

# PROCEEDINGS

## The 10th UNNES Virtual International Conference (English Language Teaching, Literature, and Translation) **ELTLT**

Theme :  
Challenges and Opportunities of English Language Teaching,  
Literature, and Translation in Post-pandemic Era



**August 14-15, 2021**  
**ZOOM.US**

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# THE EFFECT OF LEARNING INTERACTION ON ENGLISH LEARNING PERFORMANCE IN ONLINE PEDAGOGY

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## Abstract

In the last few decades, innovations have been integrated into education and transformed the context of teaching and studying through rapidly accessible resources, the internet, online learning environments and sharing tools. Because of the prevalent Coronavirus disease in 2019, many people could not attend schools, universities or other structured schooling. Since then, all face-to-face tasks have been interrupted and undertaken at home to prevent social interaction. This condition has an impact on the change to online pedagogy in the Indonesian education system. Studies have shown influential factors in online pedagogy. However, there seems to be insufficient research that exposes other variables in online pedagogy, such as learning interaction and English learning performance. This research discusses the gap and reflects a seminal study that exposes the relationship between learning interaction and English learning performance in online pedagogy in the context of Indonesia. We designed this research quantitatively to test the research model empirically. A web-based survey was used to collect relevant data. The participants were 34 English students at one of the private universities in Indonesia. The findings revealed that students' learning interaction was positively and significantly related to English learning performance in online pedagogy. The research findings implied that interaction among students and their classmates or teacher was a factor determining the success of English language teaching in online pedagogy. The teacher should be aware of how students interact because it would impact their English learning performance.

**Keywords:** learning interaction, English learning performance, online pedagogy

## Introduction

In the last few decades, innovations have been integrated into education and transformed the context of teaching and studying through rapidly accessible resources, the internet, online learning environments and sharing tools (Selwyn et al., 2017; Starkey, 2020). Because of the prevalent Coronavirus disease in 2019, many people could not attend schools, universities or other structured schooling. Since then, all face-to-face tasks have been interrupted and undertaken at home to prevent social interaction. This condition, of course, has an impact on the change to

online pedagogy in the Indonesian education system. Studies have shown some influential factors in online pedagogy, such as high school students' experience of online learning during Covid-19: the influence of technology and pedagogy (Yates et al., 2020), pre-service teaching practice for students of online and distance learning (Abdullah & Mirza, 2020). Even so, there seemed to be insufficient research that exposed other variables in online pedagogy, such as learning interaction and English learning performance. This research discussed the gap and reflected a seminal study that



exposed the relationship between learning interaction and English learning performance in online pedagogy in the context of Indonesia.

Online pedagogy was accepted as a model for learners and higher education institutions (Allen & Seaman 2010, 2013; Hung, 2016). This was primarily attributed to the increase in the capacity to deliver education and the ability to remove discrepancies between students, teachers, and learning facilities (Bozkurt, 2019a, 2019b). Online pedagogy has become a more common way of teaching with the introduction of access to the internet (Bates, 2019; Cigdam & Yildirim, 2014). It is supported by technology advancement presented with a large variety of interactive learning options (Bernard et al., 2009; Donnelly, 2010). Other researchers (e.g. Arbaugh & Benbunan-Fich, 2007; Bernard et al., 2004) reveal interactions as a significant component of online pedagogy throughout the last decade, usually in Moore's (1989) interaction system (e.g., Kanuka, 2011). This means that learning happens when a student communicates with other students or the world, irrespective of the field, education design or technology used in the learning method (Tirri & Kuusisto, 2013). In the sense of interaction in conventional (e.g. Mehan, 1998; Johnson, 1981) as well as online pedagogy environments (e.g., Bernard et al. 2009; Muirhead & Juwah, 2005; Woo & Reeves, 2007), several researchers regard interaction as the most critical aspect of any learning system (e.g. Woo & Reeves, 2007) and as a long time studied.

Online learning performance can be tested in several ways. Via collaborative learning inside social networks, students can access, recognise, and be included in the group. Public associations, i.e. access to community and social services, become criteria for service quality. Orakwue and Teng (2014) examine the effect of various student learning contexts on learning performance, measured by grades and satisfaction in online and mixed learning

environments. The analysis shows that excitement of learning has been used to evaluate learning success (Abdous & Yen, 2010).

## **Literature Review**

### **Online Pedagogy**

People reside in different geographical regions, and of course, the ease of access they get is not the same. People living in the urban area are easier to get access to education. It is contradictory with people living in the suburban area in which access to education is difficult. They are able to gain the same information and get broader participation and study online with sophisticated technology. It helps them comprehend and discover further the topics they are seeking to compress, inviting their development and growing their participation in their community (Littlejohn & Hood, 2018). Though education can be done online, face-to-face learning cannot be replicated through online learning. However, according to Selwyn (2014), online pedagogy cannot mimic the learning just as face-to-face learning. It gives a distinct and robust understanding of many possible advantages of space, time, and various means of interaction such as voice, written, and mobile phone communication but do not provide the same social and cultural knowledge as face-to-face communication.

Online pedagogy may be used in certain instances in medical education for any disorder or cause that renders a person unable to come to class in face-to-face circumstances. Despite this, participants have found out that there are different types of online pedagogy. Specific online pedagogy environments are isolated from the community. Some forms maintain a tight tie to the social world and operate as more conventional learning centers. At the same time, an educational organization has to partner with other schools to develop a specific program of online pedagogy. Ultimately, this type of online pedagogy

incorporates various features such as physical separation, learning results, communication and engagement to build a more successful learning experience (Sampson, 2003). In online pedagogy, like in many other curriculums, students and teachers have opportunities to extend their expertise yet found themselves constrained by the technical components. Rather than taking a class at remote campuses, this e-learning model helps pull students around the globe together. It has the impact of offering parents a more significant role in teaching their children (Khan et al., 2019). In comparison, online pedagogy reduces the drawbacks of traditional face-to-face instruction. Most notably is the willingness of experts in other fields to collaborate effectively.

Through the scholars' research, the standard of the language education sector has started to be challenged by others (Chapelle, 2019; Kai, 2019). There have been a few experiments carried out to explore various areas of online language learning. Any of the topics is an analysis of the usefulness of English language skills (Grigoryan, 2020), a review of the characteristics of English language educators (Murphy et al., 2010), or a consideration of the nature of English language courses (Wang & Chen, 2013). Students' learning is another topic that has recently attracted attention, and for this purpose, it has already been included in the agenda. It is known that the students' learning success depends on many factors, and a recent study has proposed the considerations such as learning interaction and English learning performance.

### Learning Interaction

Learning interaction is related to a diverse learning process between students that adapt their thoughts and behavior through communicating (Ferguson, 2010). We notice that it improves the importance of studying in online classes (Beaudoin, 2002). In research, learning interaction facilitates learning performance as students translate new knowledge into new potential

assumptions cantered upon their existing experience (Wei & Hung, 2011). Students who have an immense amount of interaction with others in the school appear to be more interested in learning than those with low interactions with others in the class.

There are several approaches to learning interaction more productively. We may break more than code when we see the gap in the students' behavior, intentions, and reasons (Rantanen & Soini, 2018; Suorsa, 2019; Suorsa et al., 2013). By participating in adequate interaction in class, students will share their perspectives and expertise with their peers. This may also entrench relationships with their teachers, particularly online classes. According to Wei and Chen (2012), good interaction can be assessed by the extent to which students debate topics relating to learning with others, exchange learning resources and thoughts with others, communicate about learning objectives and assignments with others, and answer others' queries. Table 1 shows learning interaction with its indicators.

Table 1. Learning Interaction and its Indicators

| Learning Interaction (LI) | Indicators  | Source              |
|---------------------------|---|---------------------|
| LI1                       | Debating topics relating to learning with others                    | Wei and Chen (2012) |
| LI2                       | Exchanging learning resources and thoughts with others              |                     |
| LI3                       | Communicating about learning objectives and assignments with others |                     |
| LI4                       | Answering other's queries   |                     |

Improving students learning performance is a goal in online learning. It can be affected by students' relationships with their teachers (Offir et al., 2008). Jin (2010) write that learning interaction is one of the keys to high success in learning a randomly selected task. A quarter of students decide that as they hear from their online class, they are apt to express their views, transfer their expertise and develop connections with the people in the class. The opportunity to determine when students are learning can offer a potential for equipping prescriptive guidelines, initiating structuring methods and emphasizing effective teaching practices (Hellas et al., 2018). They have also gained much knowledge in setting up successful student's habits in online educational systems, especially in the case of tutorials and quizzes. Thus, we propose the following hypothesis:

H1: Learning-interaction is positively related to English learning performance in online pedagogy.

Based on the results provided by Wei and Chen (2012), the indicators to check the students' learning performance can be described as shown in Table 2. From gazing at the teacher's tasks, it is evident that they are having a rough time completing them. The teacher is handing out their students a task (given homework) that affects their students' skill in the topic, with some who have higher percentages of completed work, making it more likely the students study the subject well. Second, a teacher may review the students' learning performance through whether the students accomplish the learning objectives or not. When the curriculum material seems appropriate for the students' desires, they realized that their academic ability progresses further. The last, most notably, how the students gain valuable knowledge show whether they receive valuable knowledge. It is an undeniable reality that the purposes of learning are to gain

intelligence. Having considered the teacher's guidance, students conclude that their advice significantly affects their comprehension and performance. In this situation, the most significant thing is how good the students perform. Typically the performance of a student will be expressed on their ranking. As with schooling, progress on scale topics will be the greatest if there is an improvement.

Table 2. English Learning Performance and its Indicators

| English Learning Performance (ELP) | Indicators   | Source              |
|------------------------------------|--|---------------------|
| ELP1                               | Gazing at the tasks that were sent out by the teacher in online pedagogy | Wei and Chen (2012) |
| ELP2                               | Accomplishing the learning objectives in online pedagogy learning        |                     |
| ELP3                               | Gaining valuable knowledge in online pedagogy                            |                     |
| ELP4                               | Getting a good English grade in online pedagogy                          |                     |

## Methodology

### Research Design

We evaluated the model quantitatively to assess the feasibility of the model. To obtain the necessary data, a web-based survey was used. We built a questionnaire focused on the existing literature by Wei and Chen (2012) before conducting the survey. The survey was created by Google Forms, an online accessible survey building

software, and delivered to the group members through the Whatsapp community.

### **Participants**

In the research, the participants were mainly English students at one of the private universities in Indonesia, i.e. University of Nahdlatul Ulama Sunan Giri. The participants were 34 individuals, 17 (50 percent) females and 17 (50 percent) males. The participants were adolescents between the ages of 18 – 24. Determined by their period of study in a semester, they were the 1st semester, 3rd semester, and 5th semester. Owing to the Covid-19 epidemic, all of them would have to pursue their education online.

### **Data Collection Techniques and Instrument**

Data were obtained through a survey by using a Google form online. The instrument comprised eight statements, all of which were closed statements. Statement LI1 to LI4 was concerned with learning interaction, and statement ELP1 to ELP4 was concerned with learning performance. The members of the focus group were instructed to choose the most suitable statements. The instrument was arranged in a 5-point Likert Scale, varying from strongly disagree to strongly agree. The data was coded into numbers, such as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), and strongly agree (5).

### **Data Analysis and Findings**

As suggested by Hair et al. (2016), the study adopted a two-stage approach to verification: (1) assessment of the measurement model and (2) estimation of the structural model. The first one was used to test the validity and reliability and the latter was used to analyze the data.

#### **Assessment of the Measurement Model**

The convergent validity of constructs and their components was calculated using this calculation model's Average Variance Extracted (AVE) values. This was expected to be greater than 0.50 (Hair et al., 2011). The results revealed that AVE values for learning interaction and English learning performance were more than 0.50, indicating it exceeded the threshold of passing values. In Table 3, the values were revealed.

Then, the outer loading was tested to make sure that the indicators were all valid. According to Hair et al. (2017), outer loading threshold values should be greater than 0.70. Table 4, it showed that all of the indicators were greater than 0.70. In addition, discriminant validity was assessed. It contained Fornell-Larcker Criterion and Cross Loadings. Fornell Larcker Criterion was tested by verifying that the correlation values of the same constructs should be the highest of the other constructs. Because the other construct value was found to be higher than the same construct, there should be some indicators that needed to be deleted. In this way, we deleted the indicators of LI1 and ELP1, and the results became appropriate. The Fornell Larcker Criterion is shown in Table 5. Cross Loadings were calculated by deciding that the indicators measuring the constructs should be the highest of all. The cross-loadings are presented in Table 6.

To further evaluate the scale's reliability, Cronbach's Alpha and Composite Reliability (CR) were measured. Hair et al. (2011) suggested the usage of Cronbach's Alpha and Composite Reliability for assessing internal accuracy and reliability. In order to make the Cronbach's Alpha and Composite Reliability more precise, the value should be more than 0.70. In Table 7, all of the constructs were well beyond the



level for reliability, indicating high internal consistency.

Table 3. Average Variance Extracted (AVE)

|                              | Average Variance Extracted (AVE) | Validity > 0.50 |
|------------------------------|----------------------------------|-----------------|
| Learning Interaction         | 0.695                            | Valid           |
| English Learning Performance | 0.750                            | Valid           |

Table 4. Outer Loading

|     | Learning Interaction | English Learning Performance | Validity > 0.70 |
|-----|----------------------|------------------------------|-----------------|
| LI2 | 0.863                |                              | Valid           |
| LI3 | 0.823                |                              | Valid           |
| LI4 | 0.813                |                              | Valid           |
| LP2 |                      | 0.898                        | Valid           |
| LP3 |                      | 0.873                        | Valid           |
| LP4 |                      | 0.826                        | Valid           |

Table 5. Fornell-Larcker Criterion

|                              | Learning Interaction | English Learning Performance |
|------------------------------|----------------------|------------------------------|
| Learning Interaction         | 0.833                |                              |
| English Learning Performance | 0.810                | 0.866                        |

Table 6. Cross Loading

|     | Learning Interaction | English Learning Performance |
|-----|----------------------|------------------------------|
| LI2 | 0.863                | 0.721                        |
| LI3 | 0.823                | 0.613                        |
| LI4 | 0.813                | 0.683                        |
| LP2 | 0.708                | 0.898                        |
| LP3 | 0.637                | 0.873                        |
| LP4 | 0.747                | 0.826                        |

Table 7. Cronbach's Alpha and Composite Reliability (CR)

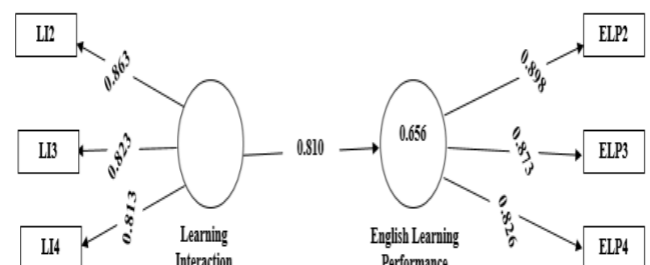
|                              | Cronbach's Alpha | Composite Reliability | Reliability > 0.70 |
|------------------------------|------------------|-----------------------|--------------------|
| Learning Interaction         | 0.780            | 0.872                 | Reliable           |
| English Learning Performance | 0.833            | 0.900                 | Reliable           |

### Estimating the Structural Model

After assessing the validity and reliability of the measures, we wanted to test the model. Figure 1 outlines the constructs and the valuable results from the PLS analysis. The essential specifics of each model was extracted from the bootstrapping analyses. We ran 5000 subsamples to show that the analysis was accurate.

Concerning path coefficients, the pathway was significant at P 0.000. Hair et al. (2017) stated the threshold for path coefficients < 0.05. In Table 11, we could see that learning interaction was positively linked to English learning performance ( $\beta$  0.810), offering clear analytical evidence for supporting the hypotheses H1.

Figure 1. Structural Model with Results of the PLS analysis.



In order to quantify the degree to which endogenous mechanisms were influenced, a determinant of coefficient ( $R^2$ ) was used.

Using Hair et al. (2011) and Henseler et al. (2009), the  $R^2$  value for the application varied from 0 to 1. It was then graded into 0.75 (75 percent) as substantial, 0.50 (50 percent) as moderate, and 0.25 (25 percent) as weak. As seen in Table 8, the  $R^2$  value of endogenous structure comprising English learning performance information was 0.656. The results showed a direct impact of learning interaction on English learning performance but moderate the effect.

The model's predictive relevance was estimated in  $Q^2$ . With the exclusion of 7, we operated the blindfolding mechanism. Table 8 revealed that the  $Q^2$  values were higher than 0. Hair et al. (2017) determined that the  $Q^2$  values higher than 0 were considered strong predictive. Finally, NFI was calculated to test the model fit. The findings suggested that NFI was 0.730. It meant that the design used in this analysis was indicated to be 73% fit.

Table 8. Coefficient of Determination ( $R^2$ ) and Predictive Relevance ( $Q^2$ )

|                      | Coefficient of Determination ( $R^2$ ) | Remark   | Predictive Relevance ( $Q^2$ ) | Remark          |
|----------------------|--|----------|--------------------------------|-----------------|
| Learning Performance | 65.6%                                  | Moderate | 0.465                          | Good Predictive |

Note.  $R^2$  (75% as substantial, 50% as moderate, 25% as weak),  $Q^2$  ( $> 0$  good predictive)

### Discussion and Implications

The research investigated the effect of learning interaction on English learning performance. Scientific data supported the first theory of this analysis. A significant relationship was identified between the amount of learning interaction and English learning performance. Based on our findings, students who consistently tackled learning difficulties shared learning

materials and discussed the learning goals and assignments with teachers and classmates to increase their English learning performance. The findings often correlated with previous reports (e.g. Offir et al., 2008 & Jin, 2010). Data from Offir et al. (2008) revealed that learning performance was a prominent characteristic of online learning and could be influenced by learning interaction between students and teachers. Jin (2010) noticed that the interaction among students created better learning performance.

The research findings implied that interaction among students and their classmates or teacher was a factor determining the success of English language teaching in online pedagogy. It involved at least two individuals or groups (between a student to a student or between students to a teacher). Students might ask some questions or explanations to a teacher about the material they did not understand. The teacher could provide feedback to students so that interaction between them could be created. The teacher should be aware of how students interact because it would impact their English learning performance. When few students seemed silent in online pedagogy, the teacher had to initiate to make them more excited in delivering their minds.

### Conclusion and Suggestions

This research investigated the effect of students' learning interaction and English learning performance. In hypothesis H1, there was a positive relationship between learning interaction and English learning performance. With the empirical evidence, the results showed the hypothesis H1 was supported at ( $\beta$  0.810). Learning interaction also significantly affected learning performance at  $p$  0.000.

The suggestions related to other constructs which potentially affected English learning performance are offered. Because English learning performance in this research is affected only 65.6% by learning interaction, further researchers are

suggested to seek the remaining potential constructs to analyze the research in more detail comprehensively. The role of gender in the relationship between learning interaction and English learning performance may be another essential consideration for the subsequent research.

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# THE ROLE OF GENDER IN THE RELATIONSHIP BETWEEN PRE-SERVICE ENGLISH TEACHERS' LEARNING INTERACTION AND ENGLISH ACADEMIC ACHIEVEMENT DURING DISTANCE LEARNING

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## Abstract

A classroom is one of the core aspects of education in which students communicate with their teachers, peers, and learning resources. As the COVID-19 pandemic triggers, several countries worldwide have temporarily shut down their schools and switched from traditional education to a distance learning environment, on the one side, to reduce this pandemic in human societies and, on the other, to ensure that learning is continuous. Inevitably this situation affects the transition in the Indonesian education system towards distance learning. Several research finds specific significant distance learning considerations. However, preliminary research tends to reveal the importance of learning interaction, specifically for pre-service English teachers. Thus, this research explores the discrepancy which highlights the status of gender in the relationship between pre-service English teachers' learning interaction and English academic achievement during distance learning in Indonesia. We carried out a qualitative analysis to test the research model statistically. A survey was used to accomplish the current research. The critical focus of the research was on a group of pre-service English teachers consisting of 34 people. Data were received online from a Google form. The instrument was an online survey of 8 statements, all closed statements. The findings suggested a direct influence on English academic achievement through pre-service English teachers' learning interactions, although the impact could be moderate. The findings also revealed that males were more affecting than females in affecting the relationship between learning interaction and English academic achievement during distance learning.

**Keywords:** pre-service English teachers' learning interaction, English academic achievement, gender, distance learning

## Introduction

A classroom is one of the core aspects of education in which students communicate with their teachers, peers, and learning resources. As the COVID-19 pandemic triggers, several countries across the world have temporarily shut down their schools and switched from traditional education to a distance learning environment, on the one side, to reduce this pandemic in human societies and, on the other, to ensure that learning is continuous (UNESCO, 2020). Inevitably this situation affects the transition in the

Indonesian education system towards distance learning. Several research finds specific significant distance learning considerations. However, preliminary research tends to reveal the importance of learning interaction, specifically for pre-service English teachers. Thus, this research explores the discrepancy which highlights the status of gender in the relationship between pre-service English teachers' learning interaction and English academic achievement during distance learning in Indonesia.

Online interaction is a mechanism that focuses on the student. Interaction in the sense of education can be defined as an incident between a student and the world of the student Wagner (, 1994). In addition, in online learning contexts, Wanstreet (2006) proposes three concepts for interaction: instructional sharing, computer-aided interaction, and social/psychological interaction. The students have four degrees of interaction in distance learning settings, namely the interaction of the students with the teacher, the content, their classmates, and the online learning platform (Bouhnik and Marcus, 2006; Moore, 1989). Interaction is an integral aspect of the method of distance learning. It contributes to the encouragement of students, scientific collaboration, critical thinking and academic results (Suwono & Dewi, 2019). Online interaction should be accepted by students (Blaine, 2019). Increasing levels of interaction improve students' satisfaction with online classes (Turley and Graham, 2019). Thus, in distance learning environments, interaction levels must be implemented, controlled and measured.

## **Literature Review**

### **Distance Learning**

The novel coronavirus outbreak that causes the disease known as COVID-19 has led to dramatic and significant shifts in people's lives. The case of pneumonia was discovered on December 8, 2019, in Wuhan City, Hubei Province, China. Since that time, it brings to light the pressing problem. It has entered remote areas all around the world. As a consequence of this worldwide epidemic, a drastic shift has arisen in how we interact with one another. Many universities have moved to accommodate the widespread phenomenon of distance learning in classrooms (Schneider & Council, 2020). The importance of the term 'distance learning' also needs

consideration, which is not the same as online learning. Distance learning is focused in its framework on information and human capacity. As some scholars point out, distance learning technology can be used only as an instrument but not as an instructional aid (Kruszewska et al., 2020). The central promise of distance learning includes growing teaching efficiency, minimizing time and costs in contrast with conventional teaching. It has been an enormously successful weapon in the educational sector (Rahim et al. 2020).

Distance learning is described as learning interactions with multiple devices such as mobile phones or laptops with Internet connectivity in synchronous or asynchronous settings. Students can learn and communicate with teachers and other students anywhere (Singh & Thurman, 2019). The synchronous atmosphere is designed in such a way for students to receive live classes and immediate feedback. In contrast, asynchronous learning environments are not well coordinated. Classes are not accessible in a live demonstration in such a learning environment. They are available in numerous programs and platforms. Under such an environment, direct communication and prompt responses are not possible (Littlefield, 2018). Synchronous learning may bring various social networking opportunities (McBrien et al., 2009). In the middle of this deadly virus dissemination, specific online platforms are required to facilitate the students' needs in education (Basilaia et al., 2020), like Zoom and Google Classroom that are widely used.

A few studies are conducted in language learning to investigate diverse topics during distance learning. The subjects include assessing the utility of the skills of English (Grigoryan, 2020), investigating the characteristics of English language teachers (Murphy et al., 2010), or taking into account the essence of the courses of English (Wang & Chen,

2013). Students' learning is another issue of recent attention, which is already used for the initiative for this purpose. The success of the students' learning depends on several aspects, and a recent report has suggested considerations such as interaction in learning and achievement of English learning during distance learning.

### Learning Interaction

Interaction in the learning process has been described as one of the most critical aspects (Lin, Zheng, & Zhang, 2017). Compared to students engaging in distance learning, they appear to have fewer chances to communicate with their teachers and classmates in a personal learning setting. Therefore, a distance learning atmosphere that encourages students to interact further with the environment, such as teachers, classmates, and learning content, will contribute to more substantial, motivational, cognitive, and affective effects (Croxtton, 2014). Moreover, teaching and learning online without interaction is not appropriate (Borup et al., 2013).

Interaction can be done in online classes utilizing synchronous resources (videoconferencing, audio streaming, and online chats) and asynchronous resources (e-mail, discussion boards). Savenye (2005) notices that numerous collaborative methods and techniques in online interaction tools may be used to promote interactive discussions, computer-based models, role-playing, case studies, community ventures, Internet-based analysis, tests, problem-solving situations, classwork peer evaluations, multimedia field trips, guest lecture work, papers, pro-class work (Akarasriworn & Ku, 2013).

Akarasriworn and Ku (2013) establish a classification system for distance learning that comprises four significant forms of interaction: learner–material interaction, student-teacher interaction, student–

interface interaction, and student-student interaction. The popular form of interaction is student-to-teachers online interaction. Through distance learning, this interaction will occur synchronously, in real-time (video stream, audio stream, chat) with the teacher to student encounters, asynchronously, with interactions happening on various separate occasions and through multiple techniques (discussion board, e-mail, and forum). This interaction takes several types, including advice, encouragement, appraisal and support (Canter et al., 2007).

Several methods are accessible in a more efficient way for learning interaction. People should move beyond code, seeing the difference in the actions and motives of the students and the explanations for them (Rantanen & Soini, 2018; Suorsa, 2019; Suorsa et al., 2013). Students may express their experiences and knowledge with peers by participating in an appropriate interaction in their classrooms. This can also promote communication, notably in online classes with their teachers. The current research adopts Wei and Chen's (2012) learning interaction for pre-service English teachers. As Wei and Chen (2012) state that learning interaction is assessed in which the degree students discuss subjects of study with others can be analyzed, learning tools and opinions can be shared with others, learning goals and activities are communicated with others, and responding to others' questions can be addressed. Learning interaction with its indicators is seen in Table 1.

Table 1. Learning Interaction and its Indicators

| Learning Interaction (LI) | Indicators                               | Source              |
|---------------------------|--|---------------------|
| LI1                       | Discussing subjects of study with others | Wei and Chen (2012) |

|     |   |
|-----|---|
| LI2 | Sharing learning tools and opinions with others           |
| LI3 | Interacting with other people on learning goals and tasks |
| LI4 | Responding to others' questions                           |

### English Academic Achievement

One of the aims of distance learning is to build upon students' academic achievement. Students can connect with their teachers to impact their academic achievement (Offir et al., 2008). Jin (2010) observes that successful learning of a randomly chosen assignment is through the learning interaction to recall what has been taught and adapt it to new problems. Many of the students have agreed that when they hear and convey their viewpoints, they are likely to build relationships with the people in the class, and when they have expertise that pass, they often develop their perspectives on the class. This idea allows the school systems to think ahead as they give classes to their students. It also takes the burden of the teachers who have to remain creative about how they teach (Hellas et al., 2018). They have also acquired a great deal of knowledge in setting up good students' habits in online educational procedures, particularly in the case of lessons and practice tests.

Based on the experimental results given by Wei and Chen (2012), the indicators to check the learning performance are defined as shown in Table 2. In responding to the assignments that the teacher is passing out, it is evident that they are having a hard time achieving them. This is a clear illustration of classroom management since the teacher is assigning the students a job in the curriculum. This is also good since it

demonstrates that a tiny amount of research impacts the consistency of the results of the students that follow and how compliant they are with the subject. The second is that teachers can evaluate students' understanding and results, to decide whether the students' academic achievement is on track. As the students begin to focus on the program they discover, they have not yet achieved their learning objectives, and they have not yet learned the subject. Third, the students explain how the skills they learn benefits them useful in the future. There is always an obvious truth that the object of studying is to acquire knowledge. Considering the teacher's instruction, the students agree that their advice helps enhance their capacity to comprehend and achieve well. In this case, the most crucial factor is how well the students achieve their assignments. Achievement is usually reflected in the way students (or students' grades) are graded. This is simply to build if there is success on standardized testing, and it is best if there is active interaction. In order to examine English academic achievement, we adapt Wei & Chen' (2012) measures of learning performance as mentioned above.

Table 2. English Academic Achievement and its Indicators

| English Academic Achievement (EAA) | Indicators   | Source              |
|------------------------------------|--|---------------------|
| EAA1                               | Gazing at the tasks that were sent out by the teacher during distance learning | Wei and Chen (2012) |
| EAA2                               | Accomplishing the learning objectives during distance learning                 |                     |



|      |  |
|------|--|
| EAA3 | Gaining<br>valuable<br>knowledge<br>during<br>distance<br>learning |
| EAA4 | Getting a good<br>English grade<br>during<br>distance<br>learning  |

### The Role of Gender

Gender is a societal phenomenon and is brought on when a culture creates separate positions and duties for the two sexes (Mangvwat, 2006). This is a cultural connotation with some factual context that is generally recognized as a phenomenon of human behaviour. It is focused on cultural characteristics like biological and social influences (Akpochofo, 2009). Gender is a psychological perception of becoming a man or a woman. It has to do with self-concept and personality. Unlike sexuality, gender often deals with identification and relationships among people as well. Singh (2010) argues that gender is a social concept that signifies males and females' distinct duties and obligations. It distinguishes the positions that both males and females assume in society. According to Betiku (2002), gender applies to all the traits the culture has defined and attributed to each sex. Onyeukwu (2000) states that gender stereotypes might be collectively formed as gender dichotomy.

Student success on achievement tests performed by Onekutu (2002) has shown that males and females at early ages perform similarly in all topics, including the English language. As they rise to high classes, females take a greater interest in language arts, and men prefer social sciences. This, therefore, contributes to the condition of inequality since there are more males than females in subjects like science and technology. Disputes are

swirling about students' academic success in using males and females to learn in educational institutions. Some people claim that males outperform females in academic cases, but some others assume the opposite. Currently, the average scores of males and females do not vary substantially on the general intelligence exam (Vernon, 2002). He records that females have a higher linguistic ability than their male peers and are better at memorizing details than males.

Gender is a good indicator of most human behaviours and academic success that vary between males and females (Block, 2006). There are considerable gaps in academic achievement in Arts & Science between males and females at school levels. The study of the impact of gender and ethnicity on academic success is not that clear and nuanced. Many studies have been undertaken to explain the disparities in the academic success between female and male learners in qualitative courses. Children from families of low socioeconomic status seem to be less flexible in learning to adjust their actions to different circumstances (Maccoby, 2003). They are linked to immobility because of the recurrent trait of set-tos.

According to Douglas (2004), females are better at the English language. He emphasizes that this is the only logical reason for females' average primary and early secondary grades. In favour of this claim, Powell (2006) says that females perform better at all stages than males in accomplishments, including in fields that males seem to succeed in. A variety of studies analyze that the role of gender in the academic success of students is a contentious subject. Studies show that gender plays an active role in academic success, whereas other research finds otherwise. This has contributed to the investigation of the role of gender in the relationship between learning interaction and English academic achievement.

## **Methodology**

### **Research Design**

We carried out a qualitative analysis to test the research model statistically. A web-based method was used to accomplish the current research. Before transmitting our survey results, we worked with the latest literature by Wei and Chen (2012) to create a questionnaire. The survey distribution was made using Google Forms, which was an interface to use to create surveys, and was sent via Whatsapp to the target respondents.

### **Participants**

The critical focus of the research was on a group of pre-service English teachers from one of the private universities of Indonesia, i.e. University of Nahdlatul Ulama Sunan Giri. There were 34 people, 17 of who were females and 17 of whom were males. Ages ranged from eighteen to twenty-four. The first, third and fifth semesters were determined by a particular study year. In light of the new Covid-19 disease, teaching online was the only way to undergo for them.

### **Hypotheses**

For our study, we reviewed the previous studies and proposed the following hypotheses.

H1: Learning-interaction was positively related to English academic achievement during distance learning.

H2: Female students were more dominant in affecting the relationship between learning interaction and English academic achievement during distance learning.

### **Data Collection Techniques and Instrument**

Data were received online from a Google form. The instrument was an online survey of 8 statements, all closed statements. Statement LI1 to LI4 dealt with the interaction of learning, and statement EAA1 to EAA4 dealt with the

academic achievement of English. The Focus Group members were instructed to select the most appropriate statements. The questions were put on a 5-point Likert scale, which varied from strongly disagree to strongly agree. The figures had been coded in numbers such as substantial disagreement (1), disagreement (2) or neutral (3), agreement (4) and strong agreement (5).

### **Data Analysis and Findings**

The design is a two-stage method in which the researchers review the measurement model and then estimate the structural model. We adapted the model proposed by Hair et al. (2016) to build up the current research.

### **Assessment of the Measurement Model**

In order to quantify the convergent validity of constructs and their elements, the Average Variance Extracted (AVE) values were used, which measured the average variance of all convergent and discriminant objects. The calculated value was supposed to be greater than 0.50 (Hair et al., 2011). It showed that the AVEs for learning interaction and English academic achievement were more than 0.5, which surpassed the threshold of passing values. Using the results in Table 3, the values were displayed.

| Table 3. Average Variance Extracted (AVE) |   |                    |
|---|---|--------------------|
|   | Average<br>Variance<br>Extracted<br>(AVE) | Validity<br>> 0.50 |
| Learning<br>Interaction                   | 0.695                                     | Valid              |
| English<br>Academic<br>Achievement        | 0.750                                     | Valid              |

| Table 4. Outer Loading |                         |                                    |                    |
|------------------------|-------------------------|------------------------------------|--------------------|
|                        | Learning<br>Interaction | English<br>Academic<br>Achievement | Validity<br>> 0.70 |
| LI2                    | 0.863                   |                                    | Valid              |
| LI3                    | 0.823                   |                                    | Valid              |
| LI4                    | 0.813                   |                                    | Valid              |
| EAA2                   |                         | 0.898                              | Valid              |
| EAA3                   |                         | 0.873                              | Valid              |
| EAA4                   |                         | 0.826                              | Valid              |

| Table 5. Fornell-Larcker Criterion |                         |                                    |
|------------------------------------|-------------------------|------------------------------------|
|                                    | Learning<br>Interaction | English<br>Academic<br>Achievement |
| Learning<br>Interaction            | 0.833                   |                                    |
| English<br>Academic<br>Achievement | 0.810                   | 0.866                              |

| Table 6. Cross Loading |                         |                                 |
|------------------------|-------------------------|---------------------------------|
|                        | Learning<br>Interaction | English Academic<br>Achievement |
| LI2                    | 0.863                   | 0.721                           |
| LI3                    | 0.823                   | 0.613                           |
| LI4                    | 0.813                   | 0.683                           |
| LP2                    | 0.708                   | 0.898                           |
| LP3                    | 0.637                   | 0.873                           |
| LP4                    | 0.747                   | 0.826                           |

Then external loadings were checked to ensure the data all functioned properly. Hair et al. (2017) found outer loading

threshold values higher than 0.70. In Table 4, both of the indicators were greater than 0.70. Predictive validity was tested. It included Fornell Larcker Criterion and cross-loadings. Fornell Larcker Criterion was verified by checking that the values of the same constructs should be the highest. However, the same construct was higher than the difference construct, specific indicators required to be discarded. We removed indicators of LI1 and EAA1, and the findings were acceptable. Fornell Larcker Criterion was seen in Table 5. Cross-loading is determined by using the maximum values on all the indicators. Cross-loadings are described in Table 6. To measure the scales' reliability more efficiently, Cronbach's Alpha was used, and the Composite Reliability (CR) was measured. Hair et al. (2011) stated that Cronbach's Alpha and Composite Reliability were the best measures for quantifying the reliability of the constructs. Due to the aim of this research, a Cronbach's Alpha and Composite Reliability value needed to be higher than 0.7. In Table 7, we stated that the high internal consistency of all constructs above the trustworthiness threshold was all met.

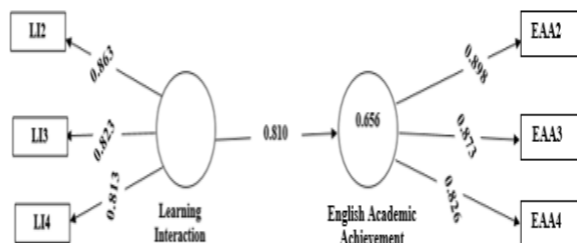
| Table 7. Cronbach's Alpha and Composite Reliability (CR) |                     |                          |                       |
|--|---------------------|--------------------------|-----------------------|
|  | Cronbach's<br>Alpha | Composite<br>Reliability | Reliability<br>> 0.70 |
| Learning<br>Interaction                                  | 0.780               | 0.872                    | Reliable              |
| English<br>Academic<br>Achievement                       | 0.833               | 0.900                    | Reliable              |

## Estimating the Structural Model

After making the assessments on the measures, we asserted that the measures seemed reliable and valid. Figure 1 highlights the structures used, as well as the main features of the PLS analysis. In all, the essential details behind each model were retrieved from the bootstrapping analyses. In order to prove that the analysis was entirely correct, we performed 5000 subsamples.

For the pathway, it is meaningful at the lowest predictors that we had at  $p < 0.000$ . Hair et al. (2017) consider the threshold of the proposed path coefficients to be less than 0.05. In Table 11, there was a positive correlation between learning interaction and English academic achievement at ( $\beta$  0.810). Based on our analyses, research showed that long-term learning interaction was a strong predictor for English academic achievement, thereby confirming and endorsing hypothesis H1.

Figure 1. Structural Model with Results of the PLS Analysis



A coefficient determinant ( $R^2$ ) is used to quantify the exogenous factors that influenced the endogenous factors. The  $R^2$  value of the application's model varies from 0 to 1. Hair et al. (2011) and Henseler et al. (2009) then classify  $R^2$  as substantial by 0.75 (75%), moderate by 0.50 (50%) and weak by 0.25 (25%). Table 8 showed a value of  $R^2$  of the endogenous construct that included details on the results of English academic achievement at 0.656. The findings suggested a direct influence on English

academic achievement through pre-service English teachers' learning interactions, although the impact could be moderate.

In order to determine the predictive relevance of the model, the model was tested in Q2. In the absence of 7, we conducted the blindfolding method. Table 8 showed that the mean values were more significant than zero. Hair et al. (2017) establish that  $Q^2$  values greater than 0 are strong predictive. To assess the model's fit, NFI was determined. The analysis revealed that NFI was 0.730. It meant that the design used in this analysis was indicated to be 73% fit.

Table 8. Coefficient of Determination ( $R^2$ ) and Predictive Relevance ( $Q^2$ )

|                              | Coefficient of Determination ( $R^2$ ) | Remark   | Predictive Relevance ( $Q^2$ ) | Remark          |
|------------------------------|--|----------|--------------------------------|-----------------|
| English Academic Achievement | 65.6%                                  | Moderate | 0.465                          | Good Predictive |

Note.  $R^2$  (75% as substantial, 50% as moderate, 25% as weak),  $Q^2$  ( $> 0$  good predictive)

## The Role of Gender

In order to better explain the male-to-female gender gap in this research, we conducted a Multi-Group Analysis (MGA) on our data using SmartPLS tools. For males, the path coefficient was at  $\beta$  0.846. While for females, the path coefficient was at  $\beta$  0.779. Viewed from the significance level of males and females' learning interaction on English academic achievement, male and female groups did not show any differences at  $p$ -value 0.000. Both groups indicated significant effects. The  $R^2$  for males was 0.716 and for females 0.607, which meant that males were

more affecting than females. Thus the results indicated that hypothesis H2 was rejected. It was evident that females did not dominate the relationship between learning interaction and English academic achievement. The comparison between the role of males and females in the learning interaction-English academic achievement correlation was shown in Table 9.

| Table 9. Path Coefficient, Significance Level, Determinant of Coefficient ( $R^2$ ) |               |                    |         |             |       |
|---|---------------|--------------------|---------|-------------|-------|
| Path  | Coefficient   | Remark             | P value | Remark      | $R^2$ |
| Males   | $\beta$ 0.846 | Positively related | 0.000   | Significant | 0.716 |
| Females   | $\beta$ 0.779 | Positively related | 0.000   | Significant | 0.607 |

### Discussion and Implications

This research explored how male and female students varied in learning interaction and English academic achievement. The results confirmed the first hypothesis. A significant relationship was found between the sum of learning interaction and English academic achievement. Our results revealed that students who displayed perseverance used identical resources in

class, achieved their learning targets, and made direct assignments could perform better. The findings were in line with other studies (e.g. Offir et al., 2008 & Jin, 2010). An analysis of the data found in Offir et al. (2008) showed that teacher-student interactions were found to have a significant effect on the number of knowledge students obtain. In studying their relationship among students, Jin (2010) found that interaction significantly enhanced their overall learning.

The findings also revealed that males had the most significant influence on learning interaction and English academic achievement. When this was investigated, findings contrasted with previous studies. There were some cases when gender had unique distinctions. In different classrooms, females were more talkative among students, as Douglas's (2004) and Powell (2006) stated. Female students took advantage of this and performed higher than males. However, for distance learning, there were no vast differences between males and females. Fewer males (11%) than females could do better. The results implied the consideration of males and females in distance learning. Teachers should keep an eye on how students communicate because it could affect their English academic achievement.

### Conclusion and Suggestions

The current research looked at the possibility that gender might play a role in the relationship between student learning interaction and English academic achievement. It was proven that in hypothesis H1, there was a positive association between learning interaction and English academic achievement. As it turned out, the findings proved the hypothesis H1 to be correct at ( $\beta$  0.810). The specific capability to know how to communicate with new people was helpful for the acquisition of social competence at the earliest stages of education. After the results were broken



down into males and females, males were more dominant than females in affecting the relationship between learning interaction and English academic achievement. Thus, it was concluded that hypothesis H2 was rejected.

All of the recommendations given are linked to other concepts that may theoretically impact English learning success. The biggest concern was that only 65.6% of the subjects' English learning ability was impacted by learning English structures, so further exploration of such constructs was proposed to thoroughly investigate their relationship to other parts of the model. The role of ages, level of education, and students' prior experiences are further points to be considered.

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# THE SUBTITLING STRATEGIES OF CULTURE-RELATED TERMS IN KISAH TANAH JAWA: MERAPI

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## Abstract

The audiences' need for subtitles has increased as the interest in global streaming platforms has skyrocketed. Understanding the Source Language (SL) and subtitling strategies is required to produce an equivalent subtitle of a culture's expressions in the Target Language (TL), notably in the subtitling of terms related to Javanese and Indonesian culture. Moreover, culture-related terms are part of a group's identity, as to why the problems of this topic are challenging, therefore, worth researching. Besides, there are several things to be considered in making subtitles to help build a better understanding of the plot, such as the speaker's screen duration. Thus, this study aims to analyze the types of subtitling strategies used in Iflix's original series *Kisah Tanah Jawa: Merapi* (KTJ). Furthermore, descriptive qualitative methods and textual analysis approaches are used to analyze the data, which require in-depth data analysis. As for the data collection, it applied observation and library research. The object is examined utilizing reputable sources to disclose its respective types of cultural terms and subtitling strategies. Based on the cultural terms classified by Newmark plus Tomalin and Stempleski, the research reveals the terms in the KTJ series, which are divided into seven categories, namely beliefs, institutions, customs, art, ecology, religious terms, and foods. By using Gottlieb's theory on subtitling strategies, six types of strategies are found in the data. It includes transfer, imitation, expansion, paraphrase, condensation, and decimation, with transfer being the most dominant strategy.

**Keywords** – translation, subtitling strategies, culture-related terms, *Kisah Tanah Jawa*

## Introduction

As the number of global streaming platforms increases, the works of translators are indispensable for viewers to comprehend audiovisual content adequately. One of the branch in translation, audiovisual translation (AVT), is used to transfer language or culture from one another using audiovisual works as objects (Chiaro, 2020). AVT is made to be seen and heard simultaneously, therefore audiovisual (Chiaro, 2020). Many types of AVT can be produced; however, according to Williams & Chesterman (2002), AVT is divided into two main categories: revoicing and sur-/subtitling.

Iflix, one of the global streaming platforms, uses AVT for most of its content to provide convenience to its viewers. As both a free and subscription platform that provides thousands of audiovisual broadcasts in any language, Iflix uses the AVT type of subtitles. As Baker and Hochel (1998) stated, subtitling is the process of superimposing a written text onto a screen. Even so, it is not merely transferring a language and looking for the equivalent meaning of the source language (SL) into target language (TL) as it has many other things to consider, mainly when translating cultural terms.

Cultural terms have become one of the translation challenges as each region has its different and unique culture; thus, it cannot



be translated arbitrarily. Some essential factors that assist decoding a message enable a translator to translate most cultural terms accurately and effectively (Chahrour, 2018). When translating cultural expressions, extra caution and attention is required to ensure that the essence and meaning are not compromised.

As a country with a variety of cultures and languages, Indonesia has a myriad of cultural expressions. One example is in Iflix's original TV series entitled *Kisah Tanah Jawa: Merapi* (KTJ). KTJ is a 2019 Indonesian horror TV series that consists of six episodes. KTJ has four built-in subtitles provided by Iflix. Hence, the Javanese, Indonesian, and English subtitles would be used as the primary data.

This series uses two spoken languages in the dialogues within the characters: Indonesian as the primary language and the regional language, Javanese as a side language. The use of these two languages creates problems in the translation process into English. Because many Javanese terms do not share the same terms as TL, the translation requires a reasonably complex process. Thus, the appraisal of the strategies used by subtitlers is worth researching. The study was carried out by considering the culture-related terms classification by Newmark plus Tomalin and Stempleski, followed by Gottlieb's ten subtitling strategies. Moreover, this research is expected to be an additional source in enriching references for future cultural translation studies, especially in subtitling strategies.

## Methodology

The study uses a qualitative method as it requires data in the form of words to help understand a phenomenon more efficiently and in-depth. Then, library research method is applied to develop the data, primarily since the research focuses on subtitling strategies of audiovisual products that require theoretical understanding.

Primary data is taken from the original Iflix series *Kisah Tanah Jawa: Merapi*. The 2019 series has one season and six episodes released simultaneously, with an average duration of 35 minutes. As mentioned, Iflix provided the series with several supporting default subtitles, including English and Indonesian. As the ST is spoken in Indonesian and Javanese, TT is the default English subtitles provided by Iflix. The population data collected from both ST and TT consists of 32 culture-related terms that involve sentences, phrases, and words from all the episodes.

## Finding and Discussion

The analysis results in the six episodes of *Kisah Tanah Jawa: Merapi* reveal that the data is divided into seven types of classification of cultural terms and six groups of subtitling strategies. The overall data from the cultural terms found were 32 divided into seven classifications according to Newmark's and Tomalin and Stempleski's theory. In addition, from the 32 cultural terms that have been grouped in the subtitling strategy according to Gottlieb, several terms go through two strategies. Therefore, the total amount of data on the subtitling strategy is 38 spread over six strategy groups.

### Culture-related Terms Classification of *Kisah Tanah Jawa: Merapi*

In determining the cultural terms classification, two theories were taken from Newmark (1988) and Tomalin and Stempleski (1993). Newmark suggests that cultural terms can be divided into five categories. Furthermore, according to their book, Tomalin and Stempleski (1993) divide the term culture into three broad categories: products, ideas, and behavior. After the data is categorized, 32 terms in the KTJ are spread over seven categories of terms classification. They are distributed as follows:

Table 1. Cultural Terms Classification

| No. | Types of Terms  | Frequency | Percentages (%) |
|-----|-----------------|-----------|-----------------|
| 1   | Institutions    | 3         | 9.37%           |
| 2   | Religious terms | 5         | 15.62%          |
| 3   | Ecology         | 6         | 18.75%          |
| 4   | Food            | 1         | 3.12%           |
| 5   | Beliefs         | 8         | 25%             |
| 6   | Custom          | 8         | 25%             |
| 7   | Art             | 1         | 3.12%           |
|     | Total           | 32        |                 |

The table above shows that the categories of beliefs and customs are the most dominant cultural terms, with a percentage of 25% or eight terms. It is followed by ecology, religious terms, institutions, food, and art. The categories of beliefs and customs are the most dominant terms used because of the different cultures of ST and TT. Because beliefs and customs are closely related to the speaker's culture, it is natural that ST and TT do not share the same similarities.

### 1. Institutions

Institutions are a big organization that has lasted for a long time and is regarded as an integral part of a particular society. Accordingly, data on institution terms found in KTJ are local institutions. Espindola and Vasconcellos (2006, p. 50) stated that a local institution is an organization that assists people in a particular field, such as health and education. Of the three data found, here is one example:

Table 2. Datum 1

| No.                    | Source Text                             | No.                   | Target Text                                      |
|------------------------|---|-----------------------|--|
| 3/ST /KTJ /Ep1 /03: 18 | Barameru Merapi, dan Alap-alap Merbabu. | 3/TT/ KTJ/ Ep1/0 3:18 | Merapi Climbing Club, and Merbabu Climbing Club. |

"Barameru Merapi" is a term for a nature lover organization engaged in Search and

Rescue (SAR) and ecosystem monitoring on Mount Merapi. Moreover, "Alap-alap Merbabu" is also a nature lovers organization. According to the KBBI, "alap-alap" is a term for a small bird-eating eagle, while "Merbabu" is the name of a mountain in Semarang, Central Java. Furthermore, according to junglekita.com, one of the faunas that live in the Mount Merbabu National Park area is the "alap-alap sapi." Thus, the organization was named after the bird. Then, the two institutional terms cannot be translated accurately in English as the ST and TT do not share cultural similarities.

### 2. Religious terms

Religious terms are terms used relating to or involved with religion. It is according to the beliefs of a particular religion. As reported from britannica.com, most of Indonesia's population, almost nine-tenths, embraces Islam. Arabic is part of the religion of Islam as there are many sources of religious knowledge written in Arabic.

Table 3. Datum 2

| No.                    | Source Text                          | No.                    | Target Text                            |
|------------------------|--------------------------------------|------------------------|--|
| 8/ST /KTJ /Ep1 /28: 27 | Asalamualai kum, sugeng ndalu, Mbak. | 8/TT /KTJ /Ep1 /28: 27 | Peace to be unto you. Excuse me, Miss. |

In the data above, "Asalamualaikum" is one of the expressions used by Muslims to greet each other. According to the Merriam-Webster dictionary, this expression means "peace to you." The activity of "salam," or greeting fellow Muslims and other people, is part of the cultural tradition in society.

### 3. Ecology

According to Newmark (1988), ecology describes geographical and environmental phenomena. Cambridge dictionary stated that it is also related to the relationship of living things to their environment.

Table 4. Datum 3

| No.                             | Source Text                                 | No.                            | Target Text                    |
|---------------------------------|---|--------------------------------|--------------------------------|
| 27/ST<br>/KTJ/<br>Ep3/2<br>4:17 | Sanding<br>sing damen<br>garing kuwi<br>ya. | 27/TT<br>/KTJ/<br>Ep3/4<br>:17 | Next to<br>the dried<br>grass. |

The term "damen" is the Javanese term for straw. Ordinarily, people use it for animal feed and compost material. This term is included in the cultural terms because Indonesia, as an agricultural country with abundant rice production, uses rice as its staple food. In addition, since ancient times and even now, there are still many Indonesian people who work as farmers. Therefore, there are still many rice fields found in the suburbs. Moreover, this culture is not widely found in other countries. In Indonesia, there are many terms related to rice, especially in the Javanese language, for example: "beras," "pari," "damen," "gabah," and others. Hence why not many of these terms can be translated into TT because of cultural limitations.

#### 4. Food

Food is something that living things can eat for survival. Thus, food is a solid substance eaten by living things as a source of life. Food names can be considered a cultural term as each region has its unique food.

Table 5. Datum 4

| No.                            | Source Text              | No.                            | Target Text                        |
|--------------------------------|--------------------------|--------------------------------|------------------------------------|
| 7/ST/<br>KTJ/E<br>p1/27:<br>28 | Jadah<br>tempene<br>ada? | 7/TT/<br>KTJ/E<br>p1/27:<br>28 | Do we still<br>have the<br>tempeh? |

"Jadah tempe" is one of the typical snacks from Yogyakarta. It consists of "jadah" and "tempe." "Jadah" is a processed food made from sticky rice, while tempeh is a processed food made from soybeans. As for the packaging, these two foods will be stacked

and wrapped in banana leaves. It is a combination of savory and sweet food. Because of this distinctiveness, "jadah tempe" is a cultural term.

#### 5. Beliefs

According to the Oxford dictionary, belief means the feeling that something is accurate, especially as part of religion. The Merriam-Webster dictionary adds it is a principle held by a group of people. In addition, it can also be tenets about supernatural aspects. In Indonesia, there are still many people who believe in supernatural powers.

Table 6. Datum 5

| No.                             | Source Text                 | No.                             | Target Text                        |
|---------------------------------|-----------------------------|---------------------------------|------------------------------------|
| 14/ST<br>/KTJ/<br>Ep2/2<br>8:02 | Itu<br>ketempela<br>n, itu. | 14/TT<br>/KTJ/<br>Ep2/2<br>8:02 | Something'<br>s attached to<br>it. |

The phenomenon of "ketempelan" is a prevalent thing to be discussed in Indonesian culture. Although in other countries, it may also be believed, such as summoning ghost games and haunted houses. This "ketempelan" phenomenon, according to Sara Wijayanto via solopos.com, is an experience where an invisible creature attaches itself to waste the body's owner's energy thence, they become angry easily.

#### 6. Custom

Quoted from the Cambridge dictionary, customs is a long-term way of behaving of a group of people. The Oxford dictionary adds that it is accepted and considered normal by the society.

Table 7. Datum 6

| No.                             | Source Text                           | No.                             | Target Text                                   |
|---------------------------------|---------------------------------------|---------------------------------|---|
| 13/ST<br>/KTJ/<br>Ep2/2<br>5:33 | Ora ora<br>ora.<br>Merapi<br>agek ono | 13/TT<br>/KTJ/<br>Ep2/2<br>5:33 | No. Merapi<br>is going to<br>have a<br>party. |

|                    |
|--------------------|
| sing duwe<br>gawe. |
|--------------------|

"Gawe" has been done from generation to generation by a group of people; thus, become part of a culture, especially in Java. "Gawe" in this case, is a Javanese term that refers to conducting a celebration. It is usually carried out for generations and has even become a culture for people who want to have weddings or other significant events.

## 7. Art

Art is an activity where people express unique ideas, such as painting, drawing, making music, performing, and making sculptures. Making a work of art requires special skills or abilities, and feelings. A work of art is unique as it reflects the creator and can indirectly be influenced by the surrounding culture.

Table 8. Datum 7

| No.  | Source Text | No.   | Target Text |
|------|-------------|-------|-------------|
| 21/S | Wong        | 21/TT | It's a      |
| T/K  | namanya     | /KTJ/ | common      |
| TJ/E | cuma        | Ep2/4 | reaction on |
| p2/4 | kawinan     | 0:15  | a wedding   |
| 0:15 | kok, biasa  |       | party.      |
|      | tanggapan.  |       |             |

The expression "tanggapan" is an example of cultural terms. It literally means to organize. This term is frequently connected with a manner of celebrating an accomplishment in Javanese culture in Indonesia. It is utilized as a form of entertainment to commemorate a significant event. Local arts, such as "wayang" or "jathilan," could be organized for the occasion.

Subtitling Strategies Classification of Kisah Tanah Jawa: Merapi

Gottlieb's subtitling strategies category in 1992 was applied in this study to identify the translators' strategies. As quoted from the journal article by Michael (2012), Gottlieb categorizes subtitling strategies into ten:

transfer, imitation, transcription, expansion, paraphrase, dislocation, condensation, deletion, decimation, and resignation. Thus, after the cultural terms are identified, they fall into seven categories as follows:

Table 9. Types of Subtitling Strategies

| No. | Types of Strategies | Frequency | Percent ages (%) |
|-----|---------------------|-----------|------------------|
| 1   | Imitation           | 10        | 26.3%            |
| 2   | Transfer            | 16        | 42.1%            |
| 3   | Expansion           | 4         | 10.5%            |
| 4   | Paraphrase          | 6         | 15.7%            |
| 5   | Decimation          | 1         | 2.6%             |
| 6   | Condensation        | 1         | 2.6%             |
|     | Total               | 38        |                  |

There are a total of 38 subtitling strategies data found in this study. The data exceeds the total population of the findings from the cultural terms as some terms go through more than one strategy. From the table above, it can be concluded that transfer is the most dominant subtitling strategy, with a percentage of 42.1% or 16 terms. It is followed by imitation, paraphrase, expansion, decimation, and condensation. Many data in the ST cannot be adequately translated since they are not found in the TT culture, as per the classification of cultural terms aforementioned. Further explanation of the strategy categories and discussion of some examples are explained as follows:

### • Imitation

Imitation is the process of adapting foreign expressions from SL (Michael, 2012). It adapts place names or people's names. In KTJ, it mainly occurs in the translation of regional names and institutions, as below:

ST: ...diantaranya Basarnas Jawa Tengah, Basarnas DIY, BPD [sic] Boyolali,

TT: ...such as Central Java Basarnas, Yogyakarta Basarnas, Boyolali BPD [sic],

"Basarnas" is an abbreviation of the National Search and Rescue Agency, in English. This institution carries out guidance and control of the potential for SAR in the community.

In the TT culture, there is a save and rescue team, which is abbreviated as SAR. "Basarnas" has an abbreviation that uses SAR. Thus, an imitation subtitling strategy can occur as by adapting the foreign cultural terms in SL, the target audience still understands the context of the conversation.

- **Transfer**

In this study, the transfer is the most dominant subtitling strategy used. Transfer is a subtitling strategy that translates messages in SL to TL wholly without adding and subtracting.

ST: Itu ketempelan, itu.

TT: Something's attached to it.

However, sometimes, the translation becomes less than equivalent to the true meaning due to SL and TL's cultural limitations. As in the data above, which translates "ketempelan" to "attached." The translation does go through a transfer process, but the essence of the expression in SL becomes different in TL. It is because, according to the Cambridge dictionary, attached means feeling close to emotionally or loving. Meanwhile, "ketempelan" refers more to supernatural events.

- **Expansion**

Expansion translates messages in SL to TL by adding supplementary information (Michael, 2012). It is usually used when the translator cannot get the closest meaning of the term from SL to TL.

ST: Barameru Merapi, dan Alap-alap Merbabu.

TT: Merapi Climbing Club, and Merbabu Climbing Club.

The datum above uses expansion strategy because the translator pays attention to the target audience's knowledge. Instead of making the term "Barameru" or "Alap-alap" as it is or adapting it, translators render it as "climbing club" as additional information. This translation becomes acceptable in TL culture as the two terms share similarities. "Barameru" or "Alap-alap" and "climbing club" are both mountain-related nature-loving organizations.

- **Paraphrase**

Paraphrase is a process of translating messages in SL to TL by rearranging them (Michael, 2012). Paraphrase completely replaces the translation so that a new expression is formed; however, that is more in line with the TL culture.

ST: Astaghfirullah.

TT: Oh my, God.

In the example above, TL culture shares similarities with SL, so the translator uses paraphrasing instead. According to urbandictionary.com, the expression "astaghfirullah" literally translates to "I seek forgiveness in Allah." It is usually expressed when one sees something inappropriate or shameful. On the other hand, the expression "oh my, God" is usually used to emphasize how surprised, angry, or shocked someone is. Although the two do not exactly share the same essence, the expression "oh my, God" is the best way possible for the audience to understand the expression in the SL.

- **Decimation**

Decimation is the process of reducing essential parts of SL expression (Michael, 2012). Translators can apply it if they do not find the closest meaning of the term to the TL culture, as in the case below:

ST: Jadah tempene ada?

TT: Do we still have the tempeh?



As aforementioned, "jadah tempe" is an Indonesian local food consists of "jadah" and "tempe." Here, the translator applies a decimation strategy by eliminating the term "jadah." It is unfortunate as it is an essential part of the food name. It happens because TL culture does not share cultural similarities with SL; hence there is no appropriate word equivalent for it. Then, the term "tempe" is maintained into "tempeh" as it is more widely known by the target audience.

### • Condensation

The subtitling process that shortens a particular part of SL without changing the vital part is called condensation (Michael, 2012).

ST: Asal ada kembang setaman, ada rokok.

TT: As long as there are flowers and cigarettes.

In the example above, "kembang setaman" is translated to "flowers" by omitting the word "setaman." In this context, "kembang setaman" means a collection of various flowers that are as numerous as "one garden." This flower is usually used in rituals. Even so, the omission of the word "setaman" does not necessarily reduce the essence of the function of using flowers in ritual processions. Thus, to overcome the limitations, the term "setaman" is omitted.

### Conclusions

Translating a cultural text requires extra care and extensive knowledge of both SL and TL cultures. In addition, applying the translation into subtitles also requires extra consideration as several things must be understood. Therefore, selecting a reasonable and appropriate strategy can help produce acceptable translations in the TL.

The research shows that in the TV series *Kisah Tanah Jawa: Merapi*, there are seven types of cultural terms and six types of subtitling strategies. Seven groups of cultural terms classification consist of 32 data. Beliefs and customs mostly dominate this

with eight terms each. Then six for ecology, five for religious terms, three for institutions, and one for art and food. This result is not surprising considering that Indonesia is a country rich in culture and traditions. Moreover, the series' theme is about supernatural things, which are still strongly believed by most of its citizens. Hence, most of these cultural terms are terms related to supernatural things.

Furthermore, the six types of subtitling strategies found 38 total data. The transfer strategy was the most dominant, which was applied sixteen times. It is followed by imitation ten times, paraphrase six times, expansion four times, and one time each for decimation and condensation strategies. Despite the cultural differences, there are still many terms in SL which can surprisingly be translated through a transfer strategy. The translator managed to provide excellent and acceptable translation in TL. Finally, it is hoped that this research can be a helpful guide and a reference for analysis based on cultural terms and subtitling strategies in the future, especially in Javanese terms translation.

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# PRE-SERVICE ENGLISH TEACHERS' ACCEPTANCE OF TECHNOLOGY INTEGRATION IN EFL REMOTE LEARNING

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## Abstract

In EFL Remote learning, the use of technology integration in EFL learning during the transition period since pandemic Covid-19 has a significant impact on the teaching and learning process. In a teaching environment, this is essential. The term ICT integration in education refers to the use of computer-based information technology in daily classroom activities. The study evaluates the Pre-service English Teachers' experience in using technology integration during teaching internships at EFL remote learning. 10 Pre-service English teachers are selected as the participant of this research. The descriptive qualitative method covers Pre-service English teachers' experiences in using technology integration at EFL remote learning. The instruments used to collect data are questionnaires and interviews. This study is expected to overview pre-service teachers' new teaching experience at EFL remote learning.

**Keywords** – Technology-integration, EFL Remote Learning,

## Introduction

In EFL Remote learning, integrating technology into EFL learning has significantly impacted the teaching and learning processes during the transition period following the pandemic Covid-19. It is critical in the classroom environment. ICT integration in education refers to the incorporation of computer-based information technology into daily classroom activities. This study evaluates pre-service English teachers' experience in using technology during teaching internships at EFL remote learning. Due to the numerous educational benefits that technology provides in today's digital age, technology is expected to be widely adopted in language classrooms. Teachers are viewed as critical players in maximizing technology's potential for tailoring materials and activities to their students' needs and engaging them in more meaningful learning.

Concerns about integrating technology into teacher education have arisen as a result of

the growing influence of digital technologies on teaching and learning. (Graham, 2011; Mishra & Koehler, 2006). However, the majority of teacher education programs do not offer possibilities for training in technology instruction. (Li & Ni, 2011). Indeed, pre-service English teachers face difficulties when it comes to utilizing technology for remote teaching and learning. Currently available teaching internship programs are not aligned with the necessary skills and tactics for educating pre-service teachers to use educational technology in the classroom. (Dudeney & Hockly, 2007; Healey et al., 2011; Hubbard, 2008; Motteram, 2016; Uzun, 2016). Lam (2000), On the other hand, reports suggest instructors' prior exposure to technology throughout their teacher education program is connected with their classroom use of technology. Hubbard (2008), identifies several possible reasons for teacher education programs failing to meet the requirements for successful technology integration, including institutional inertia and

ignorance, insufficient time for technology courses, inadequate infrastructure and standards, a lack of established methodology, and a scarcity of experienced and knowledgeable educators. According to Arnold and Ducate (2015), it is critical to incorporate more contextualized and relevant technology activities into language teaching by stressing the affordances and requisite abilities that are connected with technological resources.

Numerous researches have reported for pre-service English teachers' integrating technology in EFL Remote learning. To find out how well these professionals were doing with CALL technology, Kessler (2007) conducted a survey of 108 TESOL master's degree graduates. He discovered that there was a disconnect between these professionals' confidence in CALL technology and their ability to integrate it into classroom instruction. One obvious explanation for instructors' hesitancy and lack of confidence about the incorporation of technology into L2 instruction was a lack of expertise and training opportunities in the subject area. Dooly (2009) investigated the long-term impact of a teacher training course that integrated the use of information and communication technologies (ICTs) into language education on novice and experienced instructors. A variety of quantitative and qualitative data sources, including questionnaires, semi-structured interviews, field notes, and observations of teaching contexts, revealed that teachers lacked confidence in their ability to commit sustained effort to technology integration, despite the availability of opportunities for integration in their settings. For in-service teachers to overcome the challenges they confront, earlier experience with technology integration during PST education may help to build a good attitude toward adopting technology into future practices during their pre-service and first training. (Hong, 2010).

The approaches taken by Kessler and Hubbard (2017) to integrating technology into teacher education range from breadth-first (through a traditional survey course) to depth-first (through a focus on a single topic exploration while learning technology), and from integrated technology integration throughout a teacher education program) to online or blended learning environments. Additional approaches for teacher educators have been proposed, including the incorporation of project-based technology into the teaching process (Debski, 2006). Slaouti and Motteram (2006) describe how they are incorporating technology into situated learning environments, incorporating reflective learning opportunities while incorporating technology (Egbert, 2006), incorporating portfolio-based technology use (Van Olphen, 2007), and incorporating experiential learning (Van Olphen, 2007). (Hanson-Smith, 2016). Although there is a wide variety of ways and processes for technology integration, teacher preparation programs usually leave teachers to fend for themselves, leading in discontent with the use of technology in the classroom.

While the literature on pre-service English teachers' technology integration is instructive, there is no agreement on which teacher education strategies should be included in teaching internship programs—identifying pre-service English teachers and the teaching internship program's needs in terms of teacher education strategies for technology integration has a significant impact on the teaching internship program. It is necessary to describe and quantify the potential challenges and opportunities associated with technology integration in EFL Remote learning to make more specific recommendations about technology integration in teaching internship programs. The study tried to seek answers for the following research questions:

1. How do Pre-service English teachers integrate the technology into EFL remote Learning?
2. What are Pre-service English teachers' barriers in integrating technology in EFL remote learning?

### **Methodology**

This study is a qualitative study that tries to describe Pre-service English teachers' experiences in using technology integration during teaching internships at EFL remote learning. This study was conducted at senior high schools in Majalengka, West Java. Ten Pre-service English teachers are selected as the participants of this study. The data were obtained through questionnaires and interviews. The questionnaire was used to get data about Pre-service English teachers' experiences in using technology integration during teaching internship at EFL remote learning, specifically to see the types of technology and how they integrate it into the teaching and learning process.

Then, semi-structured interviews were conducted to recheck and complete the data obtained from the questionnaire. This kind of interview allows the researcher to control the interview (Creswell, 2013). The interviews consisted of some questions related to technology integration in EFL remote learning. The data gathered from the questionnaire were coded, categorized, and interpreted. Then, the results of the interview were transcribed, then coded, categorized, and interpreted.

### **Finding and Discussion**

The following section describes the finding and discussion of the study. It shows and explains the data obtained from interviews and questionnaires.

The current situation encourages the teachers to include pre-service English teachers do technology integration. Data revealed from the questionnaire and

interviews results indicate that the pre-service English teachers used Edmodo, Whatsapp, and Youtube as media in conduction online learning. However, they face some barriers that include students' inappropriate devices, lack of students' participation, and motivation in doing online teaching and learning process.

How Pre-service English teachers integrate the technology into EFL remote Learning.

Pre-service English teachers frequently mentioned having access to and using Zoom platform resources for virtual class sessions during their teaching internships. All pre-service teachers described using videos and PowerPoint slides to present information to their students. Although they primarily used technology for information presentation, our findings indicated that pre-service English teachers delivered instruction via Edmodo and WhatsApp groups. Additionally, in-depth interviews with pre-service English teachers about their strategy for integrating technology were conducted. They were asked to discuss several strategies for remote learning that were surveyed as part of the technology integration process to ascertain how pre-service English teachers perceive these strategies. In light of the interview findings, the strategies included skill-based technology practice, rule-based technology practice, and function-based technology practice.

#### **Skill-based technology practice**

Pre-service educators implement skill-based practices aided by technology. English teachers in this study typically incorporated technology to assist with vocabulary repetition drills and an emphasis on proper pronunciation. The interview results revealed that pre-service English teachers primarily used technology to teach vocabulary in a text via PowerPoint. They describe how, when teaching vocabulary, they instructed students to memorize each word in each



sentence of the recount and narrative text. To assist students in analyzing the word, they describe the value of including an example on their slide to assist students in visualizing the word. Additionally, they assigned a task to be discussed in a WhatsApp group or on Edmodo.

### **Rule-based technology practice**

The rule-based practices with technology that pre-service teachers implemented in this study typically involved technology to aid in the explanation and practice of grammar. The interview findings indicated that pre-service English teachers could explain the generic and grammatical structure of recount and narrative texts. The explanation suggested that teachers use PowerPoint slides as supplemental material during the teaching and learning process. Additionally, they include a reading text and an example of proper grammar usage. To assist students in grasping tenses or grammatical concepts, they also provide practice through the Quizzes Application. Students practice several question-related tenses of a recount and narrative text on this application.

### **Function-based technology practice.**

Pre-service teacher use technology to integrate function-based approaches in their training. In this study, the use of technology by English teachers often comprised the use of context-rich language exercises that involved students in interactions and communication with one another. According to the results of the interviews, pre-service English teachers mentioned constructing a technology-supported activity as part of their lesson plan to teach recount and narrative text, particularly reading, as part of their lesson plan. They also added a YouTube video of "Sungai Jernih's Legend," which can be found here. They asked students to create a list of key points they took away from the videos in preparation for a group discussion. Additionally, they instructed students to assume various roles within the group and

to use their mobile devices to look up vocabulary words as they read the text. Students were provided with links to the video and related resources via the worksheet accompanying the PowerPoint slide.

Pre-service English teachers' barriers in integrating technology in EFL remote learning

Moving the classroom from a real to a virtual one, of course, is very challenging. As experienced by pre-service English teachers, they mentioned some barriers to integrating technology in EFL remote learning. The barriers are inappropriate devices, lack of students' participation in the teaching and learning process, and students' motivation.

### **Inappropriate devices**

Most of the students do not have a laptop or personal computer, and they do not have an appropriate smartphone that supports using an application such as zoom or Google classroom. This situation, of course, becomes a problem that cannot be avoided as one of the pre-service teachers said that they have to provide teaching instructions and materials by using other applications such as WhatsApp. Although the result cannot be as expected, they have tried what they can do as the teachers to help the students achieve the learning goals.

Lack of students' participation in teaching and learning process

Engaging students' participation in the online teaching and learning process needs more effort. As experienced by pre-service teachers, the teachers and the students cannot meet in person during the teaching and learning process. This situation causes learn students' participate. For example, as stated by one of the pre-service teachers, it is mentioned that when the teacher posted an instruction or link of the materials, only some of the students replied to the message

on the WhatsApp group. This makes the teachers have to check the students to make sure that the students have received the message and understand the learning materials. In addition, when online learning is conducted via zoom, signal becoming problems, so the students cannot well participated during the teaching and learning process. As mentioned by Hubbard (2008), this situation can cause failure to meet the requirements for successful technology integration.

### **Lack of students' motivation**

It has been more than a year that the teaching and learning process moved into a virtual one because of the pandemic. For some teachers and students, this situation is not fun anymore. This also has an impact on students' motivation. As an example, one of the participants mentioned that students' lack of motivation could be seen from the students' assignments and students' engagement. Most of the students' indiscipline in submitting their assignment and the quality of the content is out of expectation. The teachers said that they have tried to find out the students' problems. They found that the students do not sufficiently understand the materials given during online class, more assignments during online class, boring because they cannot have direct discussions with teachers and friends. Those are the factors that cause students' lack of motivation. Thus, in line with Li and Ni (2011), the teachers should try to give a more joyful teaching and learning process by doing more in technology integration, such as introduce fun and straightforward application for the teaching and learning process.

To ascertain pre-service English teachers' acceptance of technology integration, our study used Johnson's (1992) analytic framework, which conceptualized English language instruction as three distinct pedagogical orientations in the EFL field:

skill-based, rule-based, and function-based. This study noted the role of pre-service English teachers' acceptance in their technology integration practices through a content-specific lens. The data revealed that teachers' use of technology tools to support their English language instruction varied according to their content-specific pedagogical beliefs. For example, almost all pre-service teachers in this study utilized technology tools such as PowerPoint, WhatsApp, and Edmodo. However, the rule-based teacher highlighted grammatical structures in PowerPoint; the skill-based teacher explained the generic and grammatical structure of recount and narrative texts; and the function-based teacher primarily used the YouTube video "Sungai Jernih's Legend" for activity instruction. Teachers appear to have been attentive to and utilized the various affordances of technology as a result of their divergent beliefs about language learning goals.

These nuanced distinctions were highlighted in this study through the application of a content-specific lens. If we looked through the lens of general pedagogical beliefs, the use of PowerPoint slides as pre-service teachers' materials would have been classified as teacher-directed technology use (Liu, 2011), regardless of the differences in how the tool was used across the three language belief orientations. To that end, we argue that content-specific pedagogical beliefs enable us to see a much stronger connection and a more refined rationale for teachers integrating technology into their language instruction. This provides a compelling reason for future research to examine teachers' technology practices through the lens of content-specific beliefs (Hennessy et al., 2005; Howard et al., 2015).

### **Conclusions**

In EFL Remote learning, the technology integration in EFL learning during the transition period since pandemic Covid-19

plays an essential role in the teaching and learning process. As experienced by pre-service English teachers, they used the zoom application to do the teaching and learning process and delivered instruction via Edmodo and WhatsApp groups. In addition, they also used strategies in conducted the teaching and learning process that include skill-based technology practice, rule-based technology practice, and function-based technology practice. In doing technology integration, pre-service English teachers face some barriers that include inappropriate devices, lack of students' participation in the teaching and learning process, and students' motivation.

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# THE EFFECT OF FOLKTALE BASED STORYTELLING METHOD ON STUDENTS' SPEAKING ABILITY IN INSTITUT PENDIDIKAN TAPANULI SELATAN

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## Abstract

The purpose of this research is to investigate whether there is a significant effect of using folktale based storytelling method on students' speaking ability at the second semester students of English Language Education Program in Institut Pendidikan Tapanuli Selatan. The research methodology is quantitative method. The sample was taken by using total sampling technique. The instrument of the research is speaking test. The data were then analyzed by using descriptive and inferential analysis, it was t-test formula by Arikunto. The results of the research are the mean score of students' speaking ability before using folktale based storytelling method is 51.5, it is categorized less, then after using using folktale based storytelling method is 72.37, it is categorized good. The hypothesis testing showed that t-test was higher than t-table ( $17 > 2.04$ ), it means that the hypothesis is accepted. The finding of research reveals that there is a significant effect of using folktale based storytelling method on students' speaking ability at the English Language Education Program in Institut Pendidikan Tapanuli Selatan.

**Keywords:** speaking ability, folktale based storytelling method

## Introduction

English is a foreign language that is taught in every level of education in accordance with the Minister of Education Regulation No. 22 of 2006. Not only in elementary, junior high and high school, English is also taught in higher education. This clearly shows that English is one of the important foreign languages which must be mastered in order to interact with people in the world. Teaching English as a foreign language in English is called Teaching English as Foreign Language (TEFL) which focuses on four skills, namely listening, reading, speaking and writing (listening, reading, speaking and writing).

Listening and reading are included in receptive skills, which means skills in absorbing information from what is listened to and read. While speaking and writing are included in the productive skills, which means the skills to produce language orally and in writing. From the four skills above, speaking skill is considered as the most difficult skills to master by learners,

because they are required to be able to produce language, in other words, to be able to communicate in English orally.

There are many factors which make it difficult for students to communicate in English, one of them is the lack of English vocabulary. As stated by Megawati and Mandarani (2016) in their research results that students' difficulties in speaking English are caused by little or minimal English vocabulary.

This difficulty is also faced by students who study English at university level. Students do not have enough English vocabulary when speaking English, which makes them difficult to convey their ideas or what they think. It is the evidence from the speaking score in the Speaking II course at English Language Education Program in Institut Pendidikan Tapanuli Selatan, most of them got C grade. This shows that the students' ability in speaking English is still low.

To overcome this problem, one of the efforts that can be done is using



appropriate English teaching method to make students' English vocabulary mastery can be increased. One of the teaching methods that can be applied is storytelling based on folktale or known as folktale based storytelling.

The storytelling method can be used as a solution to overcome the difficulty of speaking English. Almost everyone likes stories, so through stories learning becomes more enthusiastic. Because storytelling can develop learners' language skills through hearing and then retell it so that they can convey their thoughts orally to others. In short, by speaking the vocabulary will increase, so the ability to speak becomes better.

According to Bailey (2005:18), storytelling is the art of sharing aloud mythology and legend, fables, folk, and fairy tales, family stories and original tales in the oral tradition. Furthermore Leung (2004, p. 24) says that storytelling is the activities in organizing information into a meaningful context, conveying emotions and building the community.

Jianing (2007, p.61) says that there are some reasons that storytelling technique is a recommended technique in teaching EFL speaking classrooms, they are:

- (1) Stories can motivate and make students interested because the contexts of the stories can attract the listeners and promote students' attention to communicate,
- (2) Stories are regarded as the models of language and treasures of the culture because for hundreds of years thousands of stories have been created,
- (3) The lively and real life contexts created in a story can encourage readers and listeners, especially students to speak and discuss the stories each other.

The stories conveyed in learning should be stories that are close to everyday life in order to make students more active and enthusiastic because they are not difficult to find inspiration about what to tell others such as folktales. Students at English Education Program in Institut Pendidikan Tapanuli Selatan come from

various regions such as Padangsidempuan, South Tapanuli Regency, Central Tapanuli Regency, Sibolga, Mandailing Natal Regency and North Padang Lawas Regency. The various regions of origin of these students, of course they have folktales from their regions. For example, Si Lundu ni Pahu from South Tapanuli Regency, Putri Rungguk from Central Tapanuli and Sampuraga from Mandailing Natal Regency.

These folktales are presented in teaching English speaking ability. So far, the stories told are not folktale. If the local folklore itself is told, it will certainly give birth to a different spirit and can foster a sense of love for the local culture itself. Thus, the folktale-based storytelling method is considered to improve students' English speaking ability while at the same time instilling the character values contained in the folklore. So this research investigates the significant effect of folktale based storytelling method on students' English speaking at English Language Education Program in Institut Pendidikan Tapanuli Selatan.

## **Methodology**

This study used a quantitative research design. Data were collected by speaking test to measure the students' ability to speak English. Then the researcher compared the results obtained after applying the folktale-based storytelling learning method with the results obtained using conventional method.

This research was conducted in Institut Pendidikan Tapanuli Selatan which is located on Jl. Stn. Md. Arif, North Padangsidempuan. The population in this study was the second semester students of the English language education study program. The sample of this study was the second semester consisting of 24 students who were taken by using total sampling technique. The reason for using this technique was because the population was less than 100 people. Then the data were

analyzed using the t test formula to prove whether the alternative hypothesis was accepted or rejected.

#### Findings

##### a. Students' Speaking Ability before Using Folktale based Storytelling Method

Before applying the folktale based storytelling method, the researcher conducted a pre-test. From the results of the pretest, the highest score was 83 and the lowest score was 31. The mean score was 51.5, the median score was 50 and the mode score was 50. For more details, students' speaking ability before using the folktale-based storytelling method is presented in table 1.

Table 1 Mean, Median, Mode before applying folktale based storytelling (Pre-test)

| No | Pre-test Score |      |
|----|----------------|------|
| 1  | Mean           | 51.5 |
| 2  | Median         | 50   |
| 3  | Mode           | 50   |

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

- a. Students' speaking ability in fluency aspect before using the folktale based storytelling method obtained 45.6 which was included failed category.
- b. Students' speaking ability in vocabulary aspect before using the folktale based storytelling method obtained 52.8 which was included less category.
- c. Students' speaking ability in grammatical aspect before using the folktale based storytelling method obtained 47.8 which was included failed category.
- d. Students' speaking ability in pronunciation before using the folktale based storytelling method obtained an average which was included less category.
- e. Students' speaking ability in comprehension before using the folktale based storytelling method obtained 48.8 which was included failed category.

From the description of the pretest results, it is clear that the students' English speaking ability is still low.

##### b. Students' speaking ability after using folktale based storytelling method

After applying the folktale based storytelling method, the researcher conducted a post-test. From the post-test results, the highest score was 92 and the lowest score was 51. The mean score was 72.37, the median score was 72 and the mode score was 70. For more details, the students' speaking ability after using the folktale-based storytelling method is shown in table 2.

Table 2 Mean, Median, Mode after using folktale based storytelling (Post-test)

| No | Post-test Score |       |
|----|-----------------|-------|
| 1  | Mean            | 72.37 |
| 2  | Median          | 72    |
| 3  | Mode            | 70    |

Furthermore, the description of students' speaking ability based on the indicators will be described as follows:

- a. Students' speaking ability in fluency aspect after using the folktale based storytelling method obtained 63 which was included sufficient category.
- b. Students' speaking ability in vocabulary aspect after using the folktale based storytelling method obtained 76.6 which was included good category.
- c. Students' speaking ability in grammatical aspect after using the folktale based storytelling method obtained 67.8 which was included sufficient category.
- d. Students' speaking ability in pronunciation after using the folktale based storytelling method obtained 65.4 which was included sufficient category.
- e. Students' speaking ability in comprehension after using the folktale based storytelling method obtained 70.6 which was included good category.

Based on the description of students' score of each of the indicators above, it shows that the the highest indicator score is the vocabulary indicator, it is 76.6 which categorized as good. This means that the folktale based storytelling

method brings a significant effect on students' English speaking ability, especially in terms of vocabulary and comprehension.

Previously, students had difficulties in speaking English due to lack of vocabulary and understanding of English. So we need the right way to solve this problem. Teaching with the storytelling method can be used as a solution to overcome the difficulty of speaking English. Almost everyone likes stories. Learning by telling stories makes you more excited. Because storytelling can develop students' language skills through hearing and then retell it so that they can convey their thoughts orally to others. In short, by speaking the vocabulary will increase, so that the ability to speak becomes better.

Especially if the stories conveyed in learning are stories that are close to everyday life. This makes students more active and enthusiastic because they are not difficult to find inspiration about what to tell others such as folktales. Not only can develop speaking ability, this method can also instill the character of love for local culture for students so as not to be eroded by foreign cultures.

Therefore, the application of the folktale-based storytelling method has a significant effect on the students' speaking ability at English Language Education Program in Institut Pendidikan Tapanuli Selatan, which is indicated by the results of hypothesis testing that t-test is higher than t-table ( $17 > 2.04$ ) or in other words, the proposed hypothesis is accepted.

## Conclusions

Students' speaking ability before using folktale based storytelling method is low. Then, there is a significant effect of using the folktale based storytelling method on students' speaking ability at English Language Education Program in Institut Pendidikan Tapanuli Selatan from the results of hypothesis testing. It clearly shows that folktale based storytelling

method gives positive effect on students' speaking ability especially in vocabulary.

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# TRANSLATION SHIFTS OCCURRENCE IN THE MANDARIN-ENGLISH AND ENGLISH-INDONESIAN TRANSLATION OF “FAIRY TALE” SONG

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## Abstract

The translation is not only limited to the activity of conveying the meaning from one language to the other language. When a text is translated, the form and language system may also be shifted because every language has its unique characteristics. This shift may confuse new language learners who usually translate a text in a literal way. Analyzing the shifts that occurred in different language pairs could show the process of how the form was shifted between these languages. This research analyzes the comparison of translation shifts found in Mandarin-English translation and English-Indonesian translation of the song “Fairy Tale” by Michael Wong. A song is chosen to be analyzed because the method of learning a new language from popular songs is often recommended, and Michael Wong’s “Fairy Tale” fits the criteria. This paper applied a qualitative research method in analyzing the data. The data of Mandarin-English lyric translation was obtained from the subtitle or the transcription in the official music video of Michael Wong’s “Fairy Tale” on YouTube. The data of the English-Indonesian lyric translation was obtained from the same official music video by using the auto-translate feature provided on YouTube. Catford’s theory regarding translation shift was used to analyze the obtained data. Based on the analyzed data, the intra-system shift is expected to occur the most in both of the different language pairs as a result of the different language systems possessed by each of the languages.

**Keywords** – Auto Translate, Lyric Translation, Subtitling, Translation Shift

## Introduction

In Indonesia, the job-seeking phenomenon seems to be one of many interesting topics to be discussed, especially by college students in their final years of study. Almost every job applications provided by companies require proficiency in the English as a standard skill to be possessed (Karja, 2020, para. 1). However, one would think that if someone is proficient in more than two languages, the chances of being hired would be higher.

Besides English, Mandarin might be the other beneficial language to be mastered as many companies from China have established their new branches in Indonesia. Brands originated from China such as TikTok, Vivo, and Xiaomi are some of them.

These foreign companies would want to hire job-seekers who are proficient in another language besides English (Adieb, 2021, para. 20). Therefore, to get a higher chance to be hired in the desired company, job-seekers might have to master English and Mandarin. Besides learning the languages formally in an institution, job-seekers can also learn from the translations of foreign song lyrics that can be accessed on YouTube’s subtitles as an additional way of practicing.

By reading and understanding the source text and the target text of the foreign song lyrics, the learners may learn new words or phrases, which will increase their knowledge about the language. According to Newmark (1998), translation converts source language text’s

meaning into the target text, while also keeping the author's original messages (p. 5). Translation can also be in the form of multimedia translation often discovered in videos subtitles. Cintas and Remael (2014) define subtitling as a form of translation that provides a text shown on the lower part of the screen or monitor (p. 9). For most of the time, YouTube videos provided subtitles from other languages to cater to all people worldwide. However, some videos did not have certain language subtitles. In this case, people can utilize YouTube's auto-translate feature to obtain the subtitles' translation.

Auto-translate feature in YouTube is considered as a machine translation. Machine translation, according to Hutchins (1995), refers to a translation that was produced by a computer system without any help from a human (p. 431).

A new problem may arise when a text is translated. The system and the form of the language may be shifted due to the unique characteristics. New language learners who often translate a text in a literal way might be confused because of this occurrence. This occurrence is also known as translation shift. According to Catford (1965), the shift which occurred in translation refers to "the departure from formal correspondence" when translating from SL to TL (p. 73). In addition, Munday (2016) explains that translation shift mainly occurs on the linguistic level of the source text and target text (p. 95). Catford (1965) mentions that translation shifts can be classified into two. The first is the level shift, while the second is known as the category shift, which can be divided further into four types: structure shifts, class shifts, unit shifts, and intra-system shifts (p. 73).

Mandarin and English might share some identical features. For example, both of these languages have the S-V-O sentence structure. However, there are also many differences between Mandarin and English. Some of them are as follows:

1. The concept of tenses does not exist in Mandarin. Instead, aspect markers, modal verbs, and time adverbials are applied (Liu et. al, 2013, p. 81).
2. The predicate in Mandarin is not limited to verbs only. It can also be adjectives, nouns, and even sentences (Teng, 2011, pp. 2-4).
3. The sentences in Mandarin can stand without a subject (Teng, 2011, p. 4).
4. Unlike in English, aside from subject-prominent structure, Mandarin also has a topic-prominent structure (Teng, 2011, p. 5).
5. Mandarin does not possess nonfinite forms of verbs, such as infinitives. Instead, verbs are sometimes combined with objects, modifiers, and auxiliary verbs (Liu et al., 2013, p. 87).

This research aims to analyze the translation shifts found in Mandarin-English lyrics subtitle and English-Indonesian lyrics subtitle of the song "Fairy Tale" by Michael Wong. A song is chosen to be analyzed because the method of learning a new language from popular songs is often recommended, and Michael Wong's "Fairy Tale" fits the criteria. By analyzing the shifts that occurred in Mandarin-English and English-Indonesian language pairs, this research could show the process of how the form was shifted between these pairs.

### **Methodology**

This research analyzes the translations shifts found in the Mandarin-English and English-Indonesian subtitles of the Mandarin song "Fairy Tale" by Michael Wong. The subject of the research is the lines of "Fairy Tales" song lyrics that were translated from Mandarin to English and then from English to Indonesian.

This research applied a qualitative research method in analyzing the data as it deals with non-numeric data. To obtain the data, the researcher accessed YouTube and tried to find the official music video of "Fairy Tale" by Michael Wong. The researcher then



checked if Mandarin-English and English-Indonesian lyrics translations are available or provided in the caption of the official music video. After the availability of the translations was confirmed, the data in the form of lyrics translations were obtained. The data of Mandarin-English lyric translation was obtained from the transcription or subtitle found in the official music video of Michael Wong's "Fairy Tale" on the ROCK RECORDS YouTube channel. The data of the English-Indonesian lyric translation was obtained from the same official music video by using the auto-translate feature provided by YouTube on the ROCK RECORDS channel.

To analyze the data, the researcher applied the library research method and explicatory method. According to George (2008), the library research method identifies and discovers references containing knowledge or facts related to the research (p. 6). The library research method was applied to gain information about Catford's translation shift theory and Mandarin grammar theory. On the other hand, the explicatory method scrutinizes a text in order to learn more about the details of the text (George, 2008, p. 6). It was utilized to identify and classify the translation shift found in the translations. Catford's theory regarding translation shift was utilized to analyze the obtained data. The researcher also utilized two books entitled Side by side Chinese and English grammar by Liu (2013) and Yufa! A practical guide to Mandarin Chinese grammar by Teng (2011) as the references of Mandarin grammar.

## Finding and Discussion

Based on the analysis, the researcher found that the intra-system shift occurred the most in the Mandarin-English translation of the song "Fairy Tale." The same shift also occurred the most in the English-Indonesian translation of the song "Fairy Tale."

Table 1. The Frequency of Translation Shift Occurrence in Mandarin-English and English-Indonesian Translations of the Song "Fairy Tale."

| No.   | Type of shift | Man-Eng Frequency | Eng-Ind Frequency |
|-------|---------------|-------------------|-------------------|
| 1     | Level         | 5                 | 5                 |
| 2     | Structure     | 15                | 8                 |
| 3     | Unit/rank     | 8                 | 4                 |
| 4     | Class         | 14                | 13                |
| 5     | Intra-system  | 20                | 18                |
| Total |               | 62                | 48                |

The Examples of Translation Shifts Occurrence in Mandarin-English and English-Indonesian Translation

### 1. Level Shift

The example of level shift occurrence can be found in the first line of the first stanza of the song lyric.

Man: 忘 - 了 - 有 - 多久

Wàngle yǒu duōjiǔ

Literal: Forget - [asp.mark] - [estimation] - how long

Eng: I have forgotten how long

Ind: Saya sudah lupa berapa lama

In the Man-Eng occurrence, the Mandarin lexis "了," which functions as an aspect marker that indicates completion of an action, was translated into the grammar "have+v3". This occurrence happened because tenses do not exist in Mandarin grammar. On the other hand, in the Eng-Ind occurrence, the English grammar "have+v3" was translated into Indonesian lexis "sudah."

### 2. Structure Shift

The structure shift occurred at both clause level and phrase level. The example of structure shift occurrence in clause level can be found in the second stanza's first line.

Man: 你 - 哭 - 著 - 對我 - 說

Nǐ kūzhe duì wǒ shuō

Literal: You - cry - [asp.mark] - to me - tell

Eng: You cried and told me  
Ind: Anda menangis dan memberitahu saya

In the Man-Eng occurrence, there was a shift between the position of the object and the verb at the end of the English translation sentence. In Mandarin, the sentence was written as “你 (S) 哭著(V) 對我(O) 說(V),” while in the English translation, it was translated as “You(S) cried (V) and(Conj.) told (V) me (O)”. In addition, the conjunction “and” was also added to form a correct and acceptable sentence in the English TT. On the other hand, clause level structure shift does not occur in the Eng-Ind language pair.

In the phrase level, the example can be seen in the second line of the second stanza.

Man: 童話 - 裡都是騙人的  
Tóng huà lǐ dōu shì piàn rén de  
Literal: Fairy tale - in....  
Eng: Things in fairy tale are lies  
Ind: Hal-hal dalam dongeng adalah kebohongan

In the Man-Eng occurrence, the Mandarin “童話 裡” Head-Post Modifier pattern was translated into English “In fairy tale” with Pre Modifier-Head pattern. On the other hand, phrase level structure shift does not occur in the Eng-Ind language pair of this example.

Another example of phrase level shift can be found in the third line of the first stanza.

Man: 對我說你 - 最愛 - 的 - 故事  
Duì wǒ shuō nǐ zuì'ài de gùshi  
Literal: ...you – favorite - [possessive] - story  
Eng: Telling me your favorite story  
Ind: Ceritakan kisah favoritmu  
In this Man-Eng occurrence example, the phrase level structure shift does not occur. On the other hand, in the Eng-Ind occurrence, the English noun phrase “your favorite story,” which possesses

the pattern Premodifier-Modifier-Head, was translated into the Indonesian noun phrase “kisah favoritmu,” which possesses the Head-Postmodifier-Postmodifier pattern.

### 3. Unit Shift

The unit shift occurrences in this research involves around phrase, word, and morpheme level. The first example can be found in the first line of the third stanza.

Man: 我 - 願 - 變成 - 童話 - 裡 - 你 - 愛 - 的 - 那個 - 天使  
Wǒ yuàn biànchéng tóng huà lǐ nǐ ài dì nàgè tiānshǐ  
Literal: I – hope - turn into - fairy tale – in – you – love - [possessive] – that – angel

Eng: I would like to turn into that angel you love in the fairy tales

Ind: Saya ingin berubah menjadi malaikat yang anda cintai dalam dongeng

In this occurrence, The Mandarin word “愿” was translated as the English verb phrase “would like.” On the other hand, in the Eng-Ind occurrence, the English phrase “would like” was translated into Indonesian word “ingin”.

The second example can be found in the third line of the second stanza.

Man: 我 - 不 - 可能 - 是 - 你 - 的 - 王子  
Wǒ bù kěnéng shì nǐ de wángzǐ  
Lit.: I – not – possible – be – you - [possessive] - prince

Eng: I cannot be your prince

Ind: Saya tidak bisa menjadi pangeran anda

In the Man-Eng occurrence, the Mandarin word “不” was translated as the English morpheme “-not” in the word “cannot.” On the other hand, in the Eng-Ind occurrence, the English morpheme “not” was translated as the Indonesian word “tidak.”

### 4. Class Shift

The first example of can be found in the third line of the first stanza.

Man: 對我 - 說 - 你 - 最 - 愛 - 的 - 故事

Duì wǒ shuō nǐ zuì'ài de gùshi

Lit.: to me-tell-you-favorite-

[possessive]-story

Eng: Telling me your favorite story

Ind: Ceritakan kisah favoritmu

In the Man-Eng occurrence, the Mandarin verb “说” was translated into English gerund, which functions as a noun, “telling.” On the other hand, in the Eng-Ind occurrence, the English gerund/noun “telling” was translated into the verb “ceritakan” in Indonesian.

The second example can be found in the fifth line of the first stanza.

Man: 我 - 開始 - 慌 - 了

Wǒ kāishǐ huāngle

Lit.: I – start – panic – [asp.mark]

Eng: I began to panic

Ind: Saya mulai panik

In the Man-Eng occurrence, the Mandarin verb “慌” was translated into English to-infinitive, which functions as a noun, “to panic.” On the other hand, in the Eng-Ind occurrence, the English to-infinitive/noun “to panic” was translated into the adjective “panik” in Indonesian.

The example of the verb to preposition can be found in the fourth line of the third stanza.

Man: 相信 - 我們 - 會 - 像 - 童話 - 故事 - 裡

Xiāngxìn wǒmen huì xiàng tónghuà gùshi lǐ

Lit.: Believe – we – can – like – fairy tale – story – in

Eng: Believe that we will be like the ones in fairy tales

Ind: Percayalah bahwa kita akan sama seperti yang ada di dongeng

In the Man-Eng occurrence, the Mandarin verb “像” was translated into the English preposition “like.” On the other hand, in the Eng-Ind occurrence,

the English preposition “like” was translated into the adjective “sama” in Indonesian.

The third example can be found in the fifth line of the third stanza.

Man: 幸福 - 和 - 快樂 - 是 - 結局

Xìngfú hé kuàilè shì jiéjú

Lit.: Happiness-and-joyful-be-end

Eng: Happiness and joy will be our end

Ind: Kebahagiaan dan kegembiraan akan menjadi akhir kita

In the Man-Eng occurrence, the Mandarin adjective “快樂” was translated into the English noun “joy” instead of the adjective “joyful.” On the other hand, in the Eng-Ind occurrence, the English noun “like” was translated into the noun “kegembiraan” in Indonesian.

The fourth example can be found in the third line of the second stanza.

Man: 我 - 不 - 可能 - 是 - 你 - 的 - 王子

子

Wǒ bù kěnéng shì nǐ de wángzǐ

Lit.: I – not – possible – be – you – [possessive] – prince

Eng: I cannot be your prince

Ind: Saya tidak bisa menjadi pangeran anda

In the Man-Eng occurrence, the Mandarin adjective “可能” which means “possible” in English, was translated into the English modal verb “can.” On the other hand, the English modal verb “can” was translated into the verb “bisa” in Indonesian.

The fifth example can be found in the sixth line of the first stanza.

Man: 是不是 - 我 - 又 - 做 - 錯 - 了 - 甚麼

Shì bùshì wǒ yòu zuò cuòle shénme?

Lit.: Yes no yes – I – again – do – wrong – [asp.mark] – something?

Eng: Did I do something wrong?

Ind: Apakah saya melakukan sesuatu yang salah?

In the Man-Eng occurrence, the Mandarin question phrase “是不是” was translated into English auxiliary verb “Did.” On the other hand, in the Eng-Ind occurrence, the English auxiliary verb “Did” was translated into the Indonesian pronoun “Apakah.”

The sixth example can be found in the first line of the third stanza.

Man: 我 - 願 - 變成 - 童話 - 裡 - 你 - 愛 - 的 - 那個 - 天使

Wǒ yuàn biànchéng tónghuà lǐ nǐ ài dì nàgè tiānshǐ

Literal: I – hope – turn into – fairy tale – in – you – love – [possessive] – that – angel

Eng: I would like to turn into that angel you love in the fairy tales

Ind: Saya ingin berubah menjadi malaikat yang anda cintai dalam dongeng

In the Man-Eng occurrence, the Mandarin modal verb “願” was translated into English verb “would like.” On the other hand, in the Eng-Ind occurrence, the English verb “would like” was translated into Indonesian adverb “ingin.”

#### 5. Intra-system Shift

The first example of the intra-system shift can be found in the third line of the first stanza.

Man: 對我 - 說 - 你 - 最 - 愛 - 的 - 故事

Duì wǒ shuō nǐ zuì'ài de gùshi

Lit.: to me-tell-you-favorite-[possessive]-story

Eng: Telling me your favorite story

Ind: Ceritakan kisah favoritmu

In the Man-Eng occurrence, the Mandarin verb “说” was translated into “telling,” in which the morpheme or suffix “-ing” was added. On the other hand, in the Eng-Ind occurrence, the suffix “-ing” from English “telling” was

not translated into the verb “ceritakan” in Indonesian.

The second example can be found in the fifth line of the second stanza.

Man: 從 - 你 - 說 - 愛 - 我 - 以後

Cóng nǐ shuō ài wǒ yǐhòu

Lit.: Since – you – say – love – me – after

Eng: After you said you love me

Ind: Setelah kamu mengatakan kamu mencintaiku

In the Man-Eng occurrence, the Mandarin verb “说” was translated into “said,” which is a past simple irregular verb form of “say.” On the other hand, in the Eng-Ind occurrence, the English irregular verb “said” was translated as a normal Indonesian verb “mengatakan” which does not possess any irregular form.

The third example can be found in the sixth line of the second stanza.

Man: 我 - 的 - 天空 - 星星 - 都 - 亮了

Wǒ de tiānkōng xīngxīng dōu liàngle

Lit.: I – [possessive] – sky – star – already – light – [asp.mark]

Eng: My sky already has bright-lit stars

Ind: Langit saya sudah memiliki bintang yang terang benderang

In the Man-Eng occurrence, the Mandarin singular “星星” was translated into the English plural “stars,” in which the suffix “-s” was added. On the other hand, in the Eng-Ind occurrence, the English suffix “-s” from “stars” was not translated in the Indonesian “bintang.”

The fourth example can also be found in the same line.

Man: 我 - 的 - 天空 - 星星 - 都 - 亮了

Wǒ de tiānkōng xīngxīng dōu liàngle

Lit.: I – [possessive] – sky – star – already – light – [asp.mark]

Eng: My sky already has bright-lit stars

Ind: Langit saya sudah memiliki bintang yang terang benderang

In the Man-Eng occurrence, the Mandarin possessive pronoun “我的” was translated as the English pronoun “my”. In Mandarin, the function of “的” is to refer to possession. Thus it was added after the pronoun “我,” which means “I,” to form the possessive “我的.” English has its own possessive form such as “my,” “your,” and “his.” On the other hand, in the Eng-Ind occurrence, the English possessive pronoun “my” was translated into the Indonesian pronoun “saya.”

The fifth example can be found in the first line of the first stanza.

Man: 忘 - 了 - 有 - 多久

Wàngle yǒu duōjiǔ

Lit.: Forget - [asp.mark] - [estimation] - how long

Eng: I have forgotten how long

Ind: Saya sudah lupa berapa lama

In the Man-Eng occurrence, the Mandarin verb “忘” was translated into the English irregular verb “forgotten,” in which the morpheme or suffix “-en” was also added.

On the other hand, in the Eng-Ind occurrence, the English irregular verb “forgotten” was translated as a normal Indonesian verb “lupa” which does not possess any irregular form. The additional suffix “-en” was also not translated in the Indonesian verb.

## Conclusions

In Conclusion, the intra-system shift was the most applied shift in the Mandarin-English and English-Indonesian translations of the song “Fairy Tale” by Michael Wong. There were twenty occurrences of the intra-system shift in the Mandarin-English translation, fifteen occurrences of structure shift, fourteen occurrences of class shift, eight occurrences of unit shift, and five occurrences of level shift. In total, there were

sixty-two occurrences of translation shift in the Mandarin-English translation. On the other hand, there were eighteen occurrences of the intra-system shift in the English-Indonesian translation, thirteen occurrences of class shift, eight occurrences of structure shift, five occurrences of level shift, and four occurrences of unit shift. In total, there were 48 occurrences of translation shift in the English-Indonesian translation.

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# Sarcasm as Impoliteness Device in Indonesian and American Context

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## Abstract

This paper discusses the differences between the Indonesian version of sarcasm and the American version based on the definitions provided by the dictionaries. The next part of this paper describes the point where the colloquial use of sarcasm in Indonesian and American English also differs. The Indonesian version of sarcasm loses the satirical, ironic, and humorous elements of American sarcasm. The last part of this paper presents a theoretical comparison of the two versions of sarcasm. Indonesian sarcasm falls into the categories of positive impoliteness and negative impoliteness. On the other hand, American sarcasm is a mock politeness or off-record impoliteness according to Culpeper. Bilingual speakers of English and Indonesian should be cautious of this phenomenon to avoid potential communication disasters. The main limitation of this paper is that the data presented in this paper are far from comprehensive.

**Keywords:** impoliteness, sarcasm, irony, satire, politeness

## Introduction

### Sarcasm in Indonesian and English Dictionary

I just found out, by accident, that the definitions of sarcasm in Indonesian and English American dictionaries are quite different. According to KBBI, the official Indonesian dictionary issued by the Ministry of Education, sarcasm is defined as penggunaan kata-kata pedas untuk menyakiti hati orang lain: cemoohan atau ejekan kasar. A loose translation to this definition is the use of rude words to hurt others' feelings in the form of mockery or insult (Taylor, 2015). On the other hand, sarcasm in Merriam Webster's dictionary reads as "a sharp and often satirical or ironic utterance designed to cut or give pain". I have to admit that both versions are almost identical. Both Indonesian dictionary and American English dictionary imply that sarcasm utilizes rude and sharp utterances. Another similarity is that the function of sarcasm is to hurt others'

feelings or give psychological pain to the hearer or other parties intended (Attardo et al, 2003).

At a glance, both definitions are similar but there is a starking difference in the conceptual level. In the Indonesian context, the dictionary does not mention anything about the satirical or ironic nature of sarcasm (Ravi & Ravi, 2017). The ironic nature of sarcasm is a prominent feature in American English. This difference looks infinitesimal, but it creates confusion in daily life usage (Bowes & Katz, 2011). No matter how cruel it looks, the usage of sarcasm in the American context is mostly to trigger laughter or to provide funny remarks (Dadlez, 2011). In the Indonesian context, sarcasm is limited to create pain and there is no funny implication included in the dictionary (Nugrahani et al, 2018). This may cause cross-cultural complexities if one does not realize that such a gap exists (Kienpointner, 2018).

### Sample Utterances from the Internet

The first part of this paper has mentioned that there is a different ambiance of sarcasm in Indonesian and American English based on the dictionary definition. To get to the real sense of usages in real-life situation, let us look at the sample utterances provided on the internet provided by some “language experts”. My first excerpt comes from dosenbahasa.com. On the “about” page, dosenbahasa.com claims as a website run by dedicated language experts. On the topic of sarcasm, the administrator of dosenbahasa.com gives some sample utterances of sarcasm. I take two utterances to illustrate my point.

1. Dasar otak udang, disuruh melakukan pekerjaan yang sangat mudah seperti ini saja kau tidak bisa. Lalu apa yang kau bisa?  
You have the brain of a shrimp. I told you to do such an easy job but you failed to do so. Is there anything you can do?
2. Sudahlah, tak usah bermimpi kau bisa bergaul dengan kami. Bahkan minuman paling murah yang biasa kami minum saja kau tak akan mampu membelinya.  
Come on. Stop dreaming. You can't make friends with us. You cannot even buy the cheapest drinks we usually have.

Utterance (1) is a brute attack on the hearer's personality. By saying that his brain is compared with the brain of a shrimp, the speaker tries to dehumanize the hearer to the level of crustacean. The speaker continues with a rude comment “Is there anything you can do?” implying that the hearer is an incompetent person. Utterance (2) is an insult to the socioeconomic condition of the hearer. The speaker closes any possibility for the hearer to become part of his social circle. The reason behind his action is that the speaker thinks that the hearer could not afford the financial prerequisite to join his elite circle.

As a heads-up, there is nothing funny or witty about utterances (1) and (2).

Let us compare those previous utterances in the Indonesian context with the sample given by literarydevices.net. This website provides some examples of literary devices used in American literature. The followings are sample sarcasm items provided by the website.

3. Zombies eat brains. You're safe.
4. The nicest thing I can say about her is all her tattoos are spelled correctly.

The speaker uses utterance (3) to imply that the hearer is not that smart. The speaker implies that if a zombie apocalypse is coming, the hearer will be safe because he does not have any brain to eat. The pop-culture reference dictates that zombies eat humans' brains and turn those humans into zombies. This kind of remark will normally trigger laughter, giggle or smile to the parties who hear it. The hearer might not enjoy the remark but the bystanders, in a normal situation, will be entertained. Utterance (4) involves a more complex setting. The speaker despises a person using a third-person pronoun. We cannot be so sure about what qualities upset the speaker but we can be sure that there are a number of them. The unique thing about this utterance is that the speaker managed to find the “positive side” of the third party. He “admires” her tattoos because they are spelled correctly. This utterance can be considered a witty remark.

The samples from those websites are consistent with the definitions provided by Indonesian and American English dictionaries. The Indonesian context has skipped the witty, ironic, and satirical ambiance of American sarcasm. The Indonesian word for sarcasm is “sarkasme” and it is a borrowed word from English. I have established a case that the borrowed word has missed a semantic feature. In fact,

the Indonesian sarcasm has undergone a pejoration from its original meaning in English sarcasm (Joshi et al, 2017; Cheang & Pell, 2008). How this happened and why, need to be investigated in future studies. For the time being, I will focus on the use of sarcasm as an impoliteness device in Indonesian and American contexts. The main question of this paper is “Does sarcasm in Indonesian and American context serve the same pragmatic function as impoliteness device?”.

### **Sarcasm as Impoliteness Device**

It is hard to discuss impoliteness without mentioning Culpeper. Culpeper has been dubbed as the father of the study in language impoliteness. This is interesting because the study of politeness has no “actual father” but Culpeper has been very consistent in discussing impoliteness. Hence, he can create traction on this particular topic. In his article called “Towards an anatomy of impoliteness”, Culpeper (1996) mentions that there are four impoliteness super-strategies.

1. Bald-on record impoliteness (direct attack to the addressee)
2. Positive politeness (attacking the addressee’s possession, quality or wishes)
3. Negative politeness (attacking the addressee’s freedom)
4. Sarcasm or Mock Politeness (trying to be ambiguous in the face attack)

Scholars who are familiar with the work of Brown and Levinson (1987) may predict easily that Culpeper’s classification of impoliteness is a derivative of that work. Culpeper himself admitted the fact and until now, this classification is still valuable to discuss. To refresh our memory, the followings are the politeness super strategies formulated by Brown and Levinson.

1. Bald on record (offering direct and non-ambiguous utterances)

2. Positive politeness (praising the addressee’s possession, quality or wishes)
3. Negative politeness (optimizing addressee’s freedom)
4. Off record (trying to be ambiguous)
5. Cancel FTA (cancel interaction)

If we compare the lists of super strategies created by Culpeper (1996) and Brown and Levinson (1987) we can see that each number is the direct opposite of its counterpart. The pattern cannot be applied to super strategy number (5) because canceling an interaction cannot be converted into aggression (Haugh, 2015).

Let us go back to the discussion of sarcasm, the American version of sarcasm is considered as mock politeness by Culpeper. It means that Culpeper considers sarcasm as the counterpart of the Off-record politeness super-strategy. According to him, sarcasm is an impolite act masked as politeness. Hence, he calls it mock politeness. As a counterpart of the “off record” strategy, sarcasm according to this theory is an effort to make the utterances as ambiguous as possible so that the face attack can be clouded. It shows that the American version of sarcasm is an indirect approach to inflict psychological pain.

However, the Indonesian version of sarcasm does not fit into this category. Let us visit utterance (1) in the previous section. “You have the brain of a shrimp. I told you to do such an easy job but you failed to do so. Is there anything you can do?” We can see that there is nothing indirect and ambiguous about this utterance. It is hard to classify this utterance as mock politeness. The speaker attacks the hearer’s intellectual capacity directly and painfully. I find it difficult to include the Indonesian version of sarcasm into the mock politeness criterion. I suggest that this utterance will fit better into the positive impoliteness category.

Utterance (2) “Come on. Stop dreaming. You can’t make friends with us. You cannot even buy the cheapest drinks we usually have.” is a little bit “softer” than utterance (1). There is no direct ad-hominem in this case. Compared to the phrase “the brain of a shrimp”, the clause “you cannot buy our kind of drink” can be considered as a much softer insult. However, the clause “you can’t make friends with us” is not mock politeness. It is an attack on the freedom of making a friend. Hence, utterance (2) fits better into negative impoliteness.

### Conclusions

This paper starts with the discussion of a difference between the Indonesian version of sarcasm and the American English version of sarcasm based on the definitions provided by respective dictionaries. The second part of the paper illustrates the point where daily usages of sarcasm in Indonesian and American English are also different. The Indonesian version of sarcasm is missing the satirical, ironic, and witty component of American sarcasm. The third part of this paper has displayed the theoretical comparison of both versions of sarcasm. The Indonesian sarcasm fits into the category of positive politeness and negative politeness. On the other hand, the American sarcasm is mock politeness or off-record impoliteness according to Culpeper. Bilingual speakers of English and Indonesian should be made aware of this phenomenon to avoid potential communication breakdown. The main limitation of this paper is the data presented in this paper is anecdotal and far from extensive. Future studies are needed to refine my statements in this paper.

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# TEACHERS' KNOWLEDGE AND BELIEFS REGARDING ONLINE PLATFORMS FOR TEACHING ENGLISH LISTENING: A CASE STUDY AT A UNIVERSITY IN INDONESIA

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## Abstract

Knowledge and beliefs are two aspects of cognition that play very significant roles in the teaching and learning process. Many studies show that what teachers know and believe has a high impact on their classroom. This study examined university teachers' knowledge and beliefs regarding online platforms in teaching English listening. Using a case study design, we examined two university teachers teaching English listening online. The finding showed that participants' knowledge and beliefs about online platforms for teaching English listening align with their teaching practices. However, the implementation of online platforms was still considered less optimal. Finally, the implications for teacher development are highlighted.

**Keywords-** online platforms, listening, knowledge, beliefs

## Introduction

Global health crisis because of Corona virus 2019 (Covid-19) has forced many countries to change their policies regarding many things such as politics, health, economics, and education. For the educational sector, many countries, including Indonesia, have decided to change the teaching and learning platform from offline to online for all levels of education. The change of the platform, from face-to-face interactions in traditional classrooms to online interactions, requires all teachers to adjust many aspects of their instruction. Changing the way the instruction is delivered make teachers need to reconsider knowledge and skill they need to have for teaching online as Tschida et al. (2016) noted that "teaching online is not as simple as transferring face-to-face courses to the Internet (p. 666)". Online teachers need to prepare all things well to make the process of teaching and learning run smoothly, including deciding what technologies and tools (online platforms) they should use to

facilitate the teaching and learning process (Susilowati, 2020).

Online platforms are internet-based platforms used for a variety of purposes. Some are designed for social media (e.g., Facebook, Whatsapp, Line) and business purposes (Lazada, Shopee, Bukalapak). Some others are specifically created for educational purposes (e.g., Moodle, Google Classroom, Schoology) (Bickerstaff, 2020), and there are also some created for other purposes other than the already three mentioned. Teachers' consideration of what online platforms to use is influenced by their knowledge and beliefs.

Borg (2019) argued that knowledge and beliefs are parts of cognition that are intertwined with each other, and separating them seems to be a "daunting undertaking" (Pajares, 1992, p.4). However, Pajares and some other scholars have tried to differentiate the two concepts. Knowledge is based on objective fact, while beliefs are based on judgment and evaluation (Pajares, 1992, p.313). Beliefs are created through a process of enculturation and social

construction. Compared to knowledge, beliefs have more power in leading someone to do something. Meanwhile, Gilakjani and Sabouri (2017) define beliefs as “judgments and evaluations that we make about ourselves, others, and the world around us (p.79)”. Furthermore, “teacher beliefs may include subjective theories about how students learn, what a teacher should or should not do, and which instructional strategies work effectively” (Jääskelä et al., 2017, p. 199). Knowledge and beliefs are two aspects of teachers' mental live, which have a high impact on how teachers integrate technology in their classroom (Gilakjani, 2012; Taimalu & Luik, 2019).

The effectiveness of the use of online platforms for online instruction can be influenced by many things. One of them might be determined by how much knowledge and what beliefs teachers have regarding the online platforms. Inadequate knowledge regarding the technology tools will affect the process of online teaching and learning. Moreover, for teaching listening, teachers need extra effort since this skill is considered one of the complex skills to teach (Alrawashdeh & Al-zayed, 2017; Gomez Martinez, 2010; Hwaider, 2017; Walker, 2014). This view is seen when it was taught offline. When it is taught online, there might be more challenges teachers will encounter. Therefore, we think it is important to investigate teachers' knowledge and beliefs regarding online platforms in teaching English listening. The information gathered from this research contributes to gaining teachers' understanding of online platforms they should use and the challenges they found when using such platforms. Their experience might give insight to other teachers about online platforms they should use. Finally, the finding of this research also might give information about their professional development need regarding technology tools they need to know and use in order to improve the quality of the online teaching and learning process, specifically for listening skills, and to design effective teacher education for teaching English

listening in the future as what current students experience now might impact the way they teach in the future.

## Methodology

We conducted this research using a case study design to investigate teachers' knowledge and beliefs regarding online platforms for teaching English listening. The participants were two university teachers teaching English listening online, selected purposively. In addition, each of them taught listening in a team. They handled the class half-semester each. Furthermore, both of them have started teaching online since the covid-19 pandemic emerged in Indonesia in 2020.

The instruments we used were observations and an interview. The observations were conducted after the two participants permitted the researchers to observe their classes. We conducted the observations to see online platforms the participants used, how they operated them, and their problems when using such platforms. The observations were conducted by the first researcher by joining all online listening classes held for about seven meetings by each participant. We saved the data of the observations by recording all activities in the online platforms used. The audio recordings were then transcribed to make us more familiar with the data and easier to identify the important things needed for the analysis. In addition, for non-audio data from the observations, we saved them by making screenshots for all online teaching and learning interactions. Meanwhile, the interview was conducted after the participants finished their classes or after the whole instruction ended. We prepared the questions beforehand to make the interview run smoothly. We started with questions regarding their listening instructional background, followed by questions about their knowledge and beliefs about online platforms they used for online listening instruction, and ended with

questions related to their problems when teaching listening using online platforms.

We conducted the interviews mainly using English. We used Bahasa Indonesia only to clarify questions that seemed to be hard to be understood by the participants, and the participants were free to answer the questions using both English and Bahasa Indonesia. Furthermore, we conducted the interview online using the Zoom application since they live in different islands, and the research was conducted when the Covid-19 pandemic has been taking place. The data from the interviews were also recorded automatically via the Zoom application and transcribed verbatim by one of the researchers. Each interview lasted around one hour.

We analyzed the data from observations and interviews using thematic analysis proposed by Braun & Clark (2006). The analysis started with intensively reading all texts and watch the recordings several times while noting extracts for key ideas regarding each research question. Then, the initial codes from the data were produced and followed by creating potential themes from the extracts gathered. The potential themes were reviewed to determine the actual themes that should be included in the analysis. After that, a detailed analysis was conducted to obtain the findings of the research. The last is writing the report by providing sufficient evidence based on the data analysis result.

#### Finding and Discussion

Our findings are structured around three questions that we addressed for this research. They covered questions regarding (1) teachers' knowledge and beliefs on what online platforms they used for teaching listening, (2) teachers' practice in using online platforms for teaching listening, and (3) problems they encountered when using the online platforms for teaching listening.

1. teachers' knowledge and beliefs on what platforms to use for teaching listening online

Two university teachers teaching English listening online participated in this research. We named them Ms. Ana and Mr. Jhon. The interview result revealed that teaching online was new for the two participants. They admitted that they did not have enough knowledge about how to teach online, more specifically for teaching English listening. Regarding online platforms used, Ms. Ana knows more online platforms to use than does Mr. Jhon. Ms. Ana knows and believes that she can use Zoom, Whatsapp, YouTube links, and LMS. While Mr. Jhon only knows two applications, i.e., Zoom and Whatsapp, that he can use for teaching English listening online. He believes that there are other online platforms to use, but he said that he did not know what they are. In addition, for teaching listening online, he said that he only used Whatsapp. It is because he has not been familiar with Zoom features, and he was informed by his colleagues that Zoom takes more internet data and is too heavy for students. The evidence can be found in the following extracts containing their answers when the researcher asked about what online platforms a lecturer can use for teaching listening online and what online platforms they have used for teaching listening online.

Ms. Ana

"h-m, we can use YouTube links. For example mmm... we give them YouTube links mmm... but I haven't tried to use them. But I think they can be used. For example, I make a video, and then I ask students to participate by giving comments regarding the video in the comment menu of YouTube. Yeah, just like that. The main platform is Zoom. Zoom was used for online, face-to-face interactions, then Schoology for sharing mmm...discourses... and then also for students to submit their assignments. And to post questions and materials for semester tests and the mid-term test. Yeah, I use mmm... multiple platforms, not only Zoom, as I told you before. So, mmm... when I have problems with Zoom, I change it into

another platform, that is Whatsapp, and sometimes I also use LMS.” (Interview, March 25<sup>th</sup>, 2021)

Ms. Ana believes that Zoom and Whatsapp are two online platforms that are familiar, not only for her but also for her students. She thinks that the two platforms are easy to operate. Therefore, she decided to use those two for teaching listening online, added by using LMS Schoology. In her view, Schoology is effective in recording materials, students' assignments, and students' scores as well. She knows that there is another platform she might use, such as google meet, but she did not use it because she considered that it was not easy to operate. She ever tried to use it but failed.

Mr. Jhon

“For listening, it is a bit difficult. Actually, Whatsapp is suitable. Good enough. Zoom... well, I don't know how to share audio using Zoom. I would like to learn how to use it actually. When using Whatsapp, I just can share videos. Students listen, then we can xx. It can be like that. But for Zoom, I have not learned it in detail. Then, students often accidentally leave it or cannot join it. Maybe it is because Zoom is new. So, I think Whatsapp is suitable enough. We can use others other than Whatsapp, but I don't know what. It is simpler (Whatsapp). I heard that Zoom mmm... spends much internet quota for forty-five minutes. It can cost fifty thousand. That's what I heard, but I don't know exactly the truth.” (Interview, April 7<sup>th</sup>, 2021)

Mr. Jhon decided to use Whatsapp because he believes that the platform is simple to use. He does not use other online platforms since he does not have enough knowledge yet about them. What he knows is what he heard from others that ever used Zoom that Zoom is expensive.

## 2. Teachers' practice in using the online platforms for teaching listening

Based on the result of the interview and observations, it is found that both teachers have not optimally used the features of the

online platforms they used. Ms. Ana used online platforms in accordance with what she has stated in the interview. She has really used the three platforms she mentioned, i.e., Zoom, Whatsapp, and LMS Schoology. However, the observation data confirmed that she did not use all features available in Zoom when she was teaching. She just used Zoom to transfer the material and to discuss with the students; she just did it as she did in the offline classroom. She asked students to answer by mentioning their names directly. She did not use some features in Zoom that can be used to make the interactions more interactive and interesting such as emojis, whiteboard, etc. The chat menu was seldom used. She actually could use that feature to accommodate students who had problems with asking directly to her so that the students kept having a chance to interact with Ms. Ana and other students. She said in the interview that Zoom was familiar for her and students, but in fact, most of the students also did not optimally use the features of Zoom, and unfortunately, Ms. Ana also did not tell them how to optimize the use of the Zoom. For this case, it means that her belief was not the same as the reality. Moreover, she only used Zoom for some meetings. Some others were done through Whatsapp and by giving online assignments distributed via Schoology to substitute some meetings. For Whatsapp, she also did not optimally use all features of that platform. She mostly used Whatsapp to communicate with students before Zoom meetings. Furthermore, she also used that platform to send materials before the meeting started. Meanwhile, for Schoology LMS, she used this only for posting teaching materials for two meetings and questions for the final test. Other features were not used at all.

Furthermore, statements from Mr. Jhon are also consistent with his teaching practice. From the observation, it is apparent that he only used Whatsapp for teaching English listening online. He used that platform to communicate with his students, send syllabus, teaching materials, assignments, and the mid-term test.



3. Problems that teachers encountered when using online platforms for teaching listening.

Data from observations and the interview revealed that Ms. Ana found problems in using the online platforms she used when teaching English listening. When using the Zoom application, Ms. Ana sometimes failed to send video materials to students. It was not because of internet connection instability only but also because of a lack of knowledge of how to operate the Zoom application when integrated into her computer. It seems that the teacher still tried to find what to do to fix the problems she encountered by trying and error. The following extracts were taken when the process of teaching and learning was taking place in the first meeting of her instruction.

Ms. Ana.

“Teacher: All right, I... I will share screen. Can you see the video?

Student: yes, mam.

Teacher: can you hear?

Students: no.

Teacher: how come? How to fix this?

Student: I can't hear the voice, sir, mam.

Teacher: Well, how to fix this? If I set this off, it will... say computer sound. Well, can you hear it now?

Students: very clear, mam.”

(Observation 1, November 4<sup>th</sup>, 2020)

Another problem dealt with the duration of the Zoom meeting. She used to use the Zoom meeting application by purchasing Zoom licenses for some periods of time. So, when the license was finished, and she could not buy another license, she just used the free license with limited time of access (forty minutes). When teaching more than that, she had to make another link to keep using Zoom for continuing her online

teaching. In fact, she could actually use a free zoom license with more than forty minutes by changing the setting of the Zoom application when making a new meeting by choosing the recurring meeting option. This problem might influence the flow of the teaching and learning process and might distract students' concentration. They have to stop doing the teaching and learning process for a while for re-joining the meeting using another link. On the other hand, Ms. Ana also sometimes found a problem in posting videos via Whatsapp. She said that sometimes she failed posting videos, and she believed that it was because the size of the videos she would share was big. On the contrary, Mr. Jhon said that he found no problems when using Whatsapp. He said that he enjoyed teaching using Whatsapp. He would like to try to use other platforms such as the Zoom application, but he still lacks knowledge about that application.

From the findings, it is found that Ms. Ana has more knowledge about online platforms and has integrated more than one online platform in her online listening instruction than does Mr. Jhon. Their knowledge and beliefs articulated in the interview are in line with their online teaching practices. It is obvious that both used Whatsapp for their online listening instruction. It seems that Whatsapp is more familiar than other online platforms. Whatsapp indeed has been proven helpful in the process of teaching and learning online. A study by Jafari and Chalak (2016) confirmed that the use of Whatsapp increased junior high school students' vocabulary knowledge. Furthermore, Ta'amneh (2017), who conducted experimental research to investigate the effect of Whatsapp on students' English learning at Taibah University, reported that the use of Whatsapp is effective in increasing students' learning achievement. The experimental group who was treated with both the traditional method and Whatsapp gets a higher score compared to the control group who was only treated with the traditional method (face-to-face

interactions). The same result was also obtained by Fattah (2015), who also conducted experimental research in a private university in Saudi Arabia to examine the effectiveness of Whatsapp in developing students' writing skills. His study confirmed that the use of Whatsapp also increased students' interest in learning showed by the increase of their active participation in the teaching and learning process. Besides, a descriptive qualitative study by Rahaded et al. (2020) shows that the use of Whatsapp contributes to building positive students' behavior in which students feel more prepared in learning, more confident, and focused when participating in the class. In addition, Hamad's study (2017) and Saiful's (2018) revealed similar findings that Whatsapp is beneficial in enhancing students' motivation in learning and helping students to be more autonomous. Finally, Alqahtani (2018) and Wijaya (2018) reported that students believed that Whatsapp was useful for their learning process.

However, the benefits of the use of Whatsapp in these findings were not obtained merely by using that application. Most of the studies used Whatsapp, which was still integrated with face-to-face interactions (Alqahtani et al., 2018; Fattah, 2015; Hamad, 2017; Jafari & Chalak, 2016; Saiful, 2018; Ta'amneh, 2017; Wijaya, 2018). Furthermore, the elements and skills of language being investigated did not include listening skills. Furthermore, previous research confirmed that relying on one medium when teaching online is considered less desirable (Hrastinski, 2007). Therefore, we assume that for teaching listening fully online, it is better for teachers to combine the use of Whatsapp with other applications such as Zoom or other online web-conference applications, as has been done by Ms. Ana.

Web-conference applications give teachers and students the opportunity for video conferencing in real-time so that they can interact lively by being able to see each other and helpful for building student

engagement in the teaching and learning process. Interactions via Web-conference are more personable in terms of allowing teachers and students to engage in more social conversation than that via Whatsapp only. Interactions via text messaging only also potentially create more misunderstandings since the interlocutors lack oral and visual cues that help them to interpret messages they have received. In addition, lack of direct online, face-to-face engagement because they do not see each other might decrease students' motivation and self-belonging to the class. Moreover, for listening skills, some studies reported that students perceived that listening is the most difficult skill to learn (Bingol et al., 2014; Field, 2008; Renandya & Farrell, 2011; Siegel, 2013). Therefore, teachers should be able to design interesting instructions so that students are motivated to study. Web-conference applications like Zoom also provides many tools/features to make the interactions more interesting such as sharing a whiteboard, applications, many kinds of files (texts, audio, video, etc.), instant text messaging, emojis, etc. (Bickerstaff, 2020; Reushle & Loch, 2008). Moreover, Zoom also can help teachers to record the whole teaching activities automatically when it is set beforehand.

In addition to Web-conferences, teachers also can use an LMS. Ms. Ana has integrated that in her teaching, but unfortunately, she did not optimally use it. An LMS can actually be used not only for posting materials and assignments but also for updating the information regularly, celebrating students' success and classroom events, and for providing space for students to post questions anytime they need. Integrating Whatsapp to LMS in teaching online will be more secure than using Whatsapp only since data in Whatsapp will be easily erased when the users are not careful when using it. Materials sent through Whatsapp also will burden both teachers' and students' devices. Moreover, for big data, for example, a bit-long video, Whatsapp sometimes fails to send it.

Meanwhile, data in LMS will be saved safely and not burden since it is saved online.

Aside from the three online applications mentioned previously, there are many other online platforms teachers can use for teaching online. Bickerstaff (2020) noted that there are at least six best online platforms for teaching teachers can use. They are Edmodo, Moodle, BrightSpace, WizIQ, Udemy, and BigblueBotton. Meanwhile, for online sharing materials, teachers can use Google Drive, OpenDrive, Dropbox, Evernote, and Just Beam It. Finally, teachers also can maximize online resources for teaching listening in addition to offline videos they have used. They can access learning materials for students from [http://www.bbc.co.uk/worldservice/learning\\_english](http://www.bbc.co.uk/worldservice/learning_english), <http://www.esl-lab.com>, <http://www.ello.org>, <http://www.EnglishListening.com>, <http://www.dailystep.com>, <http://www.britishcouncil.org/learnenglish-central-skills-listening.htm>, [http://www.dy-tech.info/hotpot/quiz\\_page.html](http://www.dy-tech.info/hotpot/quiz_page.html), <http://www.dictationsonline.com>, <http://www.listen-and-write.com>, <http://www.howjsay.com>, <http://www.eslpod.com>, <http://www.archiecomics.com/podcasts> (Gomez Martinez, 2010) and from many other websites for interactive ESL listening, which fit students' mood (<https://www.fluentu.com/blog/educator-english/esl-listening-websites/> ).

## Conclusions

This paper has elaborated on teachers' knowledge and beliefs regarding online platforms for teaching English listening at the tertiary level. Data from the interview and observations revealed that both teachers' knowledge and beliefs are in line with their teaching practices. However, the use of online platforms in their instruction is considered less optimal. This is influenced by their lack of knowledge on online platforms they should use when teaching listening online. Both teachers believe that

there are other online platforms they can use besides those they already used, but they are not familiar with them. Furthermore, even though Ms. Ana shows that she is more knowledgeable than is Mr. Jhon, proven by the use of multiple online platforms in her listening instruction, she just uses each platform partially. Not all features that can create an interactive and interesting learning process are applied.

The overall finding of this study implies that university teachers need trainings on how to learn to become online teachers, how to teach online, and more knowledge on platforms they can use and how to operate them to make their online teaching run smoothly and interesting, which results in the betterment/improvement of students' listening skill. As Comas-Quinn (2011) asserted that "both the teachers and the institution need to make a great investment in terms of time, effort and commitment to provide adequate training for teachers and to ensure a high level of competence, pedagogical understanding, and teaching effectiveness" (p. 221) even more for teaching online since "delivering online language courses is extremely labour intensive" and they require "more time on teacher support and development than on any other area" (Ernest & Hopkins, 2006, p. 555). Finally, Lamy and Hampel (2007) asserted that teacher training is crucial "to enable teachers to become competent users of the functions of the technology, fully aware of its affordances" (p.63).

This study has been conducted using a case study design. Hence, we cannot generalize the finding for a larger scope. Future studies dealing with teachers' cognition (knowledge and beliefs) about teaching online might be conducted using a mixed-method by including a survey research design to gain a wider portray of the aforementioned phenomenon. The topic of the research also can be widened by including other aspects of teacher cognition such as identity, attitude, and perception of university teachers regarding teaching online.

Acknowledgment. The authors are grateful to the General Directorate of Higher Education (Dirjendikti), Ministry of Education and Culture of Indonesia, for giving financial support for this research.

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# RELIGIOUS SONGS TRANSLATION IN POST-PANDEMIC ERA: COMPARING THE TRANSLATION METHODS DONE BY HUMAN AND MACHINE

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## Abstract

The interaction of every individual in this world has always become a part of human beings. There comes a pandemic era caused by a virus known as Covid-19. It takes over most of the human interactions. This virus causes social distancing, where people are not allowed to meet each other and have direct contact. Human beings need technology to come to the rescue. Machine translation has come to the surface to help and loosen everyone's burden in translating foreign songs since it works instantly for less than a minute and can be done everywhere through the gadget. However, machine translation could not be trustworthy for translating because it is programmed to translate words independently. The purpose of this paper is to try to compare the translation methods done by humans and machines in translating religious songs. Religious songs are composed within poetry in their lyrics and intended to deliver worship with deep meaning. Therefore, in prayerful song translation, the significance is prioritized, although singing ability and translation must also be thought-through since songs are for performance. The methods used by humans and machines lead to the performability and singing ability of the song translation.

**Keywords** – Pandemic era, human and machine translation, comparison, methods.

## Introduction

Everyone has interaction as one of their principal communications. The cooperation is limitless until a virus named Covid-19 interrupts people from accomplishing direct contact as this virus is widely spread. This virus had made rules and regulations about social distancing that everyone's interaction should not be straight. Before this Covid-19 pandemic happened, people could have gatherings or meetings to discuss things. Everything turns apart, communication from a long distance with the help of technological development. Technology also dives into language, especially in translation. Therefore, people can instantly understand a foreign language. The use of book dictionaries gained lesser interest for

people would choose machine translation that is much easier and faster.

The machine as an alternative helps people to take a break in the physical encounters. However, the translation result is different because it is programmed to translate independently. In this case, translating religious songs needs consideration because there are some purposes brought in the lyrics. Those are the meaning and also the lyrics singing ability. Song lyrics are composed in the form of poetry to deliver the message aesthetically and sound beautiful. Newmark (1988, p. 165) stated that the translator of poetry is chiefly communicating in the conventional definition of communicative translation and

tried to create the same effect on the target language readers as was created by the poet on his readers. Taken from May (2021), the terminology is similar but different such as "Let's go to the mall to window shopping" translated into Indonesian "ayo kita pergi ke mall untuk cuci mata." The meaning of both sentences is well delivered. If it is taken literary, the context would be different from the original.

The object in this paper is two religious songs. Those songs are widely known for worship in church and other religious events around the world. The title is "As the Deer" and "How Great Thou Art." Church songs are translated by concerning the poetry elements in the lyrics. There are some methods used in translation. According to Newmark (1988, p. 45), there are eight methods branched into two sections; source language (SL) and target language (TL). Thus, are word-for-word, literal, faithful, semantic, adaptation, free, idiomatic, and communicative methods.

This paper will be analyzing the translation methods used for translating the source text (ST). The purpose of this paper is to compare the performance between human and machine translation to know which better translate religious songs without changing the meaning and still maintaining the sing ability. This paper is to give valuable information regarding machine and human translation on religious song lyrics.

### **Methodology**

The method applied in this paper is the qualitative research method, which describes "As the Deer" and "How Great Thou Art" song lyrics translation methods. The study uses Peter Newmark to analyze the translation methods of word-for-word, literal, faithful, semantic, adaptation, free, idiomatic, and communicative translations. In collecting data, the researcher uses systematic random sampling that uses intervals in choosing the research sample. In this paper, the analysis will require 8

samples from a population of 53 lines of lyrics from 4 translation versions of 2 songs. The samples are from the first verse line of the lyrics and the refrain in human translation (HT) and machine translation (MT). Thus, from ST "As the Deer" are HT entitled "S'perti Rusa" and MT entitled "Sebagai Rusa" and from ST "How Great Thou Art" are HT entitled "Kami Memuji KebesaranMu" and MT entitled "Betapa Besarnya Seni Anda".

George's (2008, p.7) qualitative research method designates any research whose results are captures in words, images, or non-numeric symbols. Therefore, the researcher did not use statistical data in analyzing "As the Deer" and "How Great Thou Art" human and machine translation. This paper used analysis of the text that are from websites and YouTube.

The researcher's first step is to search the source text and the original song's lyrics through websites and YouTube. The researcher then compared them to the Indonesian version. After the English and Indonesian lyrics are comparable, the researcher uses Google translation to translate the ST of both songs. Next, the researcher put all the lines in Microsoft word.

### **Finding and Discussion**

Examine the translation of the original songs human and machine to know the methods used by each line. Based on the research methods in the MT and the HT, the researcher found that most of the lyrics use the free translation method for the HT and the literal translation method for the MT. There are 86 data lines that the 20 data are from the HT version, 33 are from the MT version, and the rest 33 data are from the ST version. There are 8 samples taken from HT and MT versions of the songs. The samples are from the first verse line of the lyrics and the refrain in human translation (HT) and machine translation (MT). From the chosen samples, the free translation method is

applied in the HT version and the literal translation method in the MT version of the song "As the Deer." As for "How Great Thou Art," the methods applied in the HT version are the free translation method, and the MT version is the literal translation method.

Table 1. Comparison of First Verse Line "As the Deer" Translation Method in HT and MT

| No. of Data | Version           | Text  | Method               |
|-------------|-------------------|---|----------------------|
| 1/ST/AD/L1  | ST "As the Deer"  | "As the deer patenth for the water"           | -                    |
| 1/HT/SR/L1  | HT "S'perti Rusa" | "S'perti rusa rindu sungai-Mu"                | Free Translati on    |
| 1/MT/SB/L1  | MT "Sebagai Rusa" | "Seperti rusa yang terengah-engah karena air" | Literal Translati on |

The table above shows the first verse line of the "As the Deer" song. Both HT and MT versions applied different translation methods. The translation result between HT and MT are different too. The HT version uses the free translation method. The table above shows that "As the Deer patenth for the water" is translated into "S'perti rusa rindu sungai-Mu." The free translation method is more about the matter without consideration of the manner. In the first data, the ST talks about deer patenth water. It turns out to be different from the HT version. In the HT version, the "patenth" word translated into "rindu" and the "water" word changed into "sungai" not only that, but the HT also add subject "-Mu" in the translation to become "sungai-Mu", which is not relevant with the ST version.

The MT version applied the literal translation method. The table above shows,

"As the deer patent for the water" is translated into "Seperti rusa yang terengah-engah karena air." The MT version is translating correctly according to the choice of words but not in the context. The ST lyric is talking beyond action, "patenth" in the lyric is more to figuring the feeling of someone who is so thirsty and craving for water by that figure, there is an implicit meaning in which to tell that the deer is the singer and water is God. Nevertheless, the MT translates the word "patenth" into "terengah-engah", which means the MT uses the ST's actual meaning instead of trying to emphasize the meaning and purpose of the ST. The word "water" from the ST refers to God's belonging to give the deer pleasure.

Meanwhile, the MT uses the actual meaning "air" that does not refer to any ownership and does not put any deep meaning into the translation. The literal translation method itself means that the product is singly translated and out of context. The translation still emphasizing on the source language instead of concerned into the target language. For this case, the MT shows that its product still singly translated and out of context.

Table 2. Comparison of First Verse Line "How Great Thou Art" Translation Method in HT and MT

| No. of Data | Version                      | Text                                    | Method            |
|-------------|------------------------------|---|-------------------|
| 18/ST/HG/L1 | ST "How Great Thou Art"      | "Lord my God, When I in awesome wonder" | -                 |
| 13/HT/KM/L3 | HT "Kami Memuji KebesaranMu" | "Ya Tuhanku tak putus aku heran"        | Free Translati on |

|                     |  |   |                            |
|---------------------|--|---|----------------------------|
| 18/M<br>T/BB/<br>L1 | MT<br>"Betapa<br>Besarnya<br>Seni<br>Anda" | "Tuhan<br>Tuhanku,<br>saat aku<br>dalam<br>keajaiban<br>yang luar<br>biasa" | Literal<br>Translati<br>on |
|---------------------|--|---|----------------------------|

The table above shows the first verse line in "How Great Thou Art" and its HT and MT version. The methods applied in both versions are different. HT version uses free translation methods. The data of the lyric "Lord my God, When I in awesome wonder" is translated into "Ya Tuhanku tak putus aku heran" in the table above. In the thirteenth data of the HT version, there is "tak putus" translation that is not existing in the ST of the eighteenth data. The meaning also changes a little bit from using "when" to show the moment of wondering into non-stop wondering showed by "tak putus" replacing the actual translation of "when" as should have been translated into "ketika" or "saat." The HT version is still delivering the message from the ST version. That is about wanting to tell God the moment when the singer is amazed. Different from the HT version, the MT version applied literal translation. The table above shows that "Lord my God, When I in awesome wonder" is translated into "Tuhan Tuhanku, saat aku dalam keajaiban yang luar biasa." There is the ambiguity that occurs in the MT version. The repetition of the word "Tuhan" here as the translation of both the words "Lord" and "God" is more like replaying than emphasizing the intended meaning "God." In the ST "Lord my God," that phrase is to highlight "God" by putting "Lord" as the emphasis towards the word "God." The repetition of "Tuhan" mentioned twice in the lyric in the MT version is unnecessary in addition to the word "wonder" from the ST is not directly stating about something magical nor miracle in which the MT tries to produce with the word "keajaiban" as the translation of the

word "wonder." This translation means the MT still translating below the source language proving how the MT use direct and actual meaning for the translation. The intended meaning from the ST is like telling a story from the singer perspective. The singer is trying to portray the moment they think about how great the creations and anything coming from God are. God's creations are very mesmerizing and unbelievable, and it makes the singer cannot stop imagining and express it with the word "wonder." From this explanation, it is clear that the MT ignores the meaning of the song. The performance of MT shows how the literal translation method works. The MT is per the word of the source language.

Table 3. Comparison of First Refrain Line "As the Deer" Translation Method in HT and MT

| No.<br>of<br>Data        | Version                  | Text  | Method                     |
|--------------------------|--------------------------|---|----------------------------|
| 14/S<br>T/A<br>D/L1<br>4 | ST "As<br>the<br>Deer"   | "You alone<br>are my<br>strength my<br>shield"                  | -                          |
| 9/HT<br>/SR/<br>L9       | HT<br>"S'perti<br>Rusa"  | "Yesus,<br>Yesus"   | Free<br>Translati<br>on    |
| 14/M<br>T/SB<br>/L14     | MT<br>"Sebaga<br>i Rusa" | "Anda<br>sendiri<br>adalah<br>kekuatan<br>saya perisai<br>saya" | Literal<br>Translati<br>on |

The above table presents the first line of the refrain in the song "As the Deer" with the HT and MT versions. Both versions employed different methods. The fourteenth data shows that the HT version is not translating based on the ST version. "You alone are my strength my shield" is translated into "Yesus, Yesus." This translation is far from the manner. In the HT version, the lyric is emphasizing for God's

name. In the ST, the lyrics speak of God as both strength and shield for singers. The HT version might seem not to follow the ST version but has the same purpose for the vocalization. The lyrics will sound like a singer who gave his life. Therefore, this data uses the free translation method. The MT version from the table above, "You alone are my strength my shield", translated into "Anda sendiri adalah kekuatan saya perisai saya". The use of the word "saya" as the translation of the word "my" here made the lyric longer. It is considered a literal translation since the choice of words is still stiff and singly translated. Considering the instruments, the ST came up with an acceptable length of sentence. Unfortunately, the MT produce the translation singly. It is not compatible with the instrument of the original song though there is no problem with the meaning. However, there is a problem with the singing ability of this MT version lyric.

Table 4. Comparison of First Refrain Line "How Great Thou Art" Translation Method in HT and MT

| No. of Data   | Version                           | Text   | Method               |
|---------------|-----------------------------------|--|----------------------|
| 22/ST /HG/L 5 | ST<br>"How Great Thou Art"        | "Then sings my soul, My Savior God, to Thee"                     | -                    |
| 17/HT /KM/ L5 | HT<br>"Kami Memuji KebesaranMu"   | "Kami memuji kebesaranMu"  | Free Translasi on    |
| 22/M T/BB/ L5 | MT<br>"Betapa Besarnya Seni Anda" | "Kemudian menyanyikan jiwaku, Tuhan juruselamatkan, ku, untukMu" | Literal Translasi on |

The above table shows the first line of the refrain in "How Great Thou Art" with the HT and MT versions. As is stated in the table, the methods are different. The HT version applied the free translation method. The above table shows the translation of "Then sings my soul, My Savior God, to Thee" into "Kami memuji kebesaranMu." The translation of the twenty-second data is "memuji" to deliver the meaning of "sings my soul." The rest have no translation. The pronoun used in the ST is a possessive adjective but, in the HT, it uses "kami", a subject pronoun "we." The ST delivers the message of the singer's soul that sings to God about God as their saviour.

The HT version is no different in that it also tried to provide the message that the singer is singing for God for his greatness. As for the MT version, it applied literal translation methods. From the table above, "Then sings my soul, My Savior God, to Thee" is translated into "Kemudian menyanyikan jiwaku, Tuhan juruselamatkan, untukMu." The phrase "Then sings my soul" states that the soul of the singer is singing. Meanwhile, in the MT version, this phrase is translated into "Kemudian menyanyikan jiwaku." It meant different from the ST version. If it is in the English version, it would mean that the soul is the subject to be sung.

Not the soul is singing. The rest of the translation is per the ST version. This MT version missed what the ST wanted to deliver. Because it is singly translated, the MT state something different. First, as mentioned before in the MT, the soul is the subject to be sung and then paying attention to the last phrase in the ST lyric sentence "to Thee" translated into "untukMu" by the MT. It means different. The singer's soul is the subject to be sung, and it is for God. This translation has gone wrong. The ST meant by putting the phrase "to Thee" because the singer's soul is singing for God in the form of worship. The MT is not worshipping God and providing mistranslation in the product, which is why the MT is considered a literal translation method. Not only the translation is directly under the ST, but also the



translation is out of context. Compared to the HT that applied the free translation method, it produces the right and precise meaning as the ST proposed. In addition, the HT make it shorter to fit the original song instruments even though “My Savior God”

is translated into “kebesaranMu”, which does not match per word. However, the same in the message, “kebesaranMu” means “God’s greatness”, so both the word “savior” and “greatness” have similarities. A saviour is indeed a great character.

## Conclusion

To conclude from the comparison of human and machine translation, this research proves that human translation is better than the machine in translating songs for religious songs seen through the methods used by both versions. Using Newmark’s theory of translation method, the researcher found two methods in the analysis: free translation and literal translation. The free

translation method is the matter and does not concern with the manner. The free translation methods in the HT version of the first line of the verse and refrain. The literal translation methods in the MT version in the first line of the verse and refrain. The method in MT presents its performance that it only translates for basic interpretation without considering the singing ability.

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# ONLINE PICTURE-GUIDED WORKSHEET TO IMPROVE THE FIRST CONDITIONAL SENTENCE WRITING: A CLASSROOM ACTION RESEARCH

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## Abstract

This study aims to find out whether or not an online picture-guided worksheet can improve the ability of vocational high school (VHS) students in writing the first conditional sentences significantly. This study follows the use of a grammar system in writing sentences as one of the micro-skills in writing (Brown, 2007). The data show that VHS students have problems in terms of the grammatical rules, or lexical items, or in both of the aspects. The online picture-guided worksheet is chosen as a way to help VHS students in composing the sentences based on the first conditional rules during the pandemic era. Pictures can stimulate students' creativity in finding ideas about what to write. Online worksheet makes the works accessible in terms of time and place for the students. This study is conducted in two cycles to eleventh graders in one of the public vocational high schools in Semarang. The finding shows that the students have various ideas in writing the first conditional sentences based on the provided pictures. In addition, there is an improvement in students' writing ability for first conditional sentences. Hopefully, this study will give insight into the teaching of conditional sentences.

**Keywords** – online picture-guided worksheet, the first conditional, sentence writing

## Introduction

Talking about English, it cannot be separated from the four skills of English which are listening, reading, speaking, and writing. All of these skills must be taught in the classroom, including in the virtual classroom. However, among the four skills, writing is the most difficult skill to master (Gaikwad and Karekatti, 2018: 1123). The challenges for students in mastering writing skills are lack of ideas/ideas, lack of mastery of vocabulary, grammar, and mechanics (such as punctuation and letter capitalization).

A pre-test conducted to 36 students of grade XI (eleventh) of a public VHS in Semarang for writing the first conditional sentence

shows that their average score is only 43. This score is lower than the minimum passing grade determined by the government which is 60 (DitPSMK, 2018: 60).

The challenges in teaching writing can be overcome by teaching writing gradually. It can be started from teaching and learning sentence writing before coming up to paragraph writing. Writing sentences help the students to focus on grammar, vocabulary, and mechanics. The more experience students have in writing sentences, the sentences they will produce. If the students can write sentences well and properly, they will find writing a paragraph easier.

Mita & Rosa (2018) had a similar problem related to writing conditional sentences. They used Card Sort technique to solve the problems. Meanwhile, in the online learning situation during the COVID-19 pandemic, the technique could not be implemented because the students cannot attend a class physically. However, there is one tool that can be used in online or face-to-face classes. The tool is worksheets.

Worksheets consist of tasks and exercises which are prepared by teachers within the teaching process (Spratt, et al, 2005: 108). The benefits of using worksheets are the atmosphere of the class can be challenging, fun, and relaxed (Soltanpour, Ganji, & Mohammadian, 2021). In this pandemic situation, worksheets need to be in online-based worksheets mode. Teachers can use many free-subscription platforms such as Google Forms, Microsoft Forms, Quizizz, Kahoot, and so forth.

As worksheets prepared by teachers, the preparation of worksheets needs to consider the learning styles of students. According to DePorter and Hernacki (2000) in Wahab and Maros (2020: 42), student learning styles can be grouped into 3 (three) which are: visual learning styles, audio learning styles, and kinesthetic learning styles. By taking account of the learning styles of students, the worksheets will bring meaningful experience in learning English. Furthermore, the majority of the students are categorized as visual learners.

Visual learners will learn better with the help of pictures. Some researchers (Asrifan, 2015; Styati, 2016; and Abdullah & Yunus, 2019) found that pictures increased the students' performance in writing. Specifically, pictures could trigger the students in using various vocabularies in writing (Apsari, 2017).

Considering the low score's on students' writing, the important role of worksheets in the classroom, the benefits of using pictures in a writing session, this research has a research question which is: Can the students'

writing skill of the first conditional sentences for class XI be improved with the help of online picture-guided worksheets?

In line with the research question mentioned previously, this research aims to improve the writing skill of the first conditional sentences for class XI students with the help of online picture-guided worksheets.

Meanwhile, the benefits of this research are (1) the students can improve their ability in sentence writing, especially in writing the first conditional sentences. In the other words, the students can have a better mastery of grammar, vocabulary, and mechanics; (2) the teacher can develop the proper worksheets for writing sentences by taking account of students' ability and learning styles.

## **Methodology**

The research method applied is classroom action research. The classroom action research is applied to get changes and improvements in a small scope (Cohen et al, 2007: 297). In its implementation, this research was carried out in 2 (two) cycles, which are: Cycle 1 and Cycle 2. In each cycle, there are 4 activities conducted, which are: Plan, Act, Observe, and Reflect. Meanwhile, before the implementation of Cycle 1, the researcher conducted a pre-test to determine the students' initial ability to write the first conditional sentences.

The pre-test used was to ask students to write one or two the first conditional sentences based on the topic given by the researcher through Google Classroom. Students write sentences in the comment column. This pre-test was responded to by 36 students. After that, students' works were examined by using the rating scale from Brown (2004: 228) as follows.

- 2    Grammatically    and    Lexically  
     Correct.

- 1 Either Grammar or vocabulary is incorrect, but not both.
- 0 Both grammar and vocabulary are incorrect.

In addition, the instruments used were an online image-guided worksheet in Google Forms and a close-ended questionnaire with four Likert scales. The data obtained from the online worksheet was processed simply to get the average score. The data obtained from the questionnaire were processed with simple statistics to reinforce the results of the study and also the treatment carried out in the study. In general, the data obtained in this study were processed quantitatively.

### Finding and Discussion

The worksheet used is a combination of Google Classroom and Google Forms. Google Classroom is used to deliver learning sequences and links to Google Forms containing picture-guided worksheets. The worksheet contains 10 numbers in which each number is guided by a picture with a specific topic. There were two sets of picture-guided worksheets used in this research and both of them were using the same topic for each number. The topics used are as follows.

Table 1. Topic in The Worksheet

| No. | Item No. | Topic         |
|-----|----------|---------------|
| 1.  | 1        | Finance       |
| 2.  | 2        | Occupation    |
| 3.  | 3        | Tourism       |
| 4.  | 4        | Technology    |
| 5.  | 5        | Lodging       |
| 6.  | 6        | Success       |
| 7.  | 7        | Vacation      |
| 8.  | 8        | Places to eat |
| 9.  | 9        | Vehicle       |
| 10. | 10       | Food          |

After conducting teaching and distributing worksheets in two cycles with thirty-six students of class XI VHS, the data shows Table 2. Scoring progress.

Table 2. Scoring Progress

| Pre-test | C1 | C2 |
|----------|----|----|
|----------|----|----|

|    |         |          |
|----|---------|----------|
| 43 | 51 (+8) | 70 (+19) |
|----|---------|----------|

In the pre-test, the average score obtained was 43. The average score of 43 is still below the national minimum passing grade listed in the Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools (2018:59) which is a minimum of 60 for English subjects.

To increase the students writing skills in writing the first conditional, treatment was carried out in cycle 1. Students were given a stimulus with material explanations about type 1 conditional sentences through video recordings and online picture-guided worksheets containing 10 numbers. In this cycle, the average score is increased by 8 points from the average score for the initial test to 51. The increase of the average score in cycle 1 was still below the minimum passing grade. It means that the treatment did not give a significant impact on the improvement of students' writing skills. Therefore, an evaluation and a reflection were conducted on the activities of cycle 1 to design strategies in cycle 2.

In cycle 2, an online picture-guided worksheet was distributed. It was containing 10 different picture numbers from those in cycle 1 but had a similar topic. Meanwhile, in this cycle, feedback on common mistakes was provided for the students. The feedback came from the mistakes that students often made in the previous cycle. In cycle 2, the increase in the average score is 70. It is 19 points higher than the average score in cycle 1. It means that the treatment in cycle 2 shows a significant result. Most of the students improve their skill in writing the first conditional sentences.

In addition to the results of obtaining data on the increase in the average score of students in writing the first conditional sentences mentioned earlier, the researchers also obtained supporting data from the four-Likert scale questionnaire filled out by students. This questionnaire contains student

responses regarding the online picture-guided worksheet used in the research process. The results obtained from the questionnaire are as follows.

1. 11% of students strongly agreed and 81% of students agreed if students can write the first conditional sentence well after using picture-guided worksheets. While 8% of students did not agree with this statement.
2. 64% of students strongly agreed and 36% of students agreed if students get general feedback for errors in writing the first conditional sentence from the teacher.
3. 89% of students strongly agreed and 11% of students agreed that general feedback helps students improve the first conditional sentences that students write.
4. 61% of students strongly agreed and 39% of students agreed that pictures help students to get ideas/ideas in writing the first conditional sentence.
5. 72% of students strongly agreed and 28% of students agreed that pictures help students to think creatively.
6. 56% of students strongly agreed and 36% of students agreed if the images displayed are clear and easy to understand. While 8% of students did not agree with this statement.
7. 67% of students strongly agreed and 33% of students agreed that the Online Student Worksheet for writing the first conditional sentence helps students in learning.
8. 50% of students strongly agreed and 44% of students agreed that the Online Student Worksheet for writing the first conditional sentence is easily accessible with the internet connection that students have. While 6% of students did not agree with this statement.
9. 78% of students strongly agreed and 19% of students agreed that the Online Student Worksheet for writing the first conditional sentence reduces the opportunity for plagiarism. While 3% of

students strongly disagreed with this statement.

As mentioned previously, the use of a picture-guided worksheet brings significant results on the increase of students' scores in writing the first conditional. This finding is in line with some other researches. Pictures help the students to improve their writing skills (Abdullah & Yunus, 2019; Styati, 2016; Asrifan, 2015)

Students gave a positive perception of the use of pictures in writing activities because they believe that pictures can help them to generate ideas (Abdullah & Yunus, 2019). The use of pictures also assists the students to enrich their vocabulary and increase their interest in writing activities (Styati, 2016). Moreover, the students who are taught by using pictures have better writing performance compared to the students who are taught conventionally (Asrifan, 2015).

Come along with the use of pictures in the worksheet, the existence of teacher's feedback also brings significant impact to the students' writing performance. Teacher feedback leads the students in improving their writing skills considerably and is very important in terms of elements of writing (Arslan, 2014). Feedback in the form of written corrective feedback leads the students to improve their accuracy in writing (Fan & Ma, 2018)

## Conclusions

Based on the results and discussion of this study, the researcher can conclude that the use of online picture-guided worksheets can help 36 students of class XI (eleven) to improve their writing skills in type 1 conditional sentences. This is indicated by an increase in the average score of students in Cycle 1 and Cycle 2. In addition, students also stated, through a questionnaire, that this online picture-guided worksheet helped them in learning the type 1 conditional sentence material.



With a significant increase in the value of students' writing skills, this research can answer the problem formulation of whether the students' writing skills of type 1 conditional sentences for class XI can be improved with the help of networked picture-guided worksheets.

This research contributed as a model in the classroom practice in terms of the use of worksheets in the online mode. The use of pictures in the online-based worksheets can be a solution for teachers in increasing students' ability in writing the first conditional. In addition, further research needs to be done to investigate the implication of using online picture-based worksheets in writing a paragraph or a text.

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# POLITENESS MAXIM FOUND IN THE CHARACTERS' CONVERSATION IN RAYA AND THE LAST DRAGON MOVIE

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## Abstract

This research is focused on the politeness expression performed by the characters in the movie. It aims at identifying the types of politeness maxim used in the conversation between characters in the movie. The research also analyses the speech function of politeness maxim occurred in the conversation between the characters. It applied observation method in collecting the data. Descriptive qualitative was utilized in analyzing the politeness maxim by elaborating each type of them. It used the theory from Leech (1983) was used to analyze it. The data were taken from the new released Disney Movie, *Raya and the Last Dragon* (2021). In addition, the speech functions were also examined using the theory proposed by Holmes (2013) to find out clear explanation on which speech function categorized from the utterances. The research concluded that there were politeness maxim used in the conversation of the characters in the movie and they have different speech function in order to deliver speaker's intention.

**Keywords** – politeness maxim, characters, conversation, movie

## Introduction

Language can be considered as form of communication in which the idea and feeling can be symbolized in order to communicate. According to Halliday (1973) language is required to serve in the establishment and maintenance of all human relationships. In order to maintain the relationship, human needs to make smooth and successful communication in which the study of this phenomenon called as politeness. Politeness is the way to avoid the conflict between the speaker and the hearer. Brown and Levinson (1987) state politeness is comprehend need in the terms of conflict prevention or avoidance. Politeness strategy has sub part that called politeness maxim which are needed by people as the politeness strategy. Politeness maxims used as the topic of this research because it can be used to avoid the conflict between the speaker and the hearer while

doing a communication according to Leech (1983). *Raya and the Last Dragon* movie was chosen as data source in this study because even though this movie is cartoon movie, which generally proposed for children, but in this cartoon movie we can learn how to communicate based on role of politeness. Besides, the politeness not only can apply by the children but for the adult as well as the society. It can be used to communicate with parents, friends or through the strangers. Politeness maxims could be the tool that used by people in daily life, like social interaction.

The researchers interested to analyze the politeness maxim in *Raya and the Last Dragon* movie since this movie is in English subtitled and this movie tells the story of Raya, a lone warrior on a quest to bring back the last dragon, so that she can save her homeland of Kumandra from the sinister Druun. Since, this movie is family

movie, it is considered will have a conversation in the different level. For example the way of delivering the messages from one character to another character like how the character communicate with elder will be different with friends, and it will be possible politeness are applied in the conversation. This movie is a latest Disney movie and it has been famous since its first release in 2021. It has grossed over \$121 million worldwide and received positive reviews from critics. The movie has been winning the Golden Globe Awards' best motion picture.

Considering the politeness maxim in the characters' conversation of the movie, thus this research was attempted to; (1) find out the types of politeness maxim used in the conversation between the characters in *Raya and the Last Dragon* movie.

### Methodology

This study focused on the conversation between the characters in *Raya and the Last Dragon* movie as the data source. This data provided the conversation using politeness maxim as expected. This movie was directed by Don Hall and Carlos Lopez Estrada. The screenplay was written by [Qui Nguyen](#) and [Adele Lim](#), based on traditional Southeast Asian cultures. The film follows a warrior princess who seeks out the fabled last dragon, with hopes of restoring the dragon gem that would once again banish the plague Druun and reunite the tribes together as Kumandra. *Raya and the Last Dragon* was theatrically released in the United States on March 5, 2021, by [Walt Disney Studios Motion Pictures](#). It has grossed over \$121 million worldwide and received positive reviews from critics. The movie has been winning the Golden Globe Awards' best motion picture.

In case of data collection, the researcher used an observation method and

note taking technique. In this case, the writer did several steps as follows:

8. Choosing a movie. It was aimed to get which movie is suitable to be analyzed, when the researcher found out the title which consists of politeness maxim and function of speech, it can be the data source of this study.
9. Downloading the movie from the daily motion website address and the movie script from the Fandom website address.
10. Watching the movie and read the script.
11. Noticing and listing the utterance which categorized as politeness maxim.

The data were analyzed using descriptive qualitative method. The data were identified from the dialogue of the character that has politeness maxim used Leech's theory (1983) about politeness maxim into some types of politeness maxim. The theory was supported by theory context of situation from Halliday (1989).

### Finding and Discussion

In this current study, there were six kinds of politeness maxim that used in the conversation between characters which help them to communicate during their situation along the journey to the fire mountain. There were tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim

#### Tact Maxim

Tact maxim defined as the maxim which minimizes the expression of beliefs which imply the cost to other, and maximize the expression of beliefs which give the benefit to other.

Data 1

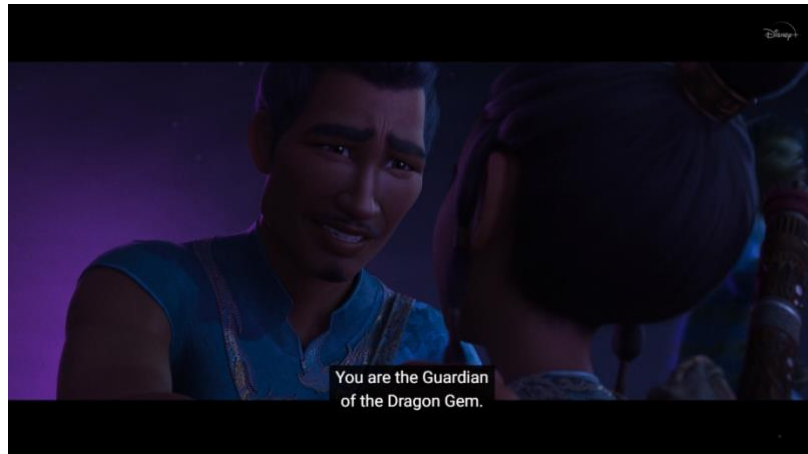


Figure 1. Ba sacrifice himself and told Raya to bring the Kumandra back

Ba : “Raya, you have to listen. You are the Guardian of the Dragon Gem.”

Raya : “Ba, why are you saying this?”

Ba : “There’s still light in this. There’s still hope.”

(Raya and the Last Dragon, 2021: 00:19:17)

The utterance produced by Ba above came after the Dragon gem was broken into pieces. It made the Drunn came back and turned the people into stone. In this scene, Ba sacrificed himself and pushed Raya into the river to save her. Then, he turned into stone with the other people. Before pushing into the river, he told her that now she is the guardian of the Dragon Gem. He wanted Raya to collect the pieces of dragon gem and bring the Kumandra back. According to the analysis, the sentence spoken by Ba is a polite sentence, where Ba positions himself as a parent who is asking for his daughter to continue the mission to bring the Kumandra back. In politeness, Ba's sentence categorized as Tact Maxim, because based on that utterance, Ba maximized benefit to Raya, because when he asked Raya to continue the mission, he is not directly tell Raya to collect the Dragon Gem pices and

continue the mission, but asked her in polite way by encouraging Raya that she is now the guardian of dragon gem and there is still hope to collect the pieces and bring the magic dragon back. This utterance minimized cost to Ba, because instead of collecting the pieces of dragon gem by himself, he can order Raya to continue the mission.

#### Generosity Maxim

Generosity maxim is maxim that requires the participant need to minimize benefit to self and maximize cost to self, similar like tact maxim, this maxim also expressed the action by directive/impossitive and commissive utterances. Besides, generosity and tact maxim has different center, where generosity maxim is self-centered and tact maxim is other-centered

Data 2





Figure 2. Boun wanted to help Raya bring everyone back

Boun : “Youre gonna bring everyone back? I wanna help.”

Raya : “I’m sorry, I can’t let you do that. It’s too dangerous.”

(Raya and the Last Dragon, 2021, 01:02:10)

In this scene, Boun had just realized that Raya was not alone. She was with the divine water Dragon, Sisú. He asked her confirmation about why she was with Sisú. Then she told him that she was going to save the world and bring everyone back. Hearing that answer, Boun got excited and offered his help. But, Raya suddenly said “I’m sorry, I can’t let you do that. It’s too dangerous.”, based on the data analysis, Raya’s utterance shows about generosity maxim, because she maximized cost herself, that she will go to save the world and bring everyone back with Sisú. In other side, she minimized benefit to herself because she said politely to Boun for not coming with her to continue the mission because it’s very dangerous out there, and

Boun as hearer will felt how Raya cares for him and do not let him to follow her.

#### Approbation Maxim

According to Leech (1983), the approbation maxim requires the speaker to minimize dispraise to others and the speaker should maximize praise to others. In this maxim, the speakers are requires to avoid utterances for hurting someone or others, especially the addressee. This maxim is expressed by expressive utterance also the assertive utterances. Besides, the expressive utterance is the function to express the speaker’s attitude towards the situation, for example expressing thankfulness, congratulation, welcoming, apologizing, or praising.

Data 3



Figure 3. Sisu showed Raya her family, The Las Dragons.

Sisu : “I want you to meet my brothers and sisters. The real mighty ones.”

Raya : “I never knew they were here.”

(Raya and the Last Dragon, 2021, 01:08:01)

This scene happened when Sisu took Raya to Heart region. Raya was confused why did Sisu took her back to the place that reminds her about Ba, her only family. Then Sisu showed her family, her brothers and sisters, the last dragons. Sisu said “The real mighty ones”. Her utterances referred to her brothers and sisters who created the dragon gem. Her utterance can be considered as polite because she is showing excitement while saying it. Moreover, this utterance is polite because the speaker intended to praise the last dragons for their might. In this situation, the speaker and the hearer are acquainted and they are talking to each other in an informal setting. According to the data analysis, it is categorized as approbation maxim, because in her utterance she shows how might the

last dragons were. Sisu told Raya about how amazing the last dragons fight with the Drunn and created the dragon gem to save people. In this case, Sisu maximized praise of the last dragons about how might they were, and she minimized praise of self because she knows without her brothers and sisters she didn’t know, what will be happen to her.

#### Modesty Maxim

Leech (1983) stated that modesty maxim, is maxim that requires the speakers to minimize praise of self, while they have to maximize praise of others. Like generosity maxim, this maxim also expressed expressive and assertive utterances.

Data 4

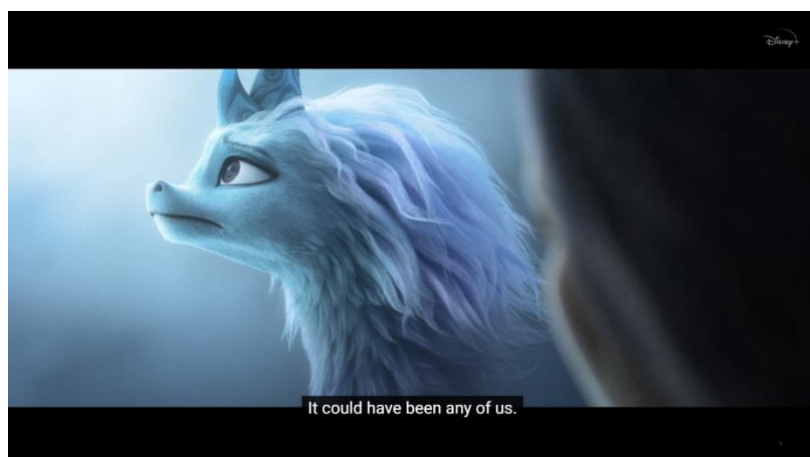


Figure 4. Raya remembered what Sisu told her about Trust.

- Sisu : “I don’t know why they chose me. It could have been any of us. All I know is I trusted them and they trusted me. And so...”
- Raya : “Everyone give me your gems. We can still put it together. It can still work.”  
(Raya and the Last Dragon, 2021, 01:23:47)

In this scene, Raya has collected all of the dragon gem pieces. Otherwise she had to fight with the Drunn. On top of that, Drunn had turned everyone into stones that Raya had to think to save the world without Sisu. In the middle of the fight, she remembered that Sisu told her about how the last dragons trusted Sisu to bring the dragon gem and save people. Raya remembers Sisu said, “I don’t know why they chose me. It could have been any of us.” Based on the utterance above, it categorized that Sisu used Modesty maxim

which means Sisu minimize praise of her, and maximize dispraise of her. In this case, Sisu tells Raya that she is not only the one who can save everyone, but all of them as long as they trusted each other.

#### Agreement Maxim

The agreement maxim has the function to maximize agreement between self and others and minimize disagreement between them.

#### Data 5

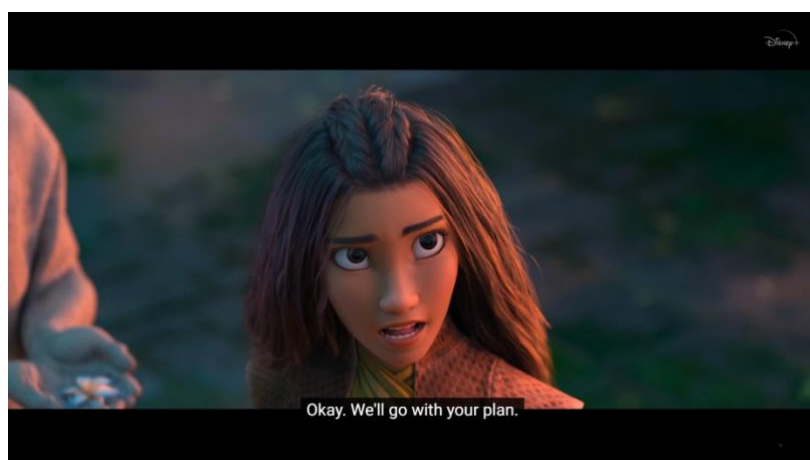


Figure 5. Raya agreed over Sisu’s plan of approaching Namaari

- Raya : “How wwould I even approach Namaari after all that’s happened?”

Sisu : “It may feel impossible, but sometimes you just have to take the first step, Trust me.”  
 Raya : “Okay, We’ll go with your plan.”  
 (Raya and the Last Dragon, 2021, 01:10:33)

In this scene, Raya initially doubtful to approach Namaari after all the things happened between them. However Sisu can feel that Namaari wanted the same goal, to bring Kumandra back again. Sisu saw it in Namaari’s eyes that she wanted to trust her. So that Sisu encourage Raya to trust her and followed her plan to approach Namaari. Based on the data analysis, as Raya said “Okay, We’ll go with your plan” means Raya agreed for that situation. In this utterance Raya was using Agreement maxim, because she minimized disagreement. In this case, at the first Raya was feeling doubt about the decision, but after Sisu encouraged her, she maximized the agreement between herself and Sisu to

approach Namaari according to Sisu’s plan.

#### Sympathy Maxim

Sympathy maxim requires the speakers and also the hearer to maximize sympathy and minimize the antipathy between them. In this case, everyone in the conversations required to have same feeling with others especially towards the addressee. The achievement being reached by others must be given congratulation, beside for others with the calamity happened must be given sympathy or condolences if their families or relatives died.

#### Data 6



Figure 6. Sisu was feeling sympathy toward Boun

Boun : “They took my family.”  
 Sisu : “They took mine, too.”

(Raya and the Last Dragon, 2021, 00:42:16)

In this scene, Boun asked Sisu about what exactly Drunn was. Sisu was explaining about Drunn which was a plague created from the human discord, waiting for the weakness moment to attack. Drunn was the opposite of dragons. They were like a relentless fire than consume everything in its wake, until there’s nothing left except ash and stone. Hearing the explanation of

Sisu, sadly, Boun told her that Drunn has taken his family. Instead of saying sympathetic words, Sisu answered with her same feeling of sadness, her same experience of loss. She said, “They took mine, too.” The utterance that produced by Sisu means that she sympathized for what happened to Boun’s family that she had the

same experience. So she understood Boun's feeling.

### Conclusion

According to the result of data analysis based on conversations among the characters from *Raya and the Last Dragon* movie, all the types of politeness maxim mentioned in the theory proposed by Leech (1983) occurred in this research. The types of politeness maxim were used by the characters during their conversations were tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The politeness maxim occurred in this study can be the reference for the other researchers and readers to understand more about the same topic.

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# SEMANTIC ERRORS IN THE TRANSLATION OF THE HINDU'S INSTAGRAM ACCOUNT

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## Abstract

This research is mainly aimed at analyzing the semantic error in lexis occurred in the translation done by Instagram machine translation. This research objective is to find out the types of semantic error in lexis done by the machine translation. Observation method used as method of collecting the data. The analysis applied descriptive qualitative method in analyzing the data which were taken from the posts in The Hindu's Instagram account. This account has been verified by Instagram as an official account that sharing news on India and it has more than 1.7 million followers currently. The theory from James (1998) was utilized to analyze the types of semantic error data source. In early stages of observation has found the phenomenon in the product of translation done by the Instagram machine translation. There was confusion of sense relation and collocation error in choosing a wrong synonym. Moreover, there was also several of translation procedures used in translating the Instagram captions of The Hindu.

**Keywords** - semantic error, translation, instagram machine translation

## Introduction

Language plays important role in human life. It is not only for communicating, but also for learning. In learning one specific thing we need language as introduction and in order to understand the contents of the learning, we have to understand the language. That is why translation is provided to meet the need. Translation becomes important since it is the basic way to understand the translation product. Translation could be defined as converting one language (Source Language) to another (Target Language) so that the target language could convey the intended message in source language. As Larson (1998) stated that in translation the form of the source language (SL) is replaced by the form of the receptor language (RL).

Previously, translation process was done by a translator. The advancement of

technology influenced translation process and people start to use machine translation to complete a translation process (Susanti, 2018). There are lot of machine translations such as Google Translate, Bing translator and many more offline or online applications for translating some texts. In accelerating the process of knowing the meaning of texts in social media, social media provided a feature for translating texts. In the daily life, we use to have social media for communicating with others. There are lots of social media such as Facebook, Instagram, Twitter, etc.

Instagram becomes a popular social media in the world. Nevertheless, the existence of Instagram not only for businessman because of most government institution, religion organization, social activities, education start to share their information to Instagram and all people all over the world can see those posts. Instagram is also equipped with machine

translation for their caption. News from all around the world can be reached from Instagram account. People read the news from other countries via Instagram account and they need to translate to their own language using Instagram Machine Translation to understand the news was being shared. The accuracy of the result is still debatable and questionable because the result used wrong lexis, wrong grammar and even wrong context. Machine translation is a hard problem because natural language is complex, many words has various meaning and different possible translations (Susanti, 2018). Therefore, it could be machine translation cannot fulfill the principal of good translation and it will influence the result of translation and also the meaning. In translation process, besides changing the form we have to transfer the meaning. In linguistics, there is study that focused on meaning, it is semantic. In semantic point of view, we could analyze the result of translation by Instagram Machine Translation. We would know, if there are errors happened when transferring the meaning by analyzing the lexis in the result of translation The Hindu caption on his Instagram by using Instagram Machine Translation. This study focused on semantic errors in lexis that divided into confusion of sense relations and collocational error.

Considering the possibility of the translation of the news caption, thus this research was attempted to; (1) investigate the types of semantic error in lexis done by the machine translation. As mentioned before the data on this research were taken from The Hindu's Instagram caption.

### **Methodology**

To many proposal writers, the method section is the most concrete, specific part of proposal (Creswell, 2009). The methods in this study will cover four points of discussion, namely research approach, the data source, method and technique of collecting data, and method and technique of analyzing data.

The data in this study were taken from The Hindu's Instagram Caption. This account has been verified by Instagram as an official account that sharing news on India and it has more than 1.7 million followers currently. The captions used as the data were the captions which are posted from September 2020 until February 2021. The source language in English was translated into target language in Indonesian. The translation was done by the Instagram machine translation. The method of collecting the data in this research is direct observation method. It is observed directly through the caption and the translation which is done by Instagram machine translation. There were two techniques used in collecting the data. They are:

6. Reading. All the authors read the English version and Indonesian version captions.
7. Choosing. All the authors discussed the sentences represented the semantic error in lexis.

After the data collected, they were analyzed. The data analyzed were the results of the research. The obstacles in translating were analyzed. The techniques of analyzing the data followed three steps.

3. Note taking. The data represented the semantic errors noted by all the authors.
4. Analyzing and Categorizing. The semantic errors were categorized based on the theories proposed by James (1998).

### **Finding and Discussion**

#### **Confusion of Sense Relations**

In the confusion of sense relations, there are four types; 1) Using general term for specific term, 2) Using too specific term for general term, 3) Using the less apt for two co-hyponyms and 4) Using a wrong one from a set of near-synonyms.

# 1) Using general term for specific term

## Data 1

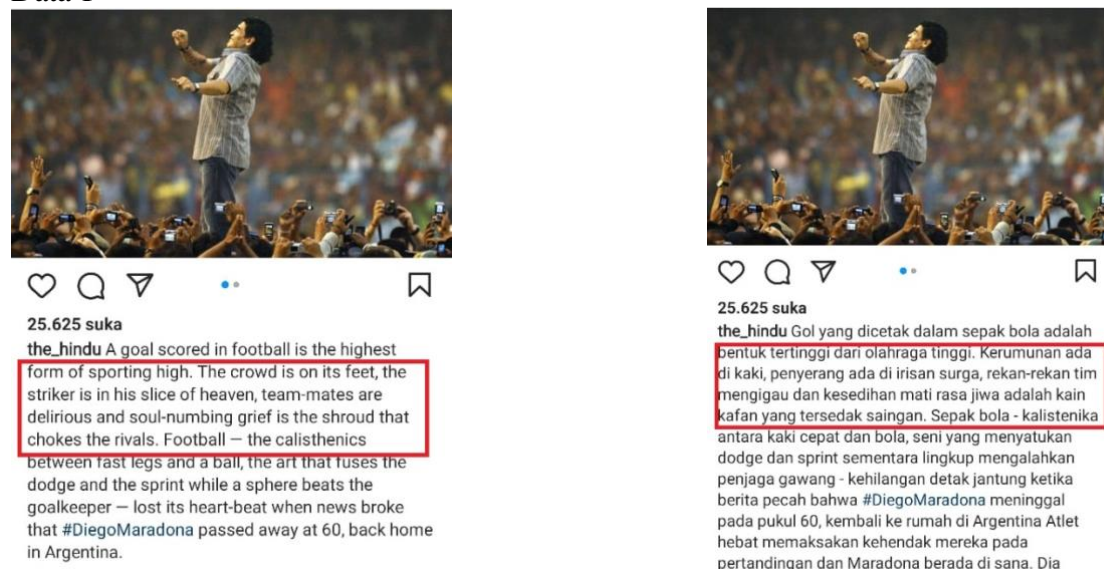


Figure 1. The Hindu's post on 26<sup>th</sup> of November 2020

SL : The crowd is on its feet, the striker is in his slice of heaven, team-mates are delirious and soul-numbing grief is the shroud that chokes the rivals.

TL : Kerumunan ada di kaki, penyerang ada di irisan surge,

rekan-rekan tim mengigau dan kesedihan mati rasa jiwa adalah kain kafan yang tersedak saingan.

([https://www.instagram.com/p/CICu8sZB6I/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CICu8sZB6I/?utm_medium=copy_link) on 26<sup>th</sup> of November 2020)

This translation has semantic errors in lexis and can be categorized as the confusion of sense relations in choosing the general term for specific term. The target language used a general term for the result of translating the source language which has specific meaning. Based on Oxford learners dictionary, "crowd" in the source language means a large number of people gathered together in a public place, for example in the streets or at a sports game. Unfortunately, the Instagram machine translation failed to deliver the specific meaning of this type of people. In the target

language, according to KBBI Daring "kerumunan" means an irregular and temporary group of people. Thus, the meaning between "crowd" and "kerumunan" is not connected. In this context of Instagram caption "Crowd" means the large number of football fans (who watch the match in the stadium), but "kerumunan" means irregular people who gather together temporarily. This word is better replaced by the word of "penonton" which means the people watching the show, match, performance, entertainment, etc.

## 2) Using too specific term for general term

### Data 2

**the\_hindu** People in the Kashmir valley are finding unique ways to celebrate the start of 'chillai kalan', a local term for the 40-day period of harshest winter that begins annually from December 21. The 40-day chillai kalan is followed by the 'chillai khurd' and 'chillai bacha', which sees a rise in day temperatures.

Dozens of local tourists were seen thronging Baramulla's Drang tourist spot, around 40 km away from Srinagar, to witness the formation of very long icicles from water dripping from a hillock. Scores were seen taking selfies against the backdrop of the icicles, which are taller than humans.

The Kashmir valley is reeling under a cold wave as minimum temperatures hover around minus 6 degrees Celsius, freezing water taps and creating sheets of ice around the edges of most water bodies. According to the Meteorological Department, tourist hotspot Gulmarg is witnessing minimum temperature of around minus 10.6 degrees Celsius and Pahalgam is about minus 9.2 degrees Celsius. The department has predicted a further dip in the night temperature.

Click the link in bio to read more. 📸 Nissar Ahmad

Lihat semua 23 komentar

22 Desember 2020 • Lihat Terjemahan

**the\_hindu** Orang-orang di lembah Kashmir menemukan cara-cara unik untuk merayakan awal 'chillai kalan', istilah lokal untuk periode 40 hari musim dingin paling keras yang dimulai setiap tahun dari Desember 21.. Chillai kalan 40 hari adalah diikuti oleh 'chillai khurd' dan 'chillai bacha', yang melihat

kenaikan suhu hari. Puluhan wisatawan lokal terlihat menembus tempat wisata Drang Baramulla, sekitar 40 km dari Srinagar, untuk menyaksikan pembentukan es yang sangat panjang dari air yang menetes dari bukit. Skor terlihat berfoto selfie

melawan latar belakang es, yang lebih tinggi dari manusia. Lembah Kashmir sedang mengguncang di bawah gelombang dingin karena suhu minimal melayang-layang sekitar minus 6 derajat Celcius, membekukan air PDAM dan membuat lembaran es di sekitar pinggiran sebagian besar tubuh air. Menurut Departemen Meteorologi, turis hotspot Gulmarg menyaksikan suhu minimal sekitar minus 10.6 derajat Celcius dan Pahalgam sekitar minus 9.2 derajat Celcius. Departemen telah memprediksi cocol lebih lanjut pada suhu malam. Klik link di bio untuk membaca selengkapnya. 📸 Nissar Ahmad

Lihat semua 23 komentar

22 Desember 2020 • Lihat Versi Asli

Figure 2. The Hindu's post on 22<sup>nd</sup> of December 2020

- SL : Dozens of local tourists were seen thronging Baramulla's Drang tourist spot, around 40 km away from Srinagar, to witness the formation of very log icicles from water dripping from a hillock.
- TL : Puluhan wisatawan lokal terlihat menembus tempat wisata Drang

Semantic error in lexis was shown in this data 2. It categorized as the confusion of sense relations in choosing too specific term for the general term. The target language used too specific meaning for translating the source language which has general meaning. Based on Oxford learners dictionary "thronging" in the source language means to go somewhere or be present somewhere in large numbers. Unfortunately, the Instagram machine translation failed to deliver the meaning of to be present in large numbers and

Baramulla, sekitar 40 km dari Sriagar, untuk menyaksikan pembentukan es yang sangat panjang dari air yang menetes dari bukit.

([https://www.instagram.com/p/CJGvVfgr7t/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CJGvVfgr7t/?utm_medium=copy_link) on 22<sup>nd</sup> of December 2020)

translating it into "menembus". In the target language, according to KBBI Daring "menembus" means breakthrough (about ranks, defenses, and so on). Therefore, the meaning between "thronging" and "menembus" is different. "thronging" means the large number of tourists presents in the tourist spot in this post but "menembus" has specific meaning that tends to the way of how the local tourists be resent on the tourist spot, which is breaking through the cold area to witness the formation of icicles.



### 3) Using the less apt for two co-hyponyms

#### Data 3



Figure 3. The Hindu's post on 18<sup>th</sup> of February 2021

SL :Women block Rewari-Hisar railway track in Haryana's Charkhi Dadri as part of "rail roko" protest against the Centre's new agri laws calls by the farmer unions.

TL :Wanita memblokir rel kereta api Rewari-Hisar di Haryana Charkhi

Data 3 in this research presented the example of semantic errors in lexis and categorized as the confusion of sense relations in choosing the less appropriate between two co-hyponyms. The target language used the less appropriate hyponyms for translating the source language which has better hyponym to deliver the right meaning of the source language. "Women" in the source language means a group of local women did the protest and blocked the railway track.

Dadri sebagai bagian dari "rail roko" protes terhadap undang-undang agri baru Centre yang disebut oleh serikat buruh tani.

([https://www.instagram.com/p/CLbWUkKL9cB/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CLbWUkKL9cB/?utm_medium=copy_link) on 18<sup>th</sup> of February 2021)

Unfortunately, the Instagram machine translation failed to deliver the meaning of "women" and choose the less appropriate co-hyponyms. In the target language, "wanita" means a single woman. The used of wanita" could not represent the "women" and could replace with "para perempuan lokal" because based on the context, "women" is plural and "para perempuan lokal" is the best phrase choice in order to point the local women.



#### 4) Using a wrong one from a set of near-synonyms.

##### Data 4



Figure 4. The Hindu's post on 28<sup>th</sup> of January 2021

SL : The novel idea has been picked from the cold places of Europe.

TL : Ide novel telah dipetik dari tempat-tempat dingin di Eropa.

The confusion of sense relations in choosing the right synonyms happened in this data. The target language used the wrong synonym for translating the source language which has the right synonym to deliver the right meaning of the source language. Based on Oxford learners dictionary “novel” in the source language that means different from anything known before; new, interesting and often seeming slightly strange. Unfortunately, the Instagram machine translation failed to deliver the meaning of “novel” and translating it into “novel”. In the target

([https://www.instagram.com/p/CKk7xFgL0dO/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CKk7xFgL0dO/?utm_medium=copy_link) on 28<sup>th</sup> of January 2021)

language, according to KBBI Daring “novel” means a long prose essay containing a series of stories from a person's life with those around him by highlighting the character and nature of each actors. Instead of using “novel”, it is better to use baru or unik.

### 3.2 Collocational Errors

Collocations are the words that have a specific word ordinarily keeps organization with.

##### Data 5



Figure 5. The Hindu's post on 27<sup>th</sup> of November 2020

- SL : The 'very severe cyclonic storm' Cyclone Nivar, which made landfall in Puducherry, left in its wake a trail of destruction in the form of uprooted trees, flooded roads and damaged property.
- TL : Badai siklonik yang parah 'Cyclone Nivar, yang membuat

tanah terjun di Puducherry, meninggalkan jejak kehancuran dalam bentuk pepohonan yang tumbang, jalan banjir dan harta benda yang rusak.

([https://www.instagram.com/p/CIGHUx3h03B/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CIGHUx3h03B/?utm_source=ig_web_copy_link) on 27<sup>th</sup> of November 2020)

The second type of semantic errors was found in this data. This data 5 and is categorized as the collocational errors. The source language "landfall" has been matched with it's the collocation "tanah" and "longsor" that mean a mass of earth, rock, etc. that falls down the slope of a mountain or a cliff. Unfortunately, in the target language, the Instagram machine translation is translated it into "tanah terjun". This translation is translated literally, but violating the collocation in English. The word "tanah" and "terjun" is not appropriate to describe the meaning of a mass of earth, rock, etc. that falls down the slope of a mountain or a cliff. The appropriate one is "tanah longsor".

## Conclusion

According to James (1998) there are two types of semantic errors in lexis. First, confusion sense of sense relations is divided into four sub-types; a) using general term for specific term, b) using too specific term, c) using the less apt of co-hyponyms, and d) using a wrong synonyms. The second type of semantic errors in lexis is collocational errors. All of the data is found in this research. This phenomenon occurred because the Instagram Machine Translation chose the lexis in the target language without considering the context of the caption and a word could have some synonyms which have different context. Also they were occurred because most terms having hyponyms have been

translated correctly and the data consisting of co-hyponyms are rarely found in the data source.

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# Depicting Role and Power on EFL Teacher's Lesson Plan: Critical Discourse Analysis

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## Abstract

Instructional process requires a good lesson plan which draws a number of mutual activities between students and teacher. However, the lesson plan is designed not to direct the students to be more autonomous during the process or to implement the student-centered learning. Therefore, this study is initiated to analyse the role and power depicted on the lesson plan which is taken from the seventh grade's teacher. This study is closely related to critical discourse analysis which employs theory of 'Role and Power' by Brooks (2015). The lesson plans' evaluation is indicated that the teacher dominantly plays the role during the instructional process. On one hand, she has more power in performing her roles as teaching manager, guide, and facilitator. For example: based on the lesson plan, the teacher has dominant role in directing as well as questioning the students in the teaching and learning process as the teachers' dominance which was depicted on the lesson plans. In this context, the teacher characterizes themselves as the dominant figures to perform their duties in the instructional process.

**Keywords** – EFL Teacher's Lesson Plan, Role and Power, Critical Discourse Analysis (SFMDA), Literacy Artefacts

## Introduction

The lesson plan could represent social relations and structures at work in a classroom. Regarding the previous statement, Teachers are assigned to construct a number of written steps in line with what they are about to do in the classroom named lesson plan (Sesiorina, S., 2014). Brown (2001:149) elaborates lesson plan as "a number activities which cover 'steps' inside a curriculum and functions evaluation and also preparation for the further lesson. In addition, Woodward (2001) claims that lesson planning represents not only in a written form, but also teacher's thought about the classroom activities, visualization, and the materials. Harmer (2007) elaborates two crucial elements of why is required to design a lesson. Firstly, lesson plan is used to provide teachers guidance in which they employ their creativity to do a number of

activities in the classroom from the beginning to the end. Secondly, it covers the relationship between the teacher and the students in which the teacher provides the materials positively in order to obtain the students' responds.

The lesson plan is analyzed based on theory 'Role and Power'. Roles are socially formed both locally (in specific situations that cover relationally among a certain group of people) and culturally (developing within broader institutions and cultural communities). Roles broaden relationally within local contexts, investigating every single moment in communication socially, culturally, and historically based on societal structures. Classroom roles are regarded as a site for gaining covert power (hegemony), overt power, control, resistance to normative or ritualized behavior, inclusion, or marginalization that



occurs as section of contemporary schooling (Brook, 2015)

### **Methodology**

The current study is closely related to critical discourse analysis (CDA) to explain role and power portrayed in English lesson plan for the seventh grade in the state junior high school. CDA focused on investigating discourse which considers language as social practice (Fairclough 2001) and relates to the context of language use (Wodak 2001). Halliday (1978) claimed that a discourse focusing on text which is the coverage of a process and a product that required to be well-analyzed in a specific social context. Widodo (2018) reported that the way the speakers employed the language choices concerning with their intentions, ideologies and thoughts. CDA embraces the ideological system is shaped by texts and social practices which cover certain values in social lives (de Los Heros 2009). In terms of analyzing such ideologies, Halliday's (1978) systemic functional linguistics (SFL) adopts an useable tool with a lexicogrammatical analysis or micro-language analysis. This is concerned with two aspects on linguistic and visual choices in texts as a discourse containing multi-layered meanings (Kress and van Leeuwen 2006; Widodo 2018).

In this study, the text is in the form of English lesson plan for Seventh grade students which has been nationally implemented by junior high school teachers. It theoretically represents role and power which is depicted on the lesson plan by considering the theory from Brook (2015).

### **Findings**

Lesson plans are regarded as the teaching documents that must be well-planned as well as well-implemented by the teachers as the directors and managers in the teaching and learning process. They reflect teachers' teaching procedures which guide the students to comprehend the materials given. Because of those concerns, lesson plan becomes one of the literacy artefacts

that is analysed as well as evaluated in this study. The analysis is concerned with role performance and power in critical discourse analysis. this analysis is done to capture how significant the role and power of teachers educate the students depicted on the lesson plan and what the implication of this study is. The main concern of this analysis is on the three stages of teaching and learning process: pre activity, whilst activity, and post activity. The lesson plans are taken from the seventh grade, the eighth grade, and the ninth grade which are focused on English subject.

The seventh graders' lesson plan is focused on the materials on names of things in the classroom and also in the house. In terms of pre activity, the teacher started the lesson by greeting the students. After that, the teacher checked the students' attendances and prepared the learning situation more conducive. Before delivering the material, the teacher questioned and stimulated the students in relation to the material. At the same time, the teacher stated the learning objectives as well as the activities that would be done in the meeting. In case of whilst or main activity, the students are planned to be more active in participating the learning process by cooperating with other students and also taking benefits from the teachers' guidances. In this stage, the students listened to the teacher read a number of texts one by one. It means that the students got the silent reading in this stage. After the activity, the students are asked to question about the social function, generic structure, and language features of the texts generally. During this activity, the teacher dictated the texts and the students wrote them one by one. Then, the students are assigned to present their writing to the class or theirs could be stucked out on the class wall. Dealing with this, the teacher provides the feedback towards the students' writing and asked the students to put theirs into the portfolio. Regarding the post activity, teacher and students discussed and also recalled the benefits of the learning process and also the learning difficulties. At



the end, the teacher concluded the result of learning process.

From the seventh graders' lesson plan, the teacher fully dominates her roles in the classroom in terms of directing as well as questioning the students which are depicted in the lesson plan of English subject for the seventh grade. From the pre activity, the roles of the teacher has become the prominent thing to set up the class ready to start the lesson e.g. greeting and checking the students' attendances. In addition, the teacher take the role as questioner when recalling the prior material to the students. In this stage, the students seem to be responder towards the teacher's questions. It is indicated that the teacher is more superior than the students during the classroom activities. on one hand, the students had less opportunity to do their roles in the pre activity. Meanwhile, the teacher mostly performs her role to be attendance checker and also questioner during the pre activity. In brief, the pre activity is fully directed as well as managed by the teacher. on the other hand, the students only receive and listen to the teacher's instruction or they have not taken their roles in this activity. As a result, the dominance of the teacher's roles in this activity draw her social power that can be seen from the way she positions herself during the lesson.

During the whilst or main activity, the students perform their roles as questioners, presenters, writers, and feedback providers. On one hand, they become more interactive as well as active rather than in the pre-activity. They also position their roles dominantly during the whilst activity e.g. they listen to the teacher while reading the materials interactively; they are planned to get engaged in questioning session towards the materials given; they write what the teacher dictates on a piece of paper; they also present their writing to the class; they are planned to provide the feedback during the presentation. in this activity, the students

have more power in doing several activities. Meanwhile, the teacher positions herself as a reader when she reads the written texts as well as dictates them aloud to the students. Thus, the student-teacher interaction depicts in the lesson plan contributed to the roles' distinction from the teacher and students which reflected their power in the classroom. Classroom roles are considered to be a relevant place to performing covert power (hegemony), overt power, control, and resistance to the social behavior that occurs in the school particularly.

From the post activity, it is illustrated that the teacher along with the students discussed the learning outcomes as well as the learning difficulties. In this activity, the teacher positioned her role as the mediator in case of the reflective discussion on those issues. While the students became the responder who is in charge of responding the teacher's instructions. Regarding this, the teacher's and the students' roles are a part of negotiating their power which functioned different in the context of teaching and learning process.

## **Discussion**

Regarding the seventh graders' lesson plan, the teacher has dominant role in directing as well as questioning the students in the teaching and learning process. Brooks (2015) claims that roles can be implemented locally (in certain site that covers the relation of a group of people) and culturally (occurs in larger formal institutions and cultural societies). Thus, teacher's role depicted in the lesson plan has local and cultural proportion in which he/she employs the roles in their own field by involving a group of students in it. It is also supported by power and ideology from the teacher is the representative of human phenomena as choice in the classroom (Brooks and Young, 2011), as point of view of justice (Holmgren and Bolkan, 2014), and a part of empowering students (Frymeir, Shulman and Houser, 1996). The

pre activity is the teacher's showcase as the director as well as manager in the process. meanwhile, the students in this stage become the receiver of teacher's instruction. Freire (1999) recommends that the instructional process depends on 'banking education in which the teacher deposits the knowledge to the students as the information receiver. In addition, The teacher has role as "director" in terms of giving directions and performing the directions in various ways (Brooks, 2015). It reveals that the teacher has superiority in conducting the pre activity but the students has lack of chances to perform their role in this stage. As a result, the dominance of the teacher's roles in this activity drew her social power that could be seen from the way she positioned herself during the lesson. The teacher kept social distance from her students that construes a teacher-student power difference (Brooks, 2015).

In whilst or main activity, the students acted their roles out as questioner, presenter, writer and feedback provider. In this stage, the students own more power in performing their own duties as their voices in the classroom. meanwhile the teacher positions herself as a reader when she read the written texts as well as dictate them aloud to the students. It is in line with Maybin (2013), who reveals the students' voices contain their commitment as a form of their authority as well. Thus, the students-teacher interaction depicted in the lesson plan contributed to the roles' distinction from the teacher and students which reflected their power in the classroom. Mazer and Graham (2015) state that the interaction among parties in the classroom represents normative roles or power relations. Classroom roles are considered to be relevant place to performing covert power (hegemony), overt power, control, and resistance to the social behavior that occurs in the school particularly (Brooks, 2015).

From the post activity, it is depicted that the teacher along with the students

discuss the learning outcomes as well as the learning difficulties. In this activity, the teacher perform her role as the mediator in case of the reflective discussion on those issues. While the students become the responder who is in charge of responding the teacher's instructions. In line with the previous statement, Kellner and Kim (2010) claims that classroom is regarded as a management of conformity between the students and teachers. In conclusion, roles in the classroom had been the representatives of power relation and also negotiation (Brooks, 2015).

## Conclusion

The lesson plans' evaluation is regarded as the teachers' dominance which is depicted on the lesson plans. The teachers' dominance is also representative of their values or characters that must be actualised during instructional process. In this context, the teachers characterizes themselves as the dominant figures to perform their duties in the instructional process based on the lesson plan.

Lesson plans include one of the literacy artifacts that require evaluation as well as analysis in this study. The analysis and evaluation are focused on role performance and power in critical discourse analysis. This analysis functions to illustrate how significant the role and power of teachers in controlling as well as instructing the students in the English learning phase. The focus of this analysis is on the three stages of the teaching and learning process: pre-activity, whilst activity, and post-activity. The lesson plan is taken from the seventh grade focusing on English subjects. The lesson plans show that the teacher has a dominant role in directing as well as questioning the students in the teaching and learning process. Thus, the teacher's role depicted in the lesson plan has local and cultural proportion in which he/she employs the roles in their field by involving a group of students in it. For example, The

pre-activity is the teacher's showcase as the director as well as the manager in the process. The students in this stage become the receiver of the teacher's instruction. In brief, the teacher has superiority in conducting the pre-activity but the students have a lack of chances to perform their role in this stage. As a result, the dominance of the teacher's roles in this activity drew her social power that could be seen from the way she positions herself during the lesson. The lesson plans' evaluation is indicated as the teachers' dominance which is depicted on the lesson plans. The teachers' dominance is representative of their values or characters that must be actualised during instructional process. In this context, the teachers characterizes herself as the dominant figures to perform their duties in the instructional process.

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## Appendix

### RENCANA PELAKSANAAN PEMBELAJARAN RPP CHAPTER 6

|                |  |
|----------------|--|
| Sekolah        | : SMP NEGERI 1 JAMBLANG                                |
| Mata Pelajaran | : Bahasa Inggris                                       |
| Kelas/Semester | : VII / 2  |
| Materi Pokok   | : Teks Transaksional terkait<br>Binatang, Benda, Orang |
| Alokasi Waktu  | : 10 pertemuan (20 JP)                                 |

1. Kompetensi Inti
  1. Menghargai dan menghayati ajaran agama yang dianutnya
  2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Kompetensi Dasar
  1. . Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense).
2. Tujuan Pembelajaran
  1. Pertemuan 1  
Melalui Metode 5M, GBA dan inquiry learning dalam serangkaian kegiatan pembelajaran, siswa dapat:
    1. Menyebutkan benda-benda yang ada di sekitar ruangan (kelas/rumah) dengan benar.
    2. menentukan karakteristik fisik masing-masing benda yang ada di sekitar ruangan (kelas/rumah)

Fokus Penguatan Karakter: **Kedisiplinan, Jujur, percaya diri dan tanggung jawab**

2. Materi Pembelajaran (...Terlampir) (Diambil dari silabus)
  1. Materi pembelajaran regular
    - \* Dialog tentang macam-macam pekerjaan, binatang peliharaan dan benda-benda yang ada didalam kelas

\* Unsur kebahasaan: kalimat sederhana (simple present tense), yes no question, 5WH questions,

2. Materi pembelajaran pengayaan

Drilling kalimat positif, negative dan interogatif dalam bentuk simple present tense

3. Materi pembelajaran remedial

Prediksi: pengulangan materi 5WH question

4. Metode Pembelajaran

5M(Mengamati,Menanya,Mengumpulkan,Mengasosiasi,mengkomunikasikan) GBA (Genre Based Approach), Inquiry learning.

5. Media dan Bahan

Script percakapan, gambar, infokus dan laptop

6. Sumber Belajar

Buku bahasa Inggris Kemendikbud untuk SMP kls 7  
(Masukan seluruh sumber belajar buku, web, etc.)

7. Langkah-langkah Pembelajaran

Pertemuan 1

Kegiatan Pendahuluan (10 menit)

Guru:

- mengucapkan salam dan tegur sapa
- mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif
- bertanya jawab tentang (a.l. nama, karakteristik benda di dalam kelas, rumah)
- menyebutkan tujuan pembelajaran
- menyebutkan kegiatan belajar yang akan dilakukan

Kegiatan Inti (60 menit)

Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:

- menyimak secara interaktif dan guru membacakan beberapa teks (sedikitnya 3), satu per satu (siswa tidak membaca teks),
- bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari masing-masing teks secara umum, sekilas,
- menulis ketiga teks, satu per satu, secara lengkap dengan didektekan guru secara terbimbing
- mempresentasikan hasil tulisannya ke seluruh kelas (misal, dengan dipampang di dinding)
- memberi masukan terhadap hasil tulisan kelompok lain
- memasukkan hasil tulisannya ke dalam file portofolio

Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara efisien dan tulis.

Kegiatan Penutup 10'

Siswa dan guru:

- membahas manfaat pembelajaran yang baru diselesaikan
- membahas kesulitan dalam melakukan aktivitas pembelajaran



- menyimpulkan hasil pembelajaran

## 8. Penilaian

Teknik Penilaian

1. Pertemuan 1

a. Sikap

Teknik Penilaian: Observasi

Bentuk Instrumen: Lembar observasi berupa jurnal

Instrumen penilaian : (lampiran 1)

Waktu pelaksanaan: Saat pembelajaran berlangsung

# EXPLORING THE VOICES OF BLIND STUDENTS IN LEARNING AT UNIVERSITY

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## Abstract

Blind students are being part of our academic society, yet there is still a lack of study on the voices of blind students in their academic journey at university in Indonesia context. By investigating their effort in keeping up with the teaching and learning process, exploring their difficulties encountered along their study and technology used to assist, this study tackled this void. This research employed a descriptive case study design and 6 students at a private university from various majors were recruited voluntarily. The data were gained from observation, questionnaire, and interview. The result of the research showed that most of the participants (95%) consider that being blind is not the end of the world. Blind students are resilient; they can adjust themselves to the academic society and have positive self-confidence (90%), even though they sometimes found discrimination in public areas (5%). Their resilience skill leads them to be persistent in the teaching and learning process, and make use of Screen reader application as their learning assistant (100%). However, the difficulties encountered are in Statistics and Mathematics subject since many symbols cannot be read by a Screen reader. In sum, their resilience skill will be very useful for developing and empowering their insight in learning at University.

**Keywords:** blind students, learning at university, resilience

## INTRODUCTION

Out of all the five senses, our vision seems the most important. Humans are quite unique in their reliance on sight as the dominant sense and this is reflected in how complicated our eyes are relative to other creatures. The eye or the sense of sight is one of the most important senses for humans and is useful for receiving light stimuli (Zheng, 2014). About 80 percent of human experience is acquired through sight. The sense of sight has a wider range than the other senses, meaning that by looking at an object, a person can obtain a lot of information to be learned. The importance of the sense of sight for life makes every human being want to have normal eyes that can function properly. But

not all of the desires can be fulfilled and run according to what we want. There are some people who do not have a normal sense of sight or have lost their sense of sight. Eyes that used to function properly and can be used to see what is around us can turn into a loss of function and cannot be used to see.

A person who loses sight or loses the function of his sense of sight, whether he can still see light rays or even cannot see at all is called a blind person. Those who have no vision at all or called as total blind to those who still have residual vision but are unable to use their vision to read 12-point writing in normal light conditions even though they are assisted by glasses they are called blind people (Southwick et al.,

2014). Loss of vision can have an impact on someone who experiences it. Morris (2014) argues that how far the impact of vision loss or abnormality on a person's ability depends on many factors such as when (before or after birth, toddlerhood or after five years) the occurrence of the disorder, the severity of the disorder, the type of disorder and others. A person who is visually impaired before birth until the age of five years has very little or no visual experience. A person who loses sight after the age of five years or older usually still has a better visual experience but has a worse impact on self-acceptance.

Blindness in Indonesia ranks second in the world (Southwick et al., 2014, Zheng, 2014). About 45 million people in the world who are blind, 3.5 million are Indonesians. Blindness can be caused by various factors, including blindness that occurs from birth (congenital) or that occurs after birth. Scientifically, blindness can be caused by various factors, namely internal factors or external factor (Lieberman, 2019). Internal factors are factors that are closely related to the condition of the baby while still in the womb. While the things that are included external factors include factors that occur at or after the baby is born, as accident or unexpected event.

Based on the background above, the authors identified several problems as follows; Indonesia is a country with the second largest number of blind people in the world, blind people still get discriminatory treatment from the community and there is an assumption that being blind is the same as being sick, and there is a tendency that blindness that occurs after birth has an influence on the adjustment of the person to adjust with the environment.

Resilience is a relatively new concept in psychology, especially developmental psychology. According to Southwick et al., (2014), etymologically, resilience is

adapted from the English word resilience which means resilience or the ability to return to its original form. So according to this opinion, resilience has the meaning of a flexural power that is used to return to its original state. Sobur (2014) revealed that the term resilience was introduced by Redl in 1969 and was used to describe the positive part of individual differences in a person's response to stress and other adverse circumstances. Resilience is the ability or human capacity possessed by a person, group, or community that allows him to face, prevent, minimize and even eliminate the adverse effects of unpleasant conditions, or change living conditions that suffering becomes a natural thing to overcome (Zheng, 2014). Resilience can be defined as the ability of individuals, groups, or communities to be used to change difficult situations into conditions that are reasonable and can be overcome. So according to those opinion, resilience means the individual's ability to survive in a state of stress, and even be able to endure unpleasant conditions or trauma experienced in life.

So far, there are still many Indonesian people who doubt that blind people can also take higher education. For example, going to university, there are still many people who think that blind people can only go to special schools, not regular schools. For normal people, learning at university is a challenge and a way to enlighten their insight. However, not only normal people who want to learn at university, but blind people also have the same willingness to get more knowledge and new insight by learning at university. Somehow, learning is everyone's right, no matter what subject it is, what major it is. All human being have the right to learn.

This study explored the picture of six students' resilience of blind students who study in the Faculty of Education, of a private University in Cimahi, West Java, Indonesia. The results of this study are

contemplated to provide theoretical and practical benefits, to provide a wealth of knowledge in the field of education, especially about resilience and blind students. This research is presumed to be used as information material about resilience, especially for blind people to continue to be enthusiastic and stay motivated in living their daily lives. The results of this study are also expected to increase the knowledge of teachers or lecturers regarding the condition of blind people, especially resilience among students so that they can provide appropriate preventive services to students and to be used as a reference material for the development of further research in identifying resilience in blind people who are not born with visual impairment.

### **Methodology**

This research used qualitative descriptive method. According to Silverman (2005), Creswell (2014) qualitative research is aimed at understanding the phenomena of what is experienced by the subject of research such as behavior, perception, motivation, holistic actions qualitatively using words and language in natural special contexts by using various scientific methods. In this research, the blind students' voice or perception as the subject of research was investigated to know their experiences in learning at university. This was similar with Alwasilah (2011) who highlights that qualitative is used to understand a phenomenon by focusing on the total picture rather than breaking it into variable.

Qualitative research method was interpreted as a research that produces a qualitative data in the form of written or spoken words of the people, and it was to describe the participants of the research more complete and comprehensive (Emilia, 2008). In addition, it described people experience in-depth (Goodyear, et.al, 2014). This was in line with Creswell (2014) who explains that in a descriptive method, the researchers analyze and

present the fact systematically, and therefore it could be understood and concluded easily and simply.

The main objective of this research was to explore the voices from blind students as part of academic society especially at university level. This research tried to figure out the real condition of blind students inside and outside classroom. With this specific objectives, the teacher as facilitator and observer combined a triangulation such as observation, questionnaire, and interview to gain the data.

The subject of this research was six blind students of private Education Institute in Cimahi, West Java, Indonesia, majoring Education. Observation and questionnaire were used to create a natural situation on exploring the voices of blind students in learning at University. Since Covid-19 is still spreading in all over the world, including Indonesia and it has big impact to education sector, the observation sharing and questionnaire were conducted online. The result of observation and questionnaire were then used to answer the research question of this research. The interview then was conducted to validate the finding during the observation process. During the observation, the research used log book to create more holistic finding. During the interview the research used question that adopted from several resources that related to the blind students' perception in learning at university. In short, this research used two simultaneous steps to collect the data. Data were analyzed and it was an interpretative process. Authors reflect on their personal viewpoints and how they shape their interpretations of the data (Alwasilah, 2011; Silverman, 2005). All gained data from observation's log book then transcribed into excel order to manage the students' perception in more readable result. All the data then synchronized with the result of the interview. All the answer of the participants then also transcribed into excel and matched with the previous result obtained from the observation process. The

result of this study cannot be generalized to other social situation (Creswell, 2014).

### Finding and Discussion

This study aims at exploring difficulties encountered by blind students along their study, elaborating effort in keeping up with the teaching and learning process, and identifying technology used to assist. The data were collected using questionnaire, and triangulated through observation and semi-structured interviews. All interviews were transcribed for data analysis.

The semi-structured interview was done to the six blind students as the subject of this research. They were: 1) IW (25 years old) who was visually impaired due to the presence of 2 viruses that attack him. He got treatment and the virus was gone, but he is still visually impaired and totally blind in 2006; 2) SY (22 years old) was visually impaired because in 2007 he had a high fever, blistered and cracked skin then on his eyes there was a white membrane that made him lose his sight; 3) RPS (21 years old) was not blind from birth but it was due to an accident; 4) RA (23 years old); 5) EF (24 years old), and 6) MS (22 years old) who revealed that they were born in normal condition just like other children, however due to some diseases they made them end up in blindness.

During the semi-structured interview, the authors asked the six blind students about several questions like how they consider themselves as blind person, how they adjust themselves with the academic society and maintaining their self-confidence, how they face discrimination in public area, and how they apply resilience skill in teaching and learning process, and also how they make use Screen reader application as their learning assistant.

This finding is divided into four parts; blind students' perceptions on their condition, blind students' resilience skill in dealing with academic society, blind students'

discrimination experience, and the use of technology in the form of Screen reader application as friendly learning assistant for blind students. Here is the detail result.

#### a. Blind students' perception on their own condition.

This research was done to blind students from various majors in learning at university, but still in the scope of education major. Below is the data of how blind students' perception on their condition. The result of the data is presented in figure 1.

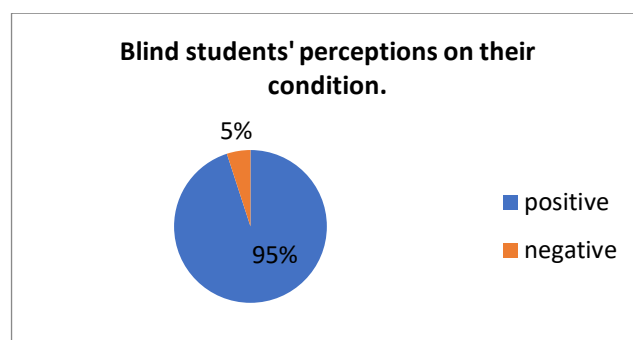


Figure 1. Blind students' perceptions on their own condition

Based on the data, most of the students (95%) have a positive perception about their condition. Only a few students (5%) have a negative perception about it. Most of them thought that being blind is not the end of the world. After getting the information about how blind students perceive themselves as human being, and then the data were analyzed to answer the research questions. Blind students can receive themselves just the way they are even though they are not categorized as normal people. According to the data from the blind students, most of blind students are resilient. The detail information can be seen in figure 2.



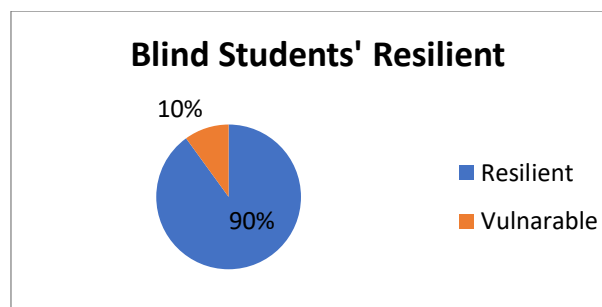


Figure 2. Blind students' resilient in academic society.

Figure 2 describes about blind students' resilient in academic society and 90% students answer they always be able to adjust themselves with the academic society and having positive confidence. Meanwhile 10% students answer they have difficulties with adjustment problem in academic society. Overall, even though the blind students learn in limited condition but most students always learn and have positive thinking. It means that they involve in teaching and learning process in the classroom and it shows they have high motivation to learn due to their limited condition.

Then, next question was about discrimination in public area. Based on the data, the blind students taught they did not get any discrimination in public area. Pie chart below presents about percentage of discrimination in public area that was experienced by blind students.

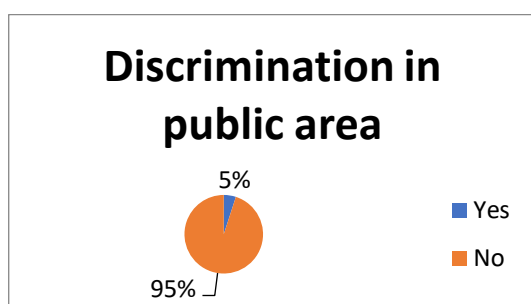


Figure 3. Blind students' discrimination in public area.

It can be seen from the figure 3 that only 5 % of blind students who experienced discrimination in public area. It is also can be interpreted that most of the blind students experienced good experience in public area.

After getting information about discrimination in public area, then the authors asked the students about the use of screen reader as a tool to assist them in teaching and learning process. Here is the result.

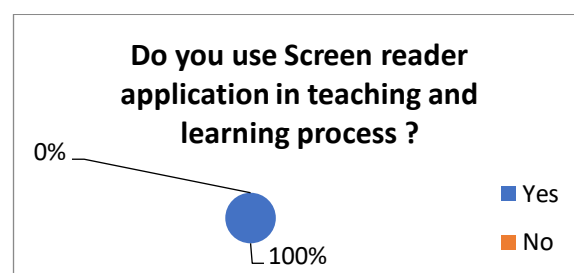


Figure 4. The use of Screen reader application in teaching and learning process

Figure 4 describes 100% students like using Screen reader application in teaching and learning process. It can be concluded that the blind students use this application in learning. However the difficulties encountered are in Statistics and Mathematics subject since many symbols cannot be read by Screen reader.

The table below is describing the result of the questionnaire which is expected to enlighten our insight into the voices of blind students in learning at University.

Table 1. The Result of Questionnaire

| No | Difficulties encountered along study | Effort in keeping up with the teaching and learning process |
|----|--------------------------------------|---|
| A. | Learning Experiences                 |   |

|   |  |   |
|---|--|---|
| 1 | Dealing with materials                                   | In general, the materials provided are understandable, except Statistics and Mathematics subjects which are difficult to understand, because they have to do with mathematical symbols, where mathematical symbols, in the form of braille writing, are still limited, and there is a lack of media that provide the visually impaired ease of access to information. |
| 2 | Dealing with not understanding the content of the lesson | 5 out of 6 participants asked their friends first, and then if he/she could not explain, they asked the lecturer concerned with the course that could not be understood. Only one participant asked the lecturer directly   |
| 3 | Dealing with books written not in Braille                | Tried to get the materials on the internet, websites, blogs or YouTube, e-books which are read by the Screen Reader application, so the learning process goes well.   |
| 4 | Dealing with   | Typed the assignment then   |

|   |  |   |
|---|--|---|
|   | college assignments, including presentation session                        | edited by classmates to meet the requirement format. To perform in a presentation session usually memorized the materials then helped by their friends to show the slides. If the materials were taken from a printed book, they used Screen reader application or asked their classmate/friend to read it. |
| 5 | Dealing with taking lessons in class, in addition to listening to lectures | Wrote the materials using braille when the lectures took place, recorded the lectures using a smart phone, sometimes asked a friend to briefly explain the material when the class was finished, noted the important points using voice note application.   |
| 6 | The lecturers do in helping to understand about the courses given          | Some lecturers often asked personally during lectures, some others provided a complete description of the materials being taught, so that made them understand.   |
| 7 | When participating in  | Taught normal students when having the PPL  |

|  |  |  |
|--|--|--|
|  | PPL(Teaching Practice program at school) | <p>(Teaching Practice program at school) online.</p> <p>Assisted by theclassmates with editing teaching materials, checking assignments and students' attendance.</p> <p>Faced difficulties in creating interesting teaching materials and students' lack of motivation during online learning.</p> <p>Whereas in scoring the students' work which was submitted in photo format, they had to work twice because all of the students' assignments were converted into a document, then they could read and carry out the assessment process.</p> <p>Builtcommunication with all parties such as among teachers, member of the group, college friends, and students. so that eventually they understood their circumstances and situation</p> |
|--|--|--|

|   |   |  |
|---|---|--|
| B | Experience with environmental   |  |
| 1 | Lecturers, friends, people in neighborhood behave when knowing that you are blind/Visual impairment | The response of the lecturers is sympathetic, empathetic, no discrimination in campus. But, some people outside campus may avoid interacting.  |
| 2 | Tuition fee   | All of them paid by themselves/parents .Before college, some of them ever attended massage trainingheld by the ministry of social affairs and working at Go Massage in 2019 before the pandemic hit. |
| 3 | Live with   | Parents, some others live with the foundation run by the government (social ministry)  |
| 4 | Transportation to college   | Grab,Gojek, Angkot, Damri, and motorcycle  |
| 5 | Help when using public transportation   | Some are friendly, kindly welcome at the pick up point, sometimes having chat while on the trip, don't lie when giving the change of the fare given, but some are not.                               |
| C | Hope  |  |

|   |                     |   |
|---|---------------------|---|
| 1 | For campus          | They were invited to participate in decision-making events, their voice be heard and be decision-makers for their education. The campus became an inclusive pilot campus not only in West Java, but in Indonesia. There is a choice for blind students whether to have the final test using a computer or oral test based on the students' preferences. There is a special unit that accommodates students with visual disabilities, to convey aspirations in lectures. There is a special scholarship for visual disabilities. |
| 2 | For lecturers       | The lecturers understand the characteristics of blind students as students with disability in order to create communication and mutual understanding between them   |
| 3 | For public services | Public services can create a disability-friendly environment.   |
| 4 | For the Foundation  | The foundation can actively support campus  |

|   |                 |  |
|---|-----------------|--|
|   |                 | policy by improving services for disability. Disability rights can be fulfilled, especially in jobs that are still few government and private agencies employing disabilities. |
| 5 | For government: | The government can implement the Disability Law no. 8 of 2016 better.  |

Table 1 describes two crucial things faced by blind students, they are: learning experience and experience with environmental. Most of the blind students have positive point of view in facing their reality both in daily life and academic life.

The results show that dealing with difficulties encountered along their study, all the participants argued that in general, the materials provided are understandable, except Statistics and Mathematics subjects which are difficult to understand, because they have to do with mathematical symbols, where mathematical symbols, in the form of braille writing, are still limited, and there is a lack of media that provide the blind ease of access to information. If they do not understanding the content of the lesson, 5 out of 6 participants asked their friends first, and then if he/she could not explain, they asked the lecturer concerned with the course that could not be understood. Only one participant asked the lecturer directly.

Furthermore, regarding the course books which written not in Braille, all of them tried to get the materials on the internet, websites, blogs or YouTube, e-books which are read by the Screen Reader application, so the learning process goes well. Meanwhile, dealing with college

assignments, including presentation session, they typed the assignment then edited by their classmates to meet the requirement format. Then, to perform in a presentation session, they usually memorized the materials then helped by their friends to show the slides. If the materials were taken from a printed book, they used Screen reader application or asked their classmate/friend to read it.

Dealing with taking lessons in class, in addition to listening to lectures, they wrote the materials using braille when the lectures took place, recorded the lectures using a smart phone, sometimes asked a friend to briefly explain the material when the class was finished, noted the important points using voice note application. They also revealed that some lecturers often asked personally during lectures, some others provided a complete description of the materials being taught, so that made them understand. However, they argued there is a choice for blind students whether to have the final test using a computer or oral test based on the students' preferences.

When participating in PPL (Teaching Practice program at school), they taught normal students online, assisted by their classmates with editing teaching materials, checking assignments and students' attendance. However they faced some difficulties in creating interesting teaching materials and students' lack of motivation during online learning. Whereas in scoring the students' work which was submitted in photo format, they had to work twice because all of the students' assignments were converted into a document, then they could read and carry out the assessment process. They also built good communication with the teachers, so that all parties can work together, such as Guru Pamong (Supervisor teacher), member of the group, eventually they understood their condition and situation.

The questionnaire also revealed that they claimed the response of the lecturers is sympathetic, empathetic. There were no discrimination happened at campus. Moreover, they hoped the lecturers could understand the characteristics of blind students as students with disability in order to create communication and mutual understanding between them. Nevertheless, they propose the campus authority to invite them to participate in decision-making, may their voice be heard, and be decision-makers for their education. They hope the campus provide a special scholarship for visual disabilities a special unit (UKM, Unit Kegiatan Mahasiswa) that accommodates them to convey aspirations in lectures, and they hope the campus become an inclusive pilot campus not only in West Java, but in Indonesia.

Blindness that occurs not from birth causes various impacts and also different problems from each subject. Therefore, blind people who are not born with visual impairment need support and enthusiasm in order to get through the problems they are experiencing (Lieberman, 2019). One way to help overcome the problems experienced and to be able to live life properly requires resilience. Resilience is the flexibility or ability of a person to get back up after experiencing difficult times or adversity (Morris, 2014). Individuals who are not blind from birth experience depression, inferiority, and personality problems. There is a need for resilience so that individuals can respond positively to the problems they experience so that individuals are able to bounce back and have a positive attitude.

This shows that each individual has a different way of responding to the problems they experience. Individuals who have a positive attitude will respond to the problems they experience in a positive way. For example, individuals who are blind from birth can bounce back by accepting their condition and then adapt and excel,



persist with their limitations and show a positive attitude. This can be obtained by the existence of resilience. Individuals who have good resilience are individuals who are able to survive, overcome, do not give up on the difficulties they experience and are able to rise again, become strong, and become better. Good resilience will produce positive responses and actions, and vice versa. Individuals who do not have good resilience then the individual will be slumped, unable to survive or overcome the problems they are experiencing, and will show a negative attitude.

Whereas, individuals who are visually impaired not since the birth, it is not easy for them to form a resilience personality (Sobur, 2014; Colclasure, Thoron, LaRose, 2016, Zegeye, 2020). It takes a process, sources and factors behind a person to be able to bounce back from the difficulties they face. So it can be considered that students with visual impairments are those who experience disturbances in the function of their sense of sight who are currently or completed undergoing lecture activities at a college so that the teaching and learning process requires alternative use methods to do tasks, routines, or work-related. In this study, the blind students studied were students who had great motivation in completing their studies. Motivation in learning at university is very essential since it is where the dream of success started (Colclasure, Thoron, LaRose, 2016; Inayah & Argawati, 2019). Most blind students consider that being blind is not the same as being sick. It is supported by Sobur (2014) who say that blind students' self-confidence can be one of the important factors in gaining success in university. So, the students' resilient can be a guideline for them to know and develop their adjustment in the academic society. In other words, the experience of learning at university can be more meaningful to them since they see this world from their point of view.

#### Conclusions (10%)

All of the participants (100%) consider that being blind is not the end of the world. Blind students are resilient; they can adjust themselves with the academic society and having positive self-confidence (90%), even though they sometimes found discrimination in public area (5%). Their resilience skill leads them to be persistent in teaching and learning process, and make use of Screen reader application as their learning assistant (100%). However the difficulties encountered are in Statistic and Mathematic subject since many symbols cannot be read by Screen reader. In sum, their resilience skill will be very useful for developing and empowering their insight in learning at University. For blind students, they actually have physical challenge that they face it. However, blind students want to tell the rest of the world that they want to be treated like everybody else, with no special favors and same right to learn. A blind person also has the right to do things and have a similar experience with other people who have a much more normal condition.

#### The implications of the study

Based on the findings and discussions, it highlights that researchers, educators, and parents should understand the kind of difficulties that blind students face in the classroom. As a result, they will recognize when it is appropriate to assist and support blind students. Then, this research shows some helpful strategies for assisting blind students. These strategies can be explored in intended to assist more blind students in tackling educational problems. Furthermore, this study provides the foundation for engaging blind persons in educational research. Finally, the results of this study may encourage policymakers when making decisions concerning blind access, support, and education.

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# BILINGUAL BEAUTY PRODUCT TEXT ON SOCIAL MEDIA: TRANSLATION METHODS AND AFFECTING FACTORS

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## Abstract

Beauty trends have received more exposure recently because of social media and people quickly became more interested. A translator must have the skill and method to find the proper terms of the source language and equivalent with the context, purpose, and culture of the target language. This study is aimed to identify the translation methods applied in translating advertisement text about beauty product on social media. This study applied descriptive qualitative approach to describe translation method. There are three translation methods found in this study: communicative translation, free translation, and semantic translation. The methods are affected by the purpose, the readership, the text type, and the translator's attitude.

**Keywords** – translation method, affecting factors, advertisement text, beauty product

## Introduction

Beauty industry is growing faster than ever before. A new report wrote that it is valued at an estimated \$532 billion and counting (Biron, 2019). Yau (2019) added that the beauty industry is now dominated by millennials who are willing to spend on good quality products and this knowledge is utilized with targeted price points. It is also believed that the explosive popularity of Korean beauty (K-Beauty) products among overseas consumers and their influence in the global market has given significant impact. Moreover, finance expert Natasha Ketabchi explained that another significant change in the beauty industry is the rise of social media, particularly Instagram. Visual medium is obviously optimal for a beauty brand in which it fully allows it to explore the visual potential of its products: to cultivate a stronger image, to interact with consumers in a more direct way, as well as creating an entirely new marketing category (<https://www.toptal.com/finance/growth-strategy/beauty-industry>).

In Indonesia, a report from [www.statista.com](http://www.statista.com) pointed that the revenue of the beauty and personal care market amounts to US\$7,095 million in 2020 and the market is expected to grow annually by 6.6%. Wira (2020) wrote that people's interest in skincare and makeup products has increased significantly in the last five years. Beauty trends have received more exposure recently because of social media and people quickly became more interested. In terms of skincare, local brands are developing rapidly, with more and more people becoming aware of them. Therefore, beauty industry is getting bigger and stronger in Indonesia. It is more attractive and encourages many brands to join the competition.

One of the Indonesian skincare brand is Sensatia Botanicals; a local skincare brand from Bali. It is written in its company website that Sensatia Botanicals is a village based, profit sharing company producing Bali's finest natural skincare since 2000. As a profit-sharing cooperation, 20% of the company shares are owned by the

employees. Sensatia Botanicals has various products range from pure and natural skincare and also personal care sold in more than 40 countries. Its retail store and stockist are located in Bali, Jakarta, Bandung, and Bekasi. Like any other brands, in promoting their products, Sensatia Botanicals also uses social media platform. Its Instagram account @sensatiabotanicals has 108k followers. Unlike other beauty brands, Sensatia Botanicals always shares their social media posts in bilingual; English and Indonesian to inform the followers, to introduce new products, and to promote their products.

In terms of translation, Hatim and Mason (2005) explained that translation is an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers). Therefore, translation is no longer regarded as merely a cross-linguistic activity but essentially cross-cultural communication (Sun, 2011). Soemarno (in Shabitah and Hartono, 2020) wrote that one of the problems in translation is to find the equivalent meaning because some expressions in source language are difficult to translate or even untranslatable. A translator must have the skill and method to find the proper terms of the source language and equivalent with the context, purpose, and culture of the target language. Translation method refers to the way of a particular translation process that is carried out in terms of the translator's objective, i.e., a global option that affects the whole texts (Molina and Albir, 2002). Newmark (in Ordudari, 2007) explained the difference between translation methods and translation procedures is that translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. Newmark (1988) classified eight translation methods: word-for-word, literal, faithful, and semantic (which are SL

emphasis), communicative, idiomatic, free, and adaptation (which are TL emphasis).

Related to translation method, there are some previous studies in this field. Rosyid (2011), Nugraha, Nugroho, and Rahman (2017), and Shabitah and Hartono (2020) conducted studies on translation method in literary works. Meanwhile, Yu and Li (2019) conducted a study on translation method in automobile advertisement text. From the previous studies, the researcher found an opportunity to conduct a study on translation method in beauty product text to fill the gap. The reason of choosing text about beauty product is the high demand and awareness of beauty and skincare products in Indonesia.

### **Methodology**

This study applied descriptive qualitative approach to describe translation method. This study is also an embedded-case study because the problem and the focus of the research have been decided by the researcher. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake; Yin in Creswell, 2014). In qualitative research, the inquirer analyzes words or images (Creswell, 2012). Therefore, qualitative research is holistically emphasized on data in the forms of words, sentences, or pictures which have meanings (Sutopo in Nababan, 2019).

The data in this study were collected from Sensatia Botanicals' Instagram account @sensatiabotanicals during the period of May-July 2020. The data analysis technique is adapted from Spradley's methodology of ethnographic analysis: domain, taxonomic, componential, and thematic (Mendoza, 2008). The researchers read every composition of the posts, identified the bilingual marketing or promotion texts, classified them, and analyzed the translation methods and factors affecting the choice of translation

method. The data were analyzed to identify the translation methods using the classification by Newmark (1988) and affecting factors of translation method by Sun (2011).

## Finding and Discussion

### Translation Method

Translation method refers to how a text is translated. There are three translation methods found in this study: communicative translation, free translation, and semantic translation.

Table 1: Translation Methods Found in SB

| Translation Method | Frequency |
|--------------------|-----------|
| Communicative      | 16        |
| Free               | 12        |
| Semantic           | 7         |

### Communicative Translation Method

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark, 1988). In line with its name, this method produces communicative translation which is closer to the target language. Moreover, it is one of the two methods besides semantic method that fulfill the main aims of translation: accuracy and economy. The communicative translation method can be seen in the following examples:

(SL) Taking care of your skin is as easy as 1, 2, 3!

(TL) Rawat kulitmu hanya dengan 3 langkah!

The communicative translation method is applied in translating ‘as easy as 1, 2, 3!’ into hanya dengan 3 langkah which is more acceptable for Indonesian people rather

than translating it word by word into semudah 1, 2, 3!.

Another example of communicative translation method is as follow:

(SL) If you like to stay out under the sun, make sure you always apply sunscreen prior.

(TL) Kalau kamu suka berkegiatan di luar ruangan di siang hari, pastikan untuk selalu menggunakan sunscreen ya.

The above example applied communicative translation method in translating ‘to stay out under the sun’ into berkegiatan di luar ruangan di siang hari and ‘always apply sunscreen prior’ into untuk selalu menggunakan sunscreen ya. The translated expressions are suitable for promotional texts or advertisements which require communicative language to attract potential buyers.

### Free Translation Method

Free translation is part of target language emphasis which reproduces the matter without the manner or the content without the form of the original (Newmark, 1988). He added that this method can be a paraphrase, often prolix and pretentious, and not translation at all. This method only focuses on the important parts of the source language to be translated into the target language. The free translation method can be seen in the following examples:

(SL) Don’t forget to check out our bundle promotion where you can score free gifts on selected packages.

(TL) Jangan lupa cek pilihan paket dengan hadiah-hadiah menarik.

The free translation method is applied the above expression using paraphrase and focusing only the important part of the source text to make the sentence more efficient.

Another example of free translation method is as follow:

(SL) Your suggestions are always valuable to us and we are proud to present you the most anticipated products to launch, natural deodorant collection!



(TL) Kami selalu mendengarmu! Setelah menerima banyak permintaan, sekarang waktunya merilis koleksi Natural Deodorant terbaru.

As it has been explained before, free translation method prioritizes the target readers. This method is focused on the message of the source language, but it sacrifices the form of the source text.

### Semantic Translation Method

Newmark (1988) explained that semantic translation may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalence. Like the communicative method, semantic method fulfills the main aims of translation: accuracy and economy. The semantic translation method can be seen in the following examples:

(SL) Formulated with all-natural ingredients, this deodorant blocks body odor without clogging your underarm pores. This allows the body to sweat naturally and the skin to breathe.

(TL) Diformulasi dengan bahan-bahan alami, deodoran ini mengatasi bau badan tanpa menutup pori-pori di area ketiak sehingga kulit dapat tetap ‘bernafas’.

The semantic method is applied in translating two sentences in the source text into one complex sentence. It fulfills the accuracy and economy aims of translation. Another example of semantic translation method is as follow:

(SL) Lip Care Collector Set consists of four lip balms and a lip scrub for an extra self-care during quarantine.

(TL) Lip Care Collector Set berisikan empat lip balm dan sebuah lip scrub dapat menjadi alternative hadiah untuk perawatan diri yang lebih saat di rumah saja.

The semantic translation method is applied in translating ‘for an extra self-care during quarantine’ into functional terms dapat menjadi alternative hadiah untuk perawatan diri yang lebih saat di rumah saja.

### Affecting Factors of Translation Method

There are many factors that should be taken into consideration before a translator finally decides the translation methods to be applied in actual translating (Sun, 2011). The factors affecting the choice of the translation methods are as follow:

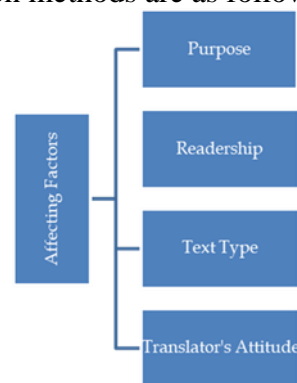


Figure 1: Affecting Factors of Translation Method

### The Purpose of Translation

The particular purpose of the translator are important factors in dictating the types of translation (Nida in Sun, 2011). Therefore, if the translation aim is ST oriented, the translator would apply translation methods oriented to the source language. Meanwhile, if the translation aim is TT oriented, the translator would apply translation methods oriented to the target language.

In deciding translation method, the translator needs to understand the purpose of the translation, in this case translating advertisement text related to beauty product. Advertisement text is aimed to introduce and to promote the products. Its goal is to persuade potential customers to purchase the product and it is hoped that they will be loyal customers. Therefore, the advertisement text should fulfill the target as means of effective bilingual communication.

### The Readership of Translation

Sun (2011) explained the reasons why readers are important in translation and that the translator should keep in mind when he/she starts to work. Firstly, readers’

characteristics are important as they may differ both in decoding ability and in potential interests. Secondly, prospective readers differ not only in decoding ability, but perhaps even more in their interests of purpose of reading.

The target readers of the text are the people who concern with skincare and beauty product from local brand and those who are actively using social media. The use of bilingual advertisement text will expand the segment of the potential customers, not only in Indonesia but also in other countries.

### The Type of Translated Text

The types of the text also determine the translator to choose translation method. It is usually associated with the main functions of language, namely expressive function, informative function, and vocative function as Newmark claimed that before deciding on the translation method, the translator may assign his text to the three general categories, each of which is dominated by a particular function of language (Sun, 2011). Advertisement or commercial text is classified as informative text. As Newmark explained that in translating informative text, the translator should focus on the message accuracy while trying to produce pragmatically equivalent effect on readers (Zheng, 2018). Therefore, communicative translation method is appropriate to translate this kind of text.

### The Translator's Attitude on Source and Target Cultures

Sun (2011) wrote that strong language culture may have political or economic superiority over some other language culture (weak language culture). Therefore, translators of strong culture will more likely adopt the domesticating method in their translating of weak cultural texts. Meanwhile, if the translation is from a strong language culture into a weak one, the choice will be much more complicated and most of the time the purpose of the

translation becomes a more influential factor. Moreover, foreignizing method is adopted in weak cultures with the purpose of learning from others and forging their national constructions.

### Conclusions

Communicative method, semantic method, and free translation method could be applied in translating advertisement text. However, communicative translation method is suitable for translating advertisement text because it produces communicative translation that is closer to the target language without distorting the contextual meaning of the source text better than semantic and free translation methods. Therefore, the purpose of the translation, the readership, the text type, and the translator's attitude would affect the translation method applied in the translation.

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# **SPATIAL NARRATIVE OF PLACE NAMING IN TANGERANG: REPRESENTATION OF CINA'S BENTENG CULTURAL IDENTITY**

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## **Abstract**

An ethnic experiences changes and faces challenges from time to time. A cultural ethnicity may strengthen its existence from time to time or may be more marginalized and 'lost'. Cina Benteng as one of native of Tangerang deals with these challenges that affects their existence and identity. It is estimated that Cina Benteng stepped in Tangerang at 1600's as part of Laksamana Cheng Ho arrival in Banten. Cina Benteng takes roles in all historical stories during the era of Sumedang Larang's kingdom, Colonial era, and after the independence of Indonesia. However nowadays phenomenon, as the massive number of migrants enter Tangerang, the existence of Cina Benteng are being questioned. To deal with this changes and challenges, an ethnic can use a cultural marker strategy related to the concept of space. The process of cultural proclamation describes a symbolic demarcation of what can be accessed by outsiders and what remains the privilege of an ethnic within the scope of cultural space (Christomy, 2018). The concept of space in the study of cultural studies is close to the aspect of place naming of certain space. At the language level, place naming describe the meaning of names or places, explore social, cultural and historical information. At the level of social practice, it's describes the form of social practice, how space is constructed and interpreted by other people / groups. In this paper, space as a form of cultural marker is seen from the spatial narrative method spoken by an a member of ethnic, Cina Benteng. The spatial narrative which is chosen, is a narrative related to folklore or historical stories related to certain place naming. The purpose of this paper is to find out how space and place are constructed by ethnic Chinese Benteng through narrative and what the implications are for those involved in this construction. This paper will use a qualitative approach by utilizing ethnographic methods. This paper will utilize cultural studies theory such as the theory of place and space by James Fox (2006), spatial narrative theory by Christomy (2018), and Labov theory of Narrative Inquiry (2006). In the first part of this paper, the writer presents a scientific synthesis related to spatial representation from the point of view of cultural sciences. In the second part, this paper carried out discussions and conclusions related to the problem of the research.

**Keywords :** Cultural studies, Spatial narrative, Place and Space, Place naming, Cina Benteng

## Introduction

Chinese in Tangerang who are referred as China Benteng have become part of a Tangerang's long history that began in ancient time, the struggling for independence, the new order era, and until nowadays. Chinese in Tangerang are well known as Cina Benteng or Ciben (in this paper the term Benteng Chinese or Cina Benteng is used instead of Tionghoa). Ciben is the native of Tangerang. The term Benteng derives from the ancestor of Cina Benteng who lived at Makassar Fort in their first settlement in Tangerang around 1600's. The fort, which was built in the colonial era, is located on the banks of the Cisadane River (around Sewan and Kampung Melayu areas) and is now demolished.

Cina Benteng in Tangerang lived outside the fort with farming activities for vegetables and fruits and also fishing or other jobs that are usually being done by the lower middle class economy. This is the story background of the name Cina Benteng, which is a mockery with the connotation of poor and lower class Chinese. Those fact above shows that there is discrimination in the existence of Cina Benteng. In general, China Benteng received discrimination in the economic, political and cultural domain, this unfair treatment which made them become poor.

Another historical belief explains, Cina Benteng is the name given by the Chinese in Batavia (now Jakarta) to address an urban community with lower economical condition and social status, named Cina Benteng community in Tangerang (Go Gien Tjwan, 2008 in Radjimo, 2013: 2). The displacement of ethnic Chinese from Batavia to Tangerang was related to the Chinese Massacre in 1740's, when thousands of Chinese were massacred in Batavia. After this incident the number of Chinese in Tangerang increased with the exodus of the Batavian Chinese.

According to historical records, Laksamana Cheng Ho stepped first in

Banten and Sunda Kelapa and then stepped at other port cities such as Jepara, Juwana, Tuban, Gresik, and Pasuruan by sea (Daradjadi, 2017: 46). The notes above are in line with the information given by the informants who are part of the Lingkar Benteng community. Based on a story that has been passed down from generation to generation by the Cina Benteng, the ancestors of the Benteng Cina were part of the expedition of Laksamana Zheng He who landed in Banten on the north coast, namely on the island of Untung Jawa and partly on the coast around Ancol, it is estimated circa 1400s. They came from southern China or Fujian (known as Hokian). Because they were part of Zheng He's expedition who embraced Islam, Cina Benteng believed that their ancestor religion was Islam previously. After landing on the north coast of Java, they moved through the Cisadane river to the Sumedang Larang kingdom, which is estimated being located in the Tiga Raksa region (now). Furthermore, Cina Benteng spread and settle to various areas in Tangerang, especially along the area where the Cisadane River flows. Some areas to this day are known as the China town or kampung pecinan of the Cina Benteng settlement in Tangerang.

Regarding to the historical aspect above, nowadays the existence of Cina Benteng in Tangerang is questionable. Considering the language aspect, Banten Province language map was published by the Badan Bahasa in 2018 didn't mention Betawi Ora dialect, which is the original dialect spoken by Cina Benteng based on language map that was composed by Lauder (1990). As a comparison of the language map for DKI Jakarta province, there are four languages spoken, namely Bugis, Sundanese, Malay and Mandarin DKI Jakarta. For DKI Jakarta Mandarin, it is spoken by the Chinese people in Glodok area. As it is well known the Glodok is China town area in Jakarta. Similar to Jakarta, Tangerang also has some China



town or kampung pecinan of Chinese, but in the language mapping made by the Badan Bahasa there are only three

languages left, namely Javanese, Lampung Cikoneng and Sundanese as shown below,



Figure 1.1 : Map of Banten  
Source from Badan Bahasa.kemendikbud.go.id

In the language map above, the administrative areas with purple shading marks the people of Banten with Javanese language, even though in some parts of the area there are mainly filled by of Cina Benteng. This fact lead us to big question, whether Cina Benteng still exist or they spoke different nowadays? In addition to the linguistic point of view, cultural influences that emerged in Tangerang and the government's concern to the preservation of Cina Benteng's culture. Cina Benteng's ethnicity aspect nowadays is less involved in City Branding programme by Tangerang's Government.

In the other hand, coming from internal point of view, unfortunately the pride's of being Chinese Benteng has been decreased during this modern time. The millennial generation who looks embarrassed to admit that they are Cina Benteng or Ciben. Being Ciben are also often found become a joke and made it fun of among the younger generation. Another fact related to the existence of Cina Benteng is the naming of one area, for example, Karawaci – where the majority of Cina Benteng settle in this area – is now better known as Imam Bonjol. This is because the name of the main road in the area was changed to Jalan Imam Bonjol.

Historical narrative recorded that name, Karawaci, actually has a deep meaning for Tangerang's people and Cina Benteng in particular. For Cina Benteng, Karawaci represents a space related to historical, cultural and mystical aspects that have become beliefs and are passed down from generation to generation through narrative. The changing of name of a street or area should consider the spatial, and location aspects related to the existence of certain cultural ethnic groups and other social issues.

Place names or what are known as toponyms in onomastics studies, is study of names (Rais et al, 2008). It is focused on how a name is being constructed, the meaning of name, and also social-cultural issues behind a name. Onomastics is being divided into two main areas toponymy (a study of place name) and anthroponymy (a study of person name) (Lauder dan Lauder, 2015). Onomastics study utilizes other studies to investigates the meaning and other social issues behind a name. Those other studies such as cultural studies, geography, sociology, linguistics, economics and etc. Particularly, Linguistics uses the term toponymy to map the meaning, function and attachment of a name to the community. A toponym or a

place name contains collective memories that must be preserved as a part of cultural preservation to maintain the national identity.

The position of toponymy studies in scientific studies invites several different opinions. However, the name and meaning of the name of a place or location shows a very close relationship with linguistic studies and cultural studies in general. This is confirmed by cultural studies theories, especially about place and space. Tuan (1977) explained that place is an area of power that has been marked by users who have boundaries or scope, while space is an abstract form of freedom. The concept of place and space is further discussed in the study of topogeny. In this paper, toponyms as linguistic evidence are examined through how narratives are constructed by cultural actors related to these toponyms. At the linguistic level, how the narrative is reconstructed is seen by the narrative theory by Labov (2006). Meanwhile, at the stage of representation of place and space, it is assisted by explanations from Fox (2006) and Christomy (2018) about spatial narrative.

## 2. Theory and Methodology

In this second part the author will synthesize three selected readings as the main theory of this paper, namely "Place and Landscape in Comparative Austronesian Perspective" by James J Fox in *The Poetic Power of Place* (2006) which will be referred to as reading 1, "Spatial Narrative in Traditional Sundanese Village" by Tommy Christomy (2018) in the book *Cultural Dynamics in a Globalized World* which will hereinafter be referred to as reading 2, and "Narrative Pre-reconstruction" by William Labov in *Narrative Inquiry* (2006) which will be referred to as reading 3.

Nowadays, the study of linguistics has been challenged to show that linguistics is not only concerned with language in the level of structure, but emphasis more on function by showing that

linguistics can help describe social and cultural phenomena in language expression and elaborate with other social studies. Readings 1 and 2 are social and cultural studies, while readings 3 are linguistic studies. If readings 1 and 2 use linguistic expressions, namely social narratives about the cultural space. In line with readings 1 and 2, reading 3 also utilizes a narrative approach in obtaining data, the difference is in reading 3 the author starts from the structure of the story itself as a basis for uncovering social phenomena from personal narratives.

The use of narrative in the analysis of social representation leads the writer to analyze how the toponym or place naming in Tangerang is considered as a cultural space of various ethnicities, one of which is Cina Benteng (as being done in reading 1). Then dig deeper into the space as a form of spatial representation of the Chinese Benteng ethnic group regarding their existence (as being done in reading 2) and assisted by a micro approach to how a story is formed (as in reading 3).

Furthermore readings 1 and 2 discuss the same concept, namely the cultural space as a social representation that can be explored using the narrative method. If reading 1 is more general, it covers many aspects, while reading 2 gives more of a concrete application of the concepts in reading 1 in the case of traditional villages in Sunda. Reading 3 is discussed separately, because if readings 1 and 2 have a space - topogeny - social narrative framework of thought, while reading 3 is the opposite, namely narrative - social problems. The existence of this different frame of mind not only makes the three readings different, but complements each other. To sum, readings 1 and 2 build a macro-thinking framework at the level of social practice, while readings 3 lead to micro-analysis at the level of language expression.

In reading 1 the author uses a broader concept, namely space, while in reading 2 the author uses the concept of space and place which is a detail of the

cultural space. In reading 1, space is defined as a topography in which there is a related relationship between local experiences of cultural actors in the form of shared feelings, speech and memory. While in reading 2, space is defined as an arena used for social practice by both individuals and groups, while place is a representational structure of spaces that exist in social practice. Still in reading 2, it is emphasized that space and place both exist in spaces that exist in a context. Through the above definition, it can be seen that reading 1 is more general in nature, providing an overview accompanied by examples of several related studies. If the reader wants to know in depth about the spaces and places that make up the space, it can be found in reading 2.

Moreover, it is said in readings 1 and 2 that in a cultural context, social knowledge is in the spaces that exist in that culture. This social knowledge is passed down from generation to generation through a process of cultural creation in three stages: preserved, transformed and remembered. How are these three steps carried out? One of them is from the narratives that they preserve, they tell from time to time and they also remember and learn from it. Reading 1 suggests that spaces are narrated to form a place. A place is located not because of its direction but is identified by a form of name which is a component of social knowledge. This social knowledge, is narrated and being functioned to connect the past and the present. In line with reading 1, reading 2 suggests that in facing the challenges of social change, narratives about the space of the cultural space have an important role in preserving, maintaining and preserving the cultural, historical, and social memories that exist in a space.

Furthermore, readings 1 and 2 raise the discussion of topogeny. Topogeny in reading 1 is defined on its social knowledge content about the sequence structure of place names. Topogeny occurs in the process of compiling and transforming

social knowledge. In general, names are attached to certain specific locations and topogeny describes how the externalized representation of the projected memory of the community can be possible related. Topogeny has variants, forms and functions depending on the context. Furthermore, the explanation of topogeny allows for ambiguity and uncertainty in a place name. One of these things can happen because a place may have more than one name or historical and cultural linkages from its predecessors so that it affects the process of interpreting a name. While in reading 2, the concept of topogeny is explained that genealogical explanations of place names can be carried out synchronously in the form of topogeny through historical narratives.

On reading 3 Labov starts his theory by explaining that before a story is being told, there is a pre-reconstruction process that occurs in the cognition system of language speakers. In this process, language speakers sort out which is the most appropriate to be told from the number of narratives available, what is the order of speech, and the purpose of the narrative. This pre-reconstruction process will at the same time give an idea of how an event that has happened in the past can be related to the present and become worthy of being told. Why does the pre-reconstruction process become the central theme of Labov's writing? While other linguists may prefer to talk about the structure of a story itself. Labov said that narrative is the final product, which is the result of an unconscious process, the speaker can no longer control the construction process. So don't look at the reconstruction, but pre-reconstruction, what causes a story to be chosen or not chosen to be told, why and what is the purpose for telling it, what factors cause a story not to be chosen or chosen. So it can be concluded that at this pre-reconstruction level the exploration of the social, cultural, historical, or psychological aspects of a story is more dominant, not the structure of

the story itself. The pre-reconstruction concept offered by Labov will fill the gaps that exist in readings 1 and 2, moreover Labov will guide through the linguistic evidence that exists in each story.

All theories synthesized from the three readings above are used to discuss examples of ethnographic method data. The author conducts interviews and ethnography method. In this paper, 2 interviewees were interviewed, they were

### 3. Discussion

In this section there will be discussed some finding that has been found by observing the community, doing interview, and utilizing the theories and method, as below,

#### 3.1 Cina Benteng Place has shifted

In this paper, several toponyms for the Tangerang area are described which are related to the Cina Benteng ethnicity and then explored the spatial aspect to get an idea of the existence of the ethnic group. In general, four of the toponyms for the Tangerang region related to China Benteng are spread out in Kota Tangerang, Kabupaten Tangerang and Tangerang Selatan. Among those three area, Cina Benteng are mostly found in Kabupaten Tangerang which is geographically located on the coast, where they first landed in Tangerang. In addition, many Cina Benteng inhabit places along the Cisadane river. This is logically happened because, in the past, rivers play dominant roles as transportation routes, before the construction of inter-regional roads. Based on the information provided by the informants, currently China Benteng is mostly located in Kabupaten Tangerang (towards the airport and beach), the progress and density of the cities of Tangerang and South Tangerang have shifted the places of settlement and cultivation or farm area for Cina Benteng. The area along the Cisadane river that divides the city of Tangerang, is no longer crowded with Benteng Cina but is more inhabited by immigrants. The reason for the

Chinese cultural activists for the Benteng and the caretaker of the oldest Vihara in Tangerang. The interview process was followed supported by recording and note-taking techniques. In addition, the author also adds an observation process to the culture rituals, space and place to support the analysis. In the discussion section, the relationship between theory and data is explained through qualitative descriptive explanation.

moving, was also due to the fact that many factories were being built in Tangerang during New Era regime. Cina Benteng, which is known for its middle to lower economic conditions, choose to settle near or close to industrial areas. Through the explanation above, we can conclude that the existence of Cina Benteng still exists in places in Tangerang, but it does experience a shift.

#### 3.2 Cultural Space of Cina Benteng

The discussion in this section is divided as follows:

##### A. Sacred Value

Based on the results of the interviewee's narrative, there are several places that function as spaces that symbolize sacred concepts. The first is Kalipasir. Kalipasir is the location of an ancient mosque and tomb built by the elders of Cina Benteng. The elder who built this space is Cina Benteng who first landed in Tangerang, part of Laksmana Zheng He's expedition and still embraced Islam. Once upon a time this mosque was a symbol of worship and sacred space because several remarkable figures of Cina Benteng, and Banten kingdom were buried. Nowadays, the mosque seems not to be part of the Chinese Benteng space, there is a collective memory that is lost so that Kalipasir does not become part of the Cina Benteng even though its position is in the middle of their settlement or Pasar Lama pecinan. The triggering factor is the change of religion, nowadays Cina Benteng are no longer a



moslem, it is rare and even very difficult to find a Cina Benteng who embraces Islam. Their religions mostly are Buddhism, Tao, Christian, and Catholics.

Kalipasir was once considered sacred and used for worship because the existence of moslem Cina Benteng in ancient times were still large and their bound are strong. This is contrast to the current situation when the existence of moslem Cina Benteng nowadays is increasingly rare. The toponym of Kalipasir as a symbol space for sacred values that should be attached to be part of the Cina Benteng culture, nowadays as if it is no longer part of the Cina Benteng cultural space anymore.

Another narrative of place naming related to Karawaci. It is a space that represents the Cina Benteng existence in Tangerang. Karawaci is known as a sub-district or kecamatan, but it is also well known as the Cina Benteng residential area. In Karawaci there are not only residential areas but also cemeteries (eg Tanah Cepe, Tanah Gocap), funeral home, school, and universities for Cina Benteng. In Chinese tradition, when someone dies, the family need to pay respect by holding some memorial ritual. Relatives should come and show their condolences, as guest will be served treats at the table. The treats are generally in the form of nuts, namely Koro and Kwaci beans. That memorial narratives become one of spatial narrative being told regarding to the place naming, Karawaci.

In addition, Karawaci is narrated in other versions, some spatial narratives try to relate place naming Karawaci to a Dwarf or they spell it as Kurcaci. Kurcaci is spelled by Chinese tongues as Karawaci. It is said that in the area there were many Dwarves who helped the Chinese and locals fight against the colonial. In spite of those two version, the third version of spatial narrative is, Karawaci is a place in Tangerang where some different ethnic assimilate. There are of assimilation of Arabic, Javanese and Chinese. It is being abbreviated as kampong arab, jawa, dan

cina. Reviewing all three version of spatial narratives, Cina Benteng roles cant be separated from the spatial narratives of Karawaci.

In ancient times Karawaci functioned as a sacred space, but that function has shifted. Karawaci became a place to live for Cina Benteng and other Tangerang people, but this sacred value was vanished and not passed down to the younger generation. Even Cina Benteng itself is now more familiar with place naming Imam Bonjol rather than Karawaci (in 1990 the Tangerang city government changed the names of roads and regions).

The phenomena of Karawaci place naming tells us that both external and internal factor play significant roles. Internal factors, namely the process of cultural inheritance (preserved – transformed and memorized) which is less successful, the loss or shift of the cultural space of the Cina Benteng is also caused by external factors, the government does not consider the element of spatial representation of an ethnicity by renaming the street or region of the space. .

## B. Livelihood

Ethnic Chinese are known for their resilience both in the economy, usually in trading activities. Cina Benteng in Tangerang is known as Chinese peasants, formerly Kampung Melayu was known as kampong or a suitable location for Cina Benteng. Kampung Melayu was formerly known as Pangkalan, a gathering place for migrants in Tangerang. This area was a gift from the king of the Tiga Raksa kingdom, to Chen Chin Lung (the ancestor of the Cina Benteng who first landed in Tangerang). Chen Chin Lung was ordered to manage the area and produce crops that were used as commodities, most of which would be sent to Batavia. In Kampung Melayu there is a large area of land for farming. We can conclude that in ancient times Kampung Melayu was a space for farming as a livelihood for the Cina Benteng.



Meanwhile, nowadays, this has shifted, along with the number of immigrants in Kampung Melayu (Cina Benteng no longer become the majority), the narrowness of land for farming and the reluctance of some Cina Benteng to cultivate crops because they are more interested in working in factories. The explanation above illustrates that Kampung Melayu as a Cina Benteng cultural originally described a space for farming.

However, nowadays, along with the shift in the existence of the Cina Benteng in Kampung Melayu, their space has also experienced a shift. Their collective memory of Kampung Melayu is no longer a space as a place to grow crops, but has shifted to become an ordinary village for them.

Meanwhile, in this modern era, the existence of Cina Benteng in the area has begun to shift. It is no longer a special settlement of Cina Benteng but mingles with other settlers. Previously, Pasar Lama was full of shops and businesses typical of Cina Benteng, now it has turned into modern cafes and places for children to hang out in Tangerang. As the Chinese Benteng existence shifted, the

### C. The history of past glory

According to interviewee, in ancient times Cina Benteng had many roles in helping the King of Banten (Sultan Ageng Tirtayasa), Sumedang Larang, or the ruler of the kingdom in Tiga Raksa. The role of the Cina Benteng is also narrated a lot during the colonial period, until independence was achieved. That fact brings a positive aspect, Cina Benteng occupies many strategic areas in Tangerang. One of them is the Pasar Lama, Pasar Lama is known as the Chinatown area, the center of the economy and glory in the past. Pasar Lama area is also known as a prestigious settlement for the Cina Benteng in the past. It can be said that the Pasar Lama as a symbol space of past glory.

representation of space as a symbol of past glory shifted into a modernization space that was inherent not only for the Benteng Chinese but for Tangerang people in general.

In addition to the Old Market, another space is Kampung Tehyan. According to sources, Tehyan village is a village inhabited by the majority of Cina Benteng. Known as the village of Tehyan because the village is the producer of Tehyan, a stringed instrument that is belonged to Cina Benteng. Instead of producing Tehyan, the village is also a gathering place for expert Tehyan players so that it can be said to be a symbol of the Cina Benteng cultural arts space.

Nowadays, China Benteng's millennial generation rarely still knows Tehyan. In the village where they lived one grandfather left who could make Tehyan. Today, as many Cina Benteng moved to the nearby factories surround Tangerang, Kampung Tehyan is no longer a special village for China Benteng. This village is abandoned and mostly inhabited by the older generation. So that the representation of space that is formed today is a village with welfare below the poverty line

### 4. Conclusion

Historical narratives related to place-naming or toponyms in Tangerang show that a narrative can connect the past and the present. Historical narratives represent values that existed in the past and also provide significance related to historical values in this modern era. Cina Benteng cultural space is constructed by utilizing aspects of sacred values, economic aspects or livelihoods and historical aspects of past glory. The three aspects of the values above are preserved, transformed and stored in the cognition of the Cina Benteng ethnicity. Furthermore, along with the development of the era, the existence of the Cina Benteng place experienced a shift. This also shows the impact on the shift in the cultural space of the Cina Benteng. As an implication there is a space that is considered lost and

is not part of the Cina Benteng culture. There is a space that still remains but its meaning and function has changed, or there is even a new cultural space. Cina Benteng ethnic cultural space dynamically follows the Cina Benteng existence.

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# **E-LEARNING DURING THE PANDEMIC: LOOKING FOR AN IDEAL E-LEARNING PLATFORM**

**A survey to English teachers of vocational schools in Majalengka and Indramayu Regency**

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## **Abstract**

This paper reports on finding of research results to English teachers of vocational school in Majalengka and Indramayu districts regarding the learning platforms they used on teaching and learning activities during the pandemic. A total of 31 teachers participated in this study. Data obtained from survey results using google form by open and closed questions. The results stated that 71% of participants using google classroom, but only 29% actually used google classroom. The remaining 42% combines google classrooms with Edmodo, WhatsApp, Zoom, Google Meet, email, google forms, google drive, Schoology and also LMS which is developed in their schools. 54% of respondents stated that they used more than two kinds e-learning platforms to carry out teaching and learning activities on their English class, and even, some of them use 4 or 5 e-learning platforms at once. 64.5% of respondents said the e-learning platform they were using was not ideal so they used a lot of e-learning platforms at once although it is inefficient ways. 83.9% said they were still looking for the ideal e-learning platform and 100% said they need for training on e-learning platforms so that they could choose the best one to apply in their class.

**Keywords:** e-learning; pandemic; ideal; platform

## **Introduction**

Indonesia confirmed the first case of Covid-19 on March 2, 2020 (Setiawan, 2020; Setiawan & Ilmiyah, 2020; Tosepu et al., 2020). Until May 16, 2020, the number of confirmed cases was 16,496 positive (Kemenkes RI, 2020). The current situation of the Covid-19 pandemic, causing the learning process to be carried out by online. This is in line with the instructions of the Minister of Education and Culture, Nadiem Makariem.

Amid the global wave of pandemic lockdowns, there was an unprecedented rise in e-learning. As of 1 April, nearly 1.5

billion children in 173 countries“Global monitoring of school closures caused by Coronavirus (Covid-19), were affected by school closures. (UNESCO, 2021).

Online learning in a pandemic is an alternative solution (Basilaia & Kvavadze, 2020; Bauerlein, 2008; Laprairie & Hinson, 2006; Taha et al., 2020). The use of online learning is indeed practical because it can be used anywhere and anytime (Bourne et al., 2005; Means, 2010; Nakamura et al., 2018; Özyurt et al., 2013). However, do not close your eyes that the implementation of online learning raises its problems (Hung & Chou, 2015; Smart & Cappel, 2006; Van Bruggen, 2005).

Actually, the era of revolution 4.0 has also required this even before the pandemic, that mastery of technology is a necessity, including in the world of education. And this pandemic has further strengthened the fact that e-learning must be done to save our education world. E-learning is present as a necessity that makes the transformation process from conventional learning systems into digital forms. These changes include the system, support capacity and also the content of the e-learning itself.

Much research on barriers caused by the application of online learning in non-pandemic situations (Ali & Magalhaes, 2008; Beetham & Sharpe, 2007; Eady & Lockyer, 2013; Karasavvidis, 2010). While research on barriers to the use of online learning during the pandemic is still not widely done.

Online learning has advantages and disadvantages and has many obstacles to be carried out optimally. However, during this pandemic, online learning is seen as effective in breaking the chain of transmission of the corona virus that has hit the world.

Online learning can be termed as a tool that can make the teaching-learning process more student-centered, more innovative, and even more flexible. Online learning is defined as learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students.

The drawback is that online learning requires educators to master technology, especially in operating learning platforms where they must be able to carry out the functions of teaching and learning activities as much as possible. The ideal learning platform must be able to accommodate all learning control functions such as

attendance, provision of learning resources, assessment, and evaluation.

In principle, many types of software and network services can be used for e-learning; examples include e-mail, Usenet, chats, discussion forums, wikis, blogs, collaboration (CSCW) tools, simulation software, testing and assessment software, e-portfolios, vocabulary trainers, and games (Piotrowski, M., 2010) .

A good learning platform must also provide space for teachers and students to develop their creativity in line with the necessity to use the Higher Order Thinking Skills (HOTS) framework in teaching and learning process. In addition, of course, online learning requires good internet access, but, in fact, the availability of internet access in many areas is still poor.

### **Research question**

This study conducted to answer the questions of reasearch:

1. What is e-learning platform that used by English teacher of vocational school in Majalengka and Indramayu regency?
1. Are they satisfy and think that e-learning platform they used is an ideal platform?
2. What are they need to reach the best teaching and learning process related to e-learning platform?

### **The purpose of research**

The purpose of research is to know what e-learning platform that used by English teacher of vocational school in Majalengka and Indramayu regency, are they think that the platform they used is an ideal platform, and what they really need to increasing quality of teaching and learning along this pandemic.

### **Benefits of research**

In fact, the pandemic is still occurs in a long time. So, the learning also still conduct from home by online learning. This study has benefit can be an alternative for teachers or stakeholders how to conduct online learning better using e-learning platform that suitable with their condition and willingness.

## Methodology

This research is qualitative research with a type of case study. The cases studied are the challenges faced by teachers in choosing e-learning during a pandemic and what basic abilities lecturers have to support e-learning. In line with (Creswell, 2012a; 2012b), qualitative research is exploratory in nature, which helps researchers to find out more about the challenges faced by english teachers during the Pandemic in teaching and learning activities especially in using e-learning platforms. This research can help understand how English teachers in Majalengka and Indramayu Regency experience obstacles in undergoing teaching and learning activities using e-learning platforms during the Pandemic.

The questionnaire applied to English teachers had 6 items, consists of 3 closed questions and 3 open questions. It has been applied online, by using google form application. 31 English teachers answered the questionnaire, which aimed at English teachers perception on e-learning platform which they used in the class.

The respondents are Vocational English teachers at various schools in Branch of Education Office Region IX, Majalengka and Indramayu regency.

31 teachers participated in the study, which shows the teacher's interest in looking for an ideal e-learning platform that can be used in their learning process especially in English in order to make learning more effective.

## Finding and Discussion

The teachers who filled the questionnaire are 22 male (71%) and 9 female (29%).

Table 1. Distribution of respondents by sex.

|        | Number | Percentage (%) |
|--------|--------|----------------|
| Male   | 22     | 71             |
| Female | 9      | 29             |
| Total  | 31     | 100            |

The English teachers who participated in this study have experience in teaching for some years. They are who have experience in teaching more than 10 years as senior teachers ( 37%) and the remain is still have experience less than 10 years ( 63%).

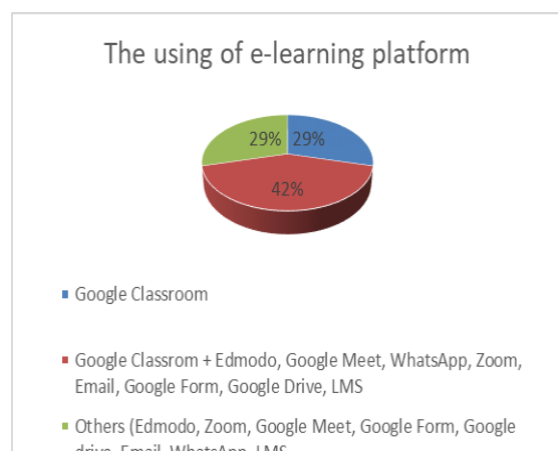
Table 2. Distribution of respondents by teaching experience.

|              | Number | Percentage (%) |
|--------------|--------|----------------|
| More than 10 | 12     | 37             |
| Less than 10 | 19     | 63             |
| Total        | 31     | 100            |

The results of the distribution of questionnaires about this learning platform in the working area of the Regional IX Branch of Education Office covering Majalengka and Indramayu regency stated that they are still looking for an ideal learning platform that allows the implementation of complete learning activities. So far, they have used various platforms for teaching and learning. Most use Google Classroom, followed by WhatsApp and Zoom. There are also those who use Edmodo, Schoology, Google Form, a platform developed by the school's IT team, Google Meet, email, and Google Drive although the numbers are not significant. The willingness to obtain maximum learning outcomes also made them to combine various platforms at once and this is certainly quite inconvenient.



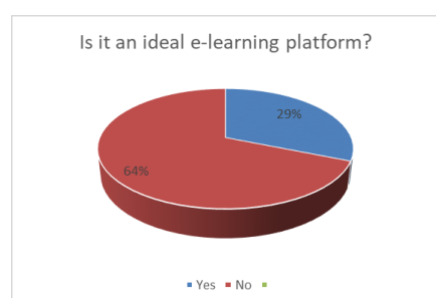
The results stated that 71% of participants using google classroom, and 29% using other platforms.



Picture 1. The using of e-learning platform

However, from 71% respondents who using Google classroom, only 29% actually used google classroom. The remaining 42% combines google classrooms with Edmodo, WhatsApp, Zoom, Google Meet, email, google forms, google drive, Schoology and also LMS which is developed in their schools.

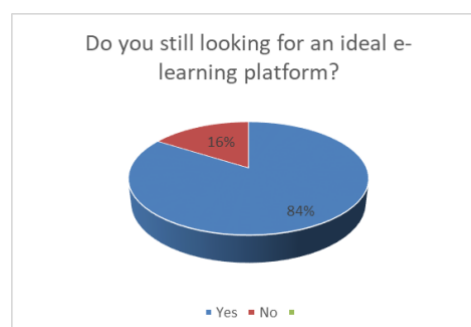
Respondents also give their answer for the question, has their e-learning platform ideal or not yet? A total of 64.5% stated that e-learning platform they had used so far is still not ideal.



Picture 2. Is it an ideal e-learning platform?

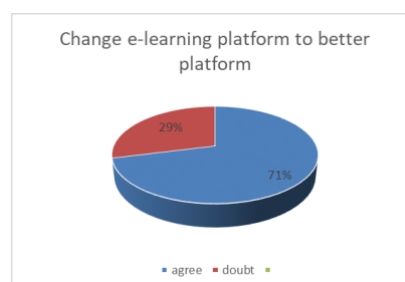
Although just 64% who said that their e-learning platform is still not ideal, but 83.9% respondents stated that they are still looking for ideal e-learning platform. It seems that 36% who said yes for

questionnaire no 2, actually confuse to looking for better e-learning platform.



Picture 3. Looking for an ideal e-learning platform.

Respondents also asked will they change e-learning platform if they find better platform, and 71% respondents said they will change e-learning platform they are currently using if they find a platform that is free, easy to use and it has complete features.



Picture 4. The possibility to change e-learning platform

From various items of questionnaire, at least, 100% respondents stated that there is a need for training on e-learning platforms for teachers so that they can choose which one is the best to use in their classrooms.



Picture 5. Teachers need e-learning platform training.

Regarding the ideal learning platform, according to them are:

- practical learning platform,
- easy to use and able to control participants,
- it does not eliminate the interaction between teachers and students,
- the inclusion of attendance, assignments, live videos, learning materials and structured test aids,
- it can accommodate video uploads in large amounts of memory,
- easy to access but there are also many facilities,
- which can make it easier for students and teachers, mutual communication occurs, which makes it easier to convey learning, and students can access it easily,
- it gives experience to interact with audio-visual,
- it can display material and make pretests,
- it gives the freedom to interact without being limited by cost constraints,
- saving quota, free, easy to access,
- simple, easy to understand yet full-featured,
- it possible to create situation like face to face platform, easily accessible by teachers, students and parents,
- offer unique learning system that can increase student interest during study from home and which can facilitate aspects of student learning.

## Conclusions

E-learning platform is main tool in teaching and learning activities along the pandemic. To obtain the best result, teachers using various e-learning platform.

Most of them using Google Classroom but they often combine it with another platform to conduct some feature that can not be cover by Google Classroom. It includes WhatsApp, Zoom, Edmodo, Schoology, Google Form, LMS which developed by their school's IT team, Google Meet, email, and Google Drive. They realized that it was not an effective and very inconvenient way but they were forced to use these platforms until they found an ideal e-learning platform that could cover all the features they needed. So that, they really need a training of e-learning platform.

The pandemic is still not can be predicted when will be ended. Online learning has been conduct for more than a year and it seems will still on going at least in some next months. This study can be an input for teachers and stakeholders to hold better online learning especially relate to e-learning platform they used on teaching and learning activities.

Trying to solve their problem in choosing the ideal e-learning platform, the researcher conduct further research by take Indisch, one e-learning platform, it has all of feature that teachers needed in their process learning activites. Indisch, the researcher called it as one stop e-learning platform, will be studied how far it can used by English teacher to make their learning process better.

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# INDONESIAN ONLINE MEDIA STRATEGY IN PREVENTING ISLAMOPHOBIA DURING PANDEMIC ERA

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## Abstract

Online media has an important rules in giving informastion during pandemic era like today. This research was conducted as an effort to look at Indonesian online media strategies as an effort to prevent Islamophobia. The strategy in this study is examined using SWOT analysis to see the strength, weakness, opportunity, and threat of Indonesian online media. The representation related to Islam in online media through samples from major online media in Indonesia, such as Republika.co.id and Kompas.com. In an effort to answer research, the authors use qualitative methods. The results of this study indicate that the media have different strength, weakness, opportunity, and threat so that the strategies used in making efforts to prevent Islamophobia are also different. Therefore, to prevent Islamophobia through the media, they can utilize the power possessed by the media to disseminate information about Islam accurately without any pressure from any party. Weaknesses and threats that are owned by the media related to the news about Islam can be overcome by utilizing the strengths and opportunities owned by the media so that news about Islam will no longer cause fear in the community and Islamophobia can be stopped by the use of the media. The conclusion of this research shows that through the SWOT strategy analysis can be made several strategies by the media as an effort to prevent islamophobia in Indonesia.

**Keywords** – Islamophobia, SWOT Analysis, and Online Media

## INTRODUCTION

Media is a group tool to manipulate and marginalize non-dominant groups (Eriyanto, 2005). Media is also a marker of human civilization in representing information (Danesi, 2010). In providing information, it appears that the greatest concern of the mass media is information related to political events (Hamad, 2004). Thus, as technology develops, media also develops and follows the current life. In context of social movement activities, this technological change also changes activists in communicating, collaborating, and demonstrating (Sanjaya, 2018). Media has a function as information providers and social critics to relevant agencies to

immediately fix themselves in political process (Pujiati & Yulianti, 2019).

In spreading information, media is supported by modern communications technology entrepreneurs and the commercial information industry. They are very active in business expansion so that the media can develop rapidly (Lull, 1997). Development of this technology also makes media in Indonesia increasingly develop in terms of service and presentation of information. One phenomenon that will be highlighted in this research is the role of online media in providing information to public about islamphobia news. Not only media in Indonesia, but also global media often narrate Islam negatively (Elgambri, 2008).



Islamophobia refers to prejudice and discrimination against Islam and there is no logical justification for that thinking. Islamophobia raises the assumption that Islam is a religion that teaches violence, selfishness, intolerance, and so forth (Firdaus, 2019). Islamophobia has taken the public and even the world and became famous since the WTC tragedy in America which occurred on September 11, 2001. In fact, the media has identified Islam with Osama bin Laden, the bombing of the World Trade Center (WTC), the source of terrorism, Middle East war, and others (D.M.Alfin, et.al, 2018). The issue of terrorism has made the image of Muslims become cornered, including in Indonesia (Wijaya, 2016).

The incident illustrates that Islam is considered to have no norms that are in accordance with other cultures and is considered as a cruel political ideology (McGowan, 2004). Many studies related to Islamophobia have been done, such as Moordiningsih (2004), Yuliarti, et.al (2017), and Amalia & Haris (2019). Moodningsih (2004) focusing studies on the form of strategies to overcome islamophobia. It is necessary to have a positive understanding and open-mindedness towards the life attitudes of each group and show their respective advantages so that it is more useful. Yuliarti, et.al (2017) conducted a study on the construction of media framing about ISIS reporting so that raises the stigma of Islamophobia. Ibda (2018) conducted a study to look at strategies to stem Islamophobia by strengthening the curriculum of the Aswaja Annahdliyah Islamic-oriented university. Amalia & Haris (2019) conducted a study of Islamophobic discourse in mass media. The results showed that the mass media were trapped in the discourse of Islamophobia that was rolled out by the western media.

The debate about Islamophobia often centers on street-level incidents, such as pulling headscarves and attacks on mosques, (Allen, 2010). However, actually

there is a lot of online anti-Muslim harassment. As research conducted by Awan (2014), he said that 500 tweets from 100 different Twitter users showed how Muslims were seen and targeted by online abusers through Twitter's search engine. Copsey, et.al (2013) regarding anti-Muslim prejudice online. There is still little attention given to online racial crime. This can be the beginning of a greater physical threat to other incidents of conflict. Saeed (2007) in his research that discussed the representation of Islam and Muslims in the British press / media showed that British Muslims were described as 'other aliens' in the media.

Empirical facts from previous studies show that Islamophobia has a very dangerous impact on Muslims, especially in Indonesia which has a majority Muslim population. This study was actually carried out as an effort to complement previous research related to Islamophobia and the media by using SWOT analysis study to find out the strategy used by media as an effort to prevent islamophobia in Indonesia. The thing that underlies the selection of the two local media is having different views in delivering news related to Islam. This can be proven from research conducted by Yuliarti, et.al (2017). They show that news framing from the two big media is very different. The author believes that by using these two media as a sample to find the right strategy in preventing Islamophobia in Indonesia so that people will not be afraid of Islam. This study has a very important urgency that the impact of media reporting is very large so that with the right strategy to prevent Islamophobia is able to stem public fears about Islam and the image of Islam will return positive.

## **METHOD**

This research uses qualitative method. This study uses media as sources of data. The operational definitions of variables and conceptals from this study are online media, Islamophobia, and SWOT analysis. The following describes the operational and

conceptual definitions. Media has a tendency of political-economic as well as ideological interests, especially related to Islamic news (Ayani, 2017). Today, the most widely read media by the public is online media because it is considered more effective and carry out these activities wherever and whenever the person wants to read. With online media, information about events that exist throughout the world can be delivered in an update. Even the freedom of the press to deliver the news was blamed as a propaganda for the interest groups (Amalia & Haris, 2019). So in this study, the object of study is online media.

The second operational definition is Islamophobia, it refers to fear or hatred of Islam and is intended for Muslims themselves (Fredman, 2005). Islamophobia is a feeling of fear or hatred towards Muslims (Arif, 2014). Islamophobia is caused by publication in the mass media related to the strict representation of Islam through the phenomena of terrorism, ISIS, and Wahhabism (Rachman, 2018). This research tries to solve cases related to Islamophobia that can be done by online media in Indonesia.

The third operational definition is SWOT Analysis. Rangkuti (2006) stated that SWOT is an abbreviation of the internal environment of Strength (S) and Weakness (W) as well as the external environment namely Opportunity (O) and Threat (T) facing the business world. In this study, SWOT analysis is used to find solutions related to media efforts in Indonesia in resolving the spread of Islamophobia through the media.

Data got from two online media, such as Kompas.com and Republika.co.id. The data in this study were obtained from the two online media to see the media representation in reporting on Islamophobia in Indonesia. Data was collected by means of literature study.

The study was conducted by researchers using SWOT analysis. By paying attention to strengths, weaknesses, opportunities and challenges, the researcher provides

strategies in the form of SO, ST, WO and WT so as to provide an overview of the efforts online media can make to eradicate Islamophobia.

## RESULT/FINDING AND DISCUSSION

Representation of Islam in Media Coverage  
In media coverage, Islam is portrayed differently by online media such as Kompas.com and Republika.co.id. The authors try to narrow down information related to the representation of Islam in the two media so as to obtain a clear picture of how the online media provides news about Islam in Indonesia. The following table shows the representation of Islam in the reporting of the two online media:

Table 1: Representation of Islam in Media Coverage

|   |  |  |
|---|--|--|
|   | Islam is seen as a static one and not responsive to new realities  |  |
|   | Kompas.com   | Republika.co.id  |
| 1 | Kompas said that there should be no sweeping attributes of Christmas. In delivering the news, Kompas uses statements from the Ministry of Religion as legitimacy. Based on this, it can be concluded that the selection of news sources made by Kompas.com media sided with Non-Muslims. | In its reporting, Republika.co.id views that the use of the Christmas attribute is haram for Muslims. This is different from the news delivered by Kompas.com. In delivering this information, the news source used was the Indonesian Ulema Council (MUI). From the selection of news sources, it can be seen that Republika is partial to Islam. |
| 2 | Reporting related to individuals (Muslim) tend to be associated with their religion  |  |

|   |  |  |
|---|--|--|
| 3 | Kompas.com   | Republika.co.id  |
|   | In its report, Kompas.com only presents one side, the Yogyakarta Legal Aid Institute (LBH), Meila Nurul Fajriah, without clarifying from the reported party, IM. This media blatantly pulled headlines from the news, the Alumnus of the Islamic University of Indonesia (UII) in Yogyakarta. From this report, it is clear that Kompas.com corners Islam by using the phrase "Alumnus of the Islamic University of Indonesia" which certainly leads to Muslims. | Meanwhile, Republika.co.id reported cases of alleged sexual harassment-related to alumnus of the Islamic University of Indonesia (UII), IM, tended to be balanced. The news sources used were the Yogyakarta Legal Aid Institute (LBH), Meila Nurul Fajriah, and IM as reported. This shows that Republika.co.id is more balanced in reporting individuals and does not corner their religion. |
|   | Islam is seen as a religion that threatens, supports terrorism and the link between Pesantren (Islamic Boarding School) and Terrorism  |  |
| 4 | Kompas.com   | Republika.co.id  |
|   | In its report, Kompas.com states that Pesantren (Islamic Boarding School) have links to terrorism. The source quoted was the   | Republika.co.id clearly states that pesantren are not involved in acts of terrorism. The news source used was the Head of Religious Education Boarding School, Regional Office,  |

|   |   |  |
|---|---|--|
| 4 | Chairperson of Al Istiqomah Kapu Islamic Boarding School, Hidayatullah. This shows that in reporting about terrorism cases, it appears that Kompas.com is more likely to say that terrorism is related to Islam.  | Ministry of Religion, West Sumatra, Syahrul Wirda. This is very clear and proves that Republika.co.id shows that terrorism has nothing to do with Islam and is not involved in acts of terrorism.                                    |
|   | Anti-Islam is accepted as something natural and normal  |  |
|   | Kompas.com  | Republika.co.id  |
| 5 | Kompas reporting on the issue of "the mall was opened while the mosque was closed" tends to try to clarify clearly the issue and reveal the reasons why the mall was opened while the mosque was closed. The news source used was the Coordinating Minister for Politics, Law and Security, Mahfud MD | Meanwhile, Republika clearly stated that related to the issue of re-opening the mall. The media said that there was a huge risk when a number of shopping centers were operating again. The source cited is Ustaz Abdul Somad (UAS). |

### SWOT Analysis of Online Media in Indonesia

Rangkuti (2006) stated that SWOT is an abbreviation of the internal environment of Strength (S) and Weakness (W) as well as the external environment namely Opportunity (O) and Threat (T) facing the

business world. The following table shows SWOT analysis of online media :

Table 2: SWOT Analysis of Online Media in Islamic News

| Strength (S)                                   | Weakness (W)   | Opportunity (O)                           | Threat (T)   |
|--|--|---|--|
| Online media have professional human resources | Users must have a device and quota to access services. | Increased purchasing power of the people. | The emergence of new online media. The existence of new online media such as Tirto. This new media saw an opportunity because the old media had different views, especially related to religion, such as Republika and Kompas. Then Tirto made more of |

|   |   |                                  |  |
|---|---|----------------------------------|--|
|   |   |                                  | the infographic portion than writing, and managed to win over millennials as loyal readers of Tirto who are not religion-centric. In addition, alternative media began to emerge and began to dare to dissect what was really happening. |
| Online media has modern information technology. | Reading online media for a very long duration can | Increased literacy in Indonesia. | More complete information from print media makes   |

|  |   |   |  |
|--|---|---|--|
|  | make your eyes tired.   |   | people move to print media   |
| Online media have a strong financial standing. | There are also some media which have less financial.  | There is government support in the development of media in Indonesia. | News control on online media tends to be less controllable                                     |
| Online media is more effective and efficient   | With the presence of online media, it allows the emergence of hoax news that can be shared with the public. | Increased internet access that is cheaper and faster.                 | The paradigm of society, especially millennials are bored related to religious issues.         |
| Online media are independent                   | The existence of online media user interaction can lead to a long debate.                                   | Open and accommodating government                                     | Reading articles through online media makes lazy to think coherently, observant, and thorough. |

|   |   |  |  |
|---|---|--|--|
| The media has a partner, namely the majority of Indonesia's population (Muslim) | Online media tend to get negative and closed information about Islam. |  |  |
| Online media users can interact with each other.                                |   |  |  |
| There is Audience Control   |   |  |  |
| The media has a top news organization whose job is to take editorial decisions. |   |  |  |

Based on the table above, an explanation can be made regarding the strengths, weaknesses, opportunities, and threats of online media so that formulations can be made to determine the right strategy in preventing Islamophobia in Indonesia. Understanding related to these things is very important to describe because it can



help online media in spreading positive information related to Islam so that the image of Islam will return to a positive image and negative stigma about Islam will not appear again. The following is the explanation:

#### The Strength (S) of Online Media in Indonesia

Online media certainly has the power to spread information to the general public. Based on a search of several online media in Indonesia, the following strengths are owned by the online media:

1. Online media have professional human resources  
In spreading information to the public, online media certainly is not haphazard in delivering news. Therefore, it is clear that online media have professional resources such as news seekers, editors, IT departments, and so on. This power possessed by the media with professional human resources can be utilized by the media to spread true information and in accordance with the facts in the field. Therefore, the news about Islam can reach the general public in accordance with the real conditions. In addition, the existence of professional human resources.
2. Online media have modern information technology  
In its development, it appears that media has an important role in spreading information so that the technological sophistication of online media can be used as a strength to prevent the emergence of negative news about Islam. With the sophistication of this technology, media can provide information in accordance with the facts of the field without providing something that is not in accordance with the facts that can later bring down Islam itself. Dissemination of information is very fast, affecting

the information contained is not always correct and incomplete because generally online media give priority to updates. So that the news presented does not have credibility, especially vulnerable issues such as religious issues. In addition, because it prioritizes the speed of news so it is not as accurate as other media. Furthermore, because online media is straight news, the news is quickly stale.

3. Online media have strong financials  
In the development of an online media, it cannot be denied that the sustainability of online media cannot be separated from the existence of strong financial support. Without a strong financial presence, online media certainly will not work well. With the power of financial support, this can be used by media to get accurate information and in accordance with facts, especially news related to Islam.
4. Online media is more effective and efficient  
Technology that develops rapidly and is modern makes the media develop according to the times. Therefore, it can be seen that online media is more effective and more efficient in conveying real information. The existence of this power can be used by the media to convey news related to issues related to Islam quickly and accurately to the public. This power can be used by the media to spread information to this part of the world that Islam is not a religion that teaches violence or creates fear.
5. Online media are independent  
The most important thing in disseminating information is that media must be independent. How does this matter? If the media can be regulated by other parties, it will be easily influenced and will follow

everything instructed by the parties. Therefore, this independent can be used by the media to deliver news related to Islam in accordance without any fear from any party. In this case, all components must maintain their independence. For example, journalists must be independent. That means it doesn't matter to write anything (good/bad) about someone as long as it is in accordance with the findings/facts they have. Independence must be upheld above another journalist's identity.

6. The media has a partner, namely the majority of Indonesia's population (Muslim)

Indonesia is one of the countries that has the most Muslim population. This can be used as one of the media's strengths to become partners in reporting so that the news produced can be trusted by the public. In this case, the media can hold famous Muslim clerics or MUIs when clarifying news reporting that angles Islam. So that these sources can be trusted by the community.

7. Online media users can interact with each other

Online media also provides opportunities for two-way communication because audiences can provide comments through related news. By interacting with each other, the community can interact with other communities to respond to a news. This is very important because it can be used as a power to provide opinions if the news presented is not true. Therefore, the media can make it as a force in delivering Islamic news correctly.

8. There is Audience Control

The existence of audience control allows the audience to be more flexible in choosing the news they want to get. This can be used by a media as a power to present interesting news for readers so that the spread of Islamic issues can be packaged in a good manner and readers will believe in the news delivered.

9. The media has a top news organization whose job is to take editorial decisions

The media has the top of the organization to take the final decision on the editors published. With this power, all forms of news delivered related to Islam issues can be accounted for because they have been agreed together with the editorial party.

#### Weaknesses (W) of Online Media in Indonesia

Besides having strengths, the media certainly also has weaknesses. The following is a description of the weaknesses that are owned by online media:

1. Users must have a device and quota to access services

One of the weaknesses of news dissemination using online media is access to information services that must use paid internet. This is an obstacle for the media in spreading news related to updated Islamic news. It cannot be denied that the use of quotas to access services is a big problem for the media to be able to convey this information.

2. Reading online media in a very long duration can make your eyes tired

Technological advances sometimes are not always acceptable in human life. Similarly, online media usually contain information or news that is written so long that it makes the reader tired. Readers have to read long news through the monitor or via cellphone which sometimes makes the eyes tired. This is the

- weakness of an online media in making news that must be written in a long duration.
3. There are some media which have less financial  
For startup media, it tends to be difficult to be professional, especially related to the news because they have to find their own capital. In addition, media such as Kompas and Republika even look professional. They actually tend to follow the ideology of their owners. In the end, the news became the centric owner, especially news related to Religion.
  4. With the presence of online media, it allows the emergence of hoax news that can be shared with the public  
One of the online media's characteristics is that it can save news and is easily opened at any time. This allows the emergence of hoax news that can be shared at any time to the public. So the news presented does not have credibility especially vulnerable issues such as religious issues. Beside, the media prioritizes the speed of the news so it is not as accurate as the other media (print). Furthermore, online media are also straight news and the news is stale.
  5. The existence of online media user interaction can lead to a long debate. Online media users can interact with each other so that it can lead to long debates for example, ideological debates such as religious issues that ultimately divide the nation.
  6. Online media tends to get negative and closed information about Islam  
Another weakness that is owned by online media is the existence of negative and closed information related to the reporting of Islam. Therefore, this weakness must be overcome immediately with the

right strategy so that online media can obtain open information related to the reporting of Islam.

#### Online Media Opportunities (O) in Indonesia

In its development, online media certainly has many opportunities that must be utilized by the media itself. The following is a description of the opportunities held by online media:

1. Increased purchasing power of the people  
The purchasing power of the community to buy cellphones, laptops, I-phones and others is one of the great opportunities for the media to be able to convey Islamic news to the public. This means that in this life humans need accurate information so that people's purchasing power of the ability to buy communication service technology can be used by the media to provide information according to what they need. Especially with the large number of media that disturbs the public with the news or issues of terrorism, ISIS, or bombings that make people afraid, so they need information from the media that they can trust and can calm their minds. This condition can be used by the media to spread positive news about Islam which is rahmatan lil alamin and not a religion that teaches violence.
2. Increased literacy in Indonesia  
Increasing literacy in Indonesia is a good opportunity for media in Indonesia to disseminate Islamic news in accordance with the facts on the ground without any manipulation or pressure from other parties. The public's desire to obtain this information can be a good opportunity to convince the public that Islam is not a religion that teaches violence such as

- propaganda aimed at Western media which tends to corner Islam, causing Islamophobia in society.
3. The media get opportunities obtained from the government  
In this case, it appears that the government strongly supports the development of media in Indonesia so that this opportunity must be utilized properly. As a manifestation of the development of the media, it is necessary to improve the quality of delivering news, especially news related to Islam that tends to be covered up and negative things that are often revealed. For media that are still startups, they tend to find it difficult to be professional, especially when it comes to reporting, because they have to find their own capital. Unlike the mainstream media such as Kompas and Republika. In addition, media such as Kompas and Republika, although they look professional, tend to follow the ideology of their owners. In the end, news became owner centric (the interest in the power of media owners), especially related to religion.
  4. Increased internet access that is cheaper and faster  
The next opportunity is many offers related to cheap internet access given by several providers to users of internet services. The offer of using internet quota is an opportunity for the media to provide factual and actual information about Islam to the public so that they can get information according to what they need.
  5. Open and accommodating government  
This opportunity can be exploited by the media to get support for the government to provide information related to Islam in real terms without any negative stigma. The government has a role in controlling

and cooperating with the media so that they are careful in making news that can break unity.

#### Threat (T) of Online Media in Indonesia

1. The emergence of new online media in Indonesia  
The emergence of new online media is a threat to the media in Indonesia. The new media such as Tirto see an opportunity because of old media that leads to different views, especially related to religion, such as [Republika.co.id](http://Republika.co.id) and [Kompas.com](http://Kompas.com). Then, Tirto made more infographic than writing, and won the millennial as a loyal reader that was not religious centric. The existence of new online media such as Tirto. This new media saw an opportunity because the old media had different views, especially related to religion, such as Republika and Kompas. Then tirto made more of the infographic portion than writing, and managed to win over millennials as loyal readers of tirto who are not religion-centric.  
In addition, alternative media began to emerge and began to dare to dissect what was really happening.
2. More complete information from print media makes people move to print media  
Because the level of truth of online journalism is still in doubt, so readers prefer print media. One reason is the print media go through various stages before it is printed and distributed to the public.
3. News control on online media tends to be less controllable  
Supervision of online media events tends to be less controlled so that the reporting is very frivolous. This can be a threat because the truth of a story can be doubted by the reader.

4. Community paradigm especially millennials are bored with religious issues  
Community paradigm especially millennials are bored with religious issues, so they prefer to be sceptical.
5. Reading articles through online media makes lazy to think coherently, observant, and thorough  
Reading articles in online media actually makes you lazy to think coherently, observant, and thorough because typing in keywords can find the article you are looking for.

#### Indonesian Online Media Strategy in Preventing Islamophobia

The explanation above has discussed the strengths (S), weaknesses (W), opportunities (O), and threats (O) faced by the media in Indonesia. This section discusses in detail the strategies that can be carried out by the media in Indonesia as an effort to prevent Islamophobia in society. The following table shows the strategies that can be used by the media by taking advantage of the opportunities that exist and the strengths they have to overcome the weaknesses and threats of the media itself.

The following table shows the strategies that can be used by the media by utilizing existing opportunity and strength to overcome weakness and threat from the media itself. To make this strategy, the EFAS and IFAS matrices are first made so that the strength, weakness, opportunity and threat that are owned by online media are seen. This can be seen in tables 3 and 4 below:

Table 3: IFAS Matrix

| Internal factors                               |       |        |       |
|--|-------|--------|-------|
| Strength                                       | Value | Rating | Score |
| Online media have professional human resources | 0,10  | 4      | 0,40  |

| Online media has modern information technology.                                 | 0,10  | 4      | 0,40  |
|---|-------|--------|-------|
| Online media have a strong financial standing.                                  | 0,10  | 4      | 0,40  |
| Online media is more effective and efficient                                    | 0,10  | 2      | 0,20  |
| Online media are independent  | 0,10  | 2      | 0,20  |
| The media has a partner, namely the majority of Indonesia's population (Muslim) | 0,20  | 3      | 0,60  |
| Online media users can interact with each other.                                | 0,1   | 2      | 0,2   |
| There is Audience Control.  | 0,1   | 4      | 0,4   |
| The media has a top news organization whose job is to take editorial decisions. | 0,1   | 4      | 0,4   |
| Total Score   |       |        | 3,20  |
| Weakness  | Value | Rating | Score |
| Users must have a device and quota to access services.                          | 0,25  | 4      | 1,00  |
| Reading online media for a very   | 0,15  | 2      | 0,30  |



|   |      |   |      |
|---|------|---|------|
| long duration can make your eyes tired.   |      |   |      |
| There are also some media which have less financial.  | 0,20 | 2 | 0,40 |
| With the presence of online media, it allows the emergence of hoax news that can be shared with the public. | 0,20 | 2 | 0,40 |
| The existence of online media user interaction can lead to a long debate.                                   | 0,10 | 2 | 0,20 |
| Online media tend to get negative and closed information about Islam.                                       | 0,10 | 1 | 0,10 |
| Total Score   | 2,40 |   |      |

Based on table 3, it can be seen that the total strength score is 3.20 and the total weakness score is 2.40. The following table 4 is an external factor of the media in Indonesia which is used to look at external factors from outside the media environment. Table 4 follows:

Table 4: EFAS Matrix

| External Factors     |       |        |       |
|----------------------|-------|--------|-------|
| Opportunity          | Value | Rating | Score |
| Increased purchasing | 0,3   | 4      | 1,2   |

| power of the people.  |       |        |       |
|---|-------|--------|-------|
| Increased literacy in Indonesia.  | 0,1   | 2      | 0,2   |
| There is government support in the development of media in Indonesia.       | 0,2   | 4      | 0,8   |
| Increased internet access that is cheaper and faster.                       | 0,4   | 4      | 1,6   |
| Total Score   |       |        | 3,80  |
| Threat  | Value | Rating | Score |
| The emergence of new online media.  | 0,3   | 4      | 1,20  |
| More complete information from print media makes people move to print media | 0,1   | 1      | 0,1   |
| News control on online media tends to be less controllable                  | 0,20  | 4      | 0,80  |
| The paradigm of society, especially millennials are bored                   | 0,20  | 2      | 0,40  |

|  |      |   |      |
|--|------|---|------|
| related to religious issues.   |      |   |      |
| Reading articles through online media makes lazy to think coherently, observant, and thorough. | 0,20 | 2 | 0,40 |
| Total Score  | 2,90 |   |      |

Based on table 4, it can be seen that the total score of the opportunity score is 3.80 and the total value of the threat score is 2.90. After knowing the scores of each strength, weakness, opportunity, and threat, a strategy can be made that can be used by the media as an effort to prevent Islamophobia in Indonesia. Look at table 5 here:

Table 5: SWOT Matrix: Indonesian Online Media Strategy in Preventing Islamophobia

|              | Opportunity<br>External   | Treath   |
|--------------|---|--|
| Internal     |   |  |
| Strengt<br>h | SO Strategy<br>Create<br>Android<br>Media<br>Applicat<br>ions<br>Create<br>an<br>official<br>account<br>on<br>Social<br>Media<br>Make<br>effectiv<br>e<br>promoti<br>ons in | ST Strategy<br>Increase<br>product/se<br>rvice<br>diversifica<br>tion<br>Making<br>Islamic<br>journalisti<br>c<br>competitio<br>n events<br>for the<br>younger<br>generation |

|              |  |  |
|--------------|--|--|
|              | various media<br>Increase public particip<br>ation as a source of news search<br>Continu<br>e to update technolo<br>gy   |  |
| Weakn<br>ess | WO<br>Strategy<br>Create public commen<br>t column for news<br>Create filters to filter news commen<br>ts<br>Maximi<br>ze governm<br>ent support for the media | WT Strategy<br>Increase the speed of access to news<br>Give certain promotion<br>s for Islamic young generation to access news<br>Increase more millennial religious content<br>Improve news content that is coherent, observant and concise |

Based on the SWOT matrix above, the description can be made regarding strategies that can be carried out by Indonesian online media in an effort to prevent Islamophobia.

### Strategi SO (Strength-Opportunity)

This strategy is used by the media to use their strengths by looking at opportunities. The following strategies can be used.

1. Create Android Media Applications  
In an effort to facilitate the dissemination of information related to Islam, the media can use technological advances by using Android applications so that it is easily utilized by the public to get news related to Islam.
2. Create an official account on Social Media  
To avoid hoax news and to make people believe in the Islamic news delivered, then the media can make an official account so that the public believes in the news about Islam that is reported by the media.
3. Make effective promotions in various media  
This strategy can be carried out by the media to create attractive promotions in an effort to attract public trust in the media itself. With this trust, the information conveyed related to Islam can be conveyed well to the public and there will be no more negative issues about Islam.
4. Increase public participation as a source of news search  
Indonesia has a majority Muslim population so this can be used as a force to engage the public as a source of news search. After that, the news can be discussed with policy makers in the media before being published. This public involvement can be a positive value if the source is valid and involves Muslim leaders in Indonesia. This is an effort to attract the attention of the public to believe in news about Islam delivered by the media.
5. Continue to update technology  
Technology becomes a very important part. Therefore, the media

needs to always update the technology so that it does not lag behind the technological advancements that exist in the world. In addition, technological advances can be utilized to obtain information and disseminate information in real time and up to date.

### ST Strategy (Strength-Threat)

This strategy is used by the media to use their strength by looking at existing threats. The following strategies can be used.

1. Increase product/service diversification  
In an effort to maintain the quality of reporting related to Islam, it is necessary to increase products or services to online media. With the number of service products, a lot of news can be given with a variety of colors so that it is more attractive to the community.
2. Making Islamic journalistic competition events for the younger generation  
Millennials are less concerned and less interested in Islamic news. Therefore, to attract the interest of millennial readers to Islamic news that is nicely packaged and interesting. So, the media can make Islamic journalistic competition events for the younger generation. With this competition event, it can increase the interest of young people to read Islamic news and also write Islamic news positively.

### WO Strategy (Weakness-Opportunity)

This strategy is used by the media to overcome their weaknesses by looking at opportunities that exist. The following strategies can be used.

1. Create public comment column for news  
The media can make a column of public comment, especially in providing opinions on the news

- delivered. The comments column can be filled in accurately by the public and filled with accurate and impartial public opinions on any party. This public opinion can support the media to spread Islamic news properly.
2. Create filters to filter news comments  
In making comments, the media can filter out comments made by the public. The media is obliged to make a filter of comments that lead to things that marginalize Islam.
  3. Maximize government support for the media  
Support for the media can be used to deliver true news about Islam without fear. Because the government gives press freedom to journalism so that it can be used by the media to give positive news to Islam.

#### WT Strategy (Weakness-Threat)

This strategy is used by the media to overcome their weaknesses by looking at existing threats. The following strategies can be used.

1. Increase the speed of access to news  
In an effort to disseminate information quickly and accurately, the media in Indonesia can increase the speed of access to reporting to the public. This is very important because the speed of this access can provide inner peace to the community when there are news that are troubling the community for example there is news of Islamic propaganda, terrorism, and so forth. The media in Indonesia can quickly convey accurate information to Islamic news.
2. Give certain promotions for Islamic young generation to access news  
As we have seen, access to the media sometimes becomes an obstacle due to difficult or paid news access. Therefore, the media

can provide promotions to Islamic young people to access Islamic news.

3. Increase more millennial religious content  
In delivering religious news, it must be packaged with interesting writing and use language that is acceptable to millennials. The writing is interesting and not too long but it hits millennial generation. Then it will increase understanding of millennial generation towards understanding Islam comprehensively. This means that millennial generation needs to get a good understanding of Islam so that it is not easily propagated by people who do not like Islam.
4. Improve news content that is coherent, observant and concise  
News in online media is sometimes packaged with less interest so that readers are lazy to read. Therefore, strategies that can be used by online media to improve the quality of Islamic news content and presented coherently, observantly, and briefly. With the presence of coherent, observant, and concise content, readers will be interested in reading Islamic news so that news about Islam can reach the public correctly and nothing is propagated.

#### CONCLUSION

Strategies that can be used are SO Strategy to create an android media application, create an official account on social media, make effective promotions on various media, increase public participation as a source of news seekers, and continue to update technology. The ST strategy undertaken is to increase product/service diversification and create Islamic journalistic competition events for the younger generation. The WO strategy undertaken is to create a community

comment column for news, create filters to filter out news comments, and maximize government support for the media. WT's strategy is to increase the speed of access to news, provide certain promotions for Islamic young people to access news, increase religious content that is more millennial, and increase the content of news that is coherent, observant and concise. Further research can be done to prevent Islamophobia in Indonesia through the media by using another approach. SWOT analysis can be used by using Islamic media as media used as the object of study.

### ACKNOWLEDGMENT

Thank you so much for LPPM Universitas Pamulang as an opportunity to conduct this research.

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# FACTORS AFFECTING STUDENTS' PROBLEMS IN WRITING CAUSE AND EFFECT ESSAYS

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## ABSTRACT

The purpose of this research was to investigate the factors affecting students' problems in writing cause and effect essays at the third year of English department students of Bung Hatta University. The type of this research was qualitative and data were taken from twenty seven records of interview. The result of this research defected that there were several factors affecting students in writing cause and effect essays. They were interference of the first language (Bahasa Indonesia), the difficulties of English, lack of knowledge of writing components, intelligent Quotient (IQ), personality (mood and confidence), time allotted and lack of knowledge about general topics. The research finding implied that the students need to deepen their knowledge about the component of writing, especially a cause and effect essay since there are two ways to organize the idea in cause and effect essay; block and chain organization. Moreover, they are expected to read the current news or topics so as that they have prior knowledge when they are assigned to write as well as they are expected to write as often as possible so as that they produce better writing.

**Keywords:** Factors, Students' problems, Cause and effect essays

## 1. INTRODUCTION

Writing is one of the most difficult skills for students to acquire since it is unlike spoken language, as it requires the readers or audience to understand and interpret what has been written. Oshima and Hogue (2003:3) agree that writing is not easy to do because writers need to master several process of writing in order to be able to produce a good writing. Blanchard and Root (2003:1) also support this view that writing is not easy but by having everyday training it will help students to have a good writing skill. Moreover, Langan (2004) and Gunning (1998) have the same opinions that writing is not easy and it is more complex than talk. As a result, it is evidently true that writing process a number of problems to the

students as it is a difficult skill to be mastered. It is believed that writing demands a great deal of skills and convention, for instance content, organization, grammar, vocabulary, mechanics; spelling, punctuation, and capitalization.

Realizing the significance of mastering the elements of writing, they become parts that produce a good writing quality. Components of writing are main bases to shape a good writing. They must be included in it. By having them, readers are able to understand what the writers imply. If one of the components is missed and or misused, the meaning may change or the writing is not included a good or qualified composition, for instance, "Because of the Chemicals in soaps and deodorants may

affect our health. Customers need to select which cosmetics do not have bad effects.”

The use of period (.) is wrong. It should be comma (,) after the word healthy and the beginning letter for the word customers is not in form of capital letter. In addition, the dependent clause in first sentence is not able to stand alone. It needs main/independent clause.

There are several elements of writing. Murcia (2007:17) mentions there are several components of a good writing. They are ideas, vocabulary, grammar, and spelling. Writing consists of several components namely content, organization, vocabulary, grammar and mechanics. Though there are fluency and idea, they can be included in content and organization. The first is content. It is very essential since it is related to the idea of the writing. Content is very important in piece of writing. When writers write, idea can catch readers' attention to read. It is supported by Grenville (2002:9), saying that even a dumb idea can lead a better idea. It means that people may have many brilliant ideas in mind, but they need to express them in oral and written form. In other words, the content containing ideas are the heart of writing which can be as the reason for the writers to write.

The second is organization. Well organization of writing will benefit writer and readers. For writers, they can express their ideas in the right way since they can convey their messages successfully by using a good organization while the readers are guided by the organization from the beginning to the end of the writing. According to Olson (2005:157), writing effectively involves organization the ideas well. It means that the ideas are the heart of what the writers write and convey about. In other words, ideas are very essential component of writing. As writers, they should state their ideas clearly so as that the readers are able to catch the message. When there is no idea, the writers fail to convey the message effectively to the readers.

The next one is grammar. Grammar cannot be separated from writing since it forms a good writing. Richard and Renadya (2002:145) state that grammar is the rule of language that is very important. Without using correct grammar, our writing cannot be acceptable. In other words, the readers may misinterpret what writer says and even they do not understand the message on the text.

Moreover, mechanics are considered as the component of writing that should be mastered. Starkey (2004:48) says that mechanics involves spelling and punctuation. Spelling contributes the quality of the writing. Thus, the writers are expected not to misuse spelling in their writing. By making errors in spelling, the readers may misunderstand about the ideas that are conveyed by the writers. Since spelling is very important, the students should learn it. Punctuation can make writing to convey the ideas directly. There are several types of punctuation; full stop/period, comma, colon, semi-colon, question mark, exclamation mark, quotations mark, hyphen, dash, etc. Each of them has a different function.

Diction or vocabulary is another component of writing. It has an important role too in writing. According to Peha (2004:12) diction does not mean that the writers use a lot of words, fancy and unusual words. It means that the use of diction is on the right thing on the right way so as the readers understand what they mean. As writers, they need to have many vocabularies so as that it is easy for them to develop a paragraph.

Based on information got from Writing 3 lecturer at English education department of Bung Hatta University on Monday, 2<sup>nd</sup> of November 2015, only two of fifty six students got A for Writing 3. Six of them got A-. Eleven of them got B+. Thirteen of them got B. The rest got B- and C. These data show that some of them need to learn writing seriously since it is not spontaneous. In addition, based on interview to several students on Tuesday,

3<sup>rd</sup> of November 2015, they just knew cause and effect essay but they did not know the patterns of the essay. Moreover, they did not know the conjunctions and verbs are usually used in the essay. It can be concluded that they had limited vocabulary and limited knowledge about organization of the essay. Further, they also said that grammar as a rule of language is not easy and they made errors to develop idea or thesis statement. Then, they said that they did not know to combine dependent clause and main clause. So, they misused punctuations. Therefore, that is why cause and effect essay need to be studied.

These problems could be caused by several factors. They were internal and external factors. The internal factors come from the background knowledge of the students, to illustrate their intelligence and motivation, the lack of knowledge in developing paragraph, the lack of practice, the lack of understanding of language structure, ideas and the lack of knowledge how to develop cause and effect essay in a good way. Meanwhile, the external factors may come from lecturer's capability, facilities, books and students' environment.

According to Sadiyah, (2009:21) there are some factors that affect students' problems in writing. The factors are interference of the first language, the complexity of the target language and the lack of knowledge about writing elements. The elements are grammar, content, organization, mechanics and vocabulary.

In relating to the above problems, several researchers had conducted researches in several schools or universities, to illustrate Fery (2011), his finding shows that the quality of writing descriptive text at the third year students of English department of Maha Putra Muhammad Yamin University was mostly poor. The next researcher is Erita (2010). Her finding shows that the students' average score was 67.6 at SMAN 1 Payakumbuh and based on the interview, the students had difficulties in limited

vocabulary, grammar, ideas, and the generic structures of recount text.

Another researcher conducting a research that relates to this study is Ka-kan-dee and Kaur (2014). The findings of this research were the Thai English students had difficulties in vocabulary, grammar structure, structure of writing argumentative essays, time constraints, organizing ideas, fulfilling task demand, understanding the questions, L1 transfer and translating and writing thesis statements.

Therefore, by having these views, this study was conducted at English education department of Bung Hatta University to investigate the factors affecting students' problems in writing cause and effect essays.

## **2. RESEARCH METHOD**

The design of this research was qualitative. There were 27 scripts of interview used to investigate the factors influencing students' problems in writing cause and effect. Thus, interview guide was used to obtain the data. The data of this research were utterances that were uttered by the students. The source of data was the students of English department in the fifth semester of Bung Hatta University in academic year 2013/2014. Technique data analysis used was based on the idea of Miles (1994). The steps were data reduction, data display and conclusion and verification.

## **3. FINDING AND DISCUSSION**

Based on analysis of the script of recordings, there are several factors influencing students' problems in writing cause and effect essays. They are interference of first language, the complexity of target language, lack of knowledge of writing components, emotional quotient, lacks of confidence,

mood, time-allotted provided and lack of general knowledge.

Interference of first language is one factor that affects students' problems in writing cause and effect essay due to the difference of first language from the target language (Saadiyah, 2009). The differences are not only on the words but also on the structure and the way to pronounce the words. Here are the examples of script of the interview:

Participant 1

Researcher : Apakah ketika menulis karangan Cause and Effect anda menggunakan bahasa Indonesia sebelum menulisnya ke dalam bahasa Inggris?

Participant 1 : Saya langsung menulis ke dalam bahasa Inggris tapi dalam pikiran saya memikirkan bahasa Indonesia. Tapi langsung ditulis ke dalam bahasa Inggris.... Di dalam kertasnya.

Participant 7 : Ya. Saya menulis apapun esainya saya tulis bahasa Indonesianya dulu dan diartikan ke bahasa Inggris. Lalu ditulis ke double folio.

Translation:

Researcher : OK. Did you use Indonesian before writing in English when you wrote cause and effect essay?

Participant 1 : I wrote in English directly but I think the idea in my mind. But writing in English directly....on a piece of paper.

Participant 7 : Yes. I wrote every essay by using Indonesian first then I translated into English.

The data above shows that the student writes directly into English without using Indonesian first. However, the student thinks the idea what to write and even the student create an outline of the essay. Student who is good at writing, he/she does not want to write essay by using Indonesian first since doing writing has time allotted. In addition, student's first language influence student's second language since Indonesian is different from English as a foreign language in Indonesia. Since they have limited vocabulary, she

said that it is helpful to use Indonesian. Student who is accustomed to writing by using Indonesian, then translate it into English sometimes makes him/her easy. In other words, his/her first language helps him/her to write even though it will spend much time.

The complexity of target language is the second factor that affects students' problems in writing cause and effect essay due to the elements of writing in target language is different from the Indonesian (Saadiyah, 2009). Here are the examples of scripts:

Researcher : Apakah menurutmu kaidah penulisan bahasa Inggris sulit?

Participant 10 : Ya.

Participant 7 : Sebenarnya tidak sulit. Tetapi kita kan gak menguasai, itu yang menjadikan sulit.

Participant 23 : Nggak juga namun juga terkadang sulit

Translation:

Researcher : Do you think that English principle is difficult?

Participant 10 : Yes.

Participant 7 : Actually it is not difficult. But the problems is we do not master it.

Participant 23 : Not really but it sometimes it is difficult.

The data above shows that learning the principle of a language needs to be learnt due to the writer makes a mistake or errors, the meaning will be different or it will be misinterpretation from the reader or listener. English principle is not the same as Indonesian, for instance *Gadis cantik* (Modified-Modifier) in Indonesian meanwhile *Beautiful girl* (modifier-modified) in English. This simple phrase sometimes makes students doubt. That is why English is not easy for them. Thus, by mastering grammar or principle of a language, a student will not have problems in writing. In contrary, when he/she does not master it, he/she will have problems in writing.

Knowledge is as another factor that influences students' problems in writing



cause and effect essay (Saadiyah, 2009). By having much knowledge, they think that writing is not difficult. Meanwhile to those who have lack of knowledge, they think that writing is difficult. However, whether the students have much knowledge or not, learning the elements or components of writing are important due to writing is not spontaneous. It needs thinking time to express the idea. Here is the example of script:

Researcher : Apakah menurutmu penting mengetahui komponen-komponen menulis?

Participant 16 : Ya.

Translation

Researcher : Do you think that it is important to learn the components of writing?

Participant 16 : Yes.

The data above depict that limited knowledge of writing elements can influence a student in writing. Even though she said that it is important to learn the components of writing, they do not know them especially the organization of cause and effect essay. By having known the elements, they make the writer easy to express an idea in writing. As a result, his/her writing is acceptable. In other words, the writing can be understood by the readers.

Besides the three factors above that influence students' problems in writing cause and effect essays, other factors were found. They are mood, intelligence, lack of confidence, lack of general knowledge and time allotted provided. These factors will be discussed as follows. Here are the examples of script:

Researcher : Ok. Pertanyaan pertama apakah ketika menulis karangan Cause and Effect anda menggunakan bahasa Indonesia sebelum menulisnya ke dalam bahasa Inggris?

Participant 5 : Ah..... itu tergantung mood. Kalau moodnya lagi baik, langsung ke bahasa Inggris. Kalau lagi malas mikir, ke bahasa Indonesia dulu.

Translation

Researcher : OK. Did you use Indonesian before writing in English when you wrote cause and effect essay?

Participant 5 : Uh.... It depends on mood. If I am in good mood, I wrote in English while I am in bad mood, I wrote it in Indonesian.

The data above describe that mood affects students to write. Since mood relates to personality, it may change sometimes. A student who is in a good mood to write, writing becomes easy and it is easy to develop the idea. However, the students those who are in a bad mood, writing is not easy. It becomes problems for them.

The next factor is low intelligence and lack of confidence. Here is the example of the script:

Researcher : Apakah ketika menulis karangan Cause and Effect anda menggunakan bahasa Indonesia sebelum menulisnya ke dalam bahasa Inggris?

Participant 18 : Ya.

Researcher : Kenapa seperti itu?

Participant 18 : Mungkin. Saya orangnya kurang..... agak ragu-ragu. Jadi ditulis ke dalam bahasa Indonesia dulu. Baru ditulis ke dalam bahasa Inggris.

Translation

Researcher : Do you use Indonesian before writing in English when you are writing cause and effect essay?

Participant 18 : Yes.

Researcher : Why?

Participant 18 : Perhaps I am low..... pretty hesitated. So I write in Indonesian first. Then I write the essay into English.

The script above depicts that intelligence and lack of confidence influence students' problems in writing. In relating to intelligence to foreign language learning, it can be said simply that a smart students will be able to learn or write in English more successfully because of greater intelligence. The students who have low intelligence, they have lack of confidence. Thus, when they try to write,

they are hesitated because of making mistake. In other words, they often think whether the sentence they write is right or wrong. As a result, they lose their courage to write in English.

The other factors are lack of general knowledge and insufficient time-allotted. Here is the example of the script:

Researcher : Apakah menurutmu kaidah penulisan bahasa Inggris sulit?

Participant 11 : Saya kira sulit. Soalnya kalau menulis tu kan berarti kita mesti punya ide. Jadi kita dituntut banyak membaca, banyak mendengar juga dari sumber-sumber yang lain kayak gitu. Jadi untuk menemukan ide itu I rasa susah.

Participant 27 : Sebenarnya tidak sulit kalau kita mempelajarinya. Tapi kadang-kadang waktunya itu tidak sesuai dengan tema atau judul yang diberikan. Jadi sering lupa-lupa terkadang.

Translation:

Researcher : Do you think that the principle of English is difficult?

Participant 11 : I think so. If we are assigned to write, we need an idea. So we are expected to read much from some references. To find an idea is difficult I bet.

Participant 27 : If we learn it, I don't think so. However, sometimes time-allotted given is not sufficient to write the essay.

The data above depict that it is important for students to have much general knowledge as well as knowing the elements of writing. If a student is good at mastering the elements, but she/he does not have general knowledge, she/he will have problems in writing, such as developing thesis statements in an essay needs the general knowledge. Thus, to produce qualified writing, the students are expected to read several books or references. Time allotted provided in doing a test is essential. It influences the quality of writing, the longer time given the better quality produced since a writer is able to reflect the organization of writing, to illustrate unity and coherence, transitional words, diction, the use of correct grammar and mechanics.

Here is the example of script that depicts time-allotted is vital in writing.

There were several factors that influence students' problems in writing cause and effect essays. They are interference of first language, the complexity of target language and lack of knowledge about elements of writing. Other factors are mood, insufficient time-allotted, lack of general knowledge, low intelligence and lack of confidence. These factors certainly affect students' problems in writing since writing needs thinking time and there are some elements need to be mastered by a writer. Moreover, English has a role as foreign language in Indonesia. Therefore, mother language influences the English language.

English is not a first language in Indonesia and it is as a foreign language. Since most of students learn English starting from Junior High School in the country, it becomes problem for students to use the language. Even though they are able to speak English well, it is not guarantee for them to write well. In fact, there are some elements that need to be mastered by them. To those who use Indonesian as positive transfer, when they are assigned to write, their first language help them to transfer the meaning into English that is why they write in Indonesian first then they translate into English. However, to those who directly write in English, Indonesian does not help them. It is called as a negative transfer. In fact, whether the student write in English directly or Indonesian first then translate into English, these strategies in writing do not become a problem yet they need to consider the time allotted given in the instruction of the writing test. Time-allotted given is significant, a longer time-allotted a better quality produced. And also, by having the sufficient time-allotted, students have much time to reread and or to revise the writing so as that they produce better writing quality. Moreover, by having broad general knowledge, students will produce good writing.

Personality and psychological factors influence students' problems in writing cause and effect essay. One of psychological factors is low intelligence. Intelligence affects students whether they produce good or bad writing since those who are intelligent; it is easy for them to develop an idea. However, those who have low intelligence, they will hesitate in writing. In other words, they are afraid of making mistake due they have lack of confidence.

Student, who has high intelligence, he/she is much expected to read some sources or book so as that it is easy for them to develop idea. Having known much about elements of writing, but it is not supported general knowledge, a student will have problems when they are assigned to write.

Further, students who are in bad mood tend to be lazy to do various activities, especially activities associated with writing. Negative mood will trigger more bad energy to students for being less concentrated and unfocused on the topic given in writing.

Writing is an important skill to be mastered. Writers need to pay attention to some elements of writing. By having good elements, the quality of writing will be better if the messages are understood by the readers. However, students' writings are influenced by some factors. The factors are the interference of the first language, the complexity of target language and the lack of knowledge about writing components (Sadiyah, 2009). The finding of this research also shows the three factors are still found on students' writing cause and effect essays. This finding also supported by another previous researcher. The findings show students had difficulties in vocabulary, grammar, structure of writing, time constraints, organizing ideas, L1 transfer and translating, and writing thesis statements (ka-kan-deeand Kaur, 2004).

Besides, time allotted also affects students' writing. Thus, writing lecturers need to consider time provided when they assign students to write. Moreover, the

findings of this research were quite difference. The differences are Intelligent Quotient (IQ), mood and confidence affecting students' problem in writing cause and effect essays. Therefore, the three of these findings make this research different.

#### **4. CONCLUSION**

Due to writing is not an easy skill, it requires the students to master the elements of the skills. Those elements are content, organization, grammar, vocabulary and mechanics. To produce a qualified writing, a writer should be able to use them well, unless a reader may misinterpret the meaning from the writer's utterance. However, some students still have problems in using those components, especially at English department of Bung Hatta University. There are some factors influencing their problems. They are interference of Indonesian as a mother language, the complexity of English, lack of components of writing elements, lack of general knowledge, insufficient time-allotted provided, psychological (intelligence) and personality (mood and lack of confidence) factors.

To overcome these problems, writing lecturers need to explain the elements of writing deeply so as they do understand and produce qualified writing. In designing the topic for writing test, they need to consider the time-allotted provided. If it is possible, try out the test to see the face validity of the test like its direction or instruction of the test, time-allotted given and the clearness of the topic given. To those who have low intelligence, one of ways to overcome it is by using Indonesian then translating it into English. The most important thing is students need to consider the time-allotted and the appropriate writing elements based on the English principle. And also, when the students are in bad mood, do not try to write since good writing is produces from a good mood. To

boost the mood, find a place where you can be calm and feel free so as to find a brilliant idea. Moreover, students need to read many sources or books in order to be able to develop idea or thesis statement when they are assigned to write.

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# EFL Students' Integrative and Instrumental Motivation in Learning English

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## Abstract

Motivation impacts the rate and success of foreign language learning. It compensates for deficiencies in language proficiency and learning. This research focuses on describing the students' motivation in learning English viewed from integrative and instrumental motivations. The data about the students' motivations were collected using a closed-ended questionnaire given online via a google form. In order to get broader data, the writer took the samples of this study from two English Departments of two universities, STKIP PGRI Sidoarjo and UNP Kediri. In the integrative aspect, the results showed that eighty-seven percent respondents' motivation to learn English was because English is an important language in the world. Then, seventy percent of respondents stated that they are also motivated to learn English because they want to be able to explore the English-speaking regions, communicate with native speakers and be able to use English with English-speaking friends. However, fifty-seven respondents stated that learning English culture, history and literature were less important. In the instrumental aspect, eighty percent respondents motivated to learn English because English can help them to get a better future career. Then sixty-eight respondents answered that they wanted to fulfil the foreign language requirement and they make themselves to be a more qualified job candidate. Their educational purposes also drove them to learn English. While their desire to fulfil their study candidates or be able to speak more languages were less important. It suggested to English teacher to focus on promoting learning experiences that considers students' motivations.

**Keywords:** Motivation, Integrative Motivation, Instrumental Motivation

## Introduction

Motivation is defined as a driving force that stimulates an individual to initiate or sustain behaviour. It plays an essential role in learning a foreign or second language. Motivation can boost someone's desire to learn a language. Motivated students can be more interested to learn and adopting new language learning strategies. Oxford and Shearin (1994) stated that motivation can influence how often students use second language or foreign language learning strategies, how often they interact with native speakers, and how much input they receive in the foreign and second language. The facts showed that the

students' ability in English is unsatisfying. A teacher can carry out meaningful attempts to promote the student's motivation and proficiency. They can also stimulate students' interest in studying the language. These attempts can lead to the achievement of the standards for foreign language learning. Therefore the teacher should also consider the types of motivation because it will determine the methods that are applied in the teaching-learning process.

According to Gardner and Lambert (1995), there are two types of motivations, integrative and instrumental motivation. Integrative motivation is an interest in



foreign languages, a desire to interact with native speakers of the target language culture, and positive attitudes toward native speakers and their culture. In addition, Ramage (1995) stated that the interest in the foreign language culture influences students' desire to continue or stop studying a foreign language. Integrative motivation relates to the student's internal interest in the foreign language culture. Meanwhile, instrumental motivation relates to the student's desire to study the target language to achieve a pragmatic objective, such as to improve an individual's future employment opportunities. This type of motivation involves learning a second language for a practical purpose, such as furthering a career, improving social status, or meeting an educational requirement. Integrative motivation refers to the identification and desire to interact with another ethnographic group.

Students' motivation in learning English has been studied by several researchers and hotly discussed. While Hernández (2010) found there was a significant correlation between integrative motivation and achievement in learning a foreign language, Kato (2010) suggested that integrative motivation was an essential component of successful second language learning. On the contrary, Zanghar (2012) showed that students had instrumental and integrative motivation to study English, but their integrative motivation appeared to be a little higher than their instrumental motivation. Therefore, both integrative and instrumental motivation play ultimate roles in English language learning. Similarly, Martinsen (2008) stated that Integrative motivation was highest form of motivation among language learners. The student's understanding of the culture of a foreign language is essential because it has a significant role in the improvement of the student's foreign language. Knowing foreign language culture means knowing about how people think, live, and work. Having this knowledge helps the students to have a better understanding of people who

live in English-speaking countries. They can avoid misunderstanding what people are saying in English, and finally increase students' oral proficiency.

However, Dörnyei (1990) suggested that instrumental motivation could be more important than integrative motivation for foreign language learners because foreign language learners don't have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning. Therefore, integrative motivation may not play a significant role in the early stage of foreign language learners. There are many other factors contributing to the motivation of the learners who are far away from the target language speakers, such as instrumental motivation and knowledge orientation. The significance of different types of motivation may vary from one another language learning situations.

Knowing the important roles of integrative and instrumental motivation to the student's English proficiency, this research focused on identifying the English Department students' motivation from two universities (University of Nusantara PGRI Kediri and STKIP PGRI Sidoarjo) in learning English using both approaches namely integrative and instrumental motivation. It is because these types of motivations have never been investigated in these both specific respondents so it is not known what factors motivate them to learn English. When their integrative and instrumental motivations can be revealed the lecturers are able to determine the suitable teaching materials, media, and teaching techniques in order to improve the student's English proficiency. In addition, the descriptions of the students' motivations can become valuable data for the university promotions team to decide the suitable contents for their promotions, therefore the number of students in these both PGRI universities can increase.

Methodology

The aim of this study was to know the students' motivation viewed from both integrative and instrumental motivation. Thus, this study applied descriptive method by administering an open-ended questionnaire via a google form. The questionnaire consisted of two parts: the first eight questions related to the students' background information and the rest fourteen questions were used to reveal the students' motivation index that consisted of two subscales, integrative and instrumental motivation as proposed by Hernandez (2006). The sample of this study was 87 students in the English Education Department University of Nusantara PGRI Kediri and STKIP PGRI Sidoarjo. The reason of choosing these two universities was to get more comprehensive data about the students' motivation in learning English.

There were fifteen questions in the questionnaire, eight numbers for integrative motivations and seven numbers for instrumental motivation. There are four options in each question, "very important, moderately, "slightly important", and not important". To analyse the data, the writer used several steps; first, the obtained data from the questionnaire was turned into scores based on the Linkert scale. The score for very important, moderately, slightly important, not important was respectively 4,3,2, and 1. Then, the computed score was calculated in the percentage score for each aspect. Finally, those scores were interpreted using interval analysis. The following criteria were used to interpret the computed score.

Interval Criteria:

- 0% - 39.99% = Not important
- 40% - 59.99% = Slightly important
- 60% - 79.99% = Moderately
- 80% - 100,00% = Very Important

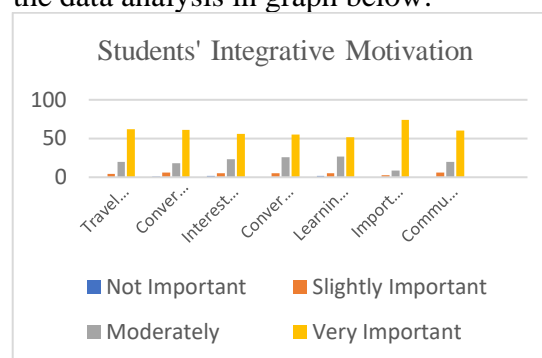
## Finding and Discussion

Based on the results of the data analysis, there are two main focuses in this study namely the description of the students integrative and instrumental motivation.

The results of the analysis are described below:

### 1. Students' Integrative Motivation

There are eight questions related to the students' integrative motivation. The questions related to know the students' the students' interest to learn English are motivated by their desire to interact with English culture and native speakers, and also to know the students' positive attitudes toward English. We can see the results of the data analysis in graph below:



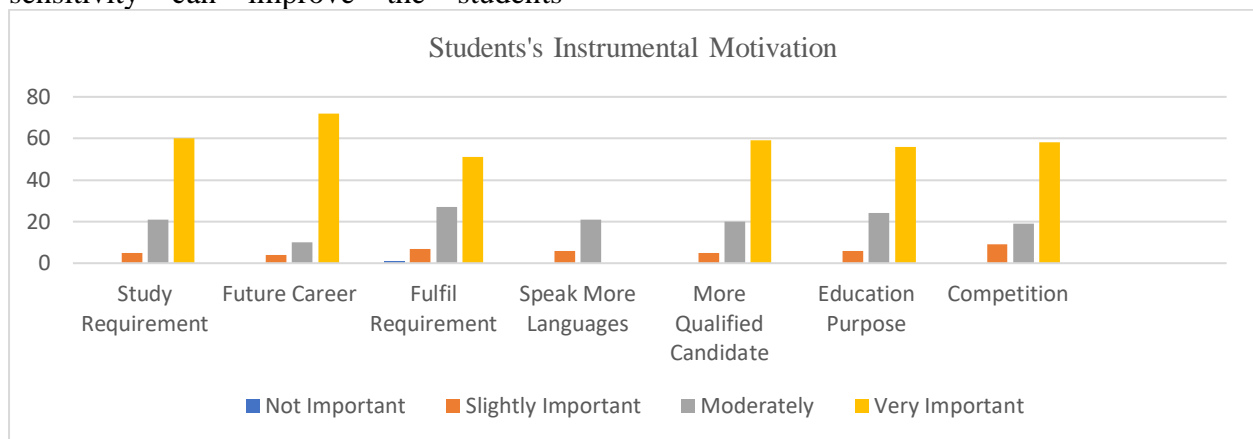
In the integrative aspect, the students showed a positive response to all of the questions. From table 4.1 above, we can observe that the students' main motivation to learn English was because they believed that English is an important language in the world. Eighty eight percent respondents stated that English is an important language in the world. Furthermore, seventy percent respondents clarifies that they motivated to learn English because they want to be able to explore the English-speaking regions, communicate with native speakers and to be able to use English with English-speaking friends or acquaintances. However, the students motivation to learn English was not necessarily motivated by their desire to to learn English culture, history, and literature. Only fifty seven percent students stated that they learn English because the wanted to learn English culture, history and literature. Thus, it can be inferred that learning English culture, history and literature were not their main motivation to learn English.

From the results of data analysis about the integrative motivation above we can observe that the students desire to interact with the English culture, literature and history must be boosted because integrative motivation is an important component of successful language learning. It is in line with Hernandez (2010) who stated that integrative motivation that focuses on developing the students' language proficiency can be boosted by giving the students more opportunities to interact with native speakers and studying abroad. He added that the use of authentic language use in communicative context is also essential. Martinsen (2008) mentioned that cultural sensitivity can improve the students

language skills. In addition, Adlina Abdul Samad et. al (2012) stated that English teachers need to become more aware of affective factors such as integrative motivation since teachers who are aware of motivation may help students to promote their integrative motivation by providing opportunities for students to communicate and interact within a language community.

## 2. Students Instrumental Motivation

There are seven questions related to the students' integrative motivation. This part of the questionnaire aims to get the students' reasons to learn English in more practical reasons. The results of the computation can be seen in graph below:



The students also showed positive respond in this instrumental aspect. From graph 4.2 above, we can see that eighty percent respondents motivated to learn English because English can help them to get a better future career. Another practical interests of learning English, stated by sixty eight percent respondents, was because they wanted to fulfil the foreign language requirement and they wanted to make themselves to be a more qualified job candidate. They felt that knowledge of English would give them more opportunities in competing with others. Their educational purposes also drove them to learn English. Meanwhile, their desire of fulfilling their study requirements or being able to speak more languages were less.

Those results support Dornyei (1990) who found that instrumental motivation could be more important than integrative motivation for foreign language learners since foreign language learners are not likely to have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning. However, this result opposites to Zanghar (2012) studied which showed that students had instrumental and integrative motivation to study English, with their integrative motivation appeared to be a little higher than their instrumental motivation. Related to the integrative motivation Kato (2016) believed that students can enhance and act on their integrative motivation while in their home country.

## Conclusions

From the results of the research, it can be concluded that generally the students' have both integrative and instrumental motivation in learning English. In the integrative aspect they realized that English plays important role in the international communication, they also have high motivation to be able to visit English-speaking regions, communicate with native speakers and to be able to use English with English speaking friends or acquaintances. However, their motivation to learn to the English culture, history and literature should be encouraged. Therefore, it is suggested to the English teacher to pay more attention to integrate English culture, history and literature in the teaching learning process. In order to promote those aspects teachers should develop learning experiences and tasks that provide experiences for students to interact in a language community, such as interviews with native and near-native speakers of English. These experiences will create meaningful ways to use the language, to explore the linguistic and cultural differences of the English culture. Therefore, they can compare their own language with English. Exposing the students with the real language use can boost the students communicative and sociolinguistic competencies. The use of multimedia such internet, mobile phone applications, radio or TV broadcasts can provide an interactive learning experience. From the instrumental aspects of students' motivation to learn English it can be concluded that the students' motivation related to their job, career in the future and their education. Therefore, it suggested to the English teacher to provide more opportunities for the students to develop the English that related to their professions and career in the future. Provide them with real life workplace communications and needs will help the students to be ready in the job market. For the promotions team in both universities, they can focus the content of their promotions in the activities conducted

by the English Departments in promoting the use of English in real communications contexts and the way how the English Departments facilitates them to their future careers. For the future researcher it is suggested to conduct research in the implementation of teaching learning process focuses on promoting the students' integrative and instrumental motivation.

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# WHEN GOOGLE SEARCH ENGINE TALKS TO: CORPUS-BASED TRANSLATION

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## Abstract

Language development within linguistics rapidly grows and affects the most, particularly in translation studies. The influence has mapped the interest of a lot researcher in Indonesia, due to research method development based on corpus linguistics facilitates the expansion of translation studies scope and address new perspectives to translation raters. Corpus-based translation of this study comes to employ lexicon from statistical tools. The data collection is health protocolary text from several domestic and overseas media where record a large and structured set of texts. The applied method is qualitative research integrated with a corpus-based as descriptive approach and the analysis tool is Google Search Engine patterned by content analysis. Therefore, this study examines translation accuracy and acceptability of English terms as source language toward their Indonesian terms as target language that available online media and the quantity appearance about the COVID-19. This elaboration assessment well creates quality among them to rate how extent the lexicon reaches numerical form.

**Keywords** – corpus-based translation, COVID-19 lexicon, Google Search Engine, quality of accuracy and acceptability

## Introduction

Language structures and cultural patterns in translation involve aspects of complexity that are crucial for equivalence. This is Catford's opinion, "The central problem of translation practice is that of finding TL translation equivalents" (Zaman, 2018: 16). Catford's opinion refers to the current reality, that the main problem in translation is to find the equivalent as accurately as possible according to the message contained in the source language text and the resulting equivalent must meet the rules of the target language.

The most important thing in finding an equivalent is to produce the same or almost the same reaction to the reader of translated text as the reader reacts to the original text. This obstacle must be anticipated if the concept of translation is related to special

terms in certain fields, such as the translation of terms related to the COVID-19 Pandemic.

Given these obstacles, an assessment is needed that emphasizes the components of the source language and target language so that it can be seen how the appropriate transfer of messages is assessed. Besides that, because the equivalent of words in translation is very closely related to the instrument, it must be adapted to the analysis tool of translation results that are commensurate and natural. The method of analysis in this research is corpus-based translation.

According to Setiawan (2016: 6), the corpus is a collection of written texts that have either been completed or are still in the writing process produced by certain authors. In its development, the study of a

corpus, which was later known as corpus linguistics, was more interested in studying a language. This is because corpus linguistics is considered to make it easier to research the variety and use of language empirically (Biber and Reppen, 2015: 1). In line with the development of translation practices that are supported by technology, the development of an electronic corpus supporting corpus studies is now making it easier for corpus-based research, including in translation studies, especially in Indonesia. Several types of corpora become the basis of translation research, including parallel corpus, comparable corpus, and multilingual corpus.

For this reason, this research will use a multilingual corpus as a corpus-based translation research tool. The data analysis technique is using Google Search-Engine. This research will also use English language corpus databases such as the British National Corpus (BNC) and Bank of English (BoE). The focus of the study is to assess the accuracy and acceptability of the translation of terms related to the COVID-19 pandemic from English to Indonesian.

The use of technology for education that is applied in the form of software is patterned for the elaboration of a social case that is currently hot, namely the COVID-19 pandemic (as research data) to formulate the information in applied linguistic concepts. This concept is part of the social aspect of the humanities that simultaneously integrates with educational and learning technology that focuses on assessing the quality of the accuracy and acceptability of the translation of terms related to the COVID-19 pandemic in terms of the corpus translation perspective.

The specific target based on the research description is to assess the quality of translation accuracy and acceptability of translation of the lexicon of terms related to the COVID-19 pandemic. While the urgency of this study theoretically has an

impact on scientific contributions in the form of innovations in understanding lexical meanings about the accuracy and acceptability of translations as well as participating in providing expansion of data analysis with the method of corpus analysis tools in the form of Google Search-Engine, while practically this research deserves to be used as new knowledge because it is appropriate with current issues. So that the novelty of reading literacy will be guided according to actual and up-to-date knowledge.

Sujaini, H. (2018) explains that the experimental strategy for improving the quality of the corpus. The test method Bilingual Evaluation Understudy (BLEU) results in an Indonesian-Malay translation accuracy of 6.97% and Indonesian-Javanese 5.55%. This is where it comes from, the assessment of accuracy does not appear as an indicator of a good strategy. So, researchers have a gap to develop it through an assessment of the quality of accuracy assessment. Indrayana, D, et al. (2016) explain that if the data test used Bilingual Evaluation Understudy (BLEU) and linguists by adding the PoS feature there was an increase in the BLEU value of 0.6% in automated testing and 21.67% in testing by linguists. From this it emerged, the data test did not involve linguistic patterns at the lexicon level, so that acceptability still needed to be tested for the next phase. So, researchers have the opportunity to study further at the lexicon level through the acceptability aspect. Abd. Rahman, (2020), explains that the term COVID-19 pandemic is accepted in the context of translation. In this study, the level of acceptance of the translation was not determined and did not discuss accuracy, and was not a corpus-based research.

This update will be sharpened in the discussion flow through a problem formulation that will develop in the form of research questions, namely (1) What is the

quality of accuracy of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine; and (2) How is the quality of acceptability of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine?

## Methodology

This study applies a qualitative method with a descriptive approach, namely problem-solving procedures by describing the state of the research object based on the facts that appear as they are (Raco, 2010: 80). With the exposure of social phenomena that are currently hot related to COVID-19. Researchers will investigate in the context of the field of applied linguistics the translation of the product of this phenomenon.

Data sources are sources of data acquisition that are qualitatively capable of being a reference and foothold in the distribution of information and evidence of phenomena at the focus of research (Santosa, 2017: 51). The data sources for this study consist of documents and informants. Documents in the form of words, phrases, or clauses in the Google Search-Engine. Informants who were selected for their contributions to aspects of linguistic context and aspects of translation assessment were Linguistics Scholar and Translation Expert.

Research data is divided into two parts, namely primary and secondary data. Primary data refers to data collected by researchers from the research location directly. Meanwhile, secondary data refers to data collected by other researchers to support their studies (Santosa 2017: 52). The data in this study are focused and fixed on the terms of the COVID-19 field with characteristic patterns of foreign language

acquisition, synonyms, abbreviations, acronyms, and common

The data collection technique that examines documents and archives is content analysis, because it explores the content of written or printed information in the mass media (Ardi, 2010: 59). The data collection of this study was carried out by looking for combinations of words and entering the desired words among the searched words. A lexicon search can be performed by entering a specific symbol next to an inflected shape in the search box to enter each inflected form in a concordance in the Google Search-Engine.

The data analysis of this study is by the review of Siyoto and Sodik (2015: 109), namely a series of activities of reviewing, grouping, systematizing, interpreting, and verifying data so that a phenomenon has social, academic, and scientific value. Activities in research data analysis are: grouping data based on the frequency or alphabetical lexicon of COVID-19 terms on Google Search-Engine, tabulating data, presenting data, calculating translation quality, and performing assessment calculations for lexical by comparative validity tests, and drawing conclusions.

The research framework begins with the classification of the English term COVID-19 based on the lexicon category. Next, the equivalent of these terms will be found in Indonesian through Google Search Engine. Furthermore, the researcher will pattern the term with the characteristic pattern of foreign language acquisition, synonyms, abbreviations, and acronyms. Appearance in overriding search engine is displayed for accurate with Google overriding media detection and acceptability with Google overriding number detection. In the final stage, an assessment of the quality of accuracy and acceptability is carried out.

## Finding and Discussion

1. Quality of accuracy of the translation of terms related to the COVID-19

pandemic demonstrated by Google Search Engine

Table 1. Data of accuracy of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine.

| No | English Term        | Its Indonesian Equivalent | Lexicon Category     | Translation Technique                   | Media Detection  | Quality of Accuracy |     |     |
|----|---------------------|---------------------------|----------------------|---|--|---------------------|-----|-----|
|    |                     |                           |                      |   |  | (3)                 | (2) | (1) |
| 1  | New normal          | Adaptasi kebiasaan baru   | English lexicon      | Addition & established equivalent       | www.diskes.baliprov.go.id                                |                     | √   |     |
|    |                     | Kenormalan baru           | English lexicon      | Pure borrowing & established equivalent | www.jurnal.ugr.ac.id                                     |                     | √   |     |
| 2  | Social distancing   | Jaga jarak                | English lexicon      | Established equivalent                  | www.krakataumedia.com                                    | √                   |     |     |
|    |                     | Pembatasan sosial         | English lexicon      | Adaptation                              | www.alodoc.com   |                     | √   |     |
| 3  | Physical distancing | Jaga jarak fisik          | English lexicon      | Established equivalent                  | www.dishub.kukarkab.go.id                                | √                   |     |     |
|    |                     | Pembatasan fisik          | English lexicon      | Adaptation                              | www.alodoc.com   |                     | √   |     |
| 4  | Isolation           | Isolasi                   | Synonym lexicon      | Naturalized borrowing                   | www.halodoc.com  | √                   |     |     |
|    |                     | Karantina                 | Synonym lexicon      | Adaptation                              | www.jeo.kompas.com                                       |                     | √   |     |
| 5  | Disinfectant        | Disinfektan               | Synonym lexicon      | Naturalized borrowing                   | <a href="http://www.tokopedia.com">www.tokopedia.com</a> | √                   |     |     |
|    |                     | Pembunuh bakteri          | Synonym lexicon      | Description                             | <a href="http://www.tokopedia.com">www.tokopedia.com</a> |                     |     | √   |
| 6  | WFH                 | Bekerja dari rumah        | Abbreviation lexicon | Established equivalent                  | www.glints.com   | √                   |     |     |
|    |                     | Bekerja jarak jauh        | Abbreviation lexicon | Adaptation                              | www.id.wikipedia.org                                     |                     | √   |     |
| 7  | SFH                 | Belajar dari rumah        | Abbreviation lexicon | Established equivalent                  | www.jurnal.unesa.ac.id                                   | √                   |     |     |
|    |                     | Belajar jarak jauh        | Abbreviation lexicon | Adaptation                              | www.jurnal.unesa.ac.id                                   |                     | √   |     |
| 8  | Webinar             | Seminar online            | Acronym lexicon      | Pure borrowing & adaptation             | www.evex.io  |                     | √   |     |
|    |                     | Seminar dalam web         | Acronym lexicon      | Pure borrowing & adaptation             | www.evex.io  |                     | √   |     |
| 9  | Masker N-95         | Masker Respirator         | Acronym lexicon      | Generalization                          | <a href="http://www.tokopedia.com">www.tokopedia.com</a> |                     | √   |     |

|                                      |                 |             |  |   |
|--------------------------------------|-----------------|-------------|--|---|
| Masker kain penutup hidung dan mulut | Acronym lexicon | Description | <a href="http://www.tokopedia.com">www.tokopedia.com</a> | √ |
|--------------------------------------|-----------------|-------------|--|---|

Data 1 demonstrates “new normal”, equivalent to “adaptasi kebiasaan baru” is classified by English lexicon. It produces adaptation and established equivalent translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.diskes.baliprov.go.id](http://www.diskes.baliprov.go.id).

Simultaneously, “new normal”, equivalent to “kenormalan baru” is classified by English lexicon. It produces pure borrowing and established equivalent translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.journal.ugr.ac.id](http://www.journal.ugr.ac.id).

Data 2 illustrates “social distancing”, equivalent to “jaga jarak” is classified by English lexicon. It produces established equivalent translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.krakataumedia.com](http://www.krakataumedia.com). Simultaneously, “social distancing”, equivalent to “pembatasan sosial” is classified by English lexicon. It produces adaptation translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.alodoc.com](http://www.alodoc.com).

Data 3 displays “physical distancing”, equivalent to “jaga jarak fisik” is classified by English lexicon. It produces established equivalent translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.dishub.kukarkab.go.id](http://www.dishub.kukarkab.go.id). Simultaneously, “physical distancing”, equivalent to “pembatasan fisik” is

classified by English lexicon. It produces adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.alodoc.com](http://www.alodoc.com).

Data 4 exposes “isolation”, equivalent to “isolasi” is classified by synonym lexicon. It produces naturalized borrowing translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.halodoc.com](http://www.halodoc.com). Simultaneously, “isolation”, equivalent to “karantina” is classified by synonym lexicon. It produces adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.jeo.kompas.com](http://www.jeo.kompas.com).

Data 5 organizes “disinfectant”, equivalent to “disinfektan” is classified by synonym lexicon. It produces naturalized borrowing translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.tokopedia.com](http://www.tokopedia.com). Simultaneously, “disinfectant”, equivalent to “pembunuh bakteri” is classified by synonym lexicon. It produces adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.tokopedia.com](http://www.tokopedia.com).

Data 6 formulates “WFH”, equivalent to “bekerja dari rumah” is classified by abbreviation lexicon. It produces established equivalent translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.glints.com](http://www.glints.com). Simultaneously, “WFH”, equivalent to “bekerja jarak jauh” is



classified by abbreviation lexicon. It produces adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.id.wikipedia.org](http://www.id.wikipedia.org).

Data 7 formulates “SFH”, equivalent to “belajar dari rumah” is classified by abbreviation lexicon. It produces established equivalent translation technique effect to the accurate assessment by appearing overriding media detection by Google Search Engine within [www.journal.unesa.ac.id](http://www.journal.unesa.ac.id). Simultaneously, “SFH”, equivalent to “belajar jarak jauh” is classified by abbreviation lexicon. It produces adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.journal.unesa.ac.id](http://www.journal.unesa.ac.id).

Data 8 expresses “webinar”, equivalent to “seminar online” is classified by acronym lexicon. It produces pure borrowing and adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.evetx.io](http://www.evetx.io).

Simultaneously, “webinar”, equivalent to “seminar dalam web” is classified by acronym lexicon. It produces pure borrowing and adaptation translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.evetx.io](http://www.evetx.io).

Data 9 designs “Masker N-95”, equivalent to “masker respirator” classified by acronym lexicon. It produces generalization translation technique effect to the less accurate assessment by appearing overriding media detection by Google Search Engine within [www.tokopedia.com](http://www.tokopedia.com). Simultaneously, “Masker N-95”, equivalent to “masker kain penutup hidung dan mulut” is classified by acronym lexicon. It produces description translation technique effect to the inaccurate assessment by appearing overriding media detection by Google Search Engine within [www.tokopedia.com](http://www.tokopedia.com).

For evaluating how the accuracy data is. Here is the tabulation of accuracy assessment for ensuring the data is structurally monitored:

| Accuracy Level | Score | Qualitative Parameter  |
|----------------|-------|--|
| Accurate       | 3     | Source language message idea is advanced transferred into targeted language; undetected distortion of meaning                                  |
| Less Accurate  | 2     | Most of source language message idea is intermediate transferred into targeted language; found intervention of idea affected to whole meaning. |
| Inaccurate     | 1     | Target language message idea is meaningless or powerless within source language message idea   |

Tabel 2. Scale and Information for Accuracy Instrument  
(Adapted from Nababan. M.R., et.al: 2012)

Data of accuracy is indicated in to three levels. Accurate level consists of eight data, less accurate level consists of three data, and inaccurate level consists of seven data. Here is the means calculation:

$$\frac{(\text{accurate data number} \times \text{accurate score}) + (\text{less accurate data number} \times \text{less accurate score}) + (\text{inaccurate data number} \times \text{inaccurate score})}{\text{accuracy data number}}$$

= means

$$\frac{(8 \times 3) + (3 \times 2) + (7 \times 1)}{18}$$

$$= \underline{2,05}$$

Means calculation of accuracy data is 2.05 by indicating “less accurate”

## 2. Quality of acceptability of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine

Table 3. Data of acceptability of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine

| No | English Term | Its Indonesian Equivalent | Lexicon Category | Translation Technique             | Google Number Detection | Quality of Acceptability |     |     |
|----|--------------|---------------------------|------------------|-----------------------------------|-------------------------|--------------------------|-----|-----|
|    |              |                           |                  |                                   |                         | (3)                      | (2) | (1) |
| 1  | New normal   | Adaptasi kebiasaan baru   | English lexicon  | Addition & established equivalent | 661,000                 |                          | √   |     |
|    |              | Kenormal                  | English          | Pure                              | 280,000                 |                          | √   |     |

|   |                     |                                      |                      |   |            |   |
|---|---------------------|--------------------------------------|----------------------|---|------------|---|
|   |                     | an baru                              | lexicon              | borrowing<br>&<br>established<br>equivalent |            |   |
| 2 | Social distancing   | Jaga jarak                           | English lexicon      | Established equivalent                      | 411,000    | √ |
|   |                     | Pembatasan sosial                    | English lexicon      | Adaptation                                  | 308,000    | √ |
| 3 | Physical distancing | Jaga jarak fisik                     | English lexicon      | Established equivalent                      | 119,000    | √ |
|   |                     | Pembatasan fisik                     | English lexicon      | Adaptation                                  | 102,000    | √ |
| 4 | Isolation           | Isolasi                              | Synonym lexicon      | Naturalized borrowing                       | 543,000    | √ |
|   |                     | Karantina                            | Synonym lexicon      | Adaptation                                  | 7,650,000  | √ |
| 5 | Disinfectant        | Disinfektan                          | Synonym lexicon      | Naturalized borrowing                       | 751,000    | √ |
|   |                     | Pembunuh bakteri                     | Synonym lexicon      | Description                                 | 888,000    | √ |
| 6 | WFH                 | Bekerja dari rumah                   | Abbreviation lexicon | Established equivalent                      | 1,670,000  | √ |
|   |                     | Bekerja jarak jauh                   | Abbreviation lexicon | Adaptation                                  | 126,000    | √ |
| 7 | SFH                 | Belajar dari rumah                   | Abbreviation lexicon | Established equivalent                      | 41,700     | √ |
|   |                     | Belajar jarak jauh                   | Abbreviation lexicon | Adaptation                                  | 29,800     | √ |
| 8 | Webinar             | Seminar online                       | Acronym lexicon      | Pure borrowing & adaptation                 | 66,700,000 | √ |
|   |                     | Seminar dalam web                    | Acronym lexicon      | Pure borrowing & adaptation                 | 1,140,000  | √ |
| 9 | Masker N-95         | Masker Respirator                    | Acronym lexicon      | Generalization                              | 9,910,000  | √ |
|   |                     | Masker kain penutup hidung dan mulut | Acronym lexicon      | Description                                 | 76,800     | √ |

Data 1 demonstrates “new normal”, equivalent to “adaptasi kebiasaan baru” is classified by English lexicon. It produces adaptation and established equivalent translation technique effect to the

acceptable assessment by appearing overriding number detection by Google Search Engine on 661,000. Simultaneously, “new normal”, equivalent to “kenormalan baru” is classified by English lexicon. It

produces pure borrowing and established equivalent translation technique effect to the less acceptable assessment by appearing overriding number detection by Google Search Engine on 280,000.

Data 2 illustrates “social distancing”, equivalent to “jaga jarak” is classified by English lexicon. It produces established equivalent translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine within on 411,000. Simultaneously, “social distancing”, equivalent to “pembatasan sosial” is classified by English lexicon. It produces adaptation translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 308,000.

Data 3 displays “physical distancing”, equivalent to “jaga jarak fisik” is classified by English lexicon. It produces established equivalent translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 119,000. Simultaneously, “physical distancing”, equivalent to “pembatasan fisik” is classified by English lexicon. It produces adaptation translation technique effect to the less acceptable assessment by appearing overriding number detection by Google Search Engine on 102,000.

Data 4 exposes “isolation”, equivalent to “isolasi” is classified by synonym lexicon. It produces naturalized borrowing translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 543,000. Simultaneously, “isolation”, equivalent to “karantina” is classified by synonym lexicon. It produces adaptation translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 7,650,000.

Data 5 organizes “disinfectant”, equivalent to “disinfektan” is classified by synonym lexicon. It produces naturalized borrowing translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 751,000. Simultaneously, “disinfectant”, equivalent to “pembunuh bakteri” is classified by synonym lexicon. It produces adaptation translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 888,000.

Data 6 formulates “WFH”, equivalent to “bekerja dari rumah” is classified by abbreviation lexicon. It produces established equivalent translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 1,670,000. Simultaneously, “WFH”, equivalent to “bekerja jarak jauh” is classified by abbreviation lexicon. It produces adaptation translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 126,000.

Data 7 formulates “SFH”, equivalent to “belajar dari rumah” is classified by abbreviation lexicon. It produces established equivalent translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 41,700. Simultaneously, “SFH”, equivalent to “belajar jarak jauh” is classified by abbreviation lexicon. It produces adaptation translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 29,800.

Data 8 expresses “webinar”, equivalent to “seminar online” is classified by acronym lexicon. It produces pure borrowing and adaptation translation technique effect to the less acceptable assessment by appearing overriding number detection by Google

Search Engine on 66,700,000. Simultaneously, “webinar”, equivalent to “seminar dalam web” is classified by acronym lexicon. It produces pure borrowing and adaptation translation technique effect to the less acceptable assessment by appearing overriding number detection by Google Search Engine on 1,140,000.

Data 9 designs “Masker N-95”, equivalent to “masker respirator” classified by acronym lexicon. It produces generalization translation technique effect to the unacceptable assessment by appearing overriding number detection by Google Search Engine on 9,910,000. Simultaneously, “Masker N-95”, equivalent to “masker kain penutup hidung dan mulut” is classified by acronym lexicon. It produces description translation technique effect to the acceptable assessment by appearing overriding number detection by Google Search Engine on 76,800.

For evaluating how the acceptability data is. Here is the tabulation of acceptability assessment for ensuring the data is structurally monitored

Tabel 2. Scale and Information for Acceptability Instrument (Adapted from Nababan. M.R., et.al: 2012

| Acceptability Level | Score | Qualitive Parameter  |
|---------------------|-------|--|
| Acceptable          | 3     | Target language message idea sounds proper: the technical terms are natural to the reader and qualified with Indonesian principle        |
| Less Acceptable     | 2     | Mostly, target language message idea is proper, few of them is indicated error grammatical.  |
| Unacceptable        | 1     | Target language message idea doesn't sound proper; the technical terms are rigid to the reader and unqualified with Indonesian principle |

$$\frac{(\text{acceptable data number} \times \text{acceptable score}) + (\text{less acceptable data number} \times \text{less acceptable score}) + (\text{unacceptable data number} \times \text{unacceptable score})}{\text{acceptable data number}}$$

= means

$$\frac{(12 \times 3) + (4 \times 2) + (2 \times 1)}{18} = 2,56$$

Means calculation of acceptability data is 2.56 by indicating “less acceptable”



## Conclusion

Quality of accuracy of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine has an outcome less accurate. Meanwhile, quality of acceptability of the translation of terms related to the COVID-19 pandemic demonstrated by Google Search Engine has an outcome less accurate has an outcome less acceptable. Their quality is influenced by translation techniques, media detection, and number detection.

## Acknowledgement:

The researchers highly and gratefully acknowledge the funding support for this research is from Institute of Research and Community Services (LPPM), University of Darussalam Gontor.

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# THE EFFECTIVENESS OF ELSA SPEAKING APPLICATION IN IMPROVING ENGLISH PRONUNCIATION

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## Abstract

The use of technology has become an important part of the learning language. It helps the teachers to make the effective and attractive teaching language process. Therefore, this paper investigated the effectiveness of Elsa application in improving English pronunciation of students in junior high school level and described how the students' attitudes toward the use of Elsa application in learning English pronunciation. The data were collected by using tests including pretest and post-test, and then they were analyzed quantitatively. Based on the result of tests, it was found that t-count is higher than t-table ( $2.92 > 1.6773$ ) in level of significant 005. It indicates that  $H_0$  was refused and  $H_a$  was accepted which means Elsa application is effective in improving students' pronunciation. Furthermore, the result taken from questionnaire shows that the students shows positive attitude toward the use of Elsa app in learning English pronunciation. Therefore, it can be stated that Elsa app is not only effective to use in teaching pronunciation but also effective in maintaining students' attitude in learning English pronunciation. Thus, to enrich the literature on teaching English, the writers suggest that the English teacher to use any application to improve students' English proficiency.

**Keywords:** ELSA application, Teaching pronunciation, English pronunciation

## INTRODUCTION

Indonesia is the country where English is positioned as a foreign language. Considering the importance of English, Indonesian government has decided to put English as one of the subjects which is taught at school. English is considered as important subject to learn since many fields in human life especially education uses English as the language to communicate and share knowledge and information. There are four skills to be mastered in learning English: speaking, listening, writing and reading. Speaking is considered important because it is used to communicate with people. According to Norbert (2002, p.167), Speaking, as one of four skills in English language learning, is considered as one of the hardest things in

learning language. When a teacher taught English especially in spoken class, the teacher absolutely involved pronunciation because it is the important part of spoken cycle. As stated by Brown (2001, p. 267), the conversation class is something of an enigma in language teaching. Thus, there are many problems faced by the students in speaking, starting from feeling ashamed and afraid of speaking until wondering how to pronounce a word. Thus, this become the reason why the researchers tend to analyze students' pronunciation.

Sound or combination is causing different meanings (Dardjowidjojo, 2009). It will, thus, lead the hearers to misunderstand what is being tried to deliver. For instance, the word leave contains the sounds /l/, /i:/ and /v/. When

the sounds /i:/ is pronounced /ɪ/ that finally results in /lɪv/, the meaning is changed because /lɪv/ will be interpreted as the word live. Then, the hearers will misunderstand the speech because the speaker is unintentionally misleading the speech by performing mispronunciation. In learning pronunciation, students have to listen and repeat the sounds since it is common method of teaching pronunciation in English. However, nowadays, people can learn pronunciation from technology to correct error pronunciation.

The use of technology has become an important part of the learning process in and out of the class. Every language class prefers to use some form of technology as teaching media. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities through enhancing the language learning process. Technology helps the teachers to make the effective and attractive teaching language process. Teachers can use technology at class through applying a computer-based language activity. According to Harmer (2007), using computer-based language activities improve cooperative learning in learners.

In order to improve students' pronunciation skill, the teacher can use technology. One of the media is a pronunciation tool/software. In this paper, the researchers used ELSA Speaking application that can be used to help students in pronunciation practice.

ELSA Speaking application is one of the flexible programmers that features (Shrum & Glisan, 2010, p.456). ELSA Speaking is virtual language teacher software, used by individuals, language schools, universities and corporations around the world.

There are some previous studies which are related to improving students' English pronunciation by using technology. The first previous study was done by Elimat and Seileek (2014) which is entitled "Automatic speech recognition technology as an effective means for teaching

pronunciation". The second previous study was done by Alipanahi (2014) entitled "Technology and English Language Pronunciation." Then, paper of Al-Qudah (2012) entitled "Improving English Pronunciation Computer Assisted Programs in Jordanian Universities."

Considering that there are different application used and participant employed, thus, this research aims to investigate the effectiveness of ELSA Speaking application in improving students' pronunciation. Furthermore, the researchers also identify the students' attitude towards the use of this application in learning English pronunciation.

## LITERATURE REVIEW

Pronunciation is one of the most important skills in English language teaching. Pronunciation is not only as the part of English subject in the class, but it can also influence student's speaking performance. It is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al, 2006). Thus, the words being pronounced should be understandable (intelligible). Additionally, Harmer (2007, p.248) stated that teaching pronunciation doesn't only make students aware of different sound and sound feature, but it can also improve their speaking immeasurably.

In fact, it is not easy because there are many problems faced by students when learning pronunciation. One of the main difficulties faced by EFL students in learning English pronunciation is the remarkable variety of accents. British English and American English are two varieties of the English language with their separate development according to historical, political and social changes, therefore, it is evident that there is no

superiority or inferiority as regards British English and American English (Han, 2019). However, as a language learner, it is very important to observe the characteristics and differences in language use.

Technique and activities to teach pronunciation are multifarious from highly focused techniques, such as drilling, to more broad-reaching action actions such as getting students to notice exact pronunciation features within the listening text (Kelly, 2000, p. 15). One of the main ways in which pronunciation is practiced in the classroom is through drilling. In its most basic form, drilling basically involves the teacher saying a word or structure, and getting the class to repeat it. Drilling aims to help students get the better pronunciation of language items and to help them remember new items (Kelly, 2000, p. 16).

Furthermore, not only focusing on the how technique and activities in teaching pronunciation but also the teacher should know how to assess students' pronunciation. Goodwin as cited in Celce-Murcia (2006) presents three types of pronunciation assessment: diagnostic evaluation, ongoing feedback, and classroom achievement testing. Diagnosis is a decision-making process. Teachers are constantly making decisions about individual or group of students in achieving learning objectives. On the other hand, ongoing Feedback can give learners a sense of their progress and indicates where they need to focus their attention for improvement. Besides, Classroom achievement tests evaluate learners' progress according to what have been taught and are more focused than diagnostic assessment. The tests should resemble the classroom teaching tasks in order to reduce the effect of an unfamiliar format on learner performance.

In teaching English the use of technology has become an important part of the learning process in and out of the class. Rodinadze and Zarbazoia (2012) add that technology helps learners and teachers in studying the course materials owing to its

fast access. Advancements in technology have a key role in preparing learners to use what they learn in any subject matter to finding their place in the world labor-force. Technology facilitates learners' learning and serves as a real educational tool that allows learning to occur. One of the technology that can be used in the teaching pronunciation is pronunciation software, pronunciation software is a way in which a language or a particular word or sound is spoken through software as media that combines all commands to process information and has a function as an interactive media (Levy, 2006). One of the best ways to practice and improve someone's spoken English is to use English pronunciation software.

There are some reasons why pronunciation software is a great tool that can be used to practice spoken English. First, the software program serves animated diagrams that teach the correct tongue placement for each vowel and consonant sound. Someone can see the correct mouth position for each sound, not just hear the sounds being pronounced. Second, the best software programs have speech recognition features that give someone immediate feedback him know if he is making the words sounds correct. People can pronounce word over and over and the program will tell the users when they pronounce the words perfectly. Third, English pronunciation software is convenient and cost-effective Someone does not have pronunciation class, just sit at home or office computer and practice his pronunciation using the exercise provided. The researches use software in quasi-experiment class, namely ELSA Speaking application. ELSA Speaking is one flexible programme that provides some features, such as it is designed to exercise the learners to say the words correctly such as vowel, consonant, word stress (Samad & Aminullah, 2019, p.56). With over 750 hours of material. Major features include multimedia video, digitized sound, and state-of-the-art speech recognition. The app

currently offers three main exercise types: pronunciation, intonation and conversation training.

In Pronunciation exercise, Users speak the proposed word or phrase and get the feedback (with a color code) for each phoneme, as well as phonetic hints to fix existing errors. On the other hand, in Intonation exercise, Users practice word syllable stress as well as sentence intonation and rhythm, while in Conversation exercise,

## METHOD

To achieve the research objectives, the researchers applied quantitative research method through applying quasi-experimental design. Creswell (2012, p.302) states that in an experimental design, the researcher compares scores for different interventions on an outcome. In addition, White and Sabarwal (2014, p.2) state that “Quasi experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individual and control groups.”

In choosing the sample, the researchers apply convenient random sampling. Thus, this study employed two classess of tenth grade students of Private Islamic Junior High School in Kuningan in the academic year 2019/2020 which consisted of 30 students of each class.

There are two instruments used, namely tests and questionnaires. Tests are used in

order to identify the effectiveness of Elsa application, while questionnaires are used to explore students’ attitude towards the use of Elsa app in learning English pronunciation.

Tests comprise of two, namely pre-test and post-test. The pre-test is administered before the treatment, while post-test are administered after the treatment is implemented. The tests are given to both group of students, namely control class and experimental class. On the other hand, the questionnaires are given only after the participant get the treatment. Thus, questionnaires are given to the experimental class.

After the tests are administered, then the researchers calculate them by using rubric of pronunciation scoring s attached in Table 1.

In analyzing the tests, there are several steps conducted, namely tests of validity and reliability, test of normal distribution, test of homogeneity, and test of hypotheses. Therefore, in this research, the researchers posed two hypotheses to measured, namely: H<sub>a</sub>: Elsa application is effective in improving students’ English pronunciation.

H<sub>o</sub>: Elsa application isn’t effective in improving students’ English pronunciation.

Table 1. Rubric of Pronunciation Scoring

| Pronunciation Assessment | Precentage score | Description   |
|--------------------------|------------------|---|
| 0.0-0.4                  | 50%              | Common do a mistakes in phonemic, pressure and intonation that causes the message is not transferred well           |
| 0.5-1.4                  | 60%              | Common do a mistakes in phonemic, pressure and intonation that causes the message is not transferred well sometimes |
| 1.5-2.4                  | 70%              | There were some mistakes in phonemic, pressure and intonation but the message is transferred well                   |
| 2.5-3.0                  | 80%              | Sometimes do a mistakes in pronouncing, but the message always transferred well                                     |



After those tests are applied, then the researchers come to the conclusion that:

If  $t_{\text{count}} \geq t_{\text{table}}$ , then there is not significant different. (Ho refused Ha accepted).

$t_{\text{count}} \leq t_{\text{table}}$ , there is significant different. (Ho accepted Ha refused).

The second research objective is taken based on the result of questionnaire. The questionnaire is distributed to the participants in experimental class in order to explore the students' attitude towards the use of Elsa application in learning English pronunciation. The questionnaire was adapted from Ms. Nashriyah (2014). There were nineteen questions posed. The scores are strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). Afterwards, the scores were summed up and then were related to the range scale of attitude, as seen in Table 5.

Highest score :  $50 \times 5 = 250$

Lowest score :  $50 \times 1 = 50$

Interval :  $(250 - 50) : 5 = 40$

Table 2. Attitude Level

| Range           | Attitude Level |
|-----------------|----------------|
| Highly Positive | 204 – 244      |
| Positive        | 163 – 203      |
| Neutral         | 122 – 162      |
| Negative        | 81 – 121       |
| Highly Negative | 40 – 80        |

## FINDINGS AND DISCUSSIONS

### The Effectiveness of Elsa Applicationi in Improving Students' English Pronunciation

To meet with the first research objective, the researchers used tests (pre-test and post-test) which are administered to both group of students. In scoring the test, there are three aspects assessed in pronunciation skill (phonemic, pressure and intonation). After the scores are taken, then several tests are conducted, as follow.

The first is tests of validity and reliability. Based on the result, it shows that the data are all valid and reliable. Then, the researcher might continue to the next test, which is test of normal distribution that is shown in Table 3.

Table 3. Test of Normal Distribution

| Statistics           | Experimental Class |           | Comparison of Class |           |
|----------------------|--------------------|-----------|---------------------|-----------|
|                      | Pre-test           | Post-test | Pre-test            | Post-test |
| Mean                 | 63,34              | 84,1      | 62,78               | 81,02     |
| SD                   | 4,1792             | 3,984     | 4,448               | 3,4672    |
| $X^2_{\text{count}}$ | 2,24               | 2,31      | 4,36                | 9,47      |
| $X^2_{\text{table}}$ | 9,49               | 9,49      | 9,49                | 9,49      |
| Decision             | Normal             | Normal    | Normal              | Normal    |

There were criteria from the data of normal distribution test is if  $X^2_{\text{count}} < X^2_{\text{table}}$  then the data was normally distributed and if  $X^2_{\text{count}} > X^2_{\text{table}}$  then the data was not normally distributed. Then, the level of significance as the result of the normal distribution test would be compared with the alpha level (0,05).

Based on Table 2, it could be seen that the score of pretest-posttest's significant level in normal distribution test ( $X^2_{\text{table}}$ )

was 9.49. The score  $X^2_{\text{count}}$  of the pretest experimental and control class were 4.17 and 4.44 while the score of  $X^2_{\text{count}}$  of post-test experimental and control class were 3.98 and 3.46. It meant that  $X^2_{\text{count}} < X^2_{\text{table}}$  and pretest-posttest data in control and experimental classes were normally distributed.

Afterwards, the step is continued to the test of homogeneity. The result of homogeneity test is attached in Table 4.

Table 4. The result of Homogeneity Test

| Class             | V ariances | F <sub>count</sub> | F <sub>table0,05</sub> | Decision |
|-------------------|------------|--------------------|------------------------|----------|
| Pre Control       | 62.78      | 0.88               | 4.04                   | Homogen  |
| Pre Experimental  | 63.34      |                    |                        |          |
| Post-Control      | 81.62      | 1.32               | 4.04                   | Homogen  |
| Post-Experimental | 84.10      |                    |                        |          |

The homogeneity test criteria in this test were if  $F_{count} < F_{table}$ , then both classes were declared homogenous, and if  $F_{count} > F_{table}$ , then both classes were declared not homogenous. The level of significance as the result of the homogeneity of variances test was compared with the alpha level. The alpha level was set at 0.05.

Based on Table 3, it is found that the score of level significance pretest-posttest in experimental and control class was 4.04. The score of  $F_{count}$  pre-test experimental

and control class was 0.88. Thus, the level of significance was higher than the alpha ( $0.88 < 4.04$ ). In addition, the score of  $F_{count}$  post test of experimental and control classes was 1.32. Level significance was higher than alpha ( $1.32 < 4.04$ ). It meant that the variances of pretest-posttest data in the experimental and control classes were homogenous.

After identifying that the test are normally distributed and homogen, then the researchers applied the t-test.

Table 5. The result of T-test

| Class        | Total of Students | t <sub>count</sub> | t <sub>table</sub> |
|--------------|-------------------|--------------------|--------------------|
| Control      | 25                | 0.46               | 1,6773             |
| Experimental | 25                | 2.92               |                    |

Based on table 5, the results of t-test calculations of the data Experimental class and control class obtained  $t_{count} = 0.46$  and 2.92 in which the degree of table was at the significant level ( $\alpha = 0.05$ ) was 1,6773. It could be confirmed that  $t_{count}$  is higher than  $t_{table}$  ( $2.92 > 1,6773$ ). It indicated that  $H_0$  was refused and  $H_a$  was accepted. Therefore, the Elsa application is effective in improving students' English pronunciation.

#### The Students' Attitude Towards the Use of Elsa Application In Learning English Pronunciation

For the assignment aspect, there were collected the total response to the questionnaire was 176 (Positive category)

for statement 13, 178 (Positive category) for statement 14, 176 (Positive category) for statement 15, 194 (Positive category) for the statement 16, and 178 (Positive category) for the statement 17 (Positive category). With the average 180.4, falling in the interval 163 – 203, it meant that the treatment given by the teacher during the classroom activity, especially in the assignment aspect was categorized as a Positive category. In other words, the students' interest in the assignments and the topics since using the Elsa application was good.

For the overall aspect, there were collected the total response of the questionnaire was 176 (Positive category) for statement 18 and 194 (Positive category) for statement 19. With the

average 185, falling in the interval 163 – 203, it meant that the treatment given by the teacher during the classroom activity, especially in the assignment aspect was categorized as a Positive category. In other words, the students' interest in the assignments and the topics since using the Elsa application was good.

All in all, it could be concluded that from the number of respondents as many as 50 students, most of the respondents assessed the ELSA application in learning pronunciation in the high category, there were 183 when categorized as falling in the interval 163 - 203. This meant that the use of ELSA application in learning pronunciation was categorized as Positive so that the implementation of ELSA application in the learning pronunciation can be carried out optimally. The ELSA app was applied to the material travel and business. In the use of the app, the class was divided into five groups. Each group chooses one of them to bring the phone to the classroom so there were five students' brought the phone which had installed the ELSA app. One of them as a Master (clue giver) and the other as Audiences in each group.

Besides, there were some difficulties during the treatment. Such as, some students were busy in the class, less attention to the explanations of the researcher. It made some students feel confused, could not follow the classroom activity at the turn. Besides that, there were only a few students who have an android phone. Also, the time spent on the treatment was lacking because of just one meeting.

However, the use of the Elsa app was proven to improve the students' pronunciation skills. It was seen from the score of post-test in experiment class, compared with the control class. The total average score of the pretest in the experiment class was 63.34 and post-test in the experimental class was 84.1, and pretest in the control class was 62.78, and the post-test in the control class was 81.02. The total average of post-test in the experimental

class was higher than the control class ( $84.1 > 81.02$ ). It indicated that the Elsa app has significantly improved students' pronunciation skills.

## CONCLUSION

The researcher can be written the conclusion that there was a significant effect on students after using ELSA app in learning pronunciation. This was evidenced by the results obtained from the statistical calculations that have been done.

Based on the statistical calculations of the t-test, there was an increase of score before and after during the treatment using the ELSA app. It could be seen in the appendix of pretest and posttest.

ELSA app also could make the students more easily to practice some words and sentences. They were more enjoyable to learn the material easy to play with this app. The students could not be stuffy, boring sleepy, and similar, because they were asked to take part during the lesson, their attention would be focused on the materials being presented without making any other negative action, and minimize the mistakes of pronouncing the words.

Also, the students' attitude in experimental class and control class during the lesson that most of the students were more dominant to have the positive indicator than the negative indicator, including the aspect of cognitive, affective, and behavioral. This indicated that most of the students have a good attitude in the classroom during the lesson. However, the result also showed a comparison between the students' attitudes in the experimental class and control class. Students' attitude in the experimental class was higher than in the control class. It was shown by the data that the total students of in the experimental class was more than in the control class.

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