and cultural exchange (Hornby, 2005; Li & Akram, 2024). For students, English proficiency is essential not only for academic success but also for career readiness, as highlighted by Efrizah et al. (2024).

Developing English proficiency requires mastery of various language skills—listening, speaking, reading, and writing. These are classified into receptive skills (listening and reading) and productive skills (speaking and writing), both of which are critical for effective communication (Efrizah et al., 2024). Among these skills, speaking is particularly important

for students' future careers. However, achieving fluency and accuracy in English speaking is challenging, as many students struggle with grammar and sentence construction (Fadly, 2019).

Grammar, as the foundation of language, governs sentence structure and ensures clarity in communication (Gerot & Wignell, 1994). Understanding grammar enables students to construct sentences correctly and communicate effectively. Within grammar, pronouns play a crucial role by replacing nouns and maintaining sentence cohesion. However, non-native speakers, especially English as a Second Language (ESL) learners, often face challenges in using pronouns accurately, including linking pronouns to their antecedents and differentiating between pronoun types (Li & Akram, 2024). Misuse of pronouns can lead to redundancy or confusion in sentences, underscoring the importance of mastering this grammatical element. As Guigan (2011) in Suryani & Hidayatullah (2017) notes, pronouns streamline writing and speech by minimizing unnecessary repetition.

Despite their significance, students frequently struggle to identify and use pronouns correctly. Prior studies, such as Herman et al. (2020), found that students encounter challenges with personal pronouns, including possessive adjectives (42%), personal pronouns as subjects (34%), and personal pronouns as objects (24%). Similarly, Nokas (2021) identified difficulties caused by first-language interference among Indonesian students, affecting their ability to use personal pronouns correctly. These findings suggest persistent gaps in students' understanding of pronouns.

Building on previous research, this study investigates the proficiency of tenth-grade students at SMA Swasta Cerdas Bangsa in identifying pronouns in English sentences. It also explores the specific challenges they face in mastering pronoun usage. By addressing these issues, the study aims to contribute to the development of targeted instructional strategies that enhance students' grammatical competence and overall language proficiency.

2. Literature Review

2.1 Pronouns

Pronouns are a fundamental part of speech that serves to replace nouns or noun phrases, thus ensuring sentence cohesion and avoiding redundancy (Payne, 2011). While pronouns may seem straightforward, using them accurately can pose challenges, particularly for non-native English speakers. As noted by Sobirjonovna and Qizi (2023), pronouns extend beyond their conventional use, encompassing adjectives, numbers, and phrases. Their proper usage is crucial in both written and spoken communication, as they streamline language by minimizing repetitive expressions (Verspoor & Sauter, 2000).

2.2 Types of Pronouns

Mastery of pronouns requires understanding their various types and functions. Izzan (2007) categorizes pronouns into eight types: personal, possessive, reflexive, reciprocal, demonstrative, interrogative, relative, and indefinite. Each type serves a distinct purpose, contributing to clarity and precision in language. For example, personal pronouns (e.g., *I, you, they*) substitute for specific people or things, while possessive pronouns (e.g., *mine, yours*) indicate ownership (Alsagoff, 2008). Despite their utility, learners often confuse similar forms, such as distinguishing between possessive adjectives (*my*) and possessive pronouns (*mine*), highlighting the need for targeted instruction (Sobirjonovna & Qizi, 2023). Errors in pronoun usage are frequently attributed to language interference and insufficient grammatical knowledge. Herman et al. (2020) identified common difficulties among students

in differentiating possessive adjectives, personal pronouns as subjects, and personal pronouns as objects, with error rates of 42%, 34%, and 24%, respectively. Similarly, Nokas (2021) observed that Indonesian learners struggle to use personal pronouns due to the influence of their first language. These findings underscore the need for systematic teaching approaches that address specific challenges in pronoun usage.

2.3 Previous Studies on Pronoun Identification

Research on pronoun usage often focuses on students' ability to use pronouns in context. Herman et al. (2020) examined the use of personal pronouns in recount texts, revealing that most errors stemmed from a lack of understanding of grammatical rules. Meanwhile, Nokas (2021) found that learners' average ability to use personal pronouns was adequate, but interference from their native language affected their accuracy. These studies primarily analyze pronoun usage in writing, leaving a gap in research on pronoun identification in isolated sentences.

Building on these studies, the current research diverges by focusing on pronoun identification rather than contextual usage. It evaluates the ability of tenth-grade students at SMA Swasta Cerdas Bangsa to correctly identify pronouns in English sentences, offering insights into their comprehension and common challenges. This approach contributes to a more nuanced understanding of pronoun mastery and informs instructional strategies for enhancing grammatical proficiency.

2.4 Ability and Sentence Construction

Ability in language learning encompasses both competence and performance, as described by Stenberg and Grigorenko (2013). In the context of grammar, ability refers to a learner's capacity to understand and apply grammatical rules accurately. Students' ability to identify pronouns depends on their understanding of sentence construction, which is governed by the interplay of syntax and grammar (Verspoor & Sauter, 2000). A sentence, as a complete unit of meaning, requires proper grammatical components to convey ideas effectively. Misidentification of pronouns can disrupt sentence cohesion and hinder communication.

2.5 Research Gap

While existing studies highlight common errors in pronoun usage, few have addressed the ability to identify pronouns as isolated grammatical elements. This research fills that gap by examining students' proficiency in identifying various pronoun types and the specific difficulties they encounter. By focusing on identification rather than contextual usage, the study provides actionable insights for designing targeted grammar interventions, contributing to improved language learning outcomes.

3. Research Method

This study employed a case study approach to examine the ability of tenth-grade students at SMA Swasta Cerdas Bangsa to identify pronouns in English sentences. A case study approach was chosen because it enables an in-depth exploration of a specific group within a bounded system, providing detailed insights into their performance and challenges (Creswell, 2007). This method is particularly appropriate for understanding individual or group experiences in educational contexts (Christensen, 2001).

3.1 Setting and Participants

The study was conducted at SMA Swasta Cerdas, located at Jl. Ps. IV No.30, Gedung Johor, Kecamatan Medan Johor, Kabupaten Deli Serdang, Sumatera Utara. Data collection took place on Wednesday, 26 June 2024, involving 30 students from class X.1.

The sample size of 30 students represents the entire population of the class, which is less than 100, making it feasible to include all students in the research (Saleh, 2012). Although the sample is small, it provides a manageable yet meaningful representation for exploring students' specific challenges in pronoun identification. This group was selected to ensure a focused analysis of their grammatical proficiency within a controlled setting.

Ethical considerations were prioritized throughout the study. Written consent was obtained from the school administration, teachers, and participating students. Participants were informed about the research objectives and assured of the confidentiality of their responses. Personal identifiers were excluded from the dataset to protect student privacy.

3.2 Data Collection Techniques

This study utilized a test as the primary instrument for data collection, supplemented by classroom observation. The test was designed to measure students' ability to identify various pronoun types and consisted of 30 questions:

Question types:

1. Multiple-choice questions, requiring students to select the correct pronoun for a given sentence.
2. Fill-in-the-blank questions, where students inserted appropriate pronouns into sentence gaps.

The questions were sourced from validated grammar textbooks to ensure reliability and alignment with curriculum standards. Sample items included:

- *Identify the correct pronoun: "This is my book, and that one is _____. (a) mine (b) me (c) my (d) myself.*
- *Fill in the blank: "Each student helped _____ with the project."*

The test was administered in a one-hour session. Students' responses were evaluated using an answer key to ensure objectivity. Observation notes were taken to document student engagement and potential issues during the test.

3.3 Data Analysis

Data analysis involved systematically organizing and interpreting the results to identify patterns, themes, and challenges. The following steps were applied:

1. Scoring: Student responses were scored based on a pre-defined answer key.
2. Classification: Scores were categorized according to the value range used by Politeknik MBP Medan (see Table 1).
3. Pattern Identification: Common errors and challenges, such as confusion between possessive adjectives and pronouns, were noted.
4. Conclusion Drawing: Findings were synthesized to draw meaningful conclusions about students' proficiency and areas of difficulty.

Range	Score	Categorization
A	86–100	Able
A-	80–85	Able
B+	75–79	Able
B	70–74	Able
B-	65–69	Able
C+	60–64	Able
C	55–59	Able
D	50–54	Unable
E	0–49	Unable

Table 1. Score Ranges

This method ensured a comprehensive understanding of students' pronoun identification skills by identifying specific areas of strength and weakness, analyzing common patterns of errors, and exploring the underlying causes of these challenges. Additionally, it provided valuable insights into students' grasp of grammatical rules and their application in sentence construction. These findings served as a foundation for developing targeted recommendations for instructional improvement, including tailored teaching strategies, focused grammar exercises, and contextualized practice activities to address identified gaps and enhance students' overall language proficiency.

4. Results and Discussion

4.1 Results

4.1.1 Students' Ability to Identify Pronouns in English Sentences

The results derived from the data collected and meticulously analyzed by the researchers provide a detailed account of students' performance and challenges in identifying pronouns. These findings not only highlight specific patterns in their grammatical understanding but also offer insights into the areas where students excel and the difficulties they encounter, laying the groundwork for targeted instructional strategies.

No.	Name	Score	Reach	Explanation
1	Student 1	68	B-	Able
2	Student 2	87	A	Able
3	Student 3	87	A	Able
4	Student 4	78	B+	Able
5	Student 5	65	B-	Able
6	Student 6	45	E	Unable
7	Student 7	10	E	Unable
8	Student 8	38	E	Unable
9	Student 9	30	E	Unable
10	Student 10	38	E	Unable
11	Student 11	86	A	Able

12	Student 12	43	E	Unable
13	Student 13	87	A	Able
14	Student 14	37	E	Unable
15	Student 15	15	E	Unable
16	Student 16	30	E	Unable
17	Student 17	20	E	Unable
18	Student 18	75	B+	Able
19	Student 19	85	A-	Able
20	Student 20	37	E	Unable
21	Student 21	15	E	Unable
22	Student 22	30	E	Unable
23	Student 23	20	E	Unable
24	Student 24	75	B+	Able
25	Student 25	85	A-	Able
26	Student 26	30	E	Unable
27	Student 27	50	D	Unable
28	Student 28	55	D	Unable
29	Student 29	45	E	Unable
30	Student 30	85	A-	Able

Table 2. Students' Written Test Scores

From the data presented in the table above, it can be concluded that 12 students demonstrated the ability to identify pronouns in English sentences, while 18 students struggled to do so. This division highlights the significant challenges faced by a majority of the participants in mastering this foundational grammatical skill. To systematically categorize the students based on their ability to identify pronouns, the researcher applied the following formula to calculate the respective percentages, ensuring an accurate representation of the students' performance levels:

$$\text{Able} = \frac{\text{The number of Students who can identify pronouns}}{\text{The total students of class X1}} \times 100\%$$

$$= \frac{12}{30} \times 100\% = 41\%$$

Criteria	Number of Students	Percentage
Able Students	12	41%
Unable Students	18	59%
Total	30	100%

Table 3. Students' Ability to Identify Pronouns in English Sentences

The data presented in Table 3 reveal that a significant portion of class X.1 students at SMA Swasta Cerdas Bangsa struggle with identifying pronouns in English sentences. Specifically, 59% of the students (18 out of 30) were unable to identify pronouns correctly, while only 41% (12 students) demonstrated proficiency. This disparity highlights a clear gap in the students' understanding of this crucial aspect of grammar.

The inability of the majority of students to accurately distinguish or apply pronouns suggests fundamental challenges in their grammatical comprehension. Such difficulties may stem from confusion between pronoun types or a lack of practice in recognizing and using pronouns appropriately in context. These findings underscore the need for targeted instructional strategies to address these challenges. Educators should consider implementing focused lessons on the different types of pronouns, offering ample practice exercises, and using contextual examples to help students solidify their understanding. Additionally, more interactive methods could be incorporated to engage students in active learning, thereby enhancing their grammatical competence and overall language proficiency.

4.1.2 Students' Difficulty in Identifying Pronouns in English Sentences

This research discovered that students in class X.1 faced difficulties identifying pronouns in English sentences. The problems identified are:

1. **Insufficient Understanding of Pronoun Agreement:** Students may struggle to align pronouns with their antecedents, particularly regarding gender and number. For instance, they might struggle to select the correct pronoun for singular or plural nouns.
2. **Limited Vocabulary Knowledge:** Students with a limited vocabulary may struggle to identify less common or more formal pronouns like "one" or "whom." This issue also arises when they are unfamiliar with various pronoun forms, such as subject, object, or possessive.
3. **Weak Grammar Comprehension:** Struggles with grammar rules, such as when to use "he" versus "him" or "they" versus "them," can cause students to misidentify or choose incorrect pronouns.

4.2 Discussion

The findings of this study highlight the proficiency and challenges faced by class X.1 students at SMA Swasta Cerdas Bangsa in identifying pronouns in English sentences. The results reveal that only 12 students (41%) successfully identified pronouns, indicating a limited understanding of this fundamental grammatical element. Among the students who performed well, they demonstrated the ability to distinguish between personal pronouns as subjects (*he, she, they*) and objects (*him, her, them*), as well as the difference between possessive adjectives (*my, your*) and possessive pronouns (*mine, yours*). The highest score achieved was 87, recorded by three students, reflecting strong mastery among this small group.

However, the majority of students, 18 individuals (59%), struggled to identify pronouns accurately. A prevalent issue was their inability to differentiate between similar pronoun forms. For instance, many students could not distinguish between *it* as a subject and *it* as an object. Additionally, there was widespread confusion regarding possessive adjectives and possessive pronouns. A common error was assuming that *my* is a possessive pronoun, whereas it is actually a possessive adjective, with *mine* being the correct possessive pronoun.

These findings underscore the need for targeted teaching strategies to address specific misconceptions, particularly in distinguishing between pronoun types and understanding their correct usage in sentences. By focusing on these areas, educators can enhance students' grammatical competence and overall proficiency in English.

5. Conclusion

Based on the research results, it is evident that 41% of the class X.1 students at SMA Swasta Cerdas Bangsa are able to identify pronouns in English sentences, while 59% struggle with this task. The findings highlight significant challenges in students' understanding of pronoun usage, including difficulties with pronoun agreement, distinguishing between personal pronouns as subjects and objects, and recognizing the difference between possessive adjectives and possessive pronouns. These challenges suggest that students have limited vocabulary knowledge and weak grammar comprehension, which hinder their ability to accurately identify and use pronouns. Given these findings, it is recommended that teachers incorporate targeted instruction on pronoun usage, focusing on the distinctions between pronoun types. Curriculum developers should design lessons that include exercises to help students practice pronoun identification in various sentence structures. Additionally, using visual aids, interactive activities, and real-life examples could make learning more engaging and effective.

This study is not without limitations, including its small sample size and focus on a single class. Future research could explore a larger sample across different grade levels to determine whether these challenges are consistent among other students. Additionally, longitudinal studies could assess the impact of targeted teaching interventions on improving students' pronoun identification skills over time. Further studies could also examine how first-language interference influences pronoun comprehension and usage in English.

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COMMAND AND ORDER SPEECH ACTS IN THE MURDER CASE REPORT OF JUDGE JAMALUDDIN

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Abstract

This study applies Searle's speech act theory, as outlined in Levinson (1983), to analyze directive speech acts in the high-profile murder case of Judge Jamaluddin. The research specifically examines how commands and orders issued by the main perpetrator, Zuraida Hanum, influenced her accomplices, M. Jefri Pratama and M. Reza Pahlevi, to commit premeditated murder. Using a qualitative descriptive method, data were sourced from the Medan District Court decision, which includes the defendants' recorded utterances. The study categorizes directive speech acts based on the speaker's knowledge, intentions, and power dynamics, focusing on how Zuraida's directives were central to executing the crime. Findings reveal that command speech acts were not only pivotal in compelling the accomplices to act but also demonstrated the manipulation and influence wielded by the speaker. This research highlights the importance of speech act analysis in uncovering the linguistic mechanisms behind criminal behavior and underscores its potential applications in forensic linguistics and legal investigations.

Keywords: *speech act types; command and order; negative influences and impacts*

1. Introduction

Language serves as a fundamental tool for human interaction, enabling individuals to convey messages, persuade others, share beliefs, and articulate desires. Human beings, as social creatures, depend on effective communication to interact, fulfill needs, and foster societal connections (Kombong, et al., 2017). According to Touria, Drid (2021), the smallest unit of human communication extends beyond syntactic structures to encompass fundamental entities such as making statements, asking questions, giving orders, and providing descriptions. These communicative functions, known as speech acts, are critical in facilitating shared understanding and maintaining social cohesion. Understanding speech acts is crucial, as noted by Qurrotu, Aini et al. (2023), because it allows individuals to minimize misunderstandings and focus on the meaning behind messages. Similarly, Budiasih, et al. (2018) highlight the necessity of mastering various speech act aspects to ensure smooth communication between speakers and listeners, particularly when instructions or commands are involved.

This study applies pragmatic analysis to examine the use of directive speech acts within the context of the criminal case involving the murder of Judge Jamaluddin in 2019.

Pragmatic analysis, grounded in speech act theory, provides a lens to interpret how language can be used to influence actions and outcomes. Specifically, this research focuses on the commands and orders issued by Zuraida Hanum, the main defendant and orchestrator of the murder, and the subsequent actions taken by her accomplices, M. Jefri Pratama and M. Reza Pahlevi. According to Searle's theory, as cited in Mubarok et al. (2018), commands are effective when the speaker holds a significant degree of control or power over the listener, a dynamic that Zuraida exploited to achieve her criminal intentions.

The aim of this study is to classify and analyze the directive speech acts used by the defendants to understand their roles in facilitating the crime. This research addresses two central questions: What types of directive speech acts were employed by the defendants during the events of the murder? How did the levels of command and order contribute to the negative outcomes, including premeditated violence? By exploring these questions, this study seeks to reveal how language, particularly directive speech acts, was strategically utilized to manipulate and control actions in a high-profile criminal case.

2. Literature Review

Speech act theory, a cornerstone of pragmatics, examines how language is used to convey intentions and achieve desired outcomes in communication. Manouchakian (2018) emphasizes that speech acts reflect the speaker's intention, aiming for the recipient to fulfill specific wishes or goals. These acts are essential for understanding how language influences actions and interactions, particularly through directives like commands and orders. Hidayati and Diana (2019) describe directives as speech acts designed to instruct or influence listeners, often using clear language to ensure the intended actions are performed. Slogans, as noted by Fido D. A. Firmansyah (2022), exemplify directive language, often used to persuade and guide behavior. This concept is closely related to speech acts in more formal settings, such as commands in legal or criminal contexts, where clear instructions are essential to achieve compliance.

Understanding speech acts is vital for improving human communication. Susanto (2018) and Mabaquiao (2018) argue that analyzing speech acts helps uncover the intentions behind words, reduces misunderstandings, and empowers individuals to express themselves more effectively. Similarly, Afzaal, et al (2024) highlight that speech act theory transcends its philosophical origins, now serving as a critical framework in linguistics and communication studies. Richard, Nordquist (2024) further emphasizes its dynamic nature, stating that speech act theory has significantly advanced the study of meaning, offering fresh perspectives on human interaction.

Speech act theory categorizes utterances into locutionary, illocutionary, and perlocutionary acts, each serving distinct communicative purposes (Leilei, Zou, & Chunfang, Wu, 2022). Locutionary acts concern the literal meaning of an utterance, while illocutionary acts address its communicative force, such as giving orders or making requests. These distinctions are essential for analyzing how language conveys power and intent.

Pragmatics, as defined by Levinson (1983), examines the relationship between language and context, focusing on how meaning is derived from interaction. Mey, Jacob L. (1993) further elaborates that pragmatics studies how societal context shapes language use, making it a crucial tool for understanding human communication. In criminal contexts, pragmatic analysis reveals how language can be used manipulatively, as seen in cases where commands or orders compel others to act against their will.

The foundational work of Austin (1962) and Searle (1969) underpins much of modern speech act theory. Austin introduced the concept that speech itself constitutes action, while Searle extended this idea by categorizing speech acts into directives, representatives, commissives, expressives, and declarations. Directives, such as commands and orders, are particularly relevant in this study, as they are used to influence listeners' actions. Searle (1969) asserts that all linguistic communication involves some form of linguistic action, highlighting the power dynamics inherent in directive speech acts.

In the context of criminal cases, such as the murder of Judge Jamaluddin, pragmatic analysis reveals how directive speech acts functioned as tools of manipulation. Zuraida Hanum's commands and orders exemplify the coercive potential of language, illustrating how speech acts can be used to control actions and orchestrate crimes. This underscores the importance of studying speech acts not only for theoretical insights but also for practical applications in forensic linguistics and criminal investigations.

3. Research Method

This study employs a qualitative descriptive research method to analyze the directive speech acts in the criminal case of Judge Jamaluddin's murder. According to Creswell (2014), qualitative research focuses on exploring human problems and understanding phenomena within their natural contexts. This approach is suitable for examining how language, particularly commands and orders, was used to influence actions in this case.

The primary data for this study were obtained from the Medan District Court Decision, which documented the statements of the defendants and other relevant parties during the trial. These utterances were recorded, transcribed, and analyzed to identify examples of directive speech acts. The data collection process involved systematically reviewing court documents to extract utterances that demonstrated commands and orders, particularly those issued by the main defendant, Zuraida Hanum. Each utterance was coded according to its communicative function, speaker intent, and linguistic features, aligning with Searle's (1969) classification of speech acts.

To ensure a thorough analysis, the study applied a step-by-step process:

1. **Data Collection:**
 - Transcription of relevant statements from the court verdict.
 - Identification of utterances that contained elements of directive speech acts.
2. **Data Reduction:**
 - Grouping the utterances based on their characteristics, such as command versus order, speaker's authority level, and the context in which the speech act occurred.
3. **Thematic Analysis:**
 - Categorizing directive speech acts into subtypes (e.g., commands, orders) based on Searle's five speech act classifications: representative, directive, commissive, expressive, and declarative (Levinson, 1983).
 - Highlighting the relationship between the speaker's position of power and the listener's compliance.
4. **Data Presentation:**
 - Summarizing findings in tabular and narrative forms to illustrate patterns in the use of directives.
5. **Conclusion and Verification:**
 - Drawing conclusions based on the patterns observed and verifying them against secondary data sources.

Secondary data included scholarly articles, electronic books, and media reports that provided additional context to the case and supported the interpretation of the findings. These sources were used to validate the primary data and enrich the discussion on the pragmatic aspects of the case.

By following this structured methodology, the study provides a detailed and systematic analysis of how speech acts, particularly directives, were used to exert influence and achieve compliance in a criminal context.

4. Discussion

4.1 Classifications of Directive Speech Acts

Directive speech acts are pivotal in understanding the dynamics of communication, particularly in contexts where language is used to compel or influence actions. Searle's (1979) taxonomy provides a theoretical framework for categorizing speech acts into five types: representative, directive, commissive, expressive, and declarative. These classifications illuminate the ways in which utterances function to convey intent, establish authority, and shape listener responses.

4.1.1 Representative

Representative speech acts commit the speaker to the truth of their statements. They are often used to report facts, share observations, or assert beliefs. For example, verbs such as *remind*, *tell*, *assert*, *describe*, and *claim* are characteristic of this category (Searle in Levinson, 1983: 240). In criminal contexts, representatives often serve to establish a foundation of facts that influence the interpretation of directives. For instance, a speaker might describe a situation to justify subsequent commands, implicitly positioning their authority as credible and their instructions as necessary.

4.1.2 Directive

Directive speech acts are employed when the speaker seeks to prompt the listener to take specific actions. Searle (1979) highlights that directives encompass commands, orders, requests, suggestions, and invitations. Directives are particularly significant in criminal cases, where the power dynamics between the speaker and listener often determine the effectiveness of the speech act.

In this study, the directives issued by Zuraida Hanum, the primary defendant, exemplify how commands and orders function as tools of manipulation. By leveraging her position as the instigator, Zuraida effectively compelled her accomplices, M. Jefri and M. Reza, to comply with her instructions. This aligns with Searle's assertion that directives rely on the speaker's authority and the listener's perceived obligation to act. The psychological influence exerted through these speech acts demonstrates the speaker's ability to exploit relational power dynamics, transforming language into a mechanism of control.

The findings also reveal the strategic use of directive speech acts to establish a hierarchical relationship between Zuraida and her accomplices. For example, her commands, such as specifying actions to be taken during the murder, underscore the speaker's intent to dominate and dictate the events. This analysis highlights how directives are not merely linguistic phenomena but also manifestations of authority and intent.

4.1.3 Commissive

Commissive speech acts involve the speaker committing to future actions. Verbs such as *promise*, *volunteer*, and *guarantee* characterize this category (Searle, 1979; Yule, 1996). While commissives are less prominent in the analyzed data, they play a supporting role by reinforcing trust and aligning intentions between collaborators. For instance, if a speaker promises future rewards or assurances for compliance, this strengthens the directive's effectiveness by creating an implicit agreement between the parties involved. In Zuraida's case, such subtle reinforcements may have contributed to her accomplices' willingness to act.

4.1.4 Expressive

Expressive speech acts convey the speaker's emotional or psychological state, such as gratitude, apology, or anger (Yule, 1996). While expressives are not central to the directive dynamics in this study, their presence can influence the tone and perceived sincerity of directives. For instance, an expressive utterance of frustration might amplify the urgency of a subsequent command. This emotional layer adds complexity to the pragmatic interpretation of speech acts in criminal contexts.

4.1.5 Declaration

Declarative speech acts enact immediate changes in the world by virtue of the speaker's authority, such as *sentencing*, *declaring*, *baptizing*, or *appointing* (Yule, 1996). While declarations are typically institutional, their relevance in this study lies in the parallels between institutional authority and the hierarchical power Zuraida exercised over her accomplices. Her ability to issue directives that were perceived as binding echoes the performative nature of declaratives, demonstrating how personal authority can mimic institutional power.

4.2 Implications for Pragmatics and Legal Linguistics

The analysis of directive speech acts in this case highlights the interplay between language, power, and intent in criminal planning. Zuraida's commands illustrate how directive speech acts can be strategically employed to exert influence, establish authority, and manipulate others into committing unlawful actions. This study contributes to a broader understanding of pragmatics by emphasizing the role of speech acts in shaping real-world events, particularly in high-stakes scenarios such as criminal activities.

From a forensic linguistics perspective, the findings underscore the importance of analyzing directive speech acts in legal contexts. By examining how utterances function to compel actions, forensic experts can uncover the linguistic mechanisms that drive criminal behavior. This has significant implications for legal investigations and court proceedings, where speech act analysis can provide insights into intent, complicity, and the dynamics of influence.

The study of directive speech acts in this case demonstrates how language operates as a tool of power and control. The findings not only advance theoretical discussions in pragmatics but also highlight the practical applications of speech act analysis in understanding and addressing criminal behavior.

4.2.1 The Role of Commands and Orders in Determining Negative Impact

Language serves multiple functions in communication, such as persuading, informing, and instructing others to take action. One key category of speech acts, as identified by Searle (1979), is the directive speech act, which aims to prompt the listener to perform an action. These speech acts include commands, orders, requests, suggestions, and invitations. In the context of the murder of Judge Jamaluddin, commands and orders were the primary forms of directive speech acts used to influence the actions of the perpetrators.

According to Searle (1983), directive speech acts are illocutionary acts that direct the listener to carry out a specific action in the future. The success of a directive speech act depends on several key elements, including preparation requirements, sincerity, propositional content and important conditions. In this analysis, the focus is on understanding how Zuraida Hanum's commands and orders influenced her accomplices, M. Jefri Pratama and M. Reza Pahlevi, to engage in the premeditated murder of Judge Jamaluddin.

One significant factor in the impact of these speech acts is the power dynamics between the speaker (Zuraida) and the listeners (her accomplices). As Kreidler (1998) explains, a superior-level command is issued by someone with higher authority or knowledge, making the speaker's directives more compelling. In this case, Zuraida, as the primary instigator and wife of the victim, held significant authority over her accomplices. This superior position is reflected in how she gave direct orders without resistance from her co-conspirators, underlining the power of the speaker in determining the outcome of the crime.

The knowledgeable position of the speaker also plays a crucial role in the effectiveness of commands. A speaker who possesses more information about the situation, such as Zuraida, who knew the victim's routine and vulnerabilities, is in a stronger position to issue effective directives. By leveraging this knowledge, Zuraida could influence the actions of her accomplices, ensuring they followed her instructions with precision. As Perkins, J.L. (2021) argues, commands are effective when the speaker can clearly transmit their goals, and when the listener understands the speaker's intentions, they are more likely to comply.

The textual and communicative clarity of Zuraida's commands further reinforces their impact. According to Suryandani & Budasi (2021), effective communication relies on the hearer's ability to fully comprehend the message. Zuraida's commands, such as how the accomplices should restrain Judge Jamaluddin and carry out the murder, were clear and unambiguous. This clarity in communication made the actions of the accomplices more predictable and ensured that they executed the crime as planned.

However, the negative impact of these speech acts is evident in how they led to a violent and tragic outcome. The compliance with Zuraida's orders resulted in the death of Judge Jamaluddin, as well as severe legal consequences for the perpetrators. Zuraida's use of power and position to command her accomplices highlights the destructive potential of directive speech acts in criminal contexts. Without the clear and authoritative commands from Zuraida, it is possible that the crime might not have occurred, or at least not in the same manner.

This analysis demonstrates how directive speech acts, particularly commands and orders, play a pivotal role in shaping the actions of individuals involved in criminal activities. Zuraida's use of power and knowledge, combined with the clarity of her commands, resulted in the tragic and irreversible consequences of Judge Jamaluddin's murder. The negative

impact of these speech acts underscores the potential for language to drive individuals toward harmful actions, particularly when wielded by those in positions of authority.

Command Utterances

Data 1:

"Nanti satu orang bekap pakai kain, satu orang lagi pegang tangan dan badan, nanti aku menahan kakinya. "

Setting and Date : Café Town Medan Johor, 25.11.2019

Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza

Content and Gendre : Zuraida explained how and the tools to carry out the murder, Verbal communication

Word meaning:

Bekap (v) : membekap, 1. menutup rapat – rapat, 2. Menyumbat mulut dengan tangan secara paksa KBBI: (2007)

Pegang (v) : Berpaut/memaut dengan tangan KBBI: (2007)

Menahan (v) : 1. Menghentikan, 2. Tidak membiarkan lepas, 3. Membiarkan tidak terjadi atau mengekang KBBI (2007)

Covered, cover (V) : to lay something or spread something over. Webster's dictionary

Hold (v) : to have or maintain in the grasp. Webster's dictionary

Communicative purpose: Zuraida's goal was for M. Jefri and M. Reza to understand how to commit murder.

Level of influence of speech: The superior command Zuraida Hanum gave assigned M. Jefri to hold Jamaluddin's hands and body and M. Reza to cover her mouth and nose, while she herself held the legs using her own feet. In the statement above, the imperative sentence has fulfilled the element that Zuraida Hanum has a higher position than M. Jefri Pratama and M. Reza Fahlevi in knowing Judge Jamaluddin's habits and the house situation. Then, the statement is clearly said to be a 'command' because the command line comes from a person who has more power, so the listener will influence the command to be obeyed.

The negative impact: As for how Zuraida became someone who had power compared to the other two defendants, it had a negative impact, namely 1. Zuraida's hatred and wanting her husband to die with evidence as a result of carrying out orders in this trial provides a very terrible fact, namely the death of Judge Jamaluddin due to shortness of breath within a few minutes. And from the autopsy results it was revealed that the main cause of Judge Jamaluddin's death was due to lack of air in his lungs. 2. M. Jefri and M. Reza had followed the order to join in the killing with the role of M. Reza closed his mouth and M. Jefri was on the victim's stomach to hold him down.

Data 2:

"Kembali ke lantai 3 "

Setting and Date : Perumahan Royal Monaco Johor Medan, 28.11.2019
Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza
Content and Genre : Zuraida's command for the listeners to wait on the 3rd floor, Verbal communication

Word meaning:

Kembali (v) : balik ke tempat atau ke keadaan semula. KBBI: (2007)

Go back (V) : 1. to return to a place. 2. to return to doing something. 3. to have existed for a particular amount of time or since a particular verb. Webster's dictionary

Communicative purpose: Zuraida aims for listeners to wait on the 3rd floor to carry out the next instructions.

Level of influence of speech: It can be seen how powerful Zuraida was, who quickly positioned the other two defendants to move from the room where the victim was to the third floor and asked them to wait there to be given further orders. And it turned out that the order had been influenced and carried out by M. Jefri and M. Reza, which means that the intent of the order had been fulfilled.

The negative impact: Zuraida's request, which was also an order, was not rejected by M. Jefri and M. Reza. A request that had a negative impact on having committed murder and then returning to a position waiting for the next evil order.

At the police station it was recorded shortly after the murder that there was no refusal from M. Jefri and M. Reza, meaning they could only obey Zuraida's mandatory wishes. In fact, the effect of the orders carried out by M. Jefri Pratama and M. Reza Fahlevi to go up to the third floor and wait a while to carry out the next action became the motive that placed this case in a premeditated murder case. "The emphasizes psychology interpretation based on belief, intention that an order can be uttered by the speaker with a specific purpose and refers to the great desire that the listener wants to fulfil" Searle (1979). An order is described as occupying the second position in terms of power when compared to a command. Then an order does not require power for the speaker to be fulfilled by the listener. Without emphasizing the word as an order and without seeing the superiority of the speaker, the listener continues to carry out the order.

Data 3:

"Nanti sampai di rumah kalian diatas, lantai 3 di loteng aja."

Setting and Date : Café Town Medan Johor, 25.11.2019
Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza
Content and Genre : Zuraida explained the directions and where to wait, Verbal communication

Word meaning : Kalian diatas/menunggu (v): tinggal beberapa saat di suatu tempat dan mengharap sesuatu akan terjadi. KBBI: (2007)

Stay (V) : 1. to continue in a place or condition (remain). 2. to wait for (await) Webster's dictionary

Communicative purpose: Zuraida wanted the listeners, namely M. Jefri Pratama and M. Reza Fahlevi, to go up to the third floor and wait for further instructions there when they arrived at the house where the alleged murder took place.

Level of influence of speech:

The psychological perspective on the statement expressed by Zuraida Hanum greatly prepared the position of the two defendants. The plan seemed to have been prepared for a long time by Zuraida Hanum so that her desire to kill her husband could be fulfilled. What an abnormal psychological condition considering that she is a judge's wife who has more knowledge about aspects of justice than people in general. Merriam-Webster defines a psychopath as "a person who has an egocentric and antisocial personality characterized by a lack of remorse for his actions, a lack of empathy for others, and often has criminal tendencies. The actions taken by a psychopath are based on 2 factors, namely primary psychopathy, which involves interpersonal and affective factors, such as coldness and unfeeling manipulation, while secondary psychopathy is more about impulsive behavior that is risky." And the impact is that a cruel murder incident occurred and the victim died.

The negative impact:

Zuraida's plan to order the two defendants to carry out the execution on Thursday, November 28, 2019, explained that there is a period of 3 days from speech 3 until the murder occurred. So, the order is also classified as a recommendation because it has happened and time is given to think. So, the command is also classified as a recommendation because it has already happened and time has been given to think for the two defendants, M. Jefri and M. Reza, to do or not to do the act. Here it can be seen that the order given by Zuraida the superior is said to have a negative impact, namely referring to premeditated murder.

Data 4:

"Nanti jam 1 aku miscal baru kalian masuk eksekusi."

Setting and Date	: Café Town Medan Johor, 25.11.2019
Participant	: Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza
Content and Genre	: Zuraida explained the directions and where to wait, verbal communication
Word meaning	: Miscal/memanggil/menelepon (v):bercakap cakap (memanggil) melalui pesawat telepon. KBBI: (2007)
Masuk (v)	: datang (pergi) ke dalam (ruangan, kamar, lingkungan). KBBI: (2007)
Miscal/call (V)	: to call by the wrong name (misbame), to call. Webster's dictionary
Come in (V)	: to arrive on a scene. Webster's dictionary

Communicative purpose: At one o'clock, Zuraidah purposed M. Jefri and M. Reza to come down to the location and carry out the murder execution which she would assist in. "a commitment to adopt intentions to make the world change to conform to the way it is portrayed by the utterance (direction)" Craige Roberts (2018).

Level of influence of speech: It is rightly said as an order on the grounds that Zuraida had a great desire to plan and ask for help to kill her husband with the other two defendants. She easily gained great influence from him after influencing M. Jefri and M. Reza. This also influenced her trial so that the Medan District Court immediately gave her the death penalty because her actions had elements to get the sentence.

The negative impact: Zuraida had calculated the right time for M. Jefri and M. Reza by saying 1 am for them to come down, because Zuraida was indeed used to the activities that her husband usually did every day and that made it easier for Zuraida to set the right time when her husband was fast asleep and could only carry out the execution. The impact was that at the appointed time, a cruel murder occurred as a result of the listener following the command of the speaker as well as his superior. "Commanding is a speech act that is normally used by someone with power" Mubarok, Yasir, et al., (2018). And other words from Hallahan, D., & Kauffman (2011), stating that "commands are taken as an ordering source, while the modal base consists of what the speaker and the hearer jointly take to be possible future courses or events".

Data 5:

"Trus kalian masuk nanti kalian sudah aku siapkan kain diatas dipinggir tempat tidur "

Setting and Date : Café Town Medan Johor, 25.11.2019

Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza

Content and Genre: Zuraida explained the directions, the tool and where to wait, Verbal communication

Word meaning:

Masuk (v) : datang (pergi) ke dalam (ruangan, kamar, lingkungan) . KBBI: (2007)

Come in (V) : to arrive on a scene. Webster's dictionary

Communicative purpose: In the command, Zuraida aims to ensure that M. Jefri and M. Reza could wait in a room before doing the execution and asked the two defendants to carry out the execution by suffocating her husband with a cloth that she had prepared. She had prepared a tool for killing, namely a cloth to cover her husband's mouth and nose before her husband went to sleep.

Level of influence of speech: The superior level that Zuraida has is very great, her desire to kill her husband has been fulfilled so that, with her good planning of preparing clothing for the murder, the other two perpetrators followed suit without ever objecting. "Hate speech is not only about shared knowledge but also desires and hatred. The purpose of hate speeches is to give the addressee knowledge unknown before and make them want something they have never thought of and feel something." Ubaidillah, U. (2021).

The negative impact:

The command uttered by Zuraida had an impact on the death of Judge Jamaluddin. M. Jefri and M. Reza understood that the tool for gagging was a cloth and it had been used in a cruel execution so that the victim could not breathe and died. The cessation of air supply to the lungs is a very fatal thing in human life. In this legal case, it was proven to have taken human life by being killed.

According to Sidharta, Dash (2016) in his research" A case of death of a healthy male in his early forties is described, where three different asphyxia methods, i.e, manual strangulation, smothering and traumatic asphyxia by thoracic compression were used. The interest in the case is generated because all these three methods were carried out by a single assailant."

Data 6:

"Nanti habis magrib jam 7 aku jemput kalian di depan pajak Johor."

Setting and Date : Café Town Medan Johor, 25.11.2019

Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza

Content and Genre: Zuraida explained the directions when and where to wait, Verbal communication

Word meaning:

Jemput/menjemput (v): pergi mendapatkan orang yang akan diajak pergi. KBBI: (2007)

Pick up (v) : the act or process of picking up, Webster's dictionary

Communicative purpose: She has arranged a time and place for the two defendants to be picked up and believes that at the appointed time the listeners will wait to be picked up to go to her house. The purpose of M. Jefri and M. Reza is to wait and be taken to their house at the specified time and place.

Level of influence of speech: The dominant role of Zuraida, who has a strong alibi for her husband's murder, is a strong influence for the other two perpetrators to always obey without arguing, even though it was a cruel and wrong move.

The negative impact:

She had arranged the time and place of the pick-up of the two defendants and believed that at the appointed time the listeners would be waiting to be picked up at her homes. This had a very dominant psychological impact of the speaker directing the listeners and the listeners obeying them so that the other two perpetrators were willing to be picked up and were willing to be invited, which resulted in them also becoming perpetrators of murder. "The speaker has a goal or a viewpoint. As a result, the speaker rejects the interlocutor's point of view. The majority of the sentences are negative. Example, "We will not do that" (Nainggolan, et al., 2020).

Data 7:

"Ini harus dibuang keluar. Buang kalian aja ntah ke jurang arah Brastagi atau ke Belawan pakai mobil Prado."

Setting and Date : Perumahan Royal Monaco Johor Medan, 29.11.2019

Participant : Speaker (Zuraidah) to Listener 1: M. Jefri, Listener 2: M. Reza

Content and Genre: Zuraida asked the listener to take the body to a place in the Brastagi area using Prado.

Word meaning:

Buang (v) : lempar, lepaskan, keluarkan. KBBI: (2007)

Pakai (v) : mengenakan, menggunakan. KBBI: (2007)

Thrown/throw (V) : 1. To propel through the air by a forward motion of the hand and arm, 2. to put in a particular position or condition . Webster's dictionary

Using/ use / (V) : to carry out a purpose or action by means of (utilize). Webster's dictionary.

Communicative purpose: Zuraida ordered the listener to dump her husband's body somewhere in Brastagi. "Directives, on the other hand, are acts that attempt to get the hearer to do something" (Nicholas, Onyango, Oloo, 2019).

Level of influence of speech: Unexpectedly, it turned out that Jamaluddin's body had bruises on his mouth. The perpetrators panicked, especially Zuraida, so she believed this would raise suspicions about her husband's death, which was not in accordance with the plan of dying from a heart attack. So she immediately ordered M. Jefri and M. Reza to throw the body far away in the Brastagi area. Zuraida's power had influenced the other two perpetrators to follow the command by throwing the victim's body in the Brastagi area with a new alibi, namely a robbery with the body into tied and placed in the second seat and the car and the victim were dropped into a ravine.

The negative impact:

As a fact in this crime case, the victim's body was found the next day by residents in the Kutalimbaru area of Brastagi in a ravine with both hands tied. This fact also has an impact on the sentence given by the judge in court to all perpetrators. The death penalty was received on the basis of evidence of planning from the setting of the scene, the time of the tool to kill and added the body was thrown away. Commands in communication will be easily interpreted if it is in the form of an imperative sentence. However, a problem may sometimes occur when it is uttered in the form of a statement or other communicative function than a command. If this situation happens, it will possibly cause the hearer to misinterpret. Syah, Anda Ryan, Sriati Usman, & Siska Bochari (2014).

Order Utterance

According to Kreidler, W. (1998:189), "Directive utterances are those in which the speaker tries to get the addressees to perform some acts or refrain from performing an act". A directive utterance is also known as the imperative. It means that the prototypical use of an imperative is to direct or to ask addressees to do something. This utterance is addressed to the hearer or readers. The statement of order, directions, or instructions that are authorized or have a certain desire to be requested by the listener to fulfill the speaker's desires. The speaker gives directions or instructions that are authorized for the listener to do something according to the directions given.

Data 8:

"Duluan aja nanti saya menyusul."

Setting and Date : Perumahan Royal Monaco Johor Medan, 28.11.2019

Participant : Speaker (Jamaluddin) to Listener Zuraida

Content and genre : Judge Jamaluddin asked Zuraida to go to the bedroom first, Verbal communication

Word meaning:

Duluan (pergi) (v) : berjalan(bergerak) maju. KBBI: (2007)

Go to (V) : went to; gone to; going to; goes to. Webster's dictionary

Communicative purpose: Judge Jamaluddin wanted Zuraida to go to the bedroom first, and he would follow her. Such as an explanation of an order that makes the listener do

what the speaker asks, “A slogan is a sentence or phrase that expresses an idea in spoken or written text (Masela, et al., 2018). Language has an important role in a slogan.

Level of influence of speech:

Zuraida followed Jamaluddin's words. He wanted to continue making WA texts to other people who Zuraida knew were his mistresses. This really influenced Zuraida about habits that she didn't like.

The negative impact: The negative impact was, Zuraida obeyed Jamaluddin's words and waited for him in her room until he slept and then carried out the execution. She hated Jamaluddin even more and was convinced to kill her husband as a form of uncontrolled superego.

4.3 Result

The data in this finding section are directives which explain commands, orders where the speaker orders and asks the listener to do what she has ordered:

The command and orders directive speech act performed in the column below:

No	Command	Orders	Speaker	Listener	Result	Accuracy
1	Data 1		Zuraida	M. Jefri, M. Reza	√	√
2	Data 2		Zuraida	M. Jefri, M. Reza	√	√
3	Data 3		Zuraida	M. Jefri, M. Reza	√	√
4	Data 4		Zuraida	M. Jefri, M. Reza	√	√
5	Data 5		Zuraida	M. Jefri, M. Reza	√	√
6	Data 6		Zuraida	M. Jefri, M. Reza	√	√
7	Data 7		Zuraida	M. Jefri, M. Reza	√	√
8		Data 8	Jamaluddin	Zuraida	√	√

5. Conclusion

This study provides a comprehensive analysis of directive speech acts in the murder case of Judge Jamaluddin, with a particular focus on commands and orders as used by the main defendant, Zuraida Hanum. Quantitatively, the case involved 52 statements from Zuraida, 17 from M. Jefri Pratama, 1 from M. Reza Pahlevi, and 1 from Jamaluddin, all of which align with speech act theory through pragmatic analysis. The data underscores the centrality of Zuraida’s speech acts in orchestrating the crime, highlighting her use of seven commands and one order to manipulate and compel her accomplices to execute the murder plan. The findings reveal how Zuraida's position of authority, combined with her extensive knowledge of the situation, allowed her to dominate the communication dynamics. Her speech acts exemplify the power of language to influence actions, as her accomplices complied without objection, fulfilling her instructions with precision. This dominance underscores the destructive potential of directive speech acts when employed in criminal contexts, particularly by individuals wielding significant psychological and social leverage. While this study highlights the pivotal role of commands and orders in this criminal case, it also points to limitations, especially in understanding the deeper implications of power and knowledge in directive speech acts. Further research is recommended to explore these aspects more thoroughly, particularly in cases where language plays a central role in criminal intent and execution. In conclusion, this study demonstrates the predominance of Zuraida’s

directive speech acts in this case and their effectiveness in achieving her unlawful aims. By integrating both qualitative and quantitative analyses, it contributes to the fields of pragmatics and forensic linguistics, offering valuable insights into the intersection of language, power, and intent in criminal behavior.

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ENHANCING ENGLISH VOCABULARY ACQUISITION AMONG YOUNG LEARNERS THROUGH VISUAL AIDS

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Abstract

In the era of globalization, mastering English is crucial for international communication. As English becomes increasingly important, many elementary schools have incorporated it into their curriculum, focusing on vocabulary as the foundation for developing other language skills, such as listening, speaking, reading, and writing. This study explores the effectiveness of using pictures as a tool to enhance vocabulary acquisition among elementary students. A qualitative descriptive method was employed, with a sample of 30 students from a local elementary school. The study found that pictures played a significant role in increasing student engagement, comprehension, and vocabulary retention. Visual aids helped students connect new words to their meanings more easily, reducing misunderstandings and facilitating better learning outcomes. Specifically, pictures improved students' ability to recall vocabulary and made the learning process more enjoyable. These findings suggest that incorporating visual aids into vocabulary instruction can be a highly effective strategy for enhancing language learning in young learners.

Keywords: *picture; teaching English; vocabulary*

1. Introduction

English language proficiency has become essential in today's globalized world, particularly for students, as English is a key tool for communication across nations and cultures. In response to this, many elementary schools have introduced English into their curricula. At the elementary level, vocabulary instruction is often prioritized, as it forms the foundation for developing the other language skills of listening, speaking, reading, and writing. A solid vocabulary base is not only crucial for comprehension but also for enabling students to effectively communicate in English.

When teaching English to young learners, it is vital to choose teaching techniques that are suited to their developmental characteristics. Young learners, particularly elementary school children, benefit from engaging and interactive methods that cater to their cognitive, social, and emotional stages of development. Teachers must not only apply effective instructional strategies but also ensure that these strategies match the specific learning needs and preferences of their students. A key objective in English language teaching is to make the learning process enjoyable, as this fosters motivation, curiosity, and

active participation in class. By integrating engaging media, teachers can create a classroom environment that captures students' attention and makes learning more stimulating.

In this regard, visual aids such as pictures play an important role in enhancing the learning process. Pictures provide a tangible, concrete representation of abstract concepts, helping students connect new vocabulary to real-world objects and scenarios. They can serve as powerful tools in clarifying meaning and reducing the likelihood of misunderstandings, as students are better able to relate unfamiliar words to familiar images. Moreover, using pictures in vocabulary instruction can help young learners remember and recall words more easily, as visual stimuli have been shown to improve retention.

Research supports the effectiveness of pictures in language learning. Efrizah et al. (2024) highlight that many children face vocabulary challenges due to limited exposure to English outside the classroom. This limited exposure means that students often struggle to internalize and use new words, which can hinder their overall language development. By incorporating pictures into lessons, teachers can bridge this gap, making the learning process more accessible and meaningful. Pictures not only support vocabulary acquisition but also help make language learning more relevant to students' daily experiences.

Furthermore, studies have explored the broader impacts of visual aids on language learning effectiveness. Hutabarat and Dakhi (2018) emphasize that a teacher's perspective—shaped by factors such as motivation, identity, and experience—can significantly influence how students engage with the material. Visual aids, like pictures, have the potential to increase student motivation and foster a deeper connection to the lesson, which can lead to improved learning outcomes. Additionally, Khafidhoh and Carolina (2019) conducted an experimental study that found using pictures in vocabulary instruction helped students achieve higher levels of academic performance. Their research demonstrated that pictures not only improved students' vocabulary retention but also helped maintain their focus and interest throughout the lesson, leading to greater participation and engagement in class activities.

The findings from these studies suggest that visual aids, particularly pictures, are not only effective tools for enhancing vocabulary acquisition but also foster an environment of active learning. By incorporating pictures into English lessons, teachers can create a more engaging, interactive, and student-centered learning experience that significantly improves comprehension, retention, and overall language proficiency. Therefore, this research aims to further investigate the role of pictures in supporting vocabulary learning and explores how their strategic use can contribute to better language outcomes for young learners.

2. Literature Review

2.1 Teaching English Vocabulary to Young Learners

The teaching of English vocabulary at the elementary school level is critical, as vocabulary forms the foundation for developing other language skills such as listening, speaking, reading, and writing. According to Philips (1993), young learners are children from the first year of formal schooling, typically between the ages of five and twelve. Despite this focus on vocabulary instruction, young learners often face challenges in speaking due to limited vocabulary. Ali (2021) and Fitriani et al. (2023) highlight that students with insufficient vocabulary struggle to express themselves effectively, especially in a second language, which impedes their participation in conversations.

Furthermore, classroom environments that lack interactive opportunities exacerbate these difficulties. A passive classroom setting limits students' ability to engage with the language and, as a result, restricts their vocabulary growth. Teaching English to young learners is different from teaching adults, as young learners require more engaging and dynamic teaching strategies. Harmer (2007) points out that children's natural curiosity can be a powerful motivator, but their attention spans are shorter compared to adults. This necessitates a teaching approach that is varied and engaging. Brumfit et al. (1995) assert that young learners benefit from learning through play and fun activities, as these strategies align with their developmental needs.

These unique characteristics of young learners necessitate teaching methods that are not only engaging but also suitable for their cognitive and emotional development. In this context, the use of pictures as a teaching technique stands out. Pictures provide concrete representations of abstract concepts, making learning more accessible for young learners. By using pictures, teachers can help students better understand and retain new vocabulary. Studies such as Marbun (2017) and Grathia (2017) indicate that while initial attempts to improve vocabulary acquisition may face challenges, improvements can be achieved through better teaching practices and strategies, such as the use of visual aids.

Julaiha et al. (2022) further support this approach, advocating for the use of pictures as an effective and accessible tool in language instruction. They argue that pictures, being inexpensive and easy to access, offer students clearer and more memorable representations of vocabulary, making them an effective aid in vocabulary acquisition. The concrete nature of pictures helps solidify students' understanding, leading to better retention and comprehension.

2.2 The Use of Pictures in Teaching English Vocabulary

Visual aids, including pictures, play a significant role in teaching English vocabulary to young learners. Pictures—ranging from sketches and cartoons to photographs, posters, and diagrams—serve as powerful tools for reinforcing vocabulary. Wright (1989) defines a picture as an image or likeness of an object, person, or scene that is reproduced on a flat surface, often through painting or photography. Pictures have been shown to attract students' attention and interest, making them an ideal medium for vocabulary instruction (Utami & Rahman, 2018).

One of the primary advantages of using pictures in vocabulary instruction is their ability to help students grasp the meaning of words more effectively. When students are introduced to new vocabulary, pictures provide concrete visual representations that make abstract words more tangible. These visuals aid in comprehension by providing context, reducing ambiguity, and enhancing the overall learning experience. Wright (1989) highlights several ways in which pictures can enhance the teaching and learning process:

- **Motivation:** Pictures can spark students' interest, motivating them to engage with the lesson.
- **Contextualization:** Pictures help contextualize the language being taught, making the vocabulary more relevant to real-world experiences.
- **Descriptive and Interpretative Learning:** Students can describe or interpret pictures in various ways, deepening their understanding of vocabulary.
- **Stimulating Responses:** Pictures serve as cues for questions and activities, prompting student responses and practice.

The effectiveness of pictures in vocabulary teaching lies in their ability to focus students' attention and enhance their understanding of the material. Pictures help clarify the meaning of new words and make abstract concepts more comprehensible. As Werff (2003) notes, using pictures can be integrated into various language activities, including guided practice (e.g., drills), grammar practice, listening comprehension, writing activities, and speaking exercises like role plays or discussions.

The research supports the idea that pictures not only help students understand and retain vocabulary but also stimulate their imagination, fostering a more engaging and participatory classroom environment. The use of 'unusual' or novel images can be particularly effective in encouraging students to think creatively and use English more actively. Thus, the integration of pictures into English language teaching, especially for young learners, proves to be an effective strategy for improving vocabulary acquisition, as well as overall language proficiency.

3. Research Method

This study employed a case study approach to investigate the use of pictures in teaching English vocabulary to young learners. According to Creswell (2007), "Case study research involves collecting detailed data from multiple sources (e.g., observations, interviews, audiovisual materials, documents, and reports) over time to explore a bounded system (case) or multiple bounded systems (cases). The researcher then reports a case description and identifies key themes." The case study method was appropriate for this research as it allowed an in-depth exploration of the teaching process and its impact on vocabulary acquisition using visual aids.

To analyze the teaching of English vocabulary through pictures, the study applied a descriptive qualitative methodology. As Lambert & Lambert (2012) explain, qualitative descriptive research aligns with the principles of naturalistic inquiry, which seeks to observe phenomena in their natural setting. This method is particularly useful in understanding how educational practices unfold in real-world classroom environments. Bradshaw et al. (2017) note that the findings from qualitative descriptive studies include a comprehensive description of the events and experiences of participants, providing rich insights into the interactions between the teacher and students and the meanings participants ascribe to those experiences.

3.1 Participants

The participants in this study were 30 elementary school students aged 8 to 10 years old, enrolled in the third grade at a local public school. The participants were selected using purposive sampling, ensuring that the sample consisted of students who were relatively homogenous in terms of their age and English proficiency level. This selection criterion allowed the study to focus on how visual aids could impact vocabulary acquisition in young learners with comparable baseline skills.

3.2 Data Collection

Data were collected using multiple methods to ensure a comprehensive understanding of the teaching process. The main data sources included:

1. Classroom Observations: The researcher conducted four observation sessions in the classroom during regular English vocabulary lessons. These observations focused on how

pictures were integrated into the teaching process and the students' responses to these visual aids.

2. Interviews: Semi-structured interviews were conducted with the English teacher and 5 students randomly selected from the class. The interviews aimed to gather insights into the teacher's instructional strategies and the students' perceptions of learning vocabulary through pictures.
3. Student Work Samples: Samples of student-produced work (e.g., vocabulary quizzes and written exercises) were collected after each lesson to assess vocabulary retention and understanding.
4. Field Notes and Documentation: Additional data were gathered through field notes, including teacher-student interactions, the use of pictures in teaching, and any relevant classroom dynamics.

3.3 Data Analysis

The data were analyzed using thematic analysis, a process that involves identifying patterns and themes within the data (Braun & Clarke, 2006). First, the researcher transcribed and coded the data from observations and interviews. Codes were then grouped into broader themes related to the effectiveness of using pictures in vocabulary teaching, such as student engagement, vocabulary retention, and understanding of word meanings. The researcher reviewed the patterns across the data sources to identify recurring ideas and to generate an interpretation of how pictures supported vocabulary learning.

To ensure the reliability and validity of the findings, the study employed several measures:

1. Member Checking: After transcribing the interviews, the researcher shared the transcripts with participants (teacher and students) to ensure that their perspectives were accurately represented.
2. Triangulation: By using multiple data sources (observations, interviews, and student work samples), the researcher was able to cross-check the findings, enhancing the robustness of the conclusions.
3. Peer Debriefing: A colleague familiar with qualitative research methods was consulted to review the findings and ensure the analysis was grounded in the data and free from researcher bias.

These strategies helped enhance the credibility of the study and ensured that the conclusions drawn were both valid and reliable.

4. Results and Discussion

4.1 Material Preparation

Effective English language teaching necessitates careful material preparation, a foundational element in ensuring successful learning outcomes. In this study, pictures were strategically chosen as a primary teaching aid, delivered through both PowerPoint presentations and printed materials. This method was particularly effective in simplifying complex vocabulary, offering a visual anchor for abstract concepts. By associating words with clear, tangible images, the vocabulary became more accessible to young learners, facilitating quicker comprehension and deeper engagement with the lesson content. Cognitive theories, such as the dual coding theory, support the idea that pairing visual stimuli with verbal content enhances memory retention by engaging both the visual and

verbal processing centers in the brain. This approach not only aids in vocabulary acquisition but also increases the chances of long-term retention.

4.2 The Teaching and Learning Activities

The classroom activities were meticulously designed to engage students while fostering vocabulary acquisition through pictures. The 20-minute lesson structure balanced content delivery with interactive activities, ensuring that students remained focused and actively involved throughout the lesson. The routine opening, which consisted of a series of familiar greetings and simple questions, played a crucial role in setting a positive tone for the lesson and establishing rapport with the students. For instance:

Writer	: Assalamu'alaikum Wr. Wb
Students	: Wa'alaikumsalam Wr. Wb
Writer	: Good morning, students.
Students	: Good morning, Miss.
Writer	: How are you today?
Students	: I am fine, thank you. And you?
Writer	: I am fine too.

This exchange not only helped students practice basic English conversational structures but also created an environment of comfort and familiarity. This eased the transition into the lesson's core material, reinforcing the students' ability to interact confidently in English.

The use of pictures in the lesson structure was designed to stimulate students' cognitive processes and prepare them for the new vocabulary. Images served as a starting point for conversation, prompting students to make connections between their existing knowledge and the new material. By linking words with visual representations, students could draw on both their linguistic and visual faculties, making it easier to retain the new vocabulary. This multisensory approach not only engaged students on a deeper level but also facilitated more effective vocabulary retention by reinforcing the words through multiple sensory channels. The conversation also helped students relate new words to real-world contexts, further strengthening their understanding.

4.3 Using Pictures in Teaching English Vocabulary

The teaching process was divided into four strategic phases: warming up, presentation, skill practice, and assessment, with pictures playing a central role in each step.

1. **Warming Up:** In the warming-up phase, questions related to the pictures were used to activate prior knowledge and engage students in a meaningful way. For example, when introducing vocabulary related to human body parts, the teacher posed questions such as "Do you know how I can see you?" or "Can you mention the ways you entered this class today?" These questions not only introduced the topic but also prompted students to think critically about the vocabulary they were about to learn. By tapping into their existing knowledge and experiences, the teacher created a bridge between familiar concepts and new language, ensuring a smoother transition into the lesson.
2. **Presentation:** The presentation phase employed a multimodal approach to vocabulary instruction, integrating listening, speaking, reading, and writing exercises. Pictures were used extensively to reinforce each aspect:

- a. Listening: The teacher showed pictures of various modes of transportation while students listened to and repeated the corresponding vocabulary. This not only reinforced auditory processing but also helped students make visual associations with the words, creating stronger memory traces.
 - b. Speaking: Students were prompted to identify and name objects in the pictures (e.g., "What is this?" "Head" or "Hand"), which encouraged active participation and reinforced word recognition and pronunciation. By spelling the words aloud, students also engaged in a kinesthetic aspect of learning, further solidifying their understanding.
 - c. Reading: After the teacher modeled reading the vocabulary, students were encouraged to read aloud, ensuring they could both recognize and pronounce the new words accurately. This process helped develop reading fluency and comprehension.
 - d. Writing: Students were tasked with writing vocabulary words on the board based on the pictures shown. This reinforced spelling and meaning while providing an opportunity for formative assessment of their retention.
3. Skill Practice: During the skill practice phase, students had the opportunity to demonstrate their understanding of the vocabulary through more interactive exercises. Pictures were used to prompt responses, such as writing answers on the board or pronouncing words correctly. This phase was essential for reinforcing the lesson content and for providing immediate feedback. The use of small incentives for correct answers further motivated students, creating a positive feedback loop that encouraged greater participation.
 4. Assessment: The assessment phase involved exercises directly related to the vocabulary learned during the lesson. If time was insufficient for completion, these exercises were assigned as homework. The assessment served a dual purpose: it gauged student progress and provided valuable feedback to the teacher about the effectiveness of the teaching methods, including the use of pictures as an instructional tool. The immediate feedback allowed for timely adjustments to future lessons, ensuring continued student success.

4.4 The Influence of Using Pictures in Teaching English Vocabulary

The use of pictures in vocabulary instruction had a profound impact on several key aspects of the learning process, including motivation, attention, retention, and engagement. Each of these elements is explored in greater detail below:

1. Improved Motivation: The integration of pictures into lessons significantly heightened student motivation. Visual stimuli inherently attract attention, making the learning process more engaging and dynamic. In this study, students exhibited increased enthusiasm when interacting with the material, particularly when pictures of familiar objects like body parts were shown. The visual aids helped break the monotony of traditional text-based lessons, encouraging students to engage more actively. This increased motivation aligns with theories on intrinsic motivation, where students are more likely to participate when they find the learning process enjoyable and stimulating. The students' eagerness to volunteer answers demonstrated the effectiveness of pictures in promoting active participation and fostering a positive learning environment.
2. Enhanced Attention: Pictures served as an effective tool for maintaining students' attention throughout the lesson. By providing concrete representations of abstract

vocabulary, visual aids allowed students to connect unfamiliar words with familiar concepts, enhancing both their focus and understanding. Attention, as a cognitive resource, is limited, but visual stimuli help maximize its efficiency by simplifying the content and making it more accessible. This ability to maintain focus on lesson content is especially crucial for young learners, who may have shorter attention spans. The alignment of vocabulary with relevant images ensured that students could process new information more effectively, leading to a deeper understanding of the lesson material.

3. **Better Vocabulary Retention:** One of the most significant findings of this study was the impact of pictures on vocabulary retention. Students who interacted with visual aids demonstrated a much higher rate of retention, with 90% of students correctly identifying and spelling vocabulary items during the post-lesson assessment, compared to only 60% in a previous lesson where no pictures were used. This 30% improvement suggests that visual aids significantly enhance both vocabulary recognition and recall. By offering a visual representation of the vocabulary, pictures helped create stronger associations in students' memory, making it easier for them to retain and recall the words in future contexts. This finding corroborates the research by Wright (1989), which highlights the importance of visual aids in language learning.
4. **Increased Engagement and Interest:** The interactive nature of the lessons, supported by the use of pictures, made the learning process more enjoyable and less monotonous. The dynamic classroom environment fostered by visual stimuli helped sustain student interest and participation. As students remained actively engaged in the lesson, their learning experience became more enjoyable, reducing the likelihood of disengagement or boredom. The interactive format of the lessons, as evidenced by consistent student participation, confirms the findings of Nunan (1996), who emphasized that visual aids provide a more stimulating and interactive learning environment, particularly for young learners.

4.5 Conclusion and Contribution to the Literature

The findings of this study affirm the significant role of pictures in enhancing vocabulary acquisition among young learners. The results are consistent with previous research by Wright (1989) and Utami & Rahman (2018), which highlighted the positive effects of visual aids on language learning. However, this study offers a unique contribution by quantifying the impact of pictures on student performance, specifically through the 30% increase in vocabulary retention observed. This empirical evidence provides strong support for the argument that visual aids are not only effective in aiding comprehension but also in fostering greater engagement and participation in the classroom.

The study underscores the importance of incorporating pictures into vocabulary instruction, not only as a tool for enhancing understanding but also as a means of creating a more enjoyable, interactive, and motivating learning environment. Teachers are encouraged to integrate visual aids into their pedagogical practices, ensuring that students benefit from a more dynamic and engaging learning experience. This research highlights that, in language learning, pictures are invaluable tools that support a multisensory approach to vocabulary acquisition and contribute significantly to the overall success of the lesson.

5. Conclusion

This study demonstrates the effectiveness of using pictures as a teaching aid in enhancing vocabulary acquisition among young learners. The integration of visual aids

significantly improved students' motivation, attention, and retention of English vocabulary. As shown in the results, students who engaged with pictures exhibited a remarkable 30% improvement in vocabulary retention compared to lessons without visual aids, underscoring the positive impact of this approach. The structured use of pictures throughout the teaching process—ranging from listening, speaking, reading, and writing activities—helped students connect abstract words with concrete images, leading to better comprehension and recall. Furthermore, the interactive nature of picture-based lessons kept students engaged and actively participating, contributing to a more dynamic and enjoyable learning experience. This study aligns with existing literature on the benefits of visual aids in language learning, such as the works of Wright (1989) and Utami & Rahman (2018), while providing new insights into the quantifiable benefits of using pictures in the classroom. The findings suggest that incorporating pictures into vocabulary instruction not only enhances language acquisition but also fosters a more engaging and effective learning environment for young learners. Consequently, this approach should be considered a valuable tool for educators seeking to improve students' English language proficiency.

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AN ACOUSTIC ANALYSIS OF THE STRESS ON THE PARTICLE مَا /MA:/ IN QURANIC RECITATION BY NON-ARAB SPEAKERS

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Abstract

This study investigates the acoustic stress of the Arabic particle مَا /ma:/ in the recitation of the Quran by non-Arabic speakers, focusing on its various grammatical functions. The study highlights the importance of prosody and *tajweed* in correctly reciting the Quran, emphasizing the nature of stress in conveying the intended meaning of the verses. While there is rich literature on the semantic and syntactic functions of particles in Arabic, phonetic analysis remains largely unexplored. This study uses a qualitative descriptive comparative method by comparing the pronunciation of non-Arab speakers with native speakers. This research aims to provide a deeper insight into the acoustic characteristics of the recitation of the Quran and positively contribute to learning Arabic and the Quran. The findings show that the stress of the particle مَا /ma:/ in Surah `Abasa produces some differences between non-Arabic speakers and native speakers. The mismatch between the stress rule on the مَا particle and its grammatical function is evidenced by acoustic values that differ from those of native speakers. While these stress differences do not change the meaning of the verse, they do affect the beauty of the Quranic language. The results of this study can also be a reference for further research in acoustic phonetics. In the end, this research is expected to foster a deeper appreciation of the rhythmic beauty of the Quran.

Keywords: *acoustic analysis; Quranic recitation; stress; particle Mā /ma:/, Tajweed*

1. Introduction

The Quranic acoustic miracle is a unique beauty that cannot be replicated or found in any Arabic discourse (Al-HajEid, Jaber, Abu Jweid, & Ghanem, 2022). Every Muslim is commanded to strive to read the Quran as it was revealed through the Prophet Muhammad, who is the most eloquent in his recitation. Fluency in Quranic recitation requires not just accurate pronunciation of letters and *harakat* but also a deep understanding of *tajweed* in the verses being recited.

In reciting the Quran, a *qari* needs to distinguish between verses containing *kalam khabar* (informative) or *kalam inshā'* (imperative or rhetorical speech), as well as when to raise or lower the voice and which parts need to be emphasized (Abdunnashir, 2015). Another opinion suggests that a *qari* should understand the meaning of each word and style contained in the verse they are reciting, aligning their recitation with the correct application

of *mad*, *harakat*, stress, and intonation (Hasibuan, 2015). This indicates that the language of the Quran is rhythmic and has specific functions according to the context of each verse.

Prosody plays an important role and is closely related to *tajweed*. In Arabic, phonetic and phonological rules can be applied to the rules of Quranic recitation (Mohamed et al., 2021). Research on prosody in Arabic, especially in the context of Quranic recitation, has grown significantly in recent decades and has become a prominent area of study. Research topics related to Quranic prosody cover a wide range, from the smallest elements, such as phonemes at the lexical level, to the most complex elements, like intonation at the post-lexical level. Among studies on phonemes with non-Arabic speakers as participants are those concerning the phonemes /b/, /q/, and /f/, which reveal various characteristics of recitation production by the speakers (M. Ali et al., 2023; Fitria & Al Farisi, 2023; Maulani & Alwan, 2023). Additionally, there are studies on the duration of *mad* recitation (Moh. Masrukhi, 2019), as well as research on the pattern and prosodic structure of verses (Z. A. Ali, 2020; Arifuddin, 2018).

Akbar's (2024) recent research on the manifestation of stress, intonation, and pauses in Quranic recitation shows that stress and intonation are closely related. In some verses, prosodic elements such as particles are discussed as stressed parts, such as the question particle and negation particle. The researcher found a gap between the relationship between the manifestation of prosodic elements and acoustic measurements. Acoustic analysis is needed to understand how sound production is produced and to provide a clear picture of the characteristics of the Quranic recitation itself.

One area of phonetics that requires attention is stress. Stress is a key aspect that characterizes the Arabic language itself. In Quranic recitation, proper stress placement is crucial in maintaining the original meaning of the verses and is also a part of the phonetic beauty of the Quran. One form of stress in Arabic, specifically in Quranic recitation, is the stress on certain particles. In Arabic, particles are described by using linguistic features, such as status (free or bound), grammatical role, precedence, and semantic function (Kaye, 2001). The particle *ma*, frequently found in the Quran, has various meanings depending on its grammatical function. The particle *ma* belongs to the category of *hurūf al-ma'āni* (particles with meaning) and has two types: as an *ism* and as a *hurūf*. The particle *ma* has several functions, including *mā mawṣūl*, *istifhām*, *syart*, *zā'idah*, *maṣdar*, and *nafy* (Arsyad, 2019). The differences in types and functions naturally affect the intended meaning of a verse (Aulia, 2021).

Based on these various grammatical functions, it is essential for an Arabic learner to understand the meaning and function of the different *ma* particles (Lubis, 2020). In addition, many studies have discussed the meaning of particles in Arabic, both semantically and syntactically, especially in the Quran (Hafeez, 2022). As for phonetic studies, the topic of particles has not been widely discussed. Therefore, this research is expected to enrich the existing study literature and complement previous relevant studies with a modern approach in the form of acoustic analysis. The objective of this study is to identify the acoustic stress of the particle *ma* /ma:/ in the recitation by non-Arabic speakers, viewed from the differences in its grammatical functions, and then compare it with native speakers to obtain more accurate research results. Ultimately, the findings of this study could have implications for Arabic language learning, particularly in the context of Quranic recitation, and contribute to the development of linguistic science.

recitation, there is still limited research specifically on stress on certain particles, such as *Ma:* in Quranic recitation by non-Arabic speakers. Based on this background, the researcher sees the urgency for further study on the prosody of Quranic recitation, focusing on the acoustic analysis of stress on particles.

In some cases, the particle *Ma:* may not directly alter the meaning of a verse. However, in particular verses, the presence of two or more particles *Ma:* can have an effect, where an incorrect placement of stress could change the meaning due to its grammatical function. For example, in Surah Al-Bayyinnah, verse 4, there are two particles *Ma:*. The first particle *Ma:* needs to be stressed when recited because it functions as a *maṣḍar* (verbal noun), while the second particle *Ma:* should not be stressed because it functions as *ism mawṣūl* (relative noun). This shows that stress is important in determining the meaning (Jumahadi & Abu Bakar, 2022). Based on this, the researcher has chosen the particle *Ma:* as the focus of this study due to its diverse meanings. Furthermore, this research focuses on the recitation of speakers in Indonesia as a relevant context for studying Arabic language education. The recitation that will be studied is from the *Hafṣ* an *Āṣim* narration. This is based on the fact that most Indonesians use this *qira'ah*. Additionally, the narrated *qira'ah* is known for its high level of *mutawātir* (authenticity) and correctness (Muqṭad, 2023).

3. Research Method

This study uses a qualitative descriptive comparative method that combines two main approaches: descriptive analysis to describe the acoustic data obtained through the Praat software and comparative analysis using the Qualitative Comparative Analysis (QCA) method to compare the acoustic analysis results between non-Arab speakers and native speakers. The design of this study aims to provide a comprehensive description of the phenomenon by describing several variables related to stress in Quranic recitation. The QCA method will help analyze how the acoustic characteristics of non-Arab recitation are compared to those of native speakers.

The participants in this study consist of two Quran learners, one male (P1) and one female (P2), aged between 20-30 years. In addition, there is one native speaker (NS), the qari Syekh Ibrahim Al-Akhdar. This *qari* was chosen because he has an authenticated recitation and is often used as a reference in Quranic recitation with the *Hafṣ* an *Āṣim* transmission. The selection of participant characteristics uses purposive sampling, which means determining data sources based on specific criteria relevant to the research goals. The criteria are shown in the following table: (See Table 1.)

Category	Criteria
Age	P1: 22 years P2: 26 years
Experience in learning Tajweed	P1: less than 5 years P2: more than 5 years
Experience in learning Arabic	P1: less than 3 years P2: more than 3 years

Table 1. Participant Criteria

The criteria were set to produce more accurate and relevant data for the research needs. This study focuses on stress in the recitation of verses containing the particle *Ma:* in

Surah 'Abasa, considering the grammatical function of the particle in verse. The type of ما particle to be studied only functions as a noun. Based on the "I'rab Al-Quran al-Karim" book (Mahyuddin, 1988), several verses from Surah 'Abasa containing the ما particle as a noun were identified. (See Table 2.)

Surah (Verse)	Verses	IPA	Type of ما
'Abasa (3)	وَمَا يُدْرِيكَ لَعَلَّهُ يَزَّيِّي	/wa ma: judri:ka laʕallahu jazzakka: /	<i>Ism istifhām</i>
'Abasa (17)	فُقِيلَ الْإِنْسَانُ مَا أَكْفَرَهُ	/qutilal l-ʔinsa:nu ma: ʔkfarahu /	<i>Ism taʔajjub</i>
'Abasa (23)	كَلَّا لَمَّا يَقْضِ مَا أَمَرَهُ	/kalla: lamma: jaqdʕi ma: ʔmarahu /	<i>Ism mawṣūl</i>

Table 2. Categories of the ما Particle Functioning as an *Ism* in Surah 'Abasa

The first data set of this study consists of recitation recordings of a qari obtained from the YouTube channel of Syekh Ibrahim Al-Akhdar, and the second data set is from recitation recordings by non-Arab speakers. The researcher collected data by asking participants to read the entire Surah 'Abasa. The goal was to ensure that the recitation produced by participants was natural and not influenced. The collected data was then analyzed using Praat software version 6.4.16. This software was selected because it can meet the needs of acoustic-phonetic research with high accuracy.

Data processing began by inputting the recording data into Praat. Then, the recordings were segmented to isolate the relevant verses. Each verse was segmented and annotated to extract only the required words and verses. These data were then processed, measured, and classified based on their prosodic features to display specific sound data. Acoustic analysis was conducted to provide more objective and measurable data. The acoustic analysis of the non-Arab speakers was then compared with the analysis of the native Arab speaker. This comparison will be used to identify and describe how the stress characteristics of the ما particle are produced by non-Arab speakers.

4. Results and Discussion

In linguistic studies, stress refers to the emphasis or prominence placed on a specific syllable in a word or phrase within a sentence to produce a clearer sound compared to other syllables. Marlina (2019) explains that in a sentence, the strongest stress is marked by specific particles, such as question particles, negation particles, and prohibition particles. Sentence stress occurs when a speaker aims to emphasize or highlight a word deemed important or containing the main information.

The particle /ma:/ in Arabic is classified as a monosyllabic word with a long vowel at the end. In Arabic sentences, the particle /ma:/ serves various grammatical functions depending on the context and sentence structure. In some instances, the particle /ma:/ can be the main piece of information that explains the syntactic function of the sentence. The voice should rise on the particle ما /ma:/ when indicating a question, exclamation, or negation (Ibrahim, 2011).

In this section, several acoustic parameters are used to clearly and measurably observe the sound characteristics produced by native and non-native speakers. The emphasis on words at the sentence level can be analyzed through the fundamental frequency, sound intensity, and duration, even though these three do not directly influence each other (De Jong & Zawaydeh, 1999). These three parameters are considered important

indicators to determine whether a word is stressed by analyzing the pitch, loudness, and duration of the sound.

4.1 Acoustic Analysis of the Stress in the Particle */ma:/*

The following results from the acoustic statistical analysis of the stress on the particle */ma:/* from three verses of Surah `Abasa, generated by all participants using Praat software. The data presented are the average values of the three acoustic parameters segmented by word.

	NS			P1			P2		
Words	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)
<i>/wa/</i>	163.35	77.14	0.27	120.53	67.25	0.19	182.95	66.96	0.41
<i>/ma:/</i>	175.32	77.46	0.40	136.13	66.78	0.31	225.44	69.05	0.55
<i>/judri:ka/</i>	201.58	76.64	1.16	137.66	65.54	0.92	210.98	68.81	1.45
<i>/laʕallahu/</i>	223.68	75.47	1.34	128.89	64.28	1.02	203.79	67.73	1.64
<i>/jazzakka:/</i>	198.79	73.12	1.58	117.80	61.47	1.11	168.76	64.89	2.03

Table 3. Acoustic Analysis of the Particle */ma:/* in the Verse */wa ma: judri:ka laʕallahu jazzakka:/*

Table 3 shows the acoustic analysis of the verse */wa ma: judri:ka laʕallahu jazzakka:/*. The native speaker (NS) produced the particle */ma:/* with higher stress compared than the previous word */wa/*. In this verse, the particle */ma:/* must be stressed to indicate its grammatical function as an interrogative particle (*ism istifhām*) (Mardiya, 2022). This is reflected in a frequency value in the particle */ma:/*, which is higher than the previous word. Both non-Arab speakers (P1 and P2) show similar patterns, with the frequency and duration of */ma:/* being higher than the previous word */wa/*. However, only P1 has the highest intensity value on the word */wa/*, which decreases significantly for the following words, in contrast to NS and P2, which have the highest intensity on the particle */ma:/*, and then the value decreases significantly towards the end of the verse. The durations for all three speakers vary, with the longest duration being at the particle */ma:/*.

This aligns with the findings of Akbar et al. (2024) in Surah Yusuf: 25, which demonstrates that the stress manifestation in this verse is also found on the particle "Ma" */ma:/*, which in this verse functions as an interrogative or *istifhām* particle. The *uslub istifhām* is a form of the rhetorical style used as a medium for interaction and a method to provide a warning about the truth of something very important (Naili & Abunawas, 2021).

	NS			P1			P2		
Words	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)
<i>/qutilal/</i>	209.34	74.83	1.00	121.35	64.38	0.77	213.28	69.09	1.15
<i>/alʔinsa:nu/</i>	215.95	74.98	1.77	117.37	62.74	1.40	220.71	69.15	2.00
<i>/ma:/</i>	212.14	76.04	1.89	130.58	63.53	1.07	208.91	67.54	1.66
<i>/ʔkfarahu/</i>	177.55	72.68	1.47	105.31	58.51	1.03	193.75	64.25	1.56

Table 4. Acoustic Analysis of the Particle */ma:/* in the Verse */qutilal l-ʔinsa:nu ma: ʔkfarahu/*

Table 4 shows the acoustic analysis of the verse /qutilal l-ʔinsa:nu ma: ʔkfarahu/. The native speaker produced the particle /ma:/ with the highest intensity of 76.04 dB and the longest duration of 1.89 seconds. The particle /ma:/ frequency is 212.14 Hz, which is lower than the highest frequency of 215.95 Hz on the word /l-ʔinsa:nu/. However, the intensity and duration values for /ma:/ are the highest compared to other words. For both non-Arab speakers, there is a difference. P1's frequency and intensity values for /ma:/ are the highest, with 130.53 Hz and 63.53 dB, respectively. P2's highest frequency and intensity occur on the word /l-ʔinsa:nu/.

The most extended duration produced by both non-Arab speakers is on the word /l-ʔinsa:nu/. The NS and P1 have the highest intensity at the particle /ma:/, which is higher than the previous two words, while P2 has a lower intensity at /ma:/ compared to the previous word /alʔinsa:nu/. In this verse, the particle /ma:/ functions as an expression of astonishment, deviating from its original function as an interrogative particle. This is in line with the acoustic data, showing that the native speaker produced the highest intensity at the particle /ma:/ because it serves as an exclamatory particle (*ism ta'ajjub*), which requires stress to indicate its grammatical and syntactic function (Akşit, 2017).

Words	NS			P1			P2		
	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)	Pitch (Hz)	Intensity (dB)	Duration (s)
/kalla:/	234.90	76.91	1.01	140.50	66.86	0.77	218.97	69.96	1.26
/lamma:/	203.09	75.84	1.56	128.08	64.00	1.05	223.27	69.36	1.77
/jaqd ^{ʕi} /	201.33	75.88	0.81	116.75	63.19	0.74	217.25	68.80	1.04
/ma:/	185.20	76.24	2.02	130.63	63.28	1.20	210.39	68.25	1.82
/ʔmarahu/	182.91	73.75	1.27	110.66	60.48	0.97	202.84	67.52	1.10

Table 5. Acoustic Analysis of the Particle /ma:/ in the Verse /kalla: lamma: jaqd^{ʕi} ma: ʔmarahu/

Table 5 shows the acoustic analysis of the verse /kalla: lamma: jaqd^{ʕi} ma: ʔmarahu/. In this verse, the native speaker produced the highest frequency and intensity values at the first word /kalla:/, which gradually decreased toward the end of the verse. These acoustic values indicate that the NS emphasized the word /kalla:/ to highlight its function as a negation particle. In contrast, the frequency and intensity for the particle /ma:/ in this verse were lower than those of the previous word /kalla:/, with a frequency of 185.20 Hz, intensity of 76.24 dB, and a duration of 2.02 seconds. The long duration is due to the rule of mad wajib muttasil, which requires the elongation of the particle /ma:/ by 3-5 harakat. The grammatical function of /ma:/ here is as a relative pronoun (*ism mawşūl*), and no emphasis is needed.

For the non-Arab speakers, P1's highest acoustic values are found in the first word /kalla:/, similar to the NS. However, P2 has the highest frequency at the second word, /lamma:/, and the highest intensity at the first word, /kalla:/. Despite these variations, the acoustic patterns for the particle /ma:/ in both non-Arab speakers resemble those of the NS, though with lower values than the preceding words.

4.2 Comparison between Native Speakers and Non-Arab Speakers

The acoustic analysis of the stress on the particle لَا /ma:/ found in Surah `Abasa by two non-Arab speakers shows that most of the stress they produced was accurate and aligned with the stress placement by native speakers. This section will explain the most significant differences between the three analyzed verses. Here, we present spectrograms depicting the F0 contours of the native speakers and the two non-Arab speakers to show a more in-depth picture of the particle stress لَا /ma:/ produced.

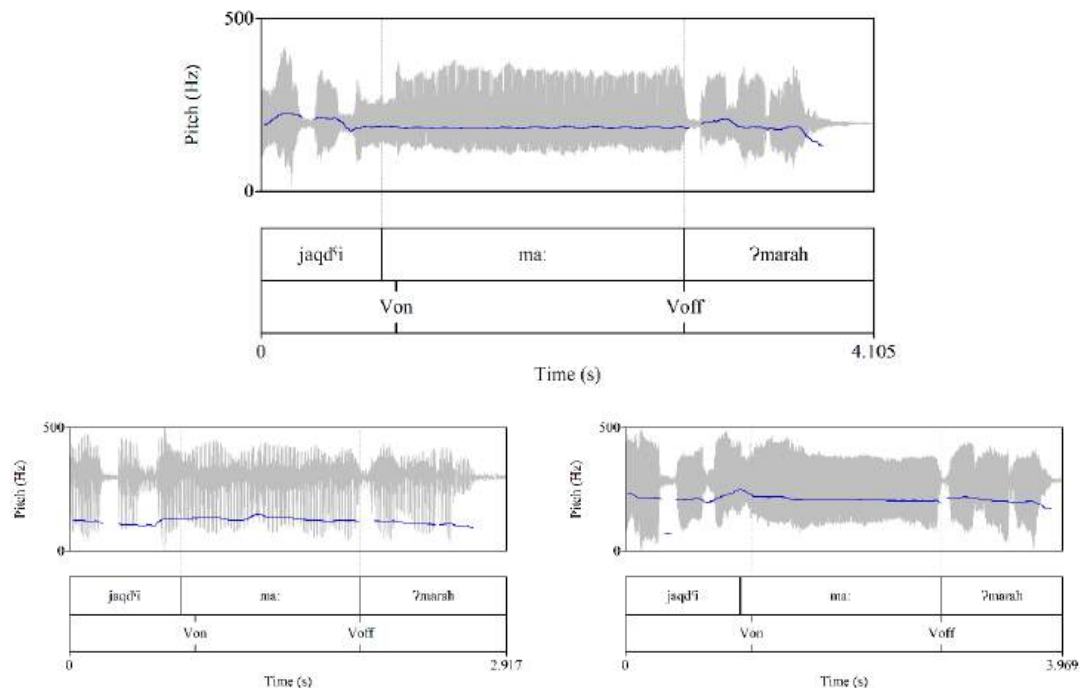


Figure 2. Visualization of Speech Waveform, Spectrogram and F0 Contour by NS, P1, and P2 Sequentially

On the first tier, the beginning and the end of the verse segmentation are by word. On the second tier, Von and Voff refer to the onset and offset of the initial stressed vowel [a:] in /ma:/. Based on the spectrogram, participants P1 and P2, there was a different contour F0 in placing the stress on the particle لَا /ma:/ in the verse /kalla: lamma: jaqd'i ma: ?marah/. In this verse, the particle لَا /ma:/ functions as a connector and should not be stressed, whereas P1 placed stress on the particle لَا /ma:/ in this verse. In NS, the F0 contour of the word /jaqd'i/ increases at the beginning and decreases at the end of the word, followed by the particle لَا /ma:/ which is read flat (not stressed). Meanwhile, the two non-Arab speakers both show an increase in the F0 contour at the end of the word /jaqd'i/ which is then followed by the particle لَا /ma:/. The visualization is relevant to the acoustic values described earlier, especially in P1, where the pitch and intensity values increase, indicating stress.

Further analysis shows that the intensity difference between the particle لَا /ma:/ and the preceding word for each informant is not very large. Meanwhile, the duration values show variability. All three informants produced a similar reading duration for the particle لَا /ma:/ and the preceding word, where the previous syllable had a faster duration compared to the particle لَا . However, overall, the duration produced by P1 was much faster compared to NS and P2. The results of the spectrogram analysis are relevant to the acoustic values previously described.

The analysis results of the three verses show that native speakers show a more stable pronunciation with a higher and stronger pitch. Male non-Arabic speakers, on the other hand, tend to have a lower pitch and shorter pronunciation duration than native speakers. This shows that non-Arabic speakers do not consistently give appropriate emphasis like native speakers. Female non-Arabic speakers had a relatively higher pitch compared to both male and non-Arabic speakers, even though they produced relatively lower intensity values with shorter durations than native speakers.

Overall, these results show that the acoustic differences that exist between native and non-Arabic speakers reflect the internal and external background influences of each speaker. This indicates a phenomenon of language interference. However, in this study, it appears that non-Arab speakers have not placed stress on the particle *ma* /ma:/ according to its function in the verse. Despite this, the stress errors do not directly alter the intended meaning of the verse but rather diminish the characteristics and beauty of the Quranic language itself.

In spoken language, every utterance carries a specific meaning according to the speaker's intention and purpose. The voice and the grammatical structure used influence the conveying of meaning is influenced by, which impacts the interpretation (Kasmei, Nasyifa, Filah, & Lubis, 2023). This shows that voice, as an object of prosodic study, plays an important role in the delivery of an utterance's meaning. Similarly, in reading the Quran, a qari is expected to convey the meaning of the verses they recite (Yulianto, 2020).

The findings of this study have practical implications, serving as a benchmark for the prosodic characteristics of Quranic recitation by non-Arab speakers in Indonesia, particularly in the application of stress on the particle *ma* /ma:/. Theoretically, this study aligns with the view that phonetic rules can be applied in tajweed studies to be objective and measurable (Mohamed et al., 2021). Moreover, this research can contribute new knowledge to linguistic studies, especially in the study of Arabic language and Quranic studies, by examining the system of consonant and vowel sounds in Arabic, explaining their articulation points and methods, and considering phonological processes such as vowel shortening and elongation, duration of mad, stress, and intonation. Ultimately, the goal is to preserve the authenticity of Quranic recitation and to motivate learning and reciting the Quran as it was revealed to Prophet Muhammad.

5. Conclusion

Overall, the prosodic differences seen in native speakers and non-Arabic speakers in giving stress to the particle *ma* /ma:/ can be caused by the difference in mother tongue. This can be seen from the lower pitch and intensity values and shorter duration. In addition, the background in language learning and tajweed science can also affect how they master the prosody rules of Arabic and the Quran.

It was found that the accuracy of the placement of stress on the particle *ma* /ma:/ by non-Arab speakers, overall, was not accurate. The inaccuracy was found in the particle *ma* /ma:/ functioning as a connector (*mawṣūl*), particularly with male non-Arab speakers. Additionally, there were inconsistencies in the duration of the recitation. However, the difference in stress did not lead to any changes in vowels or consonants that would directly alter the meaning of the verse. The acoustic analysis showed that both male and female non-Arab speakers tend to place stress on every particle *ma* /ma:/, although this stress is not always emphasized contrastively. This is also influenced by the stress present on the preceding syllable.

The results of this study are expected to positively impact Arabic and Quranic language learners, encouraging them to continue studying the rules of Arabic by paying attention to various aspects of both disciplines. This analysis shows how important the mastery of prosody in Arabic is, especially for teachers and learners of the Quran, to continue to increase their attention to Arabic and the science of tajweed. However, to reach the level of mutawatir qira'at in Quranic recitation, it is necessary to study the science of qira'ah comprehensively to avoid mistakes that might alter the meaning (*lahn jaliy*) or not (*lahn khafiy*). Future research is about how particles or other prosodic units can be analyzed, such as the manifestation of shiddah and the right pause so as not to change the meaning of the verse, as well as other tajweed sciences.

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