



# **Journal of English Education and Teaching**



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## **Pre-service English Teachers' Pedagogical Competence, Challenges and Strategies to Facilitate Learning**

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### **Abstract**

To be able to become a professional teacher, student teachers or pre-service English teachers (PSETs) have to complete the internship teaching program at schools. Here, they learn the teacher competences. This research aims to describe the PSETs' pedagogical competence reflected in internship program during COVID-19 pandemic; to explain some challenges faced by PSETs in internship program during COVID-19 pandemic and to describe some chosen strategies to overcome the problem. The research employs quantitative and qualitative data collection techniques by involving 32 participants who had just completed their internship program in senior high school and vocational high school. To collect the data, questionnaire and interview were used. The data were analyzed by using descriptive quantitative and qualitative techniques. The quantitative data were analyzed by applying SPSS, while thematic analysis used for the data from interview. The finding suggests that the pedagogical competence of PSETs is "Good" as the mean score of the questionnaire result was 69.60% in the range of 51% to 75% mastery the competence; some challenges faced by PSETs in conducting the internship program during the COVID-19 pandemic which include internal and external factors; some strategies were applied to overcome the challenges, namely providing appropriate learning media and platform, time management and personal teaching strategies. The conclusions that PSETs have good pedagogical competence and they can handle some problems faced in the internship program by using some strategies.

**Keywords:** pedagogical competence, pre-service English teachers, challenges, strategies

**Introduction**

To be a professional teacher, the teacher candidates or pre-service teachers needs to build the teaching competences which include pedagogical competence, professional competence, personal competence and social competence. These competences have to be gained start from the student teachers in teacher education institution and followed by some series of school Internship programs. In the institution, the student teachers learn the knowledge and skills through teaching practicum before conducting Internship programs. As it is pointed out by (Stahl et al. (2018) about the importance of pre-service teacher trainings such as clarity of delivering instruction, questioning strategies movements, voice tone etc.

Although the student teachers had been prepared with theories such as school management, teaching methods and strategies, designing assessment and teaching practicum before doing the Internship programs in either Senior High School or Vocational High School, some students were still lack of competence particularly in pedagogy. They do not acquire enough knowledge and teaching skills to cope with school internship where they had to make lesson plans including choosing the appropriate materials, teaching methods and strategies and assessments. Some students also were not ready to conduct teaching practice in the classroom with some reasons like lack of confidence and lack of teaching knowledge and preparation. This situation was worse when the internship program was conducted during the COVID-19 pandemic where the teaching and learning were conducted online through distance education. The student teachers had to find some techniques and learning platforms which make the teaching practice become more interesting and challenging for high school students.

The school internship program was supervised by both school and faculty supervisors and the student teachers were assessed their performance with four competences - pedagogical competence, professional competence, personal competence and social competence by school supervisor and the school Head master. Based on the researchers' early observation some students do not get good score in pre-service teachers' competence. Whether the pre-service English teachers were able to conduct teaching practice well or not, what problems faced by them during conducting school internship program during COVID-19 pandemic and the ways they overcome the problems become the focus of this research.

In teacher education, the institution prepares the students with some knowledge and skills the students to be prepared with some competencies needed in conducting teacher practice in term of internship program. According Kosnik (2009) there are seven elements in pre-service preparation: (1) planning for the program, evaluating students, organizing the classroom, and community, (4) Inclusive education; (5) topic matter and instructional methods; (6) A sense of professional identity; (7) A teaching philosophy (Kosnik & Beck, 2009).

In program planning, student teachers must learn how to create a series of lessons and activities that are doable, cohesive, engaging for students, and that encourage in-depth understanding. This is also known as program design or program development. Time was granted to them during pre-service practice so they could complete the teaching performances for which they were evaluated.

In teacher education, students need to learn some techniques of assessments. Teachers must conduct ongoing assessment of each of their pupils in order to teach them effectively. Program planning and all other teaching activities are dependent on determining the knowledge, abilities, interests, and needs of pupils.

Community in the classroom and organization: the environment in which teaching and learning take place—the classroom's structures, routines, social patterns, and atmosphere—needs special attention as a third domain. Instead of hindering student learning, the classroom setting must promote it (along with overall personal growth).Some principle in classroom organization include balance small-group, individual, and whole-class approaches; limit use of ability grouping; develop effective approaches to group work (small-group or whole-class); develop a close teacher–student relationship and emphasize inclusion and equity.

Think, pair, share (typically a three-stage process from the individual to the full class), guided learning (in which a small group works with the teacher), literature circles (such as book clubs), learning centers, and peer tutoring, assessment, and editing are some examples of classroom structure (different activities in different locations around the room).

Inclusive education, according Kosnik (2016) the concept of inclusion embraces a broad range of ideas, including academic mainstreaming, multiculturalism, social justice, respect for difference, equity for women, and many more. Because prejudice and discrimination of all kinds have a profoundly negative



effect on people's lives and on society, a comprehensive strategy is required in this area.

However, to be able to teach well, pre-service teachers are necessary to have essential teaching skills (Kyriacou, 2007) which include three elements, namely knowledge – knowledge of the subjects, students, curriculum, teaching strategies, influences of various factors on teaching and learning, and knowledge of one's own teaching abilities; decision-making: the deliberation before, during, and following a lesson about the most effective way to attain the desired educational results; Action is the overt behavior teachers engage in to support students' learning.

Some principles and strategies of inclusive education can be done. Emphasize community, cultivate a deep rapport between teachers and students, personalize the curriculum, examine many cultures, and assist pupils in creating their own unique way of life; Talk openly about bias and discrimination issues.

Hay McBer in Kyriacou (2018) describe some teaching skills in list below: high standards, preparation, procedures, and strategies; student management /discipline; administration of time and resources; assessment; and homework. Effective teaching is described as establishing a neat and pleasant learning environment, caring about teaching and learning by maximizing learning time and maintaining an academic focus, teaching through the use of well-organized and well-structured lessons with a clear purpose, conveying high expectations and providing intellectual challenge, monitoring progress and providing prompt corrective feedback, and establishing clear and fair expectations are just a few examples.

Based on Regulation of the Minister of National Education Number 16 of 2007 concerning "Standards of Academic Qualifications and Teacher Competencies" that Pedagogical Competence covers 10 items, they are:

(1) Gaining knowledge of a student's traits from their intellectual, moral, social, cultural, emotional, and physical perspectives; (2) Mastering learning theory and educational learning principles; (3) Develop a curriculum related to the subjects taught; (4) Scheduling academic study; (5) Using modern methods of communication and information for educational reasons. It could be further defined as using information and communication technology in formal education; (6) Assist pupils in realizing their varied potentials by helping them to develop that potential; (7) Communicate effectively, empathically, and politely with students; (8)

Conducting evaluations and assessments of learning processes and outcomes; (9) Utilize the results of the assessment and evaluation for the benefit of learning; (10) Take reflective action to improve the quality of learning. (*Menteri Pendidikan Nasional Republik Indonesia, 2007*).

School internship, also known as practice teaching, is the stage at which student teachers begin to develop the skills needed to enter the teaching profession. (*Najmuddeen & Areekkuzhiyil, 2020*). Teachers are frequently confronted with complex situations during the teaching learning process, which necessitate decision making based on various types of knowledge and judgments, with high stakes outcomes for the students' future. During their school internship, a student teacher is exposed to similar situations in which they are required to perform as a regular teacher based on the knowledge and skills they have acquired. A differently abled student teacher may find it even more difficult to deal with such situations in a school setting during their internship. Learning how to apply knowledge in the classroom is the primary goal of any teacher education program's school internship.

There are great deal of studies concerning with teacher competence, research of teacher pedagogical competence, pre-service teachers' pedagogical competence. In this part. The authors would want to provide those past study findings in order to assess the research gap - a region that has not before been studied by researchers.

Research on teacher competence had been by from (2017); Alhassan & Abosi, (2017) Aimah et al. (2018); Suarmika (2018); Adegbola (2019); Fakhrutdinova et al. (2020); Irmawati et al. (2021) and Ocampo (2021). Most of these studies focused in investigating teacher pedagogical competence in EFL context, except Suarmika's study which to investigate the association between teacher pedagogical competency and national science test scores in primary schools in the Gerokgak district Furthermore, Aimah et al., 2018 focused on developing teachers' pedagogical competency and improving teaching using Lesson Study. It a bit different from the current study.

Another studies focused on pre-service teacher competence, among them are Nghia & Tai (2017); Ozbas (2018); Abdulwahed & Ismail (2019); Tekir & Akar (2020) and Atar (2019). Although their studies seem similar, there were different. Abdulwahed & Ismail, 2019 exploring Pre-Service Teachers' Perceptions of Their Pedagogical Preferences, Teaching Competence. Similar to this study, Özbaş &

Mukhatayeva\_2018 had studied about views of Pre-service Teachers Related to the Development of Pedagogical Formation Training and Design Competences, then Tekir & Akar, 2020 investigated the competences in utilizing instructional materials needed by EFL teachers. The research subject is only part of pedagogical competence. In more specific area, Atar, Aydın, Bağcı\_2019 had done research on pre-service English teachers' level of techno-pedagogical content knowledge.

In relation with teaching internship program, there were some studies had been conducted, among them include Najmuddeen & Areekkuzhiyi (2020); Theelen et al. (2020) and Rogayan & Reusia (2021). The two studies were quite different from the current study as Najmuddeen & Areekkuzhiyi (2020) focused on school Internship Experiences of Two Visually Challenged Student Teacher, so it had very few sample and cannot be generalized, however Theelen et. All (2020)'s study was almost similar to the current study as it focused on investigating to what extent virtual internships in teacher education were able to reduce Pre-service Teachers' (PSTs) professional anxiety although there are some differences.

Based on the previous research, as far as the writers could find, there are none of the research with completely similar as the current study in focusing pre-service English teacher' pedagogical competence in internship program during COVID-2019 pandemic context. In addition to exploring PSETs' pedagogical competence, challenges and strategies to overcome the problems were also discussed. Here the authors used mix-method data collected to enrich the data.

The objectives of the study were addressed to focus in the following issued, namely: (1) To describe the pre-service English teacher's pedagogical competence reflected in Internship program during COVID-19 pandemic; (2) to explain some challenges faced by pre-service English teachers in internship program during COVID-19 pandemic; (3) to describe some strategies had been chosen to overcome the problems which occurred during the Internship Program.

### **Research Methodology**

Mixed-research design was used in this study. Creswell and Plato Clark (2011) defined it as "a procedure for gathering, assessing, and combining both quantitative and qualitative approaches in a single study or series of studies to comprehend a research subject." The exploratory sequential strategy was chosen because the

researchers will collect quantitative data first, followed by qualitative data to provide further information about the problem.

This research held at about 19 schools in three Regencies (Purworejo, Kebumen, Wonosobo) where the student teachers conducted Internship Program. In order to collect data, the writers created online questionnaires in Google Forms and disseminate them to students via Whatsapp groups at the end of Internship program in the academic year of 2021/2022. Then the writers also conducted an interview after questionnaire data have been completed.

### **Research Participant**

The subject of this study are the pre-service English teachers - they are the third-year students of English Language Education who are conducting Internship Program at both Senior High School and Vocational High School in both state schools and private schools. There are 32 student teachers participated in the study.

### **Procedure**

Sugiyono (2015:193) notes that data can be collected by observation, questionnaires, documentation, and triangulation. Because this is a mixed-method study, triangulation was employed. The researchers employed questionnaires and interviews to obtain data for this study. The researchers take numerous measures to acquire data.

First, questionnaires were created that included 37 closed questions about Pedagogical Competence questionnaire. To make it easier for students to complete, the questionnaire is written in Indonesian and will be translated afterwards by the researcher. The writers created an online questionnaire using a *google form*, which is then distributed to a Whatsapp group. Because the questionnaire is a closed questionnaire, students can just select the provided answers without having to think about their own answers.

Second, prepared some interview questions and an interview guide. The writers then organized a phone interview with the informants. Third, conducted interviews with students using the interview guide.

### **Instrument**

(1) Questionnaire

This research employs close questions using a Likert scale. They are two sets of close-ended questionnaires with ten items each for two types of study sub-themes. The blue-prints of the questionnaires are presented below.

Table 1. Blue-print of Pedagogical Competence questionnaire

No	Pedagogical Competence Indicator	Total item	Distribution
1	Understanding students' physical, moral, spiritual, social, cultural, emotional, and intellectual traits.	4	1,2,3,4
2	Understanding the theory and principles of learning	2	5,6
3	Developing a curriculum related to the subjects taught.	6	7,8,9,10,11,12
4	Organizing educational learning.	6	13,14,15,16,17,18
5	Learning through the use of information and communication technology.	1	19
6	Facilitating the growth of pupils' potential to realize their unique potentials.	2	20,21
7	Communicating with pupils in an effective, sympathetic, and kind manner.	2	22,23
8	Conducting evaluations and assessments of learning processes and outcomes	7	24,25,26,27,28,29,30
9	Using assessment and evaluation results for the benefit of learning	4	31,32,33,34
10	Taking introspective action to improve learning quality	3	35,36,37
<b>TOTAL</b>		<b>37</b>	

To determine the value, the guide of range score and the sample calculation based on regulation of the Minister of national education of the Republic of Indonesia number 16 of 2007 concerning standards of academic qualifications and teacher competence was used. The table of the range score and the calculation are shown below.

Table 2. English teacher competence range and category

No	Range Score	Value
1	76% _ 100%	very good
2	51% _ 75%	good
3	26% _ 50%	slightly good
4	1% _ 25%	not good

The calculation of each pre-service English teacher competence is shown below.

Competence score =  $n/N \times 100\%$

Note: n = total gained score

N = total maximum score (4 x 37 = 148)

## (2) Interview

An interview is a type of data collection in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee

(the research participant). The interviewer obtains the information from the interviewee, who provides the details. In-person interviews are referred to as face-to-face interviews, whereas phone interviews are referred to as telephone interviews. The fact that a scientist can freely employ probes - prompts used to acquire response clarity or further information - is one of the strengths of strength interviews. (Johnson Larry B & Burke, 2019).

There are a number of approaches to interviewing and using open-ended questions on questionnaires. Which interview approach to use will ultimately depend on the accessibility of individuals, the cost, and the amount of time available. There are three approaches which can be used for collecting the data, namely one on-one interviews, focus group interviews, telephone interviews (Creswell, 2012).

As the pandemic condition improved, the writers used one-to-one interview by choosing the 10 subjects as the representative for the whole sample. An interview guide was constructed to draw qualitative data related to the student teachers' pedagogical competence, the problems faced during Internship program conducted during COVID-pandemic and some effort to overcome the problems.

### **Data Analysis**

After gathering the data, the authors examine it using quantitative and qualitative methods. The descriptive analysis includes calculating the frequency, percentage, and mean of the questionnaire responses obtained using the Likert scale, namely strongly agree, agree, neutral, disagree, and strongly disagree, as well as inferential analysis using the t-test to determine the mean difference between the two schools. Version 22 of SPSS will be used. Furthermore, the interview material was transcribed and analyzed using thematic analysis to identify themes and codes.

## **Findings and Discussion**

### **Findings**

#### **The pedagogical competence of PSETs**

The pedagogical competence of pre-service English teachers (PSETs) which was obtained from the questionnaire distributed earlier to 32 participants is presented in table 3.

Table 3. Pre-service English teacher pedagogical competence

No	Range Score	Total	Percentage	Value
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1	76% _ 100%	0	0	very good
2	51% _ 75%	32	100	good
3	26% _ 50%	0	0	slightly good
4	1% _ 25%	0	0	not good

Table 3 shows the questionnaire result of pre-service English teachers' pedagogical competence which had been done during distance education in COVID-19 pandemic. It presents the score obtained by PSETs which shows the total participants has "Good" value of their pedagogical competence as it is in the range score between 51%-75%. None of the participant in very good level, slightly good neither not good.

Table 4. Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Ped Competence	32	21.60	53.40	75.00	2227.40	69.6063	6.12878
Valid N (listwise)	32						

Table 4 shows the result of descriptive statistics obtained from SPSS analysis with the minimum score 53.40 and the maximum score 75 and the mean 69.60. Referring to the table of range score and its level it shows that mean 69.60. It means that the competence belongs to good level.

Table 5. Average score of each indicator of pedagogical competence

Indicator Competence	Average Score
1	61
2	59
3	60
4	60
5	64
6	59
7	63
8	60
9	61
10	59

Table 5 shows that there are 10 items of pedagogical competence. The average score of each item is in the range score between 51%-75% with the lowest score in indicator 2, 6 and 10. And the highest score is indicator 7 "Communicating with pupils in an effective, sympathetic, and kind manner." as the mean score is 63.

There are three competences with the same mean score (59) in "good" level namely indicator 2 (Understanding the theory and principles of learning); indicator 6 (Facilitating the growth of pupils' potential to realize their unique potentials.); indicator 10 (Taking introspective action to improve learning quality).

Another competences with the same mean score (60)) are indicator 3 (Developing a curriculum related to the subjects taught); indicator 4 (Organizing educational learning) and indicator 8 (Conducting assessments and evaluations of learning processes and outcomes). In addition, there are another two competences with the same mean score (61) namely indicator 1 (Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects) and indicator 9 (Taking reflective action to improve the quality of learning). Whereas, indicator 7: "Communicating effectively, empathically, and politely with students" is in good level as the mean score is 63.

### **Challenges faced by PSETs in Internship Program during COVID-19 Pandemic**

To obtain the data on challenges faced by pre-service English teachers in Internship program during COVID-19 pandemic, an interview was conducted. There were 10 students volunteered in the interview. After completing the interview, a transcript was made, then it was analyzed by using thematic analysis. The result is presented in table 6.

Table 6. Challenges faced by PSETs in Internship program during COVID-19 pandemic

Theme	Code
Internal factor	Passive students, lack of interaction
	Low motivation students
	Less discipline in managing time
	Less concentration -answering questions without focus
	Late to attend class
	No attendance
	Late task submitting
	Less responsive students
	Shy to give response
	Dishonest
External factor	Out-reached internet area
	No internet quota
	Internet access Limitation

Table 6 shows some challenges faced by pre-service English teachers in Internship Program during COVID-19 pandemic which are classified into two themes namely challenges from internal factors and challenges from external factors. In table 4.5 challenges from internal factors are more than challenges from external factors. There are 13 internal factors and 4 external factors. Each factor will be explained below.

#### **a. Internal factor**



(1) Passive students, lack of interaction

During internship program at senior high school or vocational high school, PSETs often faced students who were passive during online class. This made English class became lack of interaction between teacher and students, students to teacher or student to other students. As it stated by interviewee 1: *"During online class many students were passive and lack of interaction in English class"* (Interview transcript: December 2022).

(2) Low motivation students

PSETs were often challenged with low motivation students during Internship. As it stated by Interviewee 7: *"With the practice of too long of online class made students had low motivation to participate in the English class as some students thought that English is difficult subject and it needs to learn in offline class"* (Interview transcript: December 2022).

(3) Less discipline in managing time

According to PSETs, SMA/SMK students were often indisciplined in managing time either in joining English class or submitting tasks. This was stated by respondent 8: *"The students were not discipline during online learning. They often late to join class or submit task"* (Interview transcript: December of 2022).

(4) Less concentration -answering questions without focus

During online class many students were less concentration, particularly when they answered questions, they were not focused as a result they did not answer correctly. It was stated by respondents 6: *"When the students were asked to answer exercises they answered it without focusing to the question"* (Interview transcript: December 2022).

(5) Late to attend class

Many students were late during online class in COVID Pandemic. This made learning outcome couldn't be acquired maximally. This did not only happen in private schools, but it also happened in state schools as well. As it was stated by respondent 4, 5, 8, and 9. *"Many students often late to be presence in class"* (Interview transcript: December 2022).

(6) No attendance

The attendance of online class was reduced. Several or even many students often did not attend the class with the uncertain reason. It was stated by respondents 6, 8, and 10: *"The students often did not join the English class. When*

they were asked the reasons, they answered they forget the schedule" (Interview transcript: December 2022).

(7) Late task submitting

During online learning students were often late to submit tasks or even did not submit any tasks. It was not only for formative test but also for mid-term test. When they were asked the reason, they often said because of limited quota or internet problem.

(8) Less responsive students

During online English class students were less responsive in classroom communication. When they were asked by the teacher to ask or answer questions only a few students would respond to the teacher. Most students were just silent. This was stated by the respondent 5 and 6: *"Many of the students were less responsive during online English class. Many of them just remained silence"* (Interview transcript: December 2022).

(9) Shy to give response

This challenge is almost similar to challenge 7. "Shy" means that when they were called their name they did not directly respond to the teacher, however, they need time to postpone their answer. This as it stated by respondent 9: *"The students were too shy to give respond, particularly for the ten grade students who have not known each other not only their friends but also the teacher as well"* (Interview transcript: December 2022).

(10) Dishonest

It happened when the teacher gave assessment. The students were dishonest to answer the questions as they often did not do it by themselves. They did it together with friends, so they have the similar work. It was mention by respondent 1 *"many students were dishonest during formative test as they had similar work."*

**b. External factor**

(1) Out-reached internet area

Not all students live in areas with easy internet access, however, many of them live in areas where they cannot access internet at all or out-reached internet areas. With this condition, the students just cannot join class either by using virtual meeting, *google classroom* or even *whatsapp* group.

(2) Internet connection limitation

Other external factor affects online learning during COVID Pandemic is internet connection limitation. In this area, there is internet connection but it is limited, it is usually provided by public service like schools, village hall or meeting hall. The connection become too slow because too many people use it.

(3) No internet quota

Some students have low budget for buying internet quota because of its price. Too some students, the price of internet package data is too expensive and they can only afford to buy the small data which will finish soon.

**Strategies to overcome the problems occurred during the Internship Program**

To obtain the data on strategies to overcome the problems which occurred during Internship program during COVID-19 pandemic, an interview was conducted. There were 10 students volunteered in the interview. After completing the interview, transcript was made, then it was analyzed by using thematic analysis by finding the themes and codes found in the transcript. The result is presented in table 7 below.

Table 7. Strategies to facilitate learning during the School Internship Program

Theme	Code
Providing learning media and platform	Making video as media and uploading in youtube Using voice note for speaking practice Using google classroom for submitting tasks Using google form for formative assessment
Time management	Making mutual deals related to attending class and submitting the tasks Providing longer time to complete task Giving time reminder
Teacher's personal strategies	Calling students' name to attract them to join class Setting rule with the class Sending private message for encouragement Giving motivation Providing private comments

Table 7 shows the strategies used by the PSETs to overcome the challenges which occurred during Internship program during COVID-19 pandemic. There are three themes found in strategies for overcoming the challenges mentioned earlier, namely providing learning media and platform, time management and personal teaching strategies. In each theme, there are several codes included. The explanation about each code is provided below.

a. Providing learning media and platform

One of the strategies to facilitate learning during the School Internship Program is providing learning media and platform. The PSETs have different use of learning media and platform.

(1) Making video as media and uploading in youtube

As it stated by respondent 3 that to facilitate learning, he made short video as learning media and uploading it in youtube. With video students could learn English material easier compare to learn using textbook. Students felt more interested in learning the English materials.

(2) Using voice note in whatsapp for speaking practice

During online learning, it was difficult for students to have speaking activity. However, respondent 6 used voice note in whatsapp for speaking practice. With this platform students can show their speaking skill and the teacher could provide comment. Through voice note the teacher would know the students' ability in speaking production in the aspect of content, language (pronunciation, grammar), and fluency.

(3) Using google classroom for submitting tasks

There are a lot of assignments for students to do during online learning. Uploading the students' assignments in google classroom is suitable way to do as the students' work will be submitted for grading.

(4) Using google form for assessment

To assess the students' knowledge of English content material, the student teachers constructed test instrument using google form. This instrument make it easier for the students to do the test. Google form is used to assess reading comprehension and language features contained in texts.

b. Time management

Another strategy used by the student teachers was time management. They manage the class by making mutual deals like students were present in the attendant before English class, the students must be active during online class. Both teacher and students made deal about due date of task submitting and time reminder for task submitting when the due date was close.

c. Personal teaching strategies

There are some personal teaching strategies applied by pre-service English teachers during teaching internship program which was different from one student teacher to other student teacher. The strategies include:

(1) Calling students' name to attract them to join the class

To make the class became more active the student teachers called the students' name so that they paid attention and participated actively.

(2) Setting rule with the class

At the first meeting of English class the student teacher make rules which are agreed by both side-teacher and students. This will make the class situation will be better. The rules such as students participate actively during synchronous class, students read and do some task in asynchronous class, when the teacher give task, the students actively do the task, etc.

(3) Giving motivation

Some pre-service English teachers like giving students motivation the important of mastering English as foreign language. To master English either spoken or written they must study more seriously. Communication particularly in international language is one of the 21<sup>st</sup> century skills.

(4) Sending private message for encouragement

The student teachers send private message for giving students encouragement. This is necessary in order to give the students personal encouragement from the teacher and in turn the students feel that closer and comfortable with the teacher to learn better.

(5) Providing private comments

Some comments cannot be posted directly through the class so the student teacher often give private comment sent to student personally.

## **Discussion**

The result of the study shows that the Pre-service English teachers (PSETs) is "Good" as the mean score 69.60 and most answer in the questionnaire between "good" and "very good". The result is partly similar to Özbaş & Mukhatayeva (2018) which focus on TPACK covering technological knowledge, pedagogical knowledge and content knowledge. The result of the study shows the high level of TPACK. On the other hand, the current study only focuses on pedagogical knowledge which was obtained from the questionnaire result based on the guide from Minister Education of Indonesian Republic No 16, 2007. Furthermore, the different result emphasizes that the length of teaching practice experience influenced in the level of teachers' pedagogical competence (Abdulwahed & Ismail, 2019). Furthermore the finding of the current study is also partly in line with the finding of Tarwiyah et al. (2018), Grunis et al. (2021) and Rogayan Jr. & Reusia (2021)'s research as they suggest that there was an enhancement of pedagogical competence during the

internship program performed by Filipino prospective teachers. Implicitly, if the prospective teachers are provided by enough pedagogical knowledge and skill, they will have good performance.

The second finding about the challenges faced by PSETs which include internal (from the students themselves like motivation, discipline, attitude, etc) and external factors (internet access, no internet quota and out-reach internet area) is line with Amir et al. (2020) and Hijazi & Alnatour (2021)'s study. In the first place Amir et al.'s and the current studies similar in the two factors became the challenges of teaching and learning practice during the pandemic. In their study they found difficulty to focus while learning online for a longer period of time and time management as the internal factors, on the other hand, the external factors were unstable internet connection, extra payment for the internet quota. These two mentioned factors were derived from the students' side of university context, while the subject of current study was from high school context which have more complex challenges.

However, in Hijazi & Alnatour (2021)'s study found even more severe challenges in teaching during COVID-19 Pandemic which was done in EFL English classes to both students and lecturers in Yordania. The challenges faced by the lecturers include infrastructure, teaching methods, computer skills, assessment method etc, meanwhile, the students faced by almost similar with whose of the lecturers beside motivation and willingness, coordination and social aspect.

To certain extent, the third finding related to PSETs' strategies to facilitate learning which include providing learning media and platform, time management and personal strategies is also similar to Najmuddeen & Areekkuzhiyil (2020) as the reported subject of the study also implement adaptive instructional and assessment strategies, and technological experiences as reported by Najmuddeen & Areekkuzhiyil (2020). This also happen with the pre-service English teachers under current study such as use google form for assessment, made video for learning materials and uploaded in youtube, using voice note for speaking practice and submitting task in google classroom.

The result of the study has shown that the PSETs under the study have acquire knowledge, decision making and action mentioned in Kyriacou (2007) in term of finding some strategies to overcome the challenges faced and facilitate learning during the internship program. In other words the PSETs have developed their

pedagogical competence, professional competence, social competence as well as personal competence as mentioned in Regulation of the Minister of National Education Number 16 of 2007.

### **Conclusion and Suggestion**

Based on the data analysis, research findings and discussion, here are the conclusions can be drawn.

The pedagogical competence of Pre-service English teachers is "Good" as the mean score of the questionnaire result was 69.60% in the range of 51% to 75% mastery the competence based on the category from the rule of Minister Education of Indonesian Republic No 16 2007 for determining the teacher level of pedagogical competence. Secondly, based on interview analysis there are some challenges faced by Pre-service English teachers in conducting the internship program during the COVID pandemic which are categorized into internal and external factors. The internal factors derived from the students themselves which include passive students, low motivation, less concentration, absent from class, less discipline in managing time, shy students, less responsive students and late task submitting. Meanwhile the challenges from external factors include out-reached internet area, internet connection limitation, internet connection problem and no internet quota.

To overcome the problems, there are some strategies were applied by Pre-service English teachers during online class in the COVID pandemic which can be categorized into providing learning media and platform, time management and personal teaching strategies. In providing learning media and platform the students provide video of English material and uploading in *youtobe* channel so that the students are easier to learn instead from textbook. The students were also maximize in using learning platform like in google meet, whatsapp group, google classroom and google form. In time management, the Pre-service English teachers make rule for task dateline agreed by the students, providing longer time to complete task, giving time reminder for task submitting. The personal teaching strategies used by the student teachers include calling students to attract them to join the class, setting rule with the class, sending private message for encouragement, giving motivation through the class and providing private comments.

The implication of the study that the pre-service English teachers need to be enriched with technological knowledge, pedagogical knowledge and content

knowledge in their learning instruction in order that they are ready to carry out the internship teaching program at school with the maximum result to anticipate some challenges faced in their training schools. As the current study limits to PSETs' pedagogical competence, further research it is suggested to be more complete competences including technological and content knowledge competence as well.

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## Soft Skills Training for English Classes to Develop Students' Quality

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### Abstract

Some training programs had been conducted to improve students' soft skills during their study at State of Islamic Institute (IAIN) of Lhokseumawe, but there was still a lack of consensus on the most effective approaches. The objective of this study is to investigate students' quality development by applying soft skills training. The population of the research was all English lecturers and All Students at first semester who took English Subject and the sample of this research was four English lecturers and 80 students of four Faculties in IAIN Lhokseumawe. Research and Development (R&D) was conducted to fulfill the needs of the research problem found in preliminary study. The preliminary data was collected using Focus Group Discussion. The researchers collected data on soft skills applied by students during the class and learning outcomes, such as test scores, completion rates, and questionnaires, and analyzed the results using statistical methods. The result shown that by conducting soft skill training can improve the students' soft skills quality. It can be understood that, soft skills training can bring significant effect to improve the students' soft skills quality. It can be applied continuously in English and other classes to show sustainability of the university program for getting better quality.

**Keywords:** *Development Strategies; English Classes; Product Development; Soft Skills training; Students' Quality.*

### Introduction

Soft skills refer to a set of personal attributes and social abilities that enable individuals to interact effectively with others and achieve their goals in various contexts. These skills are often intangible and difficult to quantify, but they are highly valued by employers and essential for success in the workplace and beyond. According to the World Economic Forum (2020), the most important soft skills for the future of work are: complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility. Soft skills are increasingly recognized as key to professional success, and many organizations are

investing in training and development programs to help employees improve their communication, leadership, teamwork, and other soft skills. These skills are essential for university students to succeed not just in their academic pursuits but also in their future careers. Soft skill training for university students focuses on developing these important attributes to help students become well-rounded individuals who are prepared to succeed in their academic and professional lives. For students, developing soft skills is critical to success in both academic and personal lives. By developing these skills, students can improve their communication, problem-solving, leadership, and teamwork abilities, which will benefit them in any career path they choose to pursue.

There has been growing scientific interest in soft skill development in recent years, as researchers have come to recognize the important role that these skills play in personal and professional success. One area of interest has been in understanding how soft skills develop over time and how they can be effectively taught and learned. Studies have shown that while some soft skills may be innate or develop naturally through life experiences, others can be intentionally cultivated through targeted training and practice.

Researchers have also been interested in exploring the impact of soft skill development on various aspects of life, including academic and career success, social relationships, and overall well-being. For example, studies have found that individuals with strong soft skills tend to have better job performance, higher salaries, and greater job satisfaction. Another area of scientific interest has been in identifying the specific soft skills that are most important for success in various fields or contexts. For example, in the business world, communication, teamwork, and leadership skills are often highly valued, while in healthcare, empathy, emotional intelligence, and cultural competence are crucial.

One of the recent studies is soft skills training on employability conducted to graduates students (Pandey et al., 2022), examined the factors affecting employment, and the lack of soft skills is necessary. The researchers found that the emphasis has switched from hard skills paired with soft skills competency to competent human resources with high-quality hard skills. Higher education institutions in particular have started to realize that in order to educate students for the shifting demands of the industry, soft skill development is necessary. The majority of institutions have established projects and programs to help students develop their soft skills since they recognize how important these are. Most of these initiatives and programs

concentrate on increasing awareness through talks and workshops. The study concluded that soft skills training programs can be a valuable tool for enhancing students' employability and preparing them for success in the workforce.

The same study about soft skills training program on University Students' Professional Skills and Employability conducted by Kim & Kang (2021). This study examined the effectiveness of a soft skills training program for university students in South Korea. The program included training in communication, teamwork, leadership, problem-solving, and critical thinking skills. The researchers found that participation in the program was associated with significant improvements in students' professional skills and employability, as well as increased confidence in their ability to succeed in the workplace. The study concluded that soft skills training programs can be a valuable tool for enhancing students' employability and preparing them for success in the workforce.

Another study conducted to Ho Chin Minh City University of Food Industry (HUFI) students (Vy, 2021), examined the effectiveness of learning soft skills to HUFI students. Having strong soft skills is crucial for professional success and employability. Regardless of the industry, this is true for practically all fields. Businesses have high standards for the abilities of their personnel. Therefore, developing soft skills in university students is really essential. HUFI has also instituted the training of necessary and relevant soft skills for students in order to guarantee that they are completely equipped with these abilities. The study article focuses on the idea, function, and development of soft skills in the modern world and emphasizes the value of soft-skills education for HUFI students. Additionally, it demonstrates the value and appreciation of students' soft abilities.

A study related to soft skills and academic success also conducted by Kim & Lee (2020), examined the effectiveness of a soft skills training program for university students in South Korea. The program included training in communication, teamwork, leadership, problem-solving, and critical thinking skills. The researchers found that participation in the program was associated with significant improvements in students' professional skills and employability, as well as increased confidence in their ability to succeed in the workplace. The study concluded that soft skills training programs can be a valuable tool for enhancing students' employability and preparing them for success in the workforce.

Overall, these studies provide support for the idea that soft skills development can have a positive impact on academic and professional success, and highlight the importance of intentional training and development in these areas. The growing body of scientific research on soft skills underscores the importance of these skills for success and well-being in a variety of contexts, and highlights the potential benefits of intentional skill development and training.

While some researches have been conducted on soft skills development, there are still several research gaps that exist. One gap is in understanding the most effective methods for teaching and assessing soft skills. While there are many training programs and interventions designed to improve soft skills, there is still a lack of consensus on what approaches are most effective, particularly in different contexts or for different skill sets.

Another gap is in identifying the long-term impacts of soft skill development. While studies have shown that individuals with strong soft skills tend to have better outcomes in various areas of life, it is still unclear whether these benefits persist over time or are sustained in the face of changing circumstances. Overall, while significant progress has been made in understanding soft skills development, there is still much to learn in order to fully understand how to effectively cultivate and utilize these skills in a variety of contexts.

Soft skills are part of the curriculum at the university level but are not explicitly taught in the classroom. In this instance, the lecturer can assist students not only to pass the exam but also to train and better understand their attitudes. The assistance is to develop their talents, and subsequently to find their path in the professional world. The soft skills development can help students to have better quality and it also can help university to provide better education quality (Roser et al., 2013).

It is a must for students to possess some skills that would be useful after graduation from a higher education. Students need to possess certain abilities and qualities that will be valuable in their daily lives since they will mix with people from backgrounds that may or may not be compatible with their own. The methods or techniques used in lectures encompass the process of achieving certain quality which includes soft skills (Elassy, 2015). Furthermore, teaching skills is the fundamental activity and mandatory based on the Goal of The United Nations' fourth Sustainable Development which is centered on the Quality Education. The UN expands on this

goal, noting that it is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nation, 2020).

To find out the most and best effective methods for teaching soft skills, this research is conducted. Soft skills training for university students can include workshops, seminars, group projects, simulations, and networking opportunities. The training may focus on communication skills, time management, problem-solving and critical thinking, emotional intelligence, leadership and teamwork, and professional development. By developing these skills, students can improve their ability to communicate effectively, manage their time, analyze complex situations, understand and manage their emotions, work collaboratively with others, and build positive relationships with professionals in their field of interest.

Since enhancing students' soft skills is a feature that lecturers and universities should take attention of, this study is primarily concentrated on strategies and methods for doing so. A vital educational activity that needs to be started very early is teaching soft skills. By the development of soft skills, this study aims to improve the quality of students soft skills at IAIN Lhokseumawe. A crucial educational activity that is best started at a young age is improving soft skills. Soft skills are part of the curriculum at the university level but are not part of the official curriculum. In this instance, the lecturer can assist the students in finding their way in the professional world by helping them train and better understand their attitudes, develop their talents, and find their position in the educational environment (Ciappei, 2015).

### **Research Methodology**

Borg and Gall defined Educational Research and Development (R & D) is a procedure used in the development and validation of educational items. The steps of this process, known as the R&D cycle, include researching research findings relevant to the product to be developed, creating the product based on these findings, field testing it in the eventual environment in which it will be used, and then revising it to address any flaws discovered during the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives (Gall et al., 2003). Those steps had been conducted by researchers, yet to know whether the product development (in this case in the form of software product) effective or not to increase students' soft skill, experimental study

was conducted as part of try out or field testing. Since R&D is a mixed method kind of research, it would be make sense to apply it in this step.

FGD was conducted with all of the English subject lecturers from four faculties; Syariah, Education and Teacher Training, Ushuluddin, Adab and Dakwah, and Islamic Economics and Business Faculties, to investigate the problem of students' soft skills quality and provide the solution based on the students' needs which was concluded by giving them soft skills training. Later, questionnaires were given to the students to know whether training soft skill that was presented by experts of soft skills and also lecturers in teaching English in class could bring specific effect on their ability on understanding and practicing soft skill in their life was increased. The lecturers of English subject do not teach directly the theory of soft skills to the students but by practicing directly on the teaching learning process. Students needed soft skill most in facing their future career because the success of future career of someone is determined by having more soft skills than hard skill or technical skill.

The population of the research was all English lecturers and Students who took English Subject at IAIN Lhokseumawe, and the sample of this research were four English lecturers and 80 students of four Faculties of IAIN Lhokseumawe. Since the population is large, thus, the researchers used Slovin formula to take the sample from big population. This formula was used to make it easy to determine the proportional sample. Mathematically, Slovin formula can be written as follow:  $n = N / (1 + (N \times e^2))$ . Where n is the number of samples that is needed and N refers to the total population. Moreover Miles, Huberman stated that qualitative researchers usually work with small samples of people. It tends to be purposive rather than random. In this research, the researcher only focuses on some respondents from one institution which was chosen purposively and examined deeply by using questionnaire as a way of collecting data (Miles & Huberman, 2014).

The data obtained from questionnaire were analyzed quantitatively. To test the validity of the data in the form of questionnaire, it was carried out statistically by using the Pearson Product-Moment Coefficient of Correlation test. All of the data obtained was processed with computer software through the Program Statistical Package for Social Science (SPSS) 25.0.



## **Findings and Discussion**

### **Findings**

The researchers found that soft skills training significantly improved students' soft skills quality and improved learning outcomes compared to the students who did not join the soft skills training. Students who got the soft skills training reported higher levels of soft skills quality, and achieved better test scores and completion rates. These findings suggest that soft skills training can be a valuable tool in promoting students' soft skills quality.

To know whether there was any improvement on student's soft skill, questionnaire was given to the students. It was given twice to the students, before and after the training. The result shown that testing the validity of the data in this study was carried out statistically, by using the Pearson Product-Moment Coefficient of Correlation test with the help of computer software through the Program Statistical Package for Social Science (SPSS) 25.0. Based on the results of data processing, all statement items are declared valid because they have a significance value below 5%. If done manually then the correlation value of the calculation results obtained must be compared with the critical value of the product moment correlation. Each statement item is declared valid if  $r\text{-count} > r\text{-table}$  (critical value of correlation  $r$  product moment for  $n = 30$  in the attachment), so that all statements are significant and have construct validity.

There are differences in the soft skills of students before and after the training. This can be seen in the results of data processing using a different  $t$  test, which is comparing the results of the  $t$  test before training and after training. The test results shown the value of  $t$  before training = 79.079 <  $t$  after training 181.593. So there is a difference before and after training. The test results shown that the value of  $t\text{-count} = 24.623 > t\text{-table} = 1.66412$ . Thus, it can be proved that with training on soft skills, it can improve the soft skills of students.

### **Discussion**

Soft skills play a crucial role in language teaching, as they allow teachers to create a positive and supportive learning environment, facilitate communication and interaction between learners, and promote meaningful language learning. The soft skills training and followed by the teacher's role play for shown the differences in the soft skills of students' quality before and after the training. It is proved that with training

on soft skills, it can improve the soft skills of students. This result becomes one of the achievement related to government's goals for education that said for more than ten years the nation must develop "smart and competitive" people who can successfully compete for jobs and other opportunities in an increasingly globalized market (BANPT, 2019). In line with this goal, the government projects that by 2025, Indonesia's educational system will be "internationally competitive," and an increasing number of Indonesian universities will rank among the top 500 universities worldwide. Universities are expected to take a proactive role as the government's principal partner in providing human resources in order to be able to generate graduates who have a competitive advantage in global competitiveness.

The students as the next generation must be able to evolve into agents of production that are capable of bringing about genuine transformation. Education must function as a social safeguard, and this goes beyond simply delivering a formal education. It also refers to innovative education that fosters children's creativity and innovative abilities (Yaxley, 2018). As agents of innovation, the younger generation can make an important and considerable contribution to the implementation of appropriate sustainable development concepts. (Cimatti, 2016).

Soft skill training for university students can include workshops, seminars, group projects, simulations, and networking opportunities. The training may focus on communication skills, time management, problem-solving and critical thinking, emotional intelligence, leadership and teamwork, and professional development. By developing these skills, students can improve their ability to communicate effectively, manage their time, analyze complex situations, understand and manage their emotions, work collaboratively with others, and build positive relationships with professionals in their field of interest.

This study has same result related to some studies that had explored similar topics. Wijaya and Hariani accomplished a case study in the Economic-Social Education Department of Tarbiyah Faculty at IAIN Mataram on Students' Soft Skill Development Effort in Dealing with the Working World. This study was a qualitative approach, with interviews serving as the primary data collection tool. According to the data analysis, attempts to improve soft skills have not yet been optimized; however, certain efforts exist, such as conducting training, enhancing, developing, and defining training topics to draw students' attention to participate in soft skills training. Lack of engagement, awareness, and discipline are three issues that

students' sides of the attempt to build students' soft skills have to deal with. Additionally, there were challenges from the organizers, such as a lack of infrastructure, finance, and time. To overcome these challenges, various initiatives are being carried out, they are: socialization by posting flyers about upcoming soft skills training, raising students' awareness of the value of attending training, working with students who have already attended training, encouraging students to join departmental organizations to raise student awareness, and requiring students to be disciplined. (Wijaya & Hariani, 2015).

According to Aly's research, Indonesia's higher education level places a greater focus on hard-to-reach dimension abilities than on soft skills when students are learning in college. (Aly, 2017). This study produced two significant findings. First, lecturers can use soft skills to shape college graduates' character through student activities. Two alternative theories are presented here: (1) Thomas Lickona's value theory for character education (Lickona & Levis, 2003) or the Curriculum Center Ministry of Education and Culture of the Republic of Indonesia; and (2) Sailah's theory of the different types of soft skills and their forms, which includes or combination of both personal and intra-personal soft skills (Sailah, 2008).

Muhmin has conducted library study on the value of developing soft skills in higher education. In this study, he came to the conclusion that university students must implement a curriculum and learning strategies centered on soft skills in order to meet the demands of the workforce in the globalized economy. The key to successful learning based on soft skills is to pay attention to student-centered teaching materials and techniques, in addition to having support from the institution. Lecturer competency to offer this method must be grade 4 and 5 level. (scale 1-5). The lecturer must be able to alter three fundamental assumptions: 1) that knowledge is the product of study construction or transformation; 2) that learning is a process of seeking out and creating (shaping) the active and specific knowledge; and 3) that teaching involves implementing a variety of strategies that can aid students in improving their study skills. (Muhmin, 2018).

The same study about soft skills has also done previously concerned about the Governance of Students' Soft Skills Development. The result of governance responsible demonstrated in three steps: planning, implementing, and assessing. The development constructed by using hard ware provided by the lecturers as a lesson plans for the semester that had been properly implemented, and the soft skills

evaluation included in the assessment (Nurlaila & Fadhillah, 2022). While this research is the follow up study which provide other ways to develop the quality of students' soft skills by conducting soft skills training as a form of software.

One of the approaches to soft skills development is the use of virtual reality (VR) and augmented reality (AR) technology. VR and AR offer an immersive and interactive environment that allows individuals to practice and develop their soft skills in a safe and controlled setting. For example, VR can be used to simulate workplace scenarios such as public speaking, negotiation, and conflict resolution, allowing individuals to practice these skills in a realistic and interactive way. AR can be used to provide real-time feedback on communication and social skills during face-to-face interactions.

Another approach to soft skill development is the use of gamification. Gamification involves incorporating game elements into training and development programs to increase engagement and motivation. For example, a training program for communication skills may be designed as a game where individuals earn points for successfully navigating different communication scenarios.

A third approach to soft skill development is through the use of personalized coaching and feedback. Rather than relying solely on standardized training programs, personalized coaching and feedback can provide individuals with tailored guidance on their strengths and areas for improvement. This approach can help individuals develop their soft skills in a more targeted and effective way.

Overall, these novel approaches to soft skill development offer promising avenues for enhancing the effectiveness of soft skill training and promoting long-term skill retention and application in real-world contexts. These approaches were included in the training conducted by the lecturers.

Five essential soft skills for students were trained and investigated. Based on the result of questionnaire given for students after the soft skills training, there were improvements occurred to the students. During the training the students has directed to do some activities related to the soft skills needs. The results of five skills were (1) Communication Skills; students have the ability to communicate effectively is essential in all aspects of life. Students who possess strong communication skills can express themselves clearly and confidently, listen actively, and adapt their communication style to different situations. According to research conducted by the National

Association of Colleges and Employers (NACE), strong communication skills are among the most sought-after skills by employers (*NACE Job Outlook 2021*, 2020).

(2) Time Management; with effective time management skills enable students to prioritize tasks, set goals, and meet deadlines. By learning to manage their time effectively, students can balance academic work, extracurricular activities, and personal commitments. Research has shown that effective time management is positively correlated with academic success (Cyril, 2015).

(3) Problem-Solving and Critical Thinking: Students who possess strong problem-solving and critical thinking skills are able to analyze complex situations, identify potential solutions, and make informed decisions. These skills are essential in all areas of life, including academic work and future careers (Abrami et al., 2015).

(4) Emotional Intelligence; students have the ability to understand and manage one's emotions and those of others. Students who possess strong emotional intelligence can build positive relationships with others, manage stress effectively, and navigate challenging situations. Research has shown that emotional intelligence is positively correlated with academic and personal success (Brackett et al., 2011).

(5) Leadership and Teamwork; students can work collaboratively with others, build consensus, and motivate and inspire others. These skills are essential for success in academic work, extracurricular activities, and future careers (Kourkouta & Papathanasiou, 2014).

Figure 1  
Students Soft Skills Development



## Conclusion and Suggestion

The materials of lesson plan as the form of hardware and the soft skills training had been tried out to the students. To prove whether the soft skills materials and training developed effectively or not to be used in the institution, it had been proven by the result of calculation of questionnaire. Based on the result of tried out, it showed that the materials were appropriate as teaching learning materials for English subject students in developing their soft skills understanding and can bring positive effect on their attitude in communicating daily both formal and informal situations, by having this good habit forth it can increase the soft skills of the students and graduate students to face their future career.

In conclusion, soft skills are essential for students to succeed in both academic and personal lives. By developing communication skills, time management, problem-solving, emotional intelligence, and leadership and teamwork abilities, students can improve their chances of academic success, personal growth, and career advancement. The lecturers can continuously apply the approaches as a way of training soft skills can be practiced as daily scheduled so that can bring positive effect on students' attitude in building this good habit and at last resulted to the way they behave with people around them both in the working place and in society in general. Training soft skills and developing certain teaching materials not only be appropriate for English class as specified in this study but also for other subject included in curriculum at university level.

It is suggested that the lecturers should apply this result of development, to modify the model of teaching-learning process. Lecturers always include soft skills continuously as a real training in their daily teaching both in the materials and also in the explanation. Lecturers give model in every session of meetings so that it would be followed by the students, to do themselves first every good thing then ask the students to do, to show good ways of communication not only in class but also outside class.

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## Portrayal of Professional Digital Competence (PDC) of English Teacher: Digital Immigrant vs. Native

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### Abstract

This study aimed to investigate the differences in professional development for digital competence (PDC) levels between digital immigrant and digital native teachers. A total of 49 teachers participated in the study. Data was collected through an online survey that measured their PDC levels in seven domains: Subject and Basic Skills, School in Society, Ethics, Pedagogy and Subject Didactics, Leadership of Learning Processes, Interaction and Communication, and Change and Development. The results indicated that there were slight differences between the PDC levels of digital immigrant and digital native teachers. Digital immigrant teachers had higher percentages at the none level and the skills level, while digital native teachers had higher percentages at the knowledge level and the competence level. The findings suggest that both groups of teachers have relatively high levels of PDC, indicating that they are capable of using technology effectively in their teaching practices. The study highlights the importance of ongoing professional development for both groups to ensure they are equipped with the necessary digital competencies to effectively support their students in the digital age. The PDC framework can be a useful tool for identifying areas of strength and weakness for both digital learner groups, and can guide the development of targeted professional development programs.

**Key Words:** Digital competence, English Teacher, Professional, Digital learner

**Introduction**

The increasing importance of digital competence in language teaching cannot be ignored in today's technologically advanced world. Digital competence is defined as "the set of knowledge, skills, attitudes and behaviours necessary to operate in a digital environment" (Yazon et al., 2019). In language teaching, digital competence involves the use of technology to enhance teaching and learning, as well as the ability to critically evaluate and select appropriate digital tools for language instruction. Research has shown that incorporating digital technologies in language teaching can increase motivation, engagement, and learning outcomes for students (Bui, 2022). For example, using social media platforms, such as Twitter and Facebook, can encourage authentic communication and provide opportunities for learners to interact with native speakers (Desta et al., 2021). Additionally, using virtual reality and augmented reality tools can provide immersive and interactive language learning experiences (Boyles, 2016).

However, the use of digital technologies in language teaching also presents challenges, such as the need for teachers to develop digital competence and the potential for technology to distract from language learning goals (Chun et al., 2016). Therefore, it is important for language teachers to receive training and support in developing digital competence, as well as to carefully evaluate and select appropriate digital tools for language instruction (Kessler, 2016). In response to the growing importance of digital competence in language teaching, organizations such as the European Union have developed digital competence frameworks for language teachers (Yazon et al., 2019). The frameworks outline the digital

competencies and skills that language teachers need to effectively integrate technology into their teaching practice. This known as Professional Digital Competence framework.

Professional Digital Competence (PDC) has become an essential skill set for language teachers in the 21st century. With the widespread use of technology in language learning and teaching, teachers are expected to have a solid understanding of digital tools and platforms and how to integrate them effectively into their teaching practice. PDC is defined as the "set of knowledge, skills, attitudes, and behaviors that enable individuals to use digital devices, communication applications, and networks to access, manage, integrate, evaluate, create, and communicate information responsibly, ethically, and effectively to solve problems and accomplish goals"(Kelentrić et al., 2017). It includes competences such as digital literacy, media literacy, information literacy, and communication and collaboration.

Research has shown that integrating PDC into language teacher education can enhance the quality of language instruction and improve learner outcomes. One study found that teachers who had received PDC training were more confident in their ability to use technology in the classroom and were more likely to integrate digital tools into their teaching practice (Méndez et al., 2022). Another study found that language teachers who had high levels of PDC were more likely to use technology in innovative ways, such as creating digital storytelling projects or using social media for language learning (Sharples et al., 2017). To develop PDC, language teachers need to engage in ongoing professional development and training. This can include attending workshops and conferences,

participating in online courses and webinars, and collaborating with colleagues to share best practices and learn from one another. Language teacher education programs also need to incorporate PDC training into their curriculum, to ensure that future teachers are equipped with the necessary digital competences.

Moreover, to effectively incorporate Professional Digital Competence (PDC) training for teachers, it is important to understand the differences between digital natives and digital immigrants. Digital natives are individuals who were born and raised in a world where digital technology has been a ubiquitous part of their lives (Creighton, 2018; Riegel & Mete, 2017). In contrast, digital immigrants are individuals who grew up in a time when digital technology was not yet as pervasive as it is (Jarrahi & Eshraghi, 2019; Riegel & Mete, 2017).

The differences between these two groups can have a significant impact on their ability to effectively navigate and utilize digital technology in the classroom. According to Riegel and Mete (2017), digital natives are typically more comfortable with and proficient in the use of digital technology, while digital immigrants may experience greater challenges in adapting to new digital tools and platforms. This can be due to factors such as differences in cognitive processing and learning styles, as well as varying levels of exposure and experience with digital technology (Gallardo-Echenique et al., 2015). Moreover, the difference between digital natives and digital immigrants is not solely based on generational issues, but also on social factors such as skills in using technology, access to technology and the internet, economic and political factors, and cultural influences (Abdul

Aziz et al., 2019). Therefore, it is crucial for teacher training programs to take these factors into consideration when designing PDC training initiatives.

The literature suggests that digital natives, those individuals born and raised in the digital era, exhibit certain characteristics that distinguish them from digital immigrants, who were born prior to the advent of technology. Scholars such as Creighton (2018) and Riegel & Mete (2017) have noted that digital natives are more comfortable with using multimedia, such as images, audio, and video, for learning. They are also more adaptable to new technological developments compared to digital immigrants, as they have been exposed to digital technology from an early age (Creighton, 2018). Moreover, digital natives are reported to have the ability to teach digital immigrants about using digital technology effectively (Riegel & Mete, 2017), and to be highly interactive and communicative through various social media platforms and applications (Riegel & Mete, 2017).

In contrast, digital immigrants, who were born before the era of technology, are reported to face challenges and difficulties with using digital technology, as noted by scholars such as Bayne (2015) and Riegel & Mete (2017). However, Creighton (2018) emphasizes that digital immigrants possess various abilities and expertise in utilizing technology. Aavakare & Nikou (2020) noted that digital immigrants have gaps in their digital literacy and experience caused by time and experience, but they can still teach digital natives how to use digital technology in the classroom effectively (Riegel & Mete, 2017). Digital immigrants prefer direct or face-to-face interaction and are able to adapt to their environment more easily according to Creighton (2018).

In order to effectively develop PDC training programs for teachers, it is essential to first assess the existing levels of digital competence among both digital natives and digital immigrants. By doing so, it will be possible to tailor training programs to meet the unique needs and challenges of each group. To this end, several frameworks have been developed to define and assess the components of PDC, including the framework developed by The Norwegian Centre for ICT in Education (Skogseth & Solheim, 2018). This framework consists of seven competency areas, each with its own set of knowledge, skills, and competencies required for effective digital teaching. By utilizing such frameworks, researchers and educators can better understand the specific competencies required for effective digital teaching and develop targeted training programs to meet those needs.

Professional Digital Competence (PDC) refers to the knowledge, skills, and attitudes necessary for educators to effectively use digital technologies in their professional practice, including teaching and learning (Kessler, 2016). It involves the ability to critically evaluate and select appropriate digital tools and resources, design and implement technology-enhanced learning activities, and effectively communicate and collaborate with others using digital platforms (García-Peñalvo et al., 2020). There are several components of PDC that have been identified in the literature. One widely used framework is the DigCompEdu framework, developed by the European Commission to guide the development of digital competences for teachers (Redecker, 2017). The DigCompEdu framework identifies six areas of digital competence for educators: information and data literacy, communication and collaboration, digital content creation, safety, problem-solving, and innovation.

Another framework, proposed by the UNESCO Institute for Information Technologies in Education, includes five dimensions of digital competence for educators: cognitive, technical, didactic, ethical, and social (UNESCO, 2018). The cognitive dimension involves the ability to think critically and creatively about the use of digital technologies in education, while the technical dimension involves the ability to effectively use digital tools and software. The didactic dimension focuses on the integration of technology into teaching and learning, while the ethical dimension involves understanding and practicing responsible and ethical behavior online. The social dimension involves the ability to effectively communicate and collaborate with others in online environments. One of comprehensive framework was Norwegian Framework.

The Professional Digital Competence Framework developed by The Norwegian Centre for ICT in Education provides a comprehensive overview of the competencies required for teachers to become digitally competent professionals. The framework comprises seven competency areas, which are Subject and Basic Skills, school in society, ethics, pedagogy and subject didactic, leadership of learning processes, interaction and communication, and Change and development (Kelentrić et al., 2017).



Each competency area is broken down into levels of knowledge, skills, and competencies, with detailed descriptions of what each level entails.). The PDC framework is designed to help teachers develop their digital competencies and identify areas for improvement, as well as provide guidance for teacher education programs and professional development initiatives. Its comprehensive nature and clear structure make it a useful tool for researchers and educators alike.

In summary, in order to effectively incorporate PDC training into language teaching, it is necessary to determine the level of PDC among teachers. This will allow for the development of appropriate activities for PDC training. Therefore, the purpose of this study is to describe the level of PDC among language teachers, distinguishing between two categories: digital immigrants and digital natives. The significance of this study lies in the fact that PDC is becoming increasingly important in language teaching and



it is important to understand the level of PDC among teachers in order to better equip them for the demands of the digital age.

### **Research Methodology**

This study employed a qualitative research method to gain insights into the level of Professional Digital Competence (PDC) among English teachers in Jakarta. The research design for this study is a descriptive survey. A survey is an effective research method for collecting data on a specific population's characteristics, attitudes, beliefs, and behaviors (Creswell, 2017). In this study, the survey will be conducted to determine the level of PDC among language teachers, distinguishing between two categories: digital immigrants and digital natives. The survey will include a range of questions that address various aspects of PDC, such as the use of digital tools and the level of proficiency in digital skills.

The study was conducted in schools located in Jakarta, involving English teachers from junior high, senior high, and vocational school levels. The sample comprised teachers from various schools located in different areas of Jakarta, including East Jakarta, South Jakarta, West Jakarta, North Jakarta, and Central Jakarta. The researcher ensured that the digital questionnaires were distributed to English teachers in each school after obtaining permission and confirmation from the stakeholders concerned. A total of 29 schools were involved. Out of 71 accepted responses, 59 responses were considered valid after invalid responses were confirmed based on the same answer choices of 57 statement points. The valid responses were analyzed and identified to provide insights into the level of PDC among English teachers in Jakarta. The descriptions showed 7

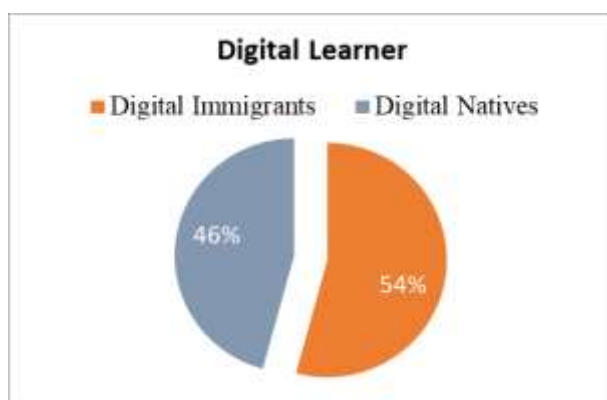
category of PDC ; Subject and Basic Skills, school in society, ethics, pedagogy and subject didactic, leadership of learning processes, interaction and communication, and Change and development (Kelentrić et al., 2017) and broken down into levels of knowledge, skills, and competencies,

Data collection was done using an online survey tool, such as Google Forms or SurveyMonkey. The survey will be distributed via email to language teachers, with a request for their voluntary participation. The survey will be anonymous, and participants will be assured of the confidentiality of their responses. Data analysis were done using descriptive statistics, such as frequency distribution, mean, and standard deviation, to describe the level of PDC among language teachers.

## **Findings and Discussion**

### **Findings**

The age categorization that the researcher used is digital immigrants and digital natives based on (Jarrahi & Eshraghi, 2019). Digital immigrants are digital learners born before 1980, while digital natives are digital learners born after 1980. Consequently, according to the teachers who were involved as respondents, there are 32 teachers as digital immigrants and 27 teachers who as digital natives. This indicates the number of teachers as digital immigrants and digital natives are slightly equal.

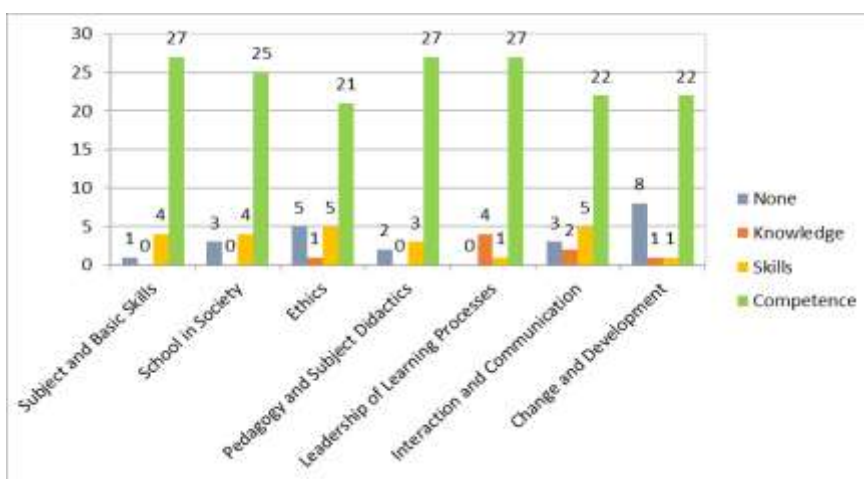
**Digital Learner Category**

The presented data depicts the distribution of research participants based on their digital learner classification, with 32 respondents identified as digital immigrants and 27 as digital natives. It is noteworthy that the number of digital immigrants' respondents exceeds that of digital natives. Furthermore, a cluster column chart illustrates the PDC level of digital learners for each digital competency.

**a) Digital Immigrants**

The chart provided below depicts the percentage of 32 teachers categorized as digital immigrants and their respective levels of Professional Digital Competence (PDC). Generally, the level of competence among digital immigrants is relatively high, with a few teachers lagging behind in terms of skills and some not having attained any level related to PDC. Notably, 25% of digital immigrants (8 out of 32 teachers) have not attained any level in Change and Development. The highest number of knowledge levels was observed in Leadership of Learning Processes, where 4 teachers (13%) achieved this level. On the other hand, the skill level was highest in Ethics and Interaction and Communication, where 5 teachers (16%)

attained this level. A significant proportion of digital immigrants, 27 teachers (84%), attained competency level, with the largest number being in Subject and Basic Skills, Pedagogy and Subject Didactics, and Leadership of Learning Processes. Overall, most of the digital immigrants have achieved a level of competence. However, some still have not attained any level related to PDC, indicating a need for enhancement in PDC development among this category of teachers.



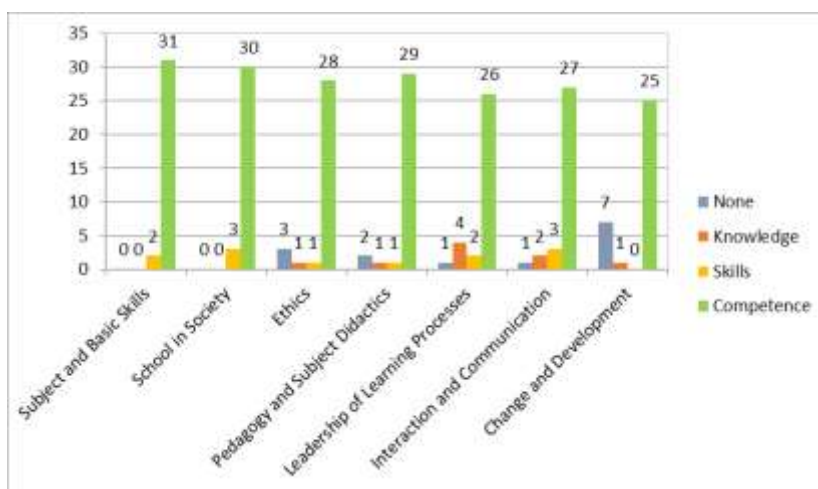
**PDC level of Digital Immigrant Teachers**

### **b) Digital Natives**

The aforementioned chart depicts the PDC levels of 27 teachers categorized as digital natives. The majority of teachers in this group have achieved the level of competence, with a small proportion of teachers falling under none, knowledge, and skill levels. Specifically, the number of teachers at the none level is low, indicating that most digital native teachers have some level of PDC. However, in the Change and Development category, 26% or 7 out of 27 teachers are yet to attain the PDC level. The Leadership of Learning Processes category has the highest number of

teachers at the knowledge level, with 15% or 4 teachers falling under this category. Additionally, only a small number of teachers are at the skill level, with the highest number being 11% or 3 teachers. Conversely, the level of competence has the highest number of teachers, with 93% or 25 teachers achieving this level, particularly in the Subject and Didactics category.

Overall, while most digital native teachers have achieved a certain level of PDC competence, there is still a small number of teachers who are yet to reach the level of competence, and therefore, require further improvement.



**PDC Level of Digital Native Teachers**

Digital Immigrants	No Level	Knowledge	Skills	Competence
Subject and Basic Skills	3%	0%	13%	84%
School in Society	9%	0%	13%	78%
Ethics	16%	3%	16%	66%
Pedagogy and Subject Didactics	6%	0%	9%	84%
Leadership of Learning	0%	13%	3%	84%

Processes				
Interaction and Communication	9%	6%	16%	69%
Change and Development	25%	3%	3%	69%
Average	10%	4%	10%	76%
<b>Digital Natives</b>	<b>No Level</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
Subject and Basic Skills	0%	0%	7%	93%
School in Society	0%	0%	11%	89%
Ethics	9%	4%	4%	81%
Pedagogy and Subject Didactics	7%	4%	4%	85%
Leadership of Learning Processes	4%	15%	7%	74%
Interaction and Communication	4%	7%	11%	78%
Change and Development	26%	4%	0%	70%
Average	7%	5%	6%	81%

The table appears to compare the competencies of Digital Immigrants and Digital Natives across different areas related to education and technology. Digital Immigrants seem to have a higher level of competence in areas such as Subject and Basic Skills, Pedagogy and Subject Didactics, and Interaction and Communication. They score relatively low in areas such as Leadership of Learning Processes and Change and Development.

On the other hand, Digital Natives appear to have a higher level of competence in areas such as Leadership of Learning Processes and Interaction and Communication. They score relatively low in areas such as

Change and Development, and Pedagogy and Subject Didactics. The average competence level of Digital Immigrants is 76%, whereas that of Digital Natives is 81%. It seems that Digital Natives have an overall higher level of competence in the areas examined in the table, although the difference is not very significant.

## **Discussion**

The findings of this study show that there are some differences between the PDC levels of digital immigrant and digital native teachers. Specifically, digital immigrant teachers have a higher percentage at the none level, and a slightly higher percentage at the skills level, compared to digital native teachers. On the other hand, digital native teachers have a slightly higher percentage at the knowledge level, and a higher percentage at the level of competence. These findings are in line with previous studies that have investigated the PDC of teachers. For example, a study by Sang et al. (2010) found that older teachers, who are more likely to be digital immigrants, tend to have lower levels of PDC compared to younger teachers, who are more likely to be digital natives. Another study by Ballano et al. (2022) found that while both digital immigrant and digital native teachers had relatively high levels of PDC, there were some differences in their approaches to technology integration in the classroom. Digital native teachers tended to use technology more frequently and in more innovative ways, while digital immigrant teachers were more likely to use technology in a traditional, teacher-centered way.

Overall, these findings suggest that there are some differences between digital immigrant and digital native teachers in terms of their PDC

levels and their approaches to technology integration in the classroom. However, both groups of teachers have relatively high levels of PDC, indicating that they are capable of using technology effectively in their teaching practices.

The comparison between the competencies of digital immigrant and digital native teachers reveals that both groups have similar patterns in terms of their competencies at the no and knowledge levels. However, there are differences in the skills and competence levels. Digital immigrants have a higher percentage at the skills level in Ethics and Interaction and Communication, while digital natives have a higher percentage in School in Society and Interaction and Communication. Additionally, digital natives have a higher percentage at the level of competence in Subject and Basic Skills.

These findings are consistent with previous studies that suggest that digital natives tend to have more advanced technology skills than digital immigrants due to their exposure to technology from a younger age (Kesharwani, 2020). However, the results also highlight the importance of ongoing professional development for both groups to ensure they are equipped with the necessary digital competencies to effectively support their students in the digital age. It is important to note that the PDC framework can be a useful tool for identifying areas of strength and weakness for both digital learner groups, and can guide the development of targeted professional development programs.

## **Conclusion**



In summary, this study explored the PDC levels and competencies of digital immigrant and digital native teachers. The results indicate that both groups of teachers have relatively high levels of PDC, with some differences between them. Ongoing professional development is essential for both groups to acquire the necessary digital competencies to effectively support their students in the digital age. The PDC framework can guide the development of targeted professional development programs for both groups of teachers. Despite the valuable insights gained from this study, there are several limitations that should be acknowledged. Firstly, the study's sample size was relatively small, which may limit the generalizability of the findings. Additionally, the study only examined teachers' self-reported PDC levels and competencies, which may not fully reflect their actual use of technology in the classroom. To address these limitations, future research could consider using a larger and more diverse sample, as well as incorporating classroom observations and other objective measures of technology integration. Furthermore, policymakers should consider the findings of this study when developing policies related to technology integration in education. Investing in ongoing professional development programs for teachers is crucial to ensure that they have the necessary skills and competencies to effectively use technology in the classroom.

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## **An Inspired-TBLT Framework to Enhance Students' Speaking Performances in EFL Context**

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### **Abstract**

As one of the pedagogical approaches, TBLT has been employed by both researchers and practitioners to develop students' language skills in the last decades. Besides solid grounding theory that possessed, it demands the students to participate actively as well during the class. Its' flexibility gives the teacher more freedom to integrate it into their teaching. However, only a few studies have been conducted in terms of integration or modification. The current study aimed at developing a framework inspired by TBLT to enhance students' speaking performances. It examines the effect of TBLT modification in the context of EFL in Indonesia, particularly speaking. It is a mixed method study where students (n=91) from two universities in Kuningan, West Java, Indonesia participated. Two instruments were used for data collection, tests, and a questionnaire. The result shows that the framework inspired-TBLT could enhance students' speaking performances. It can be seen from the result of speaking proficiency where the average of the post-test (9.67) was higher than pre-test (8.19). In addition, statistically, the value Sig. two-tailed was 0.042 or < 0.05. It means that this framework influences students' speaking performance almost in all components that were tested (vocabulary, grammar, fluency, and pronunciation). Furthermore, in terms of students' perception, this framework has received positive responses from the students since this framework engaged and demanded the students to get involved during class activities.

**Keywords:** *speaking; inspired-TBLT; framework; modification*

**Introduction**

Many would accept that speaking is an important skill that needs to be mastered by language learners. As the pillar of human communication (Mede et al., 2019), speaking is considered the main priority, and even it is valued as successful in learning a new language (Richards & Rodgers, 2014). However, developing speaking is not easy (Burns, 2019), it is a Herculean task (Amoah & Yeboah, 2021) since it involves not only linguistics aspect but other aspects as well such as psychology and environment (Darsih, Suherdi & Safrina, 2019). Indeed, it is the challenge that must be faced by speaking teachers to encourage their students to speak English.

Over the last decades, research on how to teach and improve students' speaking performance in second and foreign language context have been conducted and resulted in several practical advices. One of the approaches that is developed to improve students' speaking skills is task-based instruction or task-based language teaching (Skehan, 2016; Long, 2016). Since it was first pioneered by Prabhu in India (1987), it has been the popular approach that is often employed in teaching speaking due to its flexibility in promoting communicative and meaningful practices (Long, 2016; Ellis, 2017; Li et al., 2016; Skehan, 2016) and encouraged by solid theoretical grounding (Branden, 2016; Bryfonski & McKay, 2019).

As one of CLT manifestations, TBLT challenges the likes of the grammar-translation method and other traditional methods which focus on language form where these have been criticized for making language learning less authentic and grammar-oriented (Iveson, 2019). On the other side, in task-based language teaching, where the teacher utilizes tasks to provide authenticity as the unit in the language classroom (Long, 2016), the students are required to be active in completing their work and encouraged to use the target language (Nunan, 2004) during the completion. Through a task-based, the students can develop their communicative proficiency which is difficult for language learners (Muslim, 2017) since its' main purpose is interaction with others (Ellis, 2017). However, some scholars have questioned its' implementation related to language development (Butler, 2011; Shehadeh & Coombe, 2012) particularly its' compatibility between sociocultural realities and education cultures as implied by Carless (2007) in Kim (2019).

In both ESL and EFL, TBLT has proven its effectiveness in improving students' speaking performances (Douglas & Kim, 2015; Kim et al., 2017; Kim, 2019). In a more specific component of speaking, several studies have shown that its' impact is significant such as in improving fluency (Hashemifardnia et al., 2019), accuracy, vocabulary (Chou, 2020) and also grammar (NazamianDost, Bohloulzadeh & Pazhakh, 2017). Beyond that, TBLT has also worked well in increasing students' motivation (Ulla, 2020), boosting students' confidence in speaking as well as developing students' critical thinking (Yaprak & Kaya, 2020). However, in the EFL context, some scholars as quoted by Li et al., (2016) have indicated that TBLT cannot be implemented comprehensively, moreover to students who have lower English proficiency. It is in line with Jones (2020) whose calling for more flexible adaptation in implementing TBLT is specific context.

Characteristically, as claimed by Ellis (2016) and Long (2016), TBLT is a flexible approach. It means that the implementation of TBLT can be based on the student's needs and proficiency levels. Additionally, TBLT is also adaptable (Nunan, 2004) where its' procedures can be modified and integrated with traditional teaching methods and approaches. Given its flexibility, only a few studies have reported modified or integrated TBLT with other traditional methods. Kim, Jung, and Tracy-Ventura (2017) for example applied what is called by them as *localized* TBLT in teaching Korean EFL students. Instead of using task-supported language teaching (TSLT) which is assumed as a weak version of TBLT (Ellis, 2013), they tried to integrate TBLT and presentation-practice-production (PPP) and called it a new hybrid model. In several parts of this study, Kim et al (2017) emphasized grammar and vocabulary in a short period before giving the students tasks. They believed that by providing grammar and vocabulary, the students will be more confident in completing the tasks. Llorente Bravo et al. (2022) work is no different. During their 10 weeks of meeting, they have also modified TBLT by emphasizing the linguistics input to the students. More specifically, they give the model to the students through videos, thus the students can analyze and identify what and how to say something related to the task given. Giving task input is something that can be ignored especially for those who have limited linguistics ability. By providing inputs before students do their tasks, they will do better in constructing and completing their tasks.

When we talk about students' speaking development, there are a lot of things to be considered by speaking teachers (Burns, 2019). One important thing is the

opportunity to speak in the target language. In TBLT, time is crucial (Ellis, 2017). Lack of time allotted in the classroom, particularly in speaking class has always been an issue in its implementation. In Indonesia for example, the speaking class is allocated 2 to 3 hours a week which is not ideal to improve their speaking skill. Furthermore, the opportunity to explore their speaking outside the class is rare (Muslim et al., 2020). Therefore, as a flexible approach, TBLT should be maximized to allow the students to speak the target language beyond class time. Indeed, this issue has not been discussed in previous studies.

With this gap in mind, the current study aimed at developing a framework inspired by TBLT to accommodate students' needs not only for inputs but the opportunity to speak in the target language as well. These will be essential since the only way to develop speaking skills is by speaking. In addition, adapting TBLT into a traditional course in a particular context can bridge the students before applying the strong version of TBLT. Thus, this study would like to identify to what extent does TBLT modification improve students' speaking performance. In addition, this study would see how do the students perceive the proposed framework that was implemented during speaking class.

## **Research Methodology**

### *Research Design*

The current study is a mixed-method study. Quantitatively, a quasi-experiment with a non-equivalent (pre-test and post-test) control group design was used. For the experimental class (n-46), the teaching method used was a framework inspired-TBLT. Meanwhile, for the control group (n-45), regular teaching instruction was applied which include exercise, roleplay, and discussion. Three themes were delivered such as introduction (self and others), at the restaurant, hotel reservation, and hobbies.

### *Participants*

This study was conducted for a semester-long started from September 2022 to February 2023. The participants of the study were students from two private universities in Kuningan, West Java, Indonesia who take Basic Speaking Courses. The participants were 60 female and 31 male students. All of them was the freshmen since Basic Speaking subject was available in the first semester in both universities. Based on early observation, majority of the students have a different level of proficiency in English. When data collection was held, they had experienced learning English in school for at least 9 years starting from primary school when they



were in grade four to Secondary Senior high school. Only 15 of them had English courses outside the school as they joined some private English courses that were available at that time. However, all of the participants admitted that the opportunity to speak English outside the classroom was very rare.

#### *Course Design*

The framework developed in the current study is different from the previous model developed by Kim (2019), Kim et al. (2017) and Llorente Bravo et al. (2022). The first distinction is on pre-task activity. In this study, it will be served before the speaking class begins by giving the students the topic of the speaking, the vocabulary they need to be familiar with, and an example of how to deliver the topic through several videos or texts. By doing so, the students will have better prepared and ready to face class time. This step is inspired by the work of Llorente Bravo et al. (2022) who admitted that modeling or giving input is crucial in a foreign language context. Therefore, by adapting it to the current framework, the researcher expected the students to be familiar first. However, the portion of these activities in pre-task reduced meeting by meeting.

The second is on grammar. As stated by Kim (2019), grammar is not neglected radically in TBLT. The students still need this to create more accuracy while they are speaking. In this model, grammar correction will be given in the post-task activity right after the students perform their main speaking task. It will give the student more space without thinking too much about grammatical things when they speak. However, not all grammar or structures will be discussed, only grammatical errors that emerge during the main speaking will be a concern in the post-task activity. Therefore, they can avoid the same errors in the future.

The third is the extension. Since the class time is often limited, the model of the current study will provide more activity after the class. By having the extension, the students will have more exposure to English outside the class and extend their understanding as well towards the topic given by recording themselves on the video. To make it clear, the steps in teaching speaking can be seen in figure 1.

Figure 1. a framework inspired-TBLT



### Pre-task

In the pre-task, the researcher did several activities to assure the learners have better preparation before they go into the next phase or main speaking class. The first activity was deciding a topic that the students need to deliver and complete. A selected topic was the one that relates to the learners in terms of their experiences and their proficiencies. This is important for the starter to give a familiar topic to the students. Besides the possibility of the learner talking longer about the topic, it could be used to motivate them towards speaking which is often assumed as a difficult skill to be developed.

The second sub-activity was to identify the unknown vocabulary needed in constructing the students' speaking, structure, and pronouncement through text or videos. As we all know that these are essential features of speaking. A lack of vocabulary would influence the learners' ability in speaking. The student who speaks in a short time, most of them are lacked the vocabulary and do not know what to say. It is no different with grammar or structures. It is also a point worth considering to develop the learners' speaking skills. Text or video that is relevant will be distributed since it is believed to give the learners more information about the topic.

Third is giving the students time to comprehend the topic. After the learners are facilitated with the vocabulary, grammar, and pronunciation through text or videos, it is the step where they need to comprehend deeper about the topic more. In the beginning, the time allocated was based on their time instead of time pressure on the teacher's call. In this step, the researcher endorsed a "pre-class activity" through flipped learning, so that the student could comprehend the topic based on their time, style of learning, and paces that they have.

The last is noting topic difficulty. Figuring out the difficulty of the student towards the topic given before the main class is beneficial, particularly in students' learning engagement/interaction. When the students' difficulty is minimum, the role that they will take in the "during-task" phase will be various. The teacher could also use this as a pre-task evident by asking the students whether they have difficulties or not. This

pre-speaking step is conducted at least one day before the real class takes place. Although, the longer time that is provided, the better prepared the students will have.

#### *During task*

During task activity which is the main activity of the speaking class, the students were work individually and in pairs (depending on the topic). However, in the first two meetings, it was more collaborative learning rather than individual. A cooperative setting seems to be effective to release students' nerves (Ngadiso, 2015). After the students are grouped or paired, they are asked to complete the task given and deliver and explore how they complete the task in front of their friends. From this, the interaction of the students will be seen as the crucial point in improving their speaking ability.

#### *Post task*

In this phase, the outcomes of the task are assessed through various activities. In this study, the activity was in the form of public speaking or class performance where the students are asked to perform the tasks in front of the class. It gave the learner another opportunity to use and interact with the target language. While the students are performing, the teacher takes a note and lists the incorrect words, grammar, pronouncement, and even the context and gives them the correction and feedback on the students' work. The feedback is given in the last session since it will be useful for the students as they will be doing another task in another session.

#### *Extension*

Not only is the feedback post-speaking, but this design also provides an extension to extend their understanding by repeating the task. When they repeat a task, their production improves in several ways such as complexity, and clearer expression, and they become more fluent. In this study, students are repeating a similar task. However, since the time allotted for speaking is often limited, this step was conducted outside the class through video recording where the students record themselves in the video and share it to the class WhatsApp group and lecturers' E-mail. This activity was beneficial since it exposed students more to the target language. The video that was shared will also be reviewed to add and evaluate more feedback.

The research instrument that was employed in this study was a speaking performance test in both pre and post-test. Browns' (2010) scoring rubric which covers vocabulary, grammar, fluency, and pronunciation were used to measure students' speaking performance during the test. Besides the test, the researcher conducted an open-ended survey only to the experimental group after the post-test towards the method of teaching. It covers interest in using TBLT modification, the strength and weaknesses of modification and their opinion about modification, and whether it is more effective than the conventional approach or not in improving their speaking performance. Each statement of the survey included five options (1) Strongly Agree, (2) agree, (3) no comment, (4) Disagree and (5) strongly disagree. Since it was open-ended, students were allowed to write up the reason why with their choices. Field notes were also used by the researcher to complement the findings.

In analyzing the data, the researcher used SPSS version 21.0 where descriptive statistics, pair-sample test, and independent sample test were organized to figure out the significance of speaking performance. While for the open-ended survey result, the data were analyzed both quantitative and qualitatively.

Before the framework proposed was implemented, all of the students from both classes (experiment and control) were given the pre-test individually, thus the researcher was able to identify closely the students' speaking proficiency. The test itself was administered in the first meeting out of 14 in both universities and was recorded to be examined based on the browns' scoring rubric (2010). In addition, the researcher explored students' difficulties in speaking as need analysis was an important component of this research during teaching class in the second and third meetings. After the information from the pre-test and needs analysis was gathered, the proposed framework was applied from meeting 4 to 12. To wrap up the study, the post-test, and open-ended survey were conducted in meeting 13 and 14 consecutively.

## Findings and Discussion

### Findings

Students' speaking performance scores in this study were analyzed based on the results of pre and post-test. The results show four indicators of the speaking rubric as well where we can see the improvement in each indicator. In addition, to assure the differences in improvement between the two groups, the independent sample t-test was organized.

Table 1. Speaking test result

	n	%	Mean	SD		n	%	Mean	SD
Experimental Group					Control Group				
<b>Pre-test of Speaking</b>	<b>46</b>		<b>8.19</b>	<b>3.05</b>	<b>Pre-test of Speaking</b>	<b>45</b>		<b>8.04</b>	<b>2.91</b>
Vocabulary		47,56			Vocabulary		43,11		
Grammar		38,67			Grammar		36,00		
Fluency		40,44			Fluency		33,33		
Pronunciation		40,89			Pronunciation		34,22		
<b>Post-test of Speaking</b>	<b>46</b>		<b>9.67</b>	<b>3.29</b>	<b>Post-test of Speaking</b>	<b>45</b>		<b>8.35</b>	<b>2.78</b>
Vocabulary		57,33			Vocabulary		47,11		
Grammar		47,11			Grammar		47,11		
Fluency		46,7			Fluency		36		
Pronunciation		46,667			Pronunciation		35,556		

Table 2. Independent Samples Test (Pre-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking	Equal variances assumed	136	.713	.241	89	.810	.15121	.62671	-1.09405	1.39646
	Equal variances not assumed			.241	88.93	.810	.15121	.62671	-1.09339	1.39581

Table 3. Independent Samples Test (Post-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking	Equal variances assumed	1.424	.236	2.061	89	.042	1.31836	.63968	.04732	2.58940
	Equal variances not assumed			2.065	87.153	.042	1.31836	.63849	.04931	2.58740

Table 1 above shows that there was no significant difference between the result of the pre-test that was proved by the sig. (2-tailed) where P is higher than 0.05

(>0.05). It means that the level of students' speaking performances was not different significantly. The mean from the two groups was also similar, where both had 8.19 and 8.04 before treatment was implemented. In terms of vocabulary and grammar, the students from both groups were identical where the percentage shows 47.56% to 43.11% and 38.67% to 36.00. However, in terms of fluency and pronunciation, there was a significant gap between the two groups. In the experimental group, since some students had experiences in taking additional learning outside school time (English private course), their fluency was better by 40.44 to 33.33. Meanwhile, based on the interview during the pre-test, most of the students from the control group were unfortunate to experience additional courses in English. They learned English only at school time. Moreover, in pronunciation, the students from the experimental group had a higher percentage of 40.89 to 34.22. Watching the movie, listening to western music, and singing contributed to the development of their pronunciation.

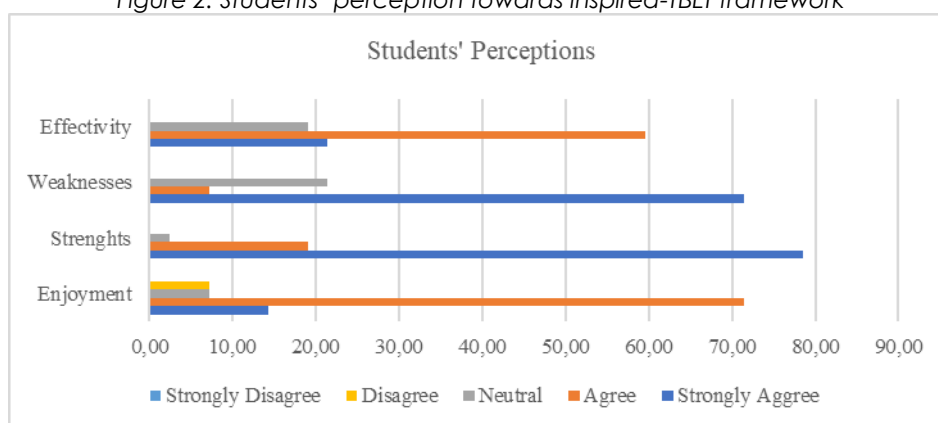
In addition, the post-test that was conducted at the end of the study shows the difference between the experiment and control group significantly. It can be seen from the Sig. (two-tailed) that resulted in 0.042. It means  $P$  is lower than 0.05 ( $P < 0.05$ ). It shows that the difference was significant. Students' speaking performance in the post-test also shows the difference in mean which is 9.67 to 8.35. In terms of speaking components, unsurprisingly, both classes were able to improve student's vocabulary and grammar. However, the value of vocabulary that resulted in the experimental group which used TBLT modification was higher. It raised around 10% from the pre-test result or from 47.56% to 57.33%. Meanwhile, the control group was also raised but not significantly from 43.11% to 47.11% or around 4%. On the grammar side, the control group had a higher percentage compared to the experiment group. The value that gained was more than 11% from 36.00 to 47.11% in the post-test while in the experiment group was raised from 38.47% in the pre-test to 47.11% in the post-test.

Moreover, in terms of fluency and pronunciation, since the experimental group accommodate task input and modeling, the value of it raised by 6% from around 40% to 46% in both components. It means that linguistic inputs and modeling that were given before the task was implemented have a significant impact. On another side, both components in the control group did not significantly rise, since the opportunity to speak and the lack of modeling was limited. Based on these

results, TBLT modification was successful in improving both students' fluency and pronunciation.

In addition, to find more comprehensive information, the researcher conducted an open-ended questionnaire to the experimental group after the post-test towards the method of teaching. Four open-ended questions were distributed through Google Forms. However, of 46 students who joined the post-test, only 42 students took a part and fill in the survey. Figure 2 shows the result of the survey.

Figure 2. Students' perception towards inspired-TBLT framework



In terms of enjoyment, 71.43% of the students agreed that this modification offered joy during the class. The majority mentioned that they feel free to express themselves without being judged and booed by peers even when they were making mistakes. For instance, a student stated:

*"At the beginning of the class, I was afraid because my speaking skill was not good, but I was wrong. This class was so much fun since the topics were related to real life and I can speak freely without being afraid of making mistakes."*

In addition, there were 14.29% of students admitted that they enjoy the speaking class by using modification because this modification is challenging. Furthermore, they stated that they have better preparation since the topic was distributed before the class. It can be inferred from a student's statement:

*"Preparing tasks is always challenging. Luckily, the lecture informs the topic before the class was begun so I can prepare myself and get familiar with the topic. This class demanded interactivity as well so I enjoy improving my speaking skill in this class"*

Related to the strengths of this modification, 78.57% of the students were assured that this modification has its strengths to develop their speaking skills. A better opportunity to speak both in and outside class through "task extension" is

agreed upon by a majority of the students. In addition, modeling in the early stage of the class has impacted the students positively. The students at least gain inspiration on what and how to complete the task given. A student said:

*"Task extension is interesting. It gives me more opportunities to speak even in the recorded version. For me who does not like to speak much in front of the camera, I think it is awesome."*

Another student added about the strengths:

*"What is the best from this modification is when the lecturer gives me video and linguistics input before the class. So, I have ideas about what to say in the class."*

On the other side, this modification has received criticism as well. Some students stated that they struggled to finish the task extension since they have other assignments to do from others subjects. Moreover, the lack of correction particularly in grammar should be the concern thus they do not repeat the same mistake in the following topics.

*"I don't think "task extension" should be given every week. I feel struggle to finish speaking tasks because other lecturers in other subjects give us assignments as well. Full of assignments makes me frustrated."*

*"This modification should pay more attention to grammar correction which is discussed rarely during the speaking class."*

The last but not least, in terms of effectivity, 9% of the students admitted that this modification was very effective to improve their speaking skills. While 59.52% of them agreed that this was more effective because of discussing the real-world task that they are facing in daily life. 19.05 of the students were not sure that this modification was more effective than other methods.

## Discussion

Based on the result above, we can see that a framework inspired-TBLT can improve students' speaking performance. It is evidence that TBLT is a flexible approach (Long, 2015) rather than not. This finding supports the likes of Llorente Bravo et al., (2022), Kim et al., (2017), Kim (2019), and also Rasuki (2020) who have integrated and modified TBLT in the last few years in their studies. In the EFL context where the majority of the students do not use English as means of communication in their daily life, this type of framework or localized as claimed by Kim et al. (2017) can be the first step before implementing a real or strong version of TBLT (Chou, 2020)



since students with low-level proficiency of English will be struggled to participate actively in the speaking class. Therefore, this study believes that the modification is worth to try in bridging and familiarize the students with tasks in particular.

In this framework, the foundation lies on pre-task where task input in form of modeling and notifying some difficult words towards the topic given are contributed. It is in the same line with Chou (2020) who defined that understanding learning material specifically is an essential thing before speaking. The information gained can be used by the students to construct and complete tasks. In other words, when the students understand a topic well, they have a longer and bigger opportunity they will speak. However, along with their speaking development, this pattern would not be the only way since reading and listening are beneficial as well that contribute to students speaking development.

In addition, the pre-task of this framework has contributed to the raise of students' vocabularies. In the early stage before implementing this framework, the researcher assured the students whether they have difficulty with their vocabularies or not. The lack of vocabulary is always a problem in speaking, therefore to prepare the students in producing good speaking, this study provides "notifying difficult words" as a vocabulary strategy to help the students understand the topic better. Based on table 1. the percentage of vocabulary in pre and post-test are different significantly by 10% which is in line with (Chou, 2020) where she did task-induced vocabulary in her TBLT intervention which had a positive effect on productive skills. In contrast, in terms of grammar, this framework has shown that the percentage of students' grammar is lower than the control group by 11% to 10% compared to pre and post-test. During the implementation, students did not study grammar specifically. The lecturer only explains in general since it is not emphasized in this framework as Long (2016) has urged that TBLT are not designed to teach particular grammar structures. Instead of giving particular grammar, the students' accuracy on it is corrected in the post-task as feedback for the students.

Researches on TBLT are deeply related to fluency improvement. Yahya (2019) witnessed that by using TBLT, the fluency of the students can be improved. It is no different from the current study where students' fluency was raised by 6% from 40% in the pre-test. The factor that TBLT can improve fluency lies in the speaking opportunity given. The wider the opportunity, the more fluent they will speak. Improving students' fluency is one of the purposes of this framework. It is based on a needs analysis

conducted where the majority of the students lack the opportunity to explore their speaking. Therefore, this framework offered "task extension" which is quite similar to "task repetition" that Ellis (2017) has explained. In "task-extension" the students are given to re-version the task that has been performed in the class through video recording. After the students finished recording, they send it to Learning Management System and get reviewed by the lecturer. By doing so, the task extension gives a significant impact even though they only speak alone in the video in addition, since their hobbies are mostly watching western movies and listening to western songs, these positive activities assist them as well in improving their pronunciation.

In regards to an open-ended questionnaire that was spread, students' responses towards the proposed frameworks indicated that the students were open to innovation. The majority of them admitted that several steps in the framework helped improve their speaking students. Task inputs and task extension are two points that received more acknowledgment. Task input in this framework is in form of a vocabulary guide. Llorente Bravo et al., (2022) highlighted that to support students in accurate production of speaking, the teacher is allowed to give the keywords related to the topic. However, they further explain that teachers should never ask the students to memorize those words but rather ask when it is necessary. Providing these two aspects is beneficial, particularly for EFL students. In addition to task inputs, task extension in this framework plays a significant role. They re-developed the tasks they have performed in the class. Repeating the task (Ellis, 2019) in a different form (online or video), will help the students to extend what they have in the classroom (Llorente Bravo et al., 2022)

From this study, several pedagogical implications can be described. First, the result of this study adds to the evidence that TBLT modification is fitted to the EFL context, especially in Asia. This type of modification will be a good transition before implementing the strong version of TBLT. It supports the finding of Kim et al., (2017) who stated that TBLT modification can be successfully implemented when it is based on a needs analysis. Second, since this framework includes task input and task extension, it can be an alternative to teaching the student to speak. By doing so, not only students' preparation to produce accurate speaking will be helped, but the students' opportunity to expose their speaking will be broader. However, besides pedagogical implications, the current study has also some limitations. In terms of task

extension, instead of students doing it every week after class, it is better to ask them in topical form, therefore the exploration of the task will be various. In addition, some of the tasks that were given, might not suit all the students since the topic selection was decided based on majority interest. It means that some students had their preferences on other topics. Furthermore, the length of the study was conducted in one semester, thus, it is going to be more challenging for future studies to get the maximum time frame to justify whether or not the inspired-TBLT influences students' speaking performances.

### **Conclusion and Suggestion**

The current study describes the effect of a TBLT-modification course that was implemented to enhance the speaking performance of EFL learners in two universities in Kuningan, West Java, Indonesia. As the result, the students' speaking performance increased significantly as the average score gained in the post-test is 9.67 higher than 8.19 in the pre-test. Meanwhile, the control group in which the conventional approach was implemented have slightly increase by 8.04 in the pre-test to 8.35 in the post-test. In terms of the speaking component, vocabulary was the higher component that increased significantly. It might be triggered by the task input where modeling, linguistics input, and difficult vocabulary noting were part of the pre-task before the during-task was implemented in the classroom. Meanwhile, in the other component such as grammar, the percentage gained in the experimental group is lower than control. Since grammar is not specifically taught, many students seemed to ignore grammatical aspects during task completion. Grammar correction and also feedback were part of the post-task to prevent students from making the same mistake in future tasks. In terms of students' perceptions, this framework received positive responses from students. Most of them admitted that this framework is challenging and demands active participation. However, this study has several limitations that should be concerned by the future studies. First, this study was conducted in the first-year students who had various speaking performances. This framework would be more effective when the students were in the same level of speaking proficiency. Secondly, this study did not include students' engagement during the class, thus it will be interesting to see in the future research about students' engagement on task implementation.

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## Development of Listening and Speaking Textbook for General Communication Based on Laboratory Language Operating Software

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### Abstract

This study aims to produce the development of a listening and speaking textbook for general communication based on laboratory language operating software viewed from the validation result of expert materials, expert design, media expert and students' need. This study uses ADDIE consists of analysis, design, development, implementation and evaluation. Data collection and analysis techniques used in this research and development are data generated through interviews, observation, documentation, through informant and questionnaires involving respondents analyzed descriptive qualitative. Findings of the development of English language teaching materials audio – based visuals can improve students' language skills at a very good level. This evidenced by knowing the result of preliminary pre-test students of English department at UKI Toraja before the development of the textbook of listening and speaking for general communication with score 75,04 is enough level. After teaching materials development based on language laboratory operation software, the value of language skill of English department at UKI Toraja increased with the score 88,28 was at very good level and the average percentage of the survey results on student satisfaction in using the book development shows 80.35%. Teaching listening and speaking for general and communication based on laboratory language operating software can provide convince in teaching and learning process, thus impacting the effectiveness of learning. Thus, audio-visual materials based on audio- visual can be considered for lecturers in delivery the subject matter to make it more interesting and fun.

**Keywords:** Development; Listening; Speaking; Textbook; Laboratory

### Introduction

Today's university students should be able to speak in English fluently as a second language because they have learned the language from primary through high school or trade school, but the majority of them struggle with this English. They do not speak English as their second language after Indonesian. The student think that learns English is difficult therefore they do not have motivation to learn English. Therefore, (Doherty, 2014) the lecturer should engage students in learning English especially learning listening and speaking for general communication.

In the current digital era, students are fond of digitalization tools for interaction and skill development. Therefore, researchers use language laboratory software to stimulate students' interest in learning English. The importance of pedagogical technology in teaching Listening and Speaking for General Communication is crucial. The course's learning is expected to enhance students' motivation and ability in listening and speaking English. Using English language laboratory software will facilitate students in listening and speaking English. They can use the menu to listen and record sounds, clearly hear native speakers' pronunciation, and imitate their speech using the software. Hence, through this research, the researcher will develop a teaching material for Listening and Speaking for General Communication based on language laboratory software. Therefor the research question can be formulated as follow: (a). What are the students' needs in learning listening and speaking for general communication., (b). What are the impacts of learning Listening and Speaking for General Communication based on Laboratory Language Operating Software. The goal of this research is to (a). identify students' learning needs related to learning procedures and listening and speaking skills required for academic purposes, and (b). to know the impact of learning listening and speaking for general communication that are integrated and based on the language laboratory operating software.

To make students interested in learning listening and speaking through the use of English laboratory software (Sari & Amaniarsih, 2021) to create engaging and interactive activities that not only teach language skills but also keep students motivated and interested. (Çakir et al., 2006) Here are a few ideas such: use audio and video material, one of the benefits of using English laboratory software is that it allows for more audio and video materials to be included in the course book (Sari &



Amaniansih, 2021). This can be used to create engaging listening activities such as interviews, podcast, and short films. In addition, students can practice speaking through role playing activities based on the audio material (Skinner, 2021) gamify the learning experience another effective way to keep student motivated is to introduce elements of gamification into learning experience. This could involve creating points systems, leatherboards, or other types of rewards that in cantonize students to complete activities and improve their language skills (Erdoğan, 2019), incorporate real word scenario to make learning experiences more relevant then try to incorporate real-world scenario into the course book (Adams, 2020), for example, students could real word scenario to make learning experiences more relevant, try to incorporate real word scenario into the course book such as students could practice ordering food at restaurant, making small talk at party or giving presentation in class.

Academically, (Gilakjani & Sabouri, 2017) the textbook can contribute to the improvement of language teaching at UKI Toraja by providing a comprehensive and structured approach to language learning. (Maulana et al., 2020) It can also enhance the effectiveness of language instruction by incorporating laboratory language operating software, which can provide students with opportunities for practical application of language skills and exposure to a wide range of language scenarios. (Wicking, 2010)

In language learning literature include the lack of technology integration in language instruction and the need for more effective and structured approaches to language teaching (Anderson, 2017). The development of a listening and speaking textbook for general communication based on laboratory language operating software at UKI can address these gaps by providing a structured and comprehensive approach to language learning that incorporates technology. (Ghaem Sigarchian et al., 2018) The textbook can serve as an effective tool to enhance language instruction and expose students to real-life language scenarios, which can improve their language proficiency and prepare them for practical language use in various settings. The textbook can also contribute to the advancement of language education in Indonesia by bridging the gap between the Indonesian education system and international language standards. Therefore,

the main contribution of the study is providing an effective and practical solution to address the gaps and inconsistencies in language learning literature.

The core research problem of the study is the need for an effective and structured approach to language teaching that incorporates technology to improve language proficiency among students at UKI Toraja. (Qi & Liu, 2020) The research objectives aim to develop a listening and speaking textbook for general communication based on laboratory language operating software to address the core research problem. The context of the study is UKI Toraja, a higher education institution in Indonesia that offers language instruction to students. The study aims to develop a listening and speaking textbook for general communication that can be used by language instructors at UKI Toraja. The units of analysis for the study are language instructors and students at UKI Toraja who will use the developed textbook. (Strakšienė, 2015) The effectiveness of the developed textbook in improving language proficiency will be evaluated through assessments of student language skills, feedback from language instructors, and qualitative analysis of student experiences with the textbook.

To begin with, teachers can conduct diagnostic assessments to determine students' strengths and weaknesses in these areas. these assessments can include listening and speaking exercises (Córdoba Zúñiga, 2016) ,to support the diverse learning needs of students, for example, students who struggle with procedures can benefit from step-by-step ,instructions, visual aids, and hands-on activities, while students who struggle with listening and speaking skills can benefit from activities that promote active listening, participation in discussions, and feedback. (Romadlon, 2022). Developing a listening and speaking textbook can involve a variety of factors, such as identifying the target audience, determining the language proficiency level to be addressed, selecting relevant and engaging content, and incorporating interactive and communicative activities. (Pushkina et al., 2021) Utilizing laboratory language operating software can also provide opportunities for students to practice and improve their listening and speaking skills through simulated conversations, role-plays, and other interactive exercises. (La'biran, 2020) Teachers can encourage open communication with their students to understand their difficulties and help them overcome challenges. (Kruger et al., 2022) By creating a

supportive and inclusive learning environment, teachers can help students feel confident and motivated to learn.

Developing teaching materials for a listening and speaking course can be challenging (Nurhidayati & Robiasih, 2018) , but with the use of language laboratory operating software, the process can be streamlined and made more efficient. To get started, we could begin by selecting appropriate listening and speaking materials that align with the course objectives (Nadia, 2020) . These materials could include authentic recordings of conversations, speeches, and interviews. We can then create exercises and activities that allow students to practice their listening and speaking skills while using the language laboratory software(Hwang et al., 2014) For example, we could create listening exercises where students listen to a recording and then answer questions about what they heard. These questions could be in multiple-choice or fill-in-the-blank format. Similarly, we could develop speaking exercises where students record themselves speaking and then receive feedback on their pronunciation, grammar, and vocabulary usage. We could also utilize the software's features to create interactive exercises that allow students to practice their listening and speaking skills together. Using language laboratory operating software can be a valuable tool in developing integrated teaching materials for a listening and speaking course (Doherty, 2014). It allows for a more interactive and engaging learning experience for students and can help them improve their language skills more effectively.

### **Research Methodology**

This research uses the ADDIE development model, which consists of four continuous stages, namely Analysis, Design, Development, Implementation, and Evaluation (Hishamudin, 2016). The Population of the research is students of English department at UKI Toraja. the sample is 25 students as a representative of the population studied. It is called sample research if we intend to generalize the results of sample research. What is meant by generalizing is raising research conclusions as applicable to the population. The sample's understanding of the problems disclosed and the sample's willingness to provide information. Probability sampling is a sampling technique that provides equal opportunities for each element (member)

of the population to be selected as a member of the sample. This technique includes simple random sampling. It is said to be simple (simple) because the taking of members from the population is done randomly without regard to the existing strata in the population. This way is done when members of the population are considered homogeneous.

Data collection techniques in this development research used a mixed method, namely qualitative and quantitative methods. According to Sugiyono, the combined research method is a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, in order to obtain data that is more comprehensive, valid, reliable and objective (Noyes et al., 2019). Data collection techniques can describe as follows: An interview is a conversation with a specific purpose, this conversation is carried out by 2 parties, namely the interviewer who asks questions and the interviewer who provides answers to the questions. (Easwaramoorthy & Zarinpoush, 2022) The interview guidelines used are structured interview guidelines, namely guidelines interviews that already contain an outline of what will be asked. Interviews are used to analyze initial needs in the form of potentials and problems, and individual trials. (Ahmad et al., 2021). Questionnaires are used to obtain data in the form of suggestions for product improvement. Product improvement suggestions were obtained from a team of experts (validation stage), namely media experts, material experts and design experts, and media feasibility data were obtained from students during product trials.

To analyze the data, the researchers used questionnaire to know the impact of the laboratory language operating software on student engagement and language learning experience can be evaluated through student feedback and qualitative analysis of their experiences with the developed textbook. The study might consider the extent to which the laboratory language operating software integrated in the textbook promotes student engagement and motivation in language learning. The software might include interactive elements, such as speech recognition, language practice exercises, and multimedia resources, that can enhance the learning experience and provide immediate feedback to students. The impact of the software on student engagement might also depend on the ease of

use and accessibility of the software, as well as its compatibility with different devices and platforms.

## Findings and Discussion

### Findings

Based on the result of the research as follow: students' need in learning listening and speaking for general communication, the result gotten by using interviewed to the students as follow: the researchers used eight questions and completed by 25 students

Student 1:

- Interviewer : Can you tell me about your motivation towards learning Listening and speaking?
- Student : I'm not very motivated to learn Listening and speaking. I find it difficult to focus and pay attention during class.
- Interviewer : Why do you think that is?
- Student : I think it's because I don't see the practical application of it. I'm not confident in my ability to speak in front of others, so I don't see the point in learning it.
- Interviewer : Have you tried any techniques or strategies to improve your motivation?
- Student : Not really. I just try to get through the class and move on to something else.
- Interviewer : Do you think there is anything that could be done to help you become more motivated?
- Student : I think if the class was more interactive and engaging, I would be more motivated to participate. Maybe if we had more opportunities to practice speaking in a low-pressure environment, it would help me build my confidence.

The result above as statement represents students' opinions on learning Listening and Speaking. To assess the listening and speaking abilities of the students, the researcher collected data on their grades in the course before developing a lab-based language software textbook for listening and speaking the data as follow:

Students	Score listening and speaking for general communication
1	70
2	75
3	60
4	78

5	65
6	68
7	73
8	74
9	75
10	76
11	78
12	77
13	70
14	70
15	71
16	72
17	72
18	76
19	75
20	74
21	74
22	74
23	76
24	73
25	60
<b>Average</b>	<b>75,04</b>

The effectiveness of the developed textbook in improving language proficiency among students at UKI Toraja might be evaluated through assessments of student language skills before and after using the textbook. The assessments may include measures of listening and speaking skills, comprehension, vocabulary, and grammar. The study may also compare the language proficiency of students who used the developed textbook with those who received traditional language instruction without the textbook. The findings of the study may indicate the level of improvement in language proficiency achieved by students who used the developed textbook and suggest the potential of the textbook in enhancing language instruction at UKI Toraja.

The following are the results of the students' score after using the developed a Listening and Speaking Textbook for General Communication Based on Laboratory Language Operating Software

Students	Score listening and speaking for general
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communication	
1	88
2	88
3	85
4	90
5	92
6	93
7	94
8	88
9	87
10	80
11	78
12	79
13	85
14	86
15	88
16	83
17	83
18	89
19	90
20	82
21	79
22	78
23	88
24	86
25	87
<b>Average</b>	<b>88,28</b>

The results above indicate that the use of textbook development based on language lab-based software has shown improvement.

The result of the impact of teaching and learning listening and speaking for general communication based on Laboratory Language Operating Software used questionnaire by 25 students the average percentage as follow:

Item	Percentage
The students interested in learning English through a general communication-based listening and speaking course using operating software.	80%
The utilization of a language lab-based general communication-based listening and speaking course using operating software makes the learning experience more engaging.	85%
The use of video images in a language lab-based general communication-based listening and speaking course using	90%

operating software is appropriate for reflecting real-life situations.	
The students are more interested in English language learning that is taught directly by a lecturer	85%
The students feel more comfortable following English language learning when the lecturer teaches using a listening and speaking-based general communication learning approach, utilizing operating software in the language laboratory.	90%
The students are bored with following the English language learning program using the listening and speaking method for general communication that is based on operating software in the language laboratory	0%
The utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory is able to enhance my concentration in following the lessons	80%
The students are able to actively participate in the learning process if the teacher utilizes the listening and speaking learning program for general communication based on operating software in the language laboratory	85%
The students find it easier to understand the material presented through the utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory	85%
The listening and speaking learning program for general communication based on operating software in the language laboratory helps students in distinguishing words and sentences in English	90%
The students are able to pronounce words correctly according to native speakers in the listening and speaking learning program for general communication based on operating software in the language laboratory	95%
The students find it easier to understand	90%



the material in the listening and speaking learning program for general communication based on operating software in the language laboratory because it is organized systematically

The utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory makes it easier for students to understand the instructions given.

80%

The students become more interested in the topics taught through the utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory

90%

In addition to the assessments of language skills, the study may also consider student feedback and qualitative analysis of their experiences with the developed textbook. In particular, the study might evaluate the extent to which the laboratory language operating software integrated in the textbook facilitates practical application of language skills and exposure to a wide range of language scenarios. The feedback from language instructors can also provide insights into the effectiveness of the developed textbook in improving language instruction and addressing the limitations of traditional language teaching methods. The study may also highlight the potential of the developed textbook in promoting student engagement and motivation in language learning. Overall, these findings can provide valuable information for future developments of language textbooks based on laboratory language operating software and contribute to the advancement of language education in Indonesia.

## Discussion

### Model Development Results

The development of listening and speaking coursebook based on language laboratory software uses the development steps proposed by R & D (Schmidt et al., 2019), which consist of five steps, namely: At this stage various things needed for the development process are identified which consist of two parts, namely needs

assessment and initial and final analysis. In learning what is meant by needs is that there is a gap between the abilities, skills and attitudes of students that we want with the abilities, skills and attitudes of students that they have now. For this needs assessment, the researcher describes the results of the analysis as follows:

Based on the research results, it shows that the interviews conducted with students generally indicate a lack of motivation in learning the listening and speaking for general communication course, due to the limited tools used in the learning process. The course grade also shows a score of 75.04, indicating a lack of student proficiency in understanding the course. However, after using the course development book, students achieved a score of 88.25, indicating a significant improvement in their ability to understand the material. The satisfaction indicator of using the course development book among students shows an average percentage of 80.35%. This material analysis activity aims to obtain data on needs, namely what materials are needed to improve students' language skills. This material analysis was carried out by interview methods with the students of students of English department. At this stage of material analysis is to determine the material to be compiled into listening and speaking textbook based on Laboratory Language Operating Software at UKI Toraja. The subject matter of Speaking, listening in accordance with the standard content of the school curriculum to be presented through Audio Visual based teaching materials. This process includes a study of English material in accordance with content standards. In this Audio Visual-based English teaching material, it consists of Speaking, Listening, in addition, this teaching material contains instructions for use, competency standards, basic competencies, indicators, and competency tests for English Department of UKI Toraja. In addition, this activity also aims to obtain data on how the concept of teaching materials will be made.

Based on the results of interviews and questionnaires with students, several concepts of teaching materials were obtained. Teaching materials used must be able to display writing, pictures, videos, and animations. (Zaini et al., 2021) There are several alternative learning media that are used, such as Power Point and Adobe Flash.

Based on the results of this needs analysis, the concept of listening and speaking coursebook based language laboratory operation software.

The results of observations made by the author on the processes and forms of listening and speaking for general communication in English department class show that the English teaching materials used still rely on textbooks, blackboards and attendance. The lecturer directly in the classroom. Even though various supporting facilities are available such as computers/laptops and in focus. So that it functions simply to convey learning material to students. Students tend to be passive in following the lesson.

The results obtained from questionnaire data show that the learning problem so far is that students become mere objects in learning. As many as 75% of students stated that learning English in Semester I for Speaking, Listening, was felt to be less enjoyable and monotonous. This situation triggers understanding of the material to be difficult to accept, 88% of students suggest that the use of media is more varied so that learning becomes fun.

At this stage, Audio Visual-based teaching materials are made starting from writing text, installing pictures, making animations, recording sound. The design at this stage is written in storyboard form. The manufacturing stage starts with the initial product and then the product which has been revised twice by a team of experts, the product is also revised based on input from colleagues, and the results of trials on small and large groups so that it finally produces a media product with a final revision.

(Azwar et al., 2022) Audio Visual-based teaching materials are made starting listening and speaking coursebook by discussion and scores as feedback. The design at this stage is written in storyboard form. The manufacturing stage starts from the initial product then the product has been revised twice by a team of experts, the product is also revised based on input from colleagues, and the results of trials on small and large groups so that finally produces a media product with the final revision.

Based on the results of the validation of the learning design expert, the data obtained for each question submitted by the validator gave a checklist response in category 4, thus it can be said that the teaching materials developed were well received. As for the comments and suggestions for improvement in each question on the design validation questionnaire, positive responses were obtained by the validator giving an "Ok" comment on each question. And for additional notes that have not been disclosed given by the learning material experts for this product, this product is quite good with the conclusion that the development of English teaching materials developed based on Audio Visual is feasible, and needs revision according to suggestions.

In the development of this teaching material, (Nadia, 2020) the scope of material developed is Speaking, and Listening, is an activity to repair or perfect a product that is carried out to find out weaknesses and deficiencies in the initial design of a product. In each aspect of the trial results there were differences in the stages of improvement, both from the material expert revision, the design expert revision and the media expert revision. Products that have been validated by design experts, material experts and media experts have been revised by researchers according to expert advice and are suitable for testing. After the revision, a pilot was carried out with a colleague who teaches at English department at UKI Toraja. Peer trials were carried out to solicit opinions and responses about the products being made to then be tested on students. Peer trials were carried out by giving a questionnaire of questions.

Based on the results of the initial student pre-test table that has been presented, from the responses of 25 students of English department at UKI Toraja. with heterogeneous levels of intellectual abilities. Data from the initial pre-test questionnaire distribution results before the use of the development of listening and speaking coursebook based Laboratory Language Operating Software at UKI Toraja.

The results of the pre-test showed 75,04 is categorized enough level. After the English teaching materials were developed, it was found that the results of the students' language ability through the tests of English department at UKI Toraja, obtained very high results, it showed 88,25. This shows that there was an increase in students'

language skills after the English teaching materials were developed on an audio-visual basis. Based on this, it can be concluded that the teaching materials are very appropriate to the needs of students, able to increase student competence, very interesting and effective to be used as a source or teaching material for English lecturer.

## **Conclusion and Suggestion**

### **Conclusion**

Based on the research results obtained from the discussion carried out in the previous chapter, it can be concluded from this study is development in the form of listening and speaking for general communication based on Laboratory Language Operating Software at UKI Toraja, which are presented in a systematic, interactive manner in accordance with the needs of English department students at UKI Toraja because they have fulfilled aspects of objectives, competencies and indicators of success, systematic listening and speaking as a general communication. The development of listening and speaking as general communication coursebook can improve students' language skills. This can be seen from the results of the posttest with a percentage of 88% which experienced an increase after using audio-visual-based English teaching materials, indicating that with audio-visual-based English teaching materials students can practice their English skills by improving their Listening and speaking skills.

### **Suggestion**

The researchers would suggest looking into different methods of language training that incorporate technology to develop listening and speaking skills. One approach could be to use language learning software that provides personalized feedback and tracks progress. Another option could be to incorporate interactive simulations and role-playing exercises to simulate real-life communication scenarios. Additionally, incorporating multimedia materials such as videos, podcasts, and

interactive games could also be helpful in developing listening and speaking skills. Overall, it is important to consider a variety of approaches to language training that can cater to different learning styles and preferences.

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## Investigating Indonesian Beauty Contest Instagram Posts Sparking Feminism

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### Abstract

In a patriarchal country like Indonesia, feminism is still an extremely relevant movement that needs to be manifested to improve women's life. Social media has become the most effective platform to promote the idea of feminism. Nowadays, women have crucial roles during the COVID-19 pandemic such as a working women community participating in the digital age. Many other feminists or woman-related communities, such as beauty pageant groups, contribute to spreading the pandemic awareness using their media while displaying their feminist perspective. Relevant to these issues, this study intends to uncover how women are represented on a beauty pageant social media account during the COVID-19 era to exhibit how the feminism ideology is presented through the women's representation. This study focuses on analyzing the pictures from the Puteri Indonesia Instagram account (@officialputeriindonesia) posted during the pandemic by employing Kress and van Leeuwen's social semiotics theory of visual grammar complemented by the Critical Discourse Analysis (CDA) method. Results of the study denote that women represent their roles day by day by posting their images while conducting various activities such as social, environmental, cultural and health activities in well-dressed outfits. Women are also portrayed as possessing various characteristics that challenge the patriarchal stereotypes. Furthermore, these indicate the positive portrayal of feminism that concerns giving women more chances to be independent of the stereotypes and be more engaged in various roles regardless of gender.

**Keywords:** women's representation; feminism; social media; Semiotics; visual grammar

### Introduction

Since the growth and the dissemination of feminist thought many years ago, women have fought for justice for women's rights as a gender-based issue (Banet-Weiser, 2020; Federici, 2020; Dalla, 2019; Hall, 2019). These issues have prompted numerous academics to support the movement through extensive research (Wiesner-

Hanks, 2021; Nisa, 2019; Wu, 2019; Yin & Sun, 2021), some of which are feminism studies that expose gender representation in media in order to advance gender equality (Dent, 2020; Grabe, Ward & Hyde, 2008; Brooks & Hébert, 2006; Steeves, 1987). As concerns about gender equality grew, beauty pageants eventually appeared and focused on the issues. It is evident that the popularity of beauty pageant competitions contributed to the emergence of feminism (Gentile, 2020; Tice, 2012; Dow, 2003), yet researchers have hardly explored this subject.

One of the earliest feminist concepts by Wollstonecraft (2014) has introduced women's opportunity to attain education to develop their intelligence which can bring positive impacts on the advancement of the civilization rather than let them treated merely as objects for men. Recently, the newer concepts of the feminist movement have developed. Although many countries still lack gender equality awareness, the feminist movement has progressed significantly. The 2015 Global Gender Gap Index presented by World Economic Forum indicates that 96% and 95% of the gaps between men and women regarding health and education outcomes have gotten closer (Norberg, 2016). Therefore, the focus of the feminist movement in this era is to eliminate those gaps in all aspects. The statistics above also show that feminism has become more familiar in today's world, given that the movement has achieved satisfying results. The familiarity with feminism and gender issues might also point out that the ideology seems to have been a trend nowadays, especially among the young people in the media. Many parties, including women communities such as beauty pageant groups also get concerned about the idea of feminism during the COVID-19 situation. They contribute to spreading pandemic awareness. This kind of women community holds events to promote 5S government programs by implementing the compliance of COVID-19 health protocols.

Furthermore, feminism and gender equality trends are mainly spread throughout printed and digital media such as memes, comics, advertisements, modeling photos, documentation, and daily activity posts. As a result, many studies regarding feminism and gender role representations in various media have been conducted. Analyzing the posts on the Sri Lanka Ministry of Tourism's Instagram account, Wijesinghe, Mura, and Tavakoli (2020) found out that the gendered representation pictures in the tourism promotion context do not portray sexist perspectives towards the local people featured in the photos. In other words, men's and women's roles are not necessarily depicted based on feminine-masculine

stereotypes. In the advertisement context, Aryani (2013) identified women's representation in detergent packages pointing out that women are represented as feminine and motherly but still independent. The independent side represented in the advertisement indicates the aspect of challenging society's stereotypes of femininity. This opinion is supported by Åkestam, Rosengren, and Dahlen (2017), who investigated that the proper women's representation in the media is the one that challenges the stereotypes and that it is evident that such portrayal gains more attention from the consumers. Women's representation through social media is also important in the pandemic era because social media can be used as a tool to encourage women's roles in society. Helnasya & Kailani (2021) claimed that preventive actions of COVID-19 conducted by villagers in a district were published on both digital and non-digital media to deploy the pandemic awareness to audiences. Also, Marinova, Bitri, & Ibro (2021) stated that women represent their roles in the digital age by working on Science Technology, Engineering & Mathematics (STEM) in the time of COVID-19 pandemic.

Although feminism is popular among young people, not all people are aware of the importance of gender equality. Therefore, gender representations in media are not always aligned with feminism and gender equality. In the Indonesian context, a study conducted by Ariyanto (2018) and Tyarakanita et al. (2021) about gender representation in Indonesian school English textbooks demonstrated that male roles are depicted as more active and dominant than those of females in the context of communication and social functions. Felicia (2021), who investigated women's representation in Nigerian newspaper cartoons, also found that women's roles vary from women as wives, dependents, sex objects, and political actors, to feminist activists. It indicates the reality of how women are perceived in Nigeria. In the masculinity context, Pretorius (2013) analyzed masculine representation in an Afrikaans music magazine which suggests that traditional Afrikaners masculinity inclines to marginalize black and gay masculinity and glorify white and heterosexual masculinity. These studies' results highlight the stereotypical toxic gendered representation in media, indicating the lack of awareness concerning gender equality or feminism. The perception and attitude regarding the lack of understanding of feminism and gender equality in various regions around the globe are why the feminist movement is still relevant today.

The previous studies (Wijesinghe, Mura, and Tavakoli, 2020; Aryani, 2013; Åkestam, Rosengren, and Dahlen, 2017) present the gendered representation in

various media and how it is perceived. However, none of the earlier studies investigated gender representation on social media during the COVID-19 pandemic. Therefore, this study explores the woman's picture during the pandemic era on Puteri Indonesia's Instagram posts (@officialputeriindonesia) using Kress and van Leeuwen's social semiotics theory of visual grammar combined with Critical Discourse Analysis (CDA).

Puteri Indonesia is an Indonesian beauty pageant event that searches for women representatives for Indonesia organized by Yayasan Puteri Indonesia (YPI). Women appointed to be the winners of this event will be the ambassadors of Indonesia to promote the country at national and international levels. As a renowned national beauty pageant group, Puteri Indonesia shares the activities of its selected candidates. The latter holds the title of Puteri Indonesia on their social media accounts, such as Instagram (@officialputeriindonesia). It is intended to let the public know what the Puteri Indonesia does to enhance the country's development.

Moreover, during the COVID-19 situation, the representatives of Puteri Indonesia are still quite active in doing their work which still has particular relevance to the pandemic circumstances. These activities are also documented on the Instagram account. Therefore, this study focuses on analyzing the Instagram posts of the @officialputeriindonesia account during the COVID-19 pandemic, which has become one of the most prevalent topics throughout the last few years. The way the Puteri Indonesia group utilizes their Instagram account to share their activities by emphasizing the roles and characteristics of Indonesian women's representatives in daily life is why the researcher chose to conduct this study.

The women's representation on Puteri Indonesia's Instagram posts during the pandemic is analyzed using the social semiotics theory of visual grammar. Semiotics is a branch of linguistics that studies codes and signs. The semiotic study uses semiotic resources, including artifacts, materials, and actions used for communication (van Leeuwen, 2005). In social semiotics, these semiotic resources possess potential meanings based on their uses and the social contexts underlying the forms that are "brought together by the sign-makers," given that the forms and the meanings are not contingent on each other (Kress & van Leeuwen, 2006; van Leeuwen, 2005). To determine the meanings of the forms or the semiotic resources, Kress and van Leeuwen (2006) divide the representation processes in the framework of visual grammar: (1) representational meaning, (2) interactive meaning, and (3)

compositional meaning. Each of these processes highlights different focuses of representation. The visual grammar framework is applied to find the meanings underlying the elements in the pictures taken from Puteri Indonesia's Instagram posts. Moreover, the CDA method is applied to reveal the feminist ideology represented beyond the visual elements in the pictures that become the objects of this study. CDA investigates the language used in some specific discourses related to social inequalities to critique the social circumstances by focusing on the correlation between social elements and the discourse (Baxter, 2010; Fairclough, 2013). This analysis method interprets discourses at the norm level to provide a critical analysis of social practices. Therefore, using CDA, this study aims to reveal the attempt of the beauty pageant group to spread the feminist ideology to their audience, especially to Indonesian women whose culture is still strictly attached to patriarchy, while also extending the awareness of the COVID-19 pandemic.

Furthermore, this study will provide insights into how Indonesian beauty pageant organizations depict Indonesian women's representation in daily activity pictures and how women's roles and characteristics represented in fashion and modeling pictures, particularly during the COVID-19 pandemic, are portrayed through social media. This study is significant to shed light on the feminist perspective in Indonesia and denote the vital role of the influential people on social media in spreading the awareness of gender issues and other crucial issues through their platforms. Having considered the issues, this study aimed to seek the answers of the following research questions:

1. How do an Indonesian beauty pageant organization depict Indonesian women's representation in daily pictures during the COVID-19 pandemic?
2. What feminist characteristics appear in the pageants' fashion and modeling pictures regarding the representation of women's roles?

## **Research Methodology**

This study employed a qualitative approach that analyzed the meaning of signs in the pictures posted on the @officialputeriindonesia Instagram account during the pandemic era. This research investigated the women's representation portrayed in each image using the Kress and van Leeuwen's social semiotics and visual grammar theories and the Critical Discourse Analysis (CDA) method. It is in line with the definition

of qualitative research which is a research study that explores the quality of activities, behaviors, relationships, or materials to understand the objects or subjects being studied (Dawson, 2009; Fraenkel, Wallen, & Hyun, 2012).

Furthermore, social semiotics deals with interpreting signs based on social beliefs in the society (Kress & van Leeuwen, 2006). The theory of visual design grammar is the tool of social semiotics. Following these theories, this study analyzed discourses that take the form of pictures from the Puteri Indonesia Instagram account to answer the first research question related to how women were represented in the photos. The representational, interactive, and compositional contexts were used to interpret the research objects based on the visual grammar theory after analyzing the meaning contained in each picture. In addition, this study examined how the account, as a platform with a substantial reputation in Indonesia, depicts the ideology of feminism from the women's representation and the woman roles on the Instagram posts. Concerning the relation between power and culture within the society, this study used the CDA method, which relates to the discourse interpretation at the level of social norms (Baxter, 2010), to investigate the second research question about the portrayal of feminism.

In addition, this study was conducted by following four steps: (1) data collection, (2) data analysis, (3) data interpretation, and (4) conclusion drawing. The authors found several accounts on Instagram posting women activities during the COVID-19 condition as the target population and @officialputeriindonesia Instagram account was chosen as the target sample to collect the data using purposive sampling because this is an account for Indonesian women who have joined the Puteri Indonesia competition to promote their activities before, during, and after the competition. The models in the sample images were the top three of Puteri Indonesia 2020. This account met the research context criteria that authors looked for. The selected images should portray the figures of Indonesian women wearing masks and were published during the peak of the COVID-19 pandemic era from 2020 to 2021. More than 50 (fifty) images that could be the samples were found; however, only 13 (thirteen) pictures were considered most relevant to the study using a deductive method in which one image was to represent several pictures having similar activities and purposes. The authors then analyzed the data based on the Kress and van Leeuwen's theories of social semiotics and visual grammar to investigate the meanings of signs in the pictures. The method of CDA was employed to reveal the women's

representation and roles as well as the feminist ideology depicted through the images. After that, the results were interpreted descriptively by generalizing the analysis of the pictures. Finally, the conclusion and implication are based on the study's aims.

## Findings and Discussion

### Findings

This study related to women's representation on @officialputeriindonesia Instagram posts during the pandemic period examines two picture classifications: (1) daily activity pictures and (2) fashion and modeling images. The interpretations of the daily activity pictures present women's representation in various activities. On the other hand, fashion and modeling pictures depict feminine traits. Using the visual grammar analysis and the norm-level interpretation of CDA, authors discovered that women are portrayed as having active roles in social, environmental, cultural, and even health activities from daily activity pictures. Furthermore, fashion and modeling pictures characterize women as possessing various characteristics contradictory to others, such as feminine, masculine, elegant, fierce, mysterious, sophisticated, sexy, seductive, calm, and modest. Women in these pictures are also shown wearing face masks indicating the COVID-19 condition. Further analyses are presented as follows.

#### a. *Women's representation in daily activity pictures*



Figure 1. A woman giving a gift to a person

In this picture, the woman hands out a gift to a person as the representative of Puteri Indonesia. The woman wears a simple, casual outfit, including a black face mask, a black t-shirt, and black trousers. This simplicity of fashion is intended to make audiences focus on her action instead of her outfit. Moreover, the way the woman holds the gift to make it more visible in the picture indicates that the act of giving is the main thing highlighted in the image. The action presents women's involvement in the social activity of providing some help to people in need.



Figure 2. A woman trying to become a street vendor

This picture depicts a representative Puteri having the opportunity to experience how it is to be a street vendor. The woman also wears a simple and casual outfit with a white face mask, a black t-shirt, a pair of denim trousers, and a pair of white shoes. This picture completely captures the woman's outfit from head to toe giving another perspective of such simplicity. In Indonesia, the street vendor usually does not wear shoes. They wear sandals instead. The woman wearing shoes in the picture shows the gap between her and the Indonesian street vendor's reality, indicating that the woman is of a higher class.

Moreover, her action in the picture indicates that she tries to eliminate the social hierarchy by showing that a woman like her can take the role of a street vendor and that being a street vendor does not automatically belong to a lower-class person. The picture can also convey that every job has its value based on social class. It presents the role in the social equality implementation.



Figure 3. A woman in an environmental action

Slightly different from previous pictures, the woman, as the Puteri Indonesia representative, performs an environmental action by planting some trees. In the image, her right hand uses a scoop, and the left one holds the plant. She also wears



a more completely-equipped outfit, including a face mask, a t-shirt covered with a life jacket, black trousers, and boots. Moreover, the woman ties her hair which might be intended to avoid distractions caused by the hair or prevent the hair from getting dirty. Such appearance is considered necessary in the activity related to the natural environment. It shows that she is directly involved in the activity. Therefore, this picture highlights women taking part in an environmental action to preserve the earth's sustainability.



Figure 4. A woman in an environmental action

This picture also shows the representative Puteri Indonesia preserves the environment by collecting trash from the sea to maintain the sea ecosystem and lifting a bag of trash. She also wears an outfit equipped with a life jacket and casual clothing, including a white hat, a face mask, a white long-sleeved t-shirt, a pair of gloves, and black trousers. This appearance indicates her involvement in the activity. Similar to the previous image, this photo also presents women's roles in doing the environmental action.



Figure 5. A woman learning the process of producing batik

This picture consists of one Puteri and two other women in a batik store. Two women wear simple *kebaya* with batik clothes as the skirt and plain face masks, and the Puteri wears a denim suit and a batik face mask. The appearance of the two women wearing *kebaya* is proper and straightforward. In contrast, the woman from Puteri Indonesia appears with finely-styled loose hair, thicker make-up, and a pair of circle earrings as one of the accessories. Their appearances reflect their roles in the

situation. The two women represent the batik store and need to appear presentable and proper to create a good impression for the store.

In contrast, the Puteri inclines to look more fashionable and sophisticated but is still considered correctly dressed for the activity. Furthermore, she is holding some tools to make batik clothes while others are watching her. It seems like Puteri learns the steps of making batik, and the two women become her tutors. This activity indicates women's role in cultural preservation.



Figure 6. A woman doing a blood donor

This picture presents the Puteri conducts a blood donor activity. The woman does not candidly act as she does in the previous images while holding two blood donor bags. The background is also somewhat blurry, while the woman's figure is shown vividly. It indicates that the picture is intended to make the woman holding blood donor bags the main focus to represent the proof of her involvement in the action. Speaking of appearance, the woman wears a casual and simple outfit with a black face mask, a black shirt, and gloves. As the previous picture suggests, such simplicity makes the audience focus more on the action than the actor. Furthermore, this picture shows a woman's contributions to humanity and health acts by being involved in the blood donor activity.

b. *Woman characteristics representations in fashion and modeling pictures*



Figure 7. Three women as fashion models

There are three women in this modeling photo as the representatives of Puteri Indonesia. Each of them wears a slim fit dress which seems like the modified version of *kebaya*, given that there are some embroidered tendril patterns on the upper part of the dress and a batik garment for the skirt, and a laser-cut face mask with some carving designs. This outfit combines traditional Indonesian culture styles with futuristic ones, which indicates that traditional culture is timeless and deserves to be preserved. It reflects women's role in cultural preservation through fashion. Furthermore, the women's gestures in the picture incline to show their body curves. For instance, the woman in the middle shows off her leg in between the slit of her skirt. The slim-fit dresses and the gestures represent seductiveness. However, the woman on the left also makes a hand-akimbo gesture for her pose, reflecting assertiveness. In addition, the picture's tone is bright, complemented by the pastel-colored background, indicating softness which becomes one of the women's stereotypical characteristics. Thus, the image portrays women's role as the actor in cultural preservation and their assertive, seductive, soft, and sophisticated characteristics.



Figure 8. A woman in a formal event

This picture shows a rather formal picture of the woman as the representative of Puteri Indonesia. The woman wears a white suit with accessories including a crown, a batik face mask, and a pair of earrings. She also wears a ribbon sash showing her identity as "PUTERI INDONESIA," in which half of it is cut out of the frame, adjusting the ratio of the picture that captures only half of the woman's figure. The outfit, accessories, and picture ratio depict the formal situation. The other part worth noting is that the woman wears a suit instead of a dress which indicates the presence of gender equality since the costume is usually used by men, which over time alters to be a unisex outfit, while a dress is still commonly perceived as a women's wear. Moreover, the woman wearing a suit also represents assertiveness, domination, and

independence, while still exhibiting the sense of softness and calmness characterized by the white color of the outfit and the bright tone of the picture.



Figure 9. Three women as fashion models

Three women in this picture are featured in two different ways inside the same frame. The first feature is the three women each doing the full-body pose, and the second exhibits the women's faces in a close-up version with a black-and-white filter. This picture consists of a combination of two distinctive images. It simply indicates that the picture tries to highlight two aspects: batik fashion and batik face mask designs. In the first feature, the women wear batik-themed outfits that are sophisticatedly designed without reducing the cultural aspect of the batik patterns themselves. Therefore, it represents Indonesian cultural preservation which still follows the advancement of the modern era. The second feature shows the three women wearing batik face masks whose patterns are accentuated since the forms are saliently exhibited due to the size of those elements in the picture. It indicates that batik, as Indonesia's original product, can be implemented in any form of fashion. Being interpreted, face masks that contain a medical indication of protecting people's respiration health can still be applied fashionably. It shows women's role in cultural preservation and health campaigns by promoting positive attitudes regarding wearing face masks from a fashion perspective as the representative of Puteri Indonesia.



Figure 10. A woman as a streetwear fashion model

The image shows a woman's pose in a public place, focusing on her figure and blurring the circumstances of the general area, which becomes the background of the picture. The photographer tries to centralize the woman instead of the site's location. It might be because the picture's purpose is to display the fashion worn by the woman. The woman wears a minimalistic outfit which includes a pair of sunglasses, a face mask matched with the clothes' pattern, gloves, a jumpsuit covering a black undershirt, and stiletto heels. The use of colors in this outfit which only contrasts with the dark-and-light accent, highlights the minimalistic side.

Moreover, the jumpsuit has somewhat asymmetric patterns in which specific patterns on the garment dominate the right side. In contrast, the other side is dominated by plain colors without marks. This asymmetry reflects sophistication within the minimalistic style. Furthermore, the realistic background and the minimalist-but-sophisticated outfit indicate that the picture tries to display street-wear fashion. The clothes also portray the woman as simple, slightly masculine, but still showing femininity. This image points out the border between masculinity and femininity stereotypes which are getting vaguer over time.



Figure 11. A woman as a streetwear fashion model

This picture is similar to the previous one. The woman in this picture poses in a public place with the focus on her figure while the background is blurred. The concept and structure of this picture are almost the same with Figure 10. This picture also shows the intention to display streetwear fashion. However, the woman's style in this picture is slightly different. The woman wears a pair of glasses, a face mask, a scarf, a white undershirt covered by a grey coat slitted on the right and left sides to give access to the arms, a pair of gloves, regular fit trousers, and a pair of stiletto heels with matched color to the trousers. This outfit reflects a more feminine impression, particularly with the woman's loose hair.



Figure 12. Three women as fashion models

This dark-toned picture consists of three women figures as its model. The women wear single-colored black dresses with distinctive styles and laser-cut face masks with carving patterns as accessories. Despite the different types, the three dresses contain similar gigot sleeves and low-cut necklines that slightly reveal the top parts of their chests. This design represents elegance and seductiveness. Speaking the black color of the dresses indicates dominance, strength, fierceness, and grace. The hand-akimbo gestures of women on the right and the left represent the dominance and strength values.

On the other hand, the woman in the middle performs a gesture in which she shows off her leg with a hand on it; this also symbolizes seductiveness. Furthermore, strengthening the value of strength and dominance and adding the portrayal of mysteriousness can interpret the maroon background. Thus, women in this picture are represented as dominant, elegant, fierce, mysterious, seductive, and strong.





Figure 13. A woman as a fashion model

Like the previous picture, this picture is also dominated by black colors. The outfit worn by the woman includes a batik face mask, a black dress with a furry top, and a little batik pattern shown under the fur; this also matches the black background. The dress design and the black colors in the picture accentuate the elegance and modesty and, at the same time, the woman's fierceness, while the batik patterns represent the Indonesian culture. The woman's hands on her upper chest hold the top of her dress. Her fists are close to each other, and her elbows are on the left and right. She also lowers her head a little while giving a soft stare into her eyes. The gesture and the facial expression represent calmness, elegance, and femininity. Combining the whole interpretations, the woman in this picture is portrayed as calm, elegant, feminine, and modest, but still having a brave or fierce side. Additionally, the use of batik patterns shows the identity of an Indonesian woman.

## Discussion

Concerning the cruciality of women's position in society, Puteri Indonesia, as a beauty pageant group, emphasizes the concept of woman empowerment through their social media posts. In the pictures, women are represented as having active roles and a wide range of characteristics. It is opposed to the norm in the Indonesian patriarchal society in some areas in Indonesia that tends to marginalize women's roles and set certain stereotypes about women. However, the representation of women that challenges the societal norm in the social media account is supported by Åkestam et al. (2017). They argue that challenging the stereotypes is the proper representation of women in the media to gain more engagement from the audience. So, the use of social media accounts plays a big part in spreading the idea of feminism in relation to women representation and roles during the pandemic era because most

of the people connect to the Internet in the COVID-19 situation whether it is used for work or just entertainment. In addition, concerning the feminist movement, the way that the Puteri Indonesia Instagram account presents women by opposing the patriarchal culture is effective in spreading the ideology of feminism to the audience the women's representation concept has influenced. Thus, the posts can be the "motivator" to their audience, primarily women, to accept the ideology of abolishing patriarchy that feminists consider a detrimental culture to women's lives. The role of the social media posts as the motivator for the audience is also in line with Ramlah, Rohmah, and Sholihah (2021) demonstrating that the positive public portrayals of women can motivate the audience to enhance their quality as women. Therefore, the emergence of women of action in the social media strengthen women roles which can be role models for audiences.

By women's roles, this study highlights that the women in the pictures taken from the @officialputeriindonesia Instagram account carry out some active parts in social, environmental, cultural, and health contexts. These activities are vital for the development of society and the surroundings. Women have the opportunity to be involved in developing social conditions such as helping people in need, environmental conditions such as cleaning up the beach and doing reforestation, cultural conditions such as learning to create and wearing Batik clothes, and health conditions such as doing blood and wearing masks during the pandemic. Moreover, women showed in the images indicate having empathy to their surrounding communities by jumping right in the activities that come into direct contact with the society. It points out that women have active roles in contributing to society's positive changes, which contradicts the conservative patriarchal belief that women have more limited and passive parts. It disagrees with studies conducted by Ariyanto (2018) and Tyarakanita et al. (2021) in the context of Indonesian school English textbook representation of women, which claim that women are portrayed as being more passive than men in communicative and social roles. Such differences occur because the beauty pageants Instagram account presents the activities of Indonesian woman representatives and targets women and feminists as their audience. Thus, it focuses on emphasizing and promoting the active roles of women. The representation of women's functions that are not based on the feminine or stereotypical masculine roles is also displayed on Sri Lanka's Ministry of Tourism's Instagram account, studied by Wijesinghe et al. (2020). Both versions of Sri Lanka's Ministry of Tourism and Puteri



Indonesia maintain the purpose of promoting the local culture of each country. However, the former does not necessarily focus on highlighting women's activities.

Further, this study discovers the representation of women's characteristics which are pretty varied regardless of the stereotypes that women should behave in specific ways. Based on the analysis, women can be depicted as feminine, elegant, calm, modest, sexy or seductive, sophisticated, mysterious, fierce, and even masculine. Just like the woman role representation, the characteristic expression challenges the patriarchal gender construction that women are expected to be patient, friendly, nurturing, calm, and feminine, as well (Asri, 2014). A study conducted by Aryani (2013) also observes the variety of women's traits as displayed in an advertisement that women can be not only feminine and motherly but also independent. These denote that women are not only limited to follow behavioral feminist stereotypes but also manly styles.

The Puteri Indonesia community attempts to spread the beliefs of feminism and gender equality by taking advantages of its status as one of the most prestigious beauty pageant groups in Indonesia. Their social media account tends to present their representatives of Indonesian women as challenging patriarchal stereotypes without omitting their cultural identity as Indonesian women. Not only that, during the peak of the COVID-19 period, the posts on the Instagram account, either the daily activity or fashion and modeling posts, emphasize the use of face masks as the means for following and encouraging their audience to follow the health protocols. Using masks in outdoor activities not only take care of themselves but also protect other people who interact with them. This also supports the 5S Indonesian government programs to mitigate the impact of COVID-19. In addition, using social media accounts to promote feminism and COVID-19 health protocols indicates their role as the representative of Indonesian women in contributing to the country's current critical issue and potentially stimulates positive attitudes of their audience towards the concept of feminism and the awareness of the pandemic situation. As the party holding power, the Puteri Indonesia group attempts to shape people's perspectives about feminism through the way they depict the ideology. As Nurhayati and Suwarno (2020) propose, the powerful party can use their status to implement the concept they attempt to share with the powerless one. It is to say that the influence of the powerful party may bring about positive results of an imperative movement in a country. Thus, other national groups or organizations that hold the equivalent power as the Puteri

Indonesia group are encouraged to perform similar actions of using their status to spread awareness of important issues to help the development of the country.

## **Conclusion and Suggestion**

### **Conclusion**

The analysis of women's representation on Puteri Indonesia Instagram accounts was posted during the COVID-19 period to reflect women roles and characteristics in everyday life with the vogue style. It showed that women's roles are crucial in the society. On the other hand, the characteristic pictures highlight that women are not restricted to following the stereotypical woman traits. Instead, women are allowed to behave in various ways including men features such as masculine and fierce style. Both the role and characteristic representations of women portrayed in the Instagram posts strongly challenge the culture of patriarchy and encourage woman empowerment. It is to say that feminism is not about disregarding men's roles and the country's culture. Still, it is somewhat concerned with providing more opportunities for women to be independent of patriarchal stereotypes that have permanently restricted their movement in life. It also implies that genders are not to be contradicted but to be perceived on a spectrum so that both men and women have equal chances in every life aspect. Besides, the images also spread the awareness of the COVID-19 pandemic through the portrayal of feminist actions. It shows that the Puteri Indonesia group has utilized its prestigious status to contribute to the crucial issues that the country currently faces. Therefore, this study implicates that social media can be a tool to spread the understanding of critical issues such as gender equality and pandemic predicaments for the country's development.

### **Suggestion**

This study is still confined to certain limitations for academic purposes. As this study only provides interpretations of the pictures, this study cannot be considered thoroughly demonstrating the effectiveness of spreading awareness of gender equality and pandemic issues from the audience's perspective. Therefore, further studies must present the audience's viewpoint concerning the semiotic implications of the posts on the social media account. In addition, further studies observing the social media activities of other beauty pageants or influential group accounts are also significant to fill the gap of this study to collect more perspectives on the topics.

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## Needs Analysis of Students on Listening Course Instruction

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### Abstract

The Listening Course is one of the mandatory courses in the Language and Literature Education Study Program in university. This course is crucial as listening is an essential language skill that is frequently used in daily life. This study examines the needs of students in learning listening at Universitas Kristen Indonesia Toraja. The study employs a mixed-method design, using survey and interview techniques on 33 students of the Indonesia Language and Literature Education Study Program in UKI Toraja who take the Listening Course. The results indicate that the students require a more engaging and innovative learning process in order to be interested and comprehend the material of the Listening Course. Therefore, the needs of students in the Listening Course instruction include improvement or revision of the learning material, learning media, learning methods, and relevant teaching materials that are suitable for current students. Based on the analysis of those needs, lecturers can improve the quality of education and teaching in the Listening Course.

*Keywords: listening, need analysis, students*

### Introduction

This research examines the needs of students in learning the Listening course. Listening is one of the mandatory courses programmed for students in the Department of Language and Literature in Indonesian Higher Education Institutions (Prihatin & Sari, 2021). Listening is the first skill out of the four language skills that must be mastered not only by students in the Department of Language and Literature in Indonesia, but even by all students. This is in line with the opinion that Listening is an activity that is consciously or unconsciously most dominant in the learning process of students (Yustuti et al., 2022)

Listening as one of the crucial aspects of learning, refers to the main domains of learning involving affective, cognitive, and psychomotor domains (Toifah, 2021).

Therefore, listening learning should receive significant attention from the study program, especially from the lecturers who teach it (Sukma & Evitriana, 2019). However, unfortunately, based on the initial observations with students who have taken the Listening course so far, students actually expect more than what they have gained thus far. Students actually expect more than what they have gained thus far. Based on these initial observations, a research will be conducted to identify the needs of students in learning Listening in the Indonesian Language and Literature Education Study Program.

Based on preliminary observations, one of the background reasons for this research is that language learning has mainly focused on speaking, reading, and writing skills, which has led to less attention given to the development of listening skills. This imbalance in language learning can impede students' comprehensive understanding and use of the language, which includes the ability to understand daily conversations, comprehend various types of texts, and communicate effectively with others.

Furthermore, language learning that is overly focused on speaking, reading, and writing skills may neglect crucial aspects such as grammar, vocabulary, and pronunciation, which are all essential elements of comprehensive language learning. Therefore, it is important to provide a balanced focus on all language skills to enable students to develop their language abilities comprehensively and effectively.

Another background reason for this research is that the teaching of listening skills has been more theoretical than practical. This theoretical focus may hinder students' ability to develop their listening skills. While theory and concepts about listening skills are essential, students also need to practice their listening skills to develop them effectively. If listening instruction is overly theoretical, students may find it difficult to identify and understand the actual context of conversations, recognize nuances and intonations that can influence meaning, and apply their skills in various situations, such as formal and informal situations and various types of texts, such as news, interviews, or group discussions.

Another background reason is that the learning materials used in the teaching of listening skills may be perceived as monotonous and lacking variety, which can make it difficult to engage students' interest. This can cause students to lose motivation and interest in learning, feel bored with the monotonous materials,

limit their understanding of the topics, and restrict their creativity, preventing them from thinking outside the box. Students may feel that there is no room for creativity in their learning, which can affect their ability to generate new ideas or creative solutions to complex problems.

Furthermore, another factor that underlies this research is the non-contextualized nature of the listening material provided by the lecturer, making it difficult for students to understand the information being conveyed, especially in relation to Javanese culture. Non-contextual listening material can have a negative impact on student understanding and learning. If the material being presented is not related to the Toraja cultural context, students may struggle to comprehend and connect the information with the appropriate context that they have experienced.

In addition, the limited availability of reference books for learning listening skills, and outdated materials also contribute to the background of this research. Students may find it difficult to access adequate learning resources to improve their listening skills.

Research analyzing the needs of students in listening courses is important in the field of education. Listening is a crucial language skill in the learning process, especially in higher education. Good listening skills will enable students to understand and capture information provided by lecturers or teachers. However, not all students have the same listening ability. Some students may struggle to understand the material being presented, which can affect their learning outcomes. Therefore, a needs analysis is necessary to identify the challenges that students face in listening, in order to take appropriate action to improve the quality of learning in the classroom.

This research can also help lecturers in developing more effective and efficient course materials. By understanding the needs of students, lecturers can adapt teaching methods that are more suitable and provide a more appropriate approach in delivering the material. In addition, this research can provide input for higher education institutions in developing a curriculum that is more suitable for the needs of students. By understanding the needs of students in listening skills, higher education institutions can design a more relevant and effective curriculum, thus improving the quality of education provided.

Based on the formulation of the background above, the research problem statement is: What are the needs of students in learning Listening skills? Based on the



research problem statement, the objective of this analysis of student needs in the Listening skills course is to understand how students experience teaching and learning in the Listening skills course, and to evaluate their needs in achieving optimal results in the course.

The specific objectives of this research are to help determine the level of understanding of students regarding the material taught in the Listening skills course. In addition, with this research, the needs of students in terms of effective teaching and learning methods in the Listening skills course can be identified. Through this research, we can assess the effectiveness of teaching materials and other resources provided to support the learning process in the Listening skills course.

Furthermore, we can also identify obstacles or difficulties faced by students in learning Listening skills and find solutions to overcome these problems. Thus, the ultimate goal of this research is to measure the level of student satisfaction with teaching and learning in the Listening skills course so that it can improve the quality of teaching and learning in the Listening skills course by accommodating the needs and expectations of students.

With these objectives, the research on the analysis of students' needs in listening classes is expected to provide significant contributions to improving the quality of education and teaching in higher education and helping students achieve their academic goals more effectively. The research can assist instructors in identifying the needs of students in terms of effective teaching and learning methods and learning resources that can support the learning process. Furthermore, the research can enhance the quality of teaching and learning. The research results can provide useful information for instructors to improve and develop better teaching and learning methods that are suitable for students' needs.

Another benefit of this research is to address the barriers or difficulties that students encounter in learning listening skills. By identifying these obstacles, instructors can find solutions to overcome them, allowing students to learn more effectively. The research on students' needs in listening classes can also increase student satisfaction. It can help understand the level of student satisfaction with teaching and learning in listening classes, which can lead to improvements in teaching quality and increased satisfaction levels among students. Additionally, the research can enhance time and resource efficiency. By knowing students' needs, instructors can allocate appropriate time and resources to develop effective teaching materials efficiently.

The ultimate benefit of this research is to improve the quality of graduates. With improved teaching and learning quality, students can acquire better knowledge and skills in the Listening course, thus better preparing them for the workforce after graduation. Overall, the analysis of students' needs in the Listening course is crucial in improving the quality of education and teaching in higher education and ensuring that students get an optimal learning experience.

The novelty of this research lies in its focus on the specific needs of students in learning Listening. This research can create innovation by focusing on the needs of students that have not been extensively studied before. With this research, it is hoped that further research can focus on development research based on the needs of students generated in this research.

### **Research Methodology**

This research is a mixed methods research, which is an approach that combines two or more research methods, whether qualitative or quantitative, in one study (Indrawan & Jalilah, 2021; Sugiyono, 2015). In this research, the researcher used various research methods, such as interviews, surveys, observations, and statistical data analysis, to obtain comprehensive and in-depth information about the phenomenon being studied.

This research is a mixed methods research because the researcher not only collected quantitative data to answer the analysis of students' needs for listening courses but also used qualitative data to strengthen the quantitative data (Sugiyono, 2015) on students' needs in learning Listening. By using mixed methods, the researcher can obtain more complete, in-depth, and reliable information about students' needs, thus producing stronger conclusions that can impact the learning of Listening.

The population in this research on the analysis of students' needs for listening courses is all students who take the Listening course in the Indonesian Language and Literature Education Study Program in the Odd Semester of 2022/2023, amounting to 33 students. The sample in this study is also 33 students. Thus, total sampling technique is used for sample collection. Total sampling technique is a sampling technique in which the entire population in a study becomes the sample (Laerd Content, 2012). This means that all students in this study become research subjects. Total sampling technique is usually used if the population in the study is relatively

small, making it possible to involve all members of the population in the study. The use of total sampling technique in this research is to obtain results that are more representative because it covers the entire population. Additionally, this technique also allows the researcher to conduct more in-depth and detailed analysis of population characteristics.

The data in this study was collected using survey and interview techniques (Fadli, 2021; Hasanah, 2017; Sugiyono, 2015). Survey is one method that can be used in analyzing the needs of students for the listening course. Survey can provide broad and representative information about students' preferences, attitudes, and needs towards the listening course. The survey was conducted by distributing questionnaires to 33 students of the Indonesian Language and Literature Education Study Program who took the listening course in the Odd Semester of 2022/2023. Researchers can use questionnaires to collect data on students' preferences and needs for the listening course. The questionnaire can be distributed offline. The questionnaire must be well-designed and clear to minimize bias and obtain accurate answers from respondents.

In addition to the survey, interviews were also conducted (Djaelani et al., 2013). Interview is one method that can be used in analyzing the needs of students for the listening course. Interviews can provide in-depth and comprehensive information about students' preferences, attitudes, and needs towards the listening course (Asraf, 2021). The structured interview technique was used in this study. A structured interview is a type of interview that uses pre-designed questions. These questions will be consistently asked to each respondent. Structured interviews can provide consistent and reliable information, and allow for comparison of results from each student.

Data analysis in this study used Miles and Huberman's data analysis technique (Harahap, 2021). Miles and Huberman's technique is a qualitative analysis technique used to organize, analyze, and understand qualitative data in research (Lisabella, 2013; Miles & Huberman, 2014). This technique consists of three main stages: data reduction, data display, and data verification.

1. Data reduction: This stage involves collecting, organizing, and filtering data to identify major patterns or themes in the data
2. Data Presentation: This stage involves presenting data in the form of tables, diagrams, or narratives to facilitate analysis and understanding.

3. Data Verification: This stage involves testing the validity and reliability of data by comparing the analysis results with the raw data obtained. This is done to ensure that the obtained analysis results are accurate and trustworthy.

In a study on the analysis of students' needs for the listening course, Miles and Huberman's data analysis technique can be used to understand students' needs for the course through qualitative data such as interview or group discussion results (Miles & Huberman, 2014). This technique can help researchers identify main themes or patterns in data related to students' needs and present the data in an easily understandable and interpretable form. Additionally, data verification can help researchers ensure the validity and reliability of the analysis results.

## Findings and Discussion

### Findings

The analysis of students' needs for the Listening course was obtained through a survey using a questionnaire that was filled out by the students, followed by interviews. The questionnaire consisted of nine questions and was completed by 33 students.

Item	Percentage
Have you taken the Listening course before?	100 % taken
In your opinion, how important is it to take the Listening course?	45% : very important 30% : important, 16% : less important 9% : not important.
Is the material taught in the Listening course given by the lecturer interesting?	15% : very interesting 25% : interesting 45% : less interesting 15% : not interesting
Do you find it difficult to follow the Listening course material given by the lecturer?	30% : very difficult 40% : difficult 8% : less difficult 15% : not difficult
Does the Listening course include theory and practice?	100 % : more theoretical
Do you feel there is a need to improve teaching and learning methods in the Listening course?	100 % : feel the need for an improvement in teaching and learning methods in the Listening course
How do you rate the quality of the materials provided for the Listening course?	100 % need for an improvement in the quality of materials provided for the Listening course
Do you feel there is a need to improve	100 % feel the need for an

teaching and learning media in the Listening course?	improvement in the teaching and learning media in the Listening course
Do you feel there is a need to improve teaching and learning materials in the Listening course?	100 % feel the need for an improvement in the quality of materials provided for the Listening course

Question No. 1 above is used to determine whether or not the students have taken the Listening course. The purpose of providing question item No. 1 is to ensure that all students in the class being studied have taken the Listening course and therefore have an understanding of the course material. Based on the survey conducted, it is known that out of 100% or 33 students, all of them have taken the Listening course.

Question No. 2 above is used to measure the students' attitude towards the Listening course. The researcher measures this attitude by asking how important the Listening course is. Based on the survey conducted, it is known that out of 15 or 45% of the students, they consider it very important, 10 or 30% consider it important, 5 or 16% consider it less important, and 3 or 9% consider it not important.

Question No. 3 above is used to measure students' attitudes towards the Listening course material. The researcher measures this attitude by asking how interesting the Listening course material given by the lecturer is. Based on the survey conducted, it is known that out of 5 or 15% of students, they stated it is very interesting, 8 or 25% stated it is interesting, 15 or 45% stated it is less interesting, and 5 or 15% stated it is not interesting.

Question No. 4 above is used to measure students' attitudes towards the Listening course material. The researcher measures this attitude by asking how difficult the Listening course material given by the lecturer is. Based on the survey conducted, it is known that out of 10 or 30% of students, they stated it is very difficult, 13 or 40% stated it is difficult, 15 or 8% stated it is less difficult, and 5 or 15% stated it is not difficult.

Question No. 5 above is used to determine the type of material taught in the Listening course given by the lecturer. The researcher measures this by asking about the theoretical or practical material provided by the lecturer in the Listening course. Based on the survey conducted, it is known that out of 33 or 100% of students, they stated that the material provided is more theoretical.

Question 6 is used to determine whether students feel the need for an improvement in teaching and learning methods in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in teaching and learning methods in the Listening course.

Question 7 is used to determine whether students feel the need for an improvement in the quality of materials provided for the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the quality of materials provided for the Listening course.

Question 8 is used to determine whether students feel the need for an improvement in the quality of teaching and learning media in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the teaching and learning media in the Listening course that can help students understand the Listening course easily.

Question 9 is used to determine whether students feel the need for an improvement in the quality of teaching and learning materials in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the quality of materials provided for the Listening course.

Besides the survey, interviews with students were also conducted. The analysis of students' needs can also be obtained from the results of the interviews. The purpose of the interview in the study of analyzing students' needs for the listening course is to obtain a deeper understanding of students' views and needs for the course. By conducting interviews, researchers can obtain qualitative information that cannot be obtained from quantitative data.

Through the interviews, it was found out why students chose the listening course, their opinions on the usefulness of the course, as well as their views on the curriculum, teaching methods, and assessment used in the listening course. Interviews also provide an opportunity for students to express problems or difficulties they face in learning the listening course.

By obtaining a deeper understanding of students' views and needs for the listening course, researchers can identify the weaknesses and strengths of the course. In addition, the results of the interviews can be valuable input for the development of more effective and efficient curricula and teaching methods to improve the quality of learning for students. Therefore, interviews can help improve the quality and relevance of the listening course and meet the needs of students.

The following questions were used in conducting the interviews:

Item	Answer
1. In your opinion, what are the topics or types of material that should be taught in the listening course?	<ol style="list-style-type: none"> <li>1. Basic techniques in listening comprehension</li> <li>2. Various discourse types and different contexts</li> <li>3. Strategies to improve listening skills</li> <li>4. Technology and media used in listening comprehension</li> <li>5. Cultural diversity in message delivery</li> <li>6. Critical thinking skills in listening comprehension</li> <li>7. Listening practice</li> </ol>
2. In your opinion, what are the topics or types of media that should be used in teaching the listening course?	<ol style="list-style-type: none"> <li>1. Audio</li> <li>2. Video</li> </ol>
3. Do you have any suggestions or criticisms that you would like to provide for the listening course?	<ol style="list-style-type: none"> <li>1. Increasing listening practice so that students become more confident in their listening skills.</li> <li>2. Using listening materials that are relevant to the Toraja culture.</li> <li>3. Utilizing more engaging learning media such as videos rather than just displaying materials through PowerPoint.</li> <li>4. Varying the teaching methods employed by the lecturer.</li> <li>5. Providing varied and easily accessible learning materials for students.</li> </ol>

Based on the above interviews it is concluded that in developing the material for the listening course, students need:

1. Interesting and contextually relevant listening material that is easy to understand and practical, not just theoretical.
2. Improvement in teaching and learning methods for the listening course.
3. Improvement in teaching and learning media for the listening course.
4. Easily accessible listening course materials for students.

## Discussion

One of the needs of students in learning Listening is the need for materials. Students require materials that are interesting and easy to understand, not just limited to defining topics related to Listening. The need for relevant Listening materials is one of the concerns of students. Relevant materials will motivate students to learn and improve their understanding of the topic. In addition to relevance, students also need clarity in the presented materials. Learning materials should be presented in a clear and easily understood language, with concrete Listening practices that can be followed.

To address the issue of Listening materials, students also need to be provided with materials related to the real world. Students require learning materials that are relevant to real-life situations and can provide practical and useful understanding for their future lives. Furthermore, students need to be given trustworthy sources of information. Students require learning materials supported by credible and high-quality sources of information, such as textbooks, journal articles, or other academic references.

In relation to material selection, students need to be provided with material that is suitable for their life context (Reznani et al., 2021). Based on the context of Toraja, relevant listening topics for students in the area are as follows: (1) Listening to Toraja language: As Toraja language is still widely used by the community, students in the area need to have the ability to listen to Toraja language in order to communicate with the locals. (2) Listening to Toraja culture: Toraja has a unique and rich culture. Students can learn about Toraja culture by listening to presentations, lectures, or discussions on culture, customs, art, and music of Toraja. (3) Listening to information about tourism development in Toraja: Tourism is an important sector in the economy of Toraja. Students can listen to information about tourism development, cultural tourism, and ecotourism in Toraja to enrich their knowledge in the field of tourism.

By listening to these topics, students in Toraja can gain relevant knowledge to their needs in the area and can strengthen their listening skills in both Toraja language and Indonesian language (Yulia Putri et al., 2021).

In addition to learning material, students also need media that can make it easier for them to understand the material (Anggraeni Nuf, 2022; Maruti, 2016). So far, listening learning has only been done by utilizing PowerPoint media, making students



less interested (Nuraeni, 2019). By selecting and using listening learning media (Dosi & Budiningsih, 2019) that are interesting and suitable for student needs, lecturers can motivate students to learn more actively and effectively, as well as helping them improve their skills and knowledge in the field of listening.

In line with that, interesting learning media that can be used by teachers include listening learning media such as video lessons (Pratiwi, 2021). Video lessons can be an interesting learning media because they can show real-life examples of the correct ways to listen, both in the form of interview recordings, presentations, or news. Video lessons can also display attractive visuals that can facilitate understanding and motivate students to learn more actively.

In addition, in this technological era (Arono, 2013), teachers can also use podcasts. Podcasts are an audio learning media that is currently popular (Ilana et al., 2021). In listening learning, podcasts can be used to deepen students' skills in listening to audio and improve their ability to understand various accents and intonations in foreign languages. In addition, teachers can also utilize interactive games (Susanto et al., 2021). Interactive games are interesting learning media because they can help students practice listening skills and gain practical experience interactively. Interactive games can motivate students to learn more actively and provide enjoyable challenges to strengthen their listening skills.

Furthermore, listening learning can also use e-learning platforms (Siti Kurniasih, 2022). E-learning platforms such as Moodle, Edmodo, or Google Classroom (Wisman & Kurniawan, 2020) can be interesting learning media because they provide easy access to various learning resources such as modules, articles, videos, and assignments. E-learning platforms can also help teachers provide fast and interactive feedback to students, as well as facilitate students to collaborate and interact with their classmates online (Wisman & Kurniawan, 2020).

The students' needs are also related to the methods used in teaching the listening course (Sulistiawan et al., 2018). The appropriate listening teaching method is crucial because listening is one of the essential language skills that is frequently used in daily life (Monica et al., 2017; Yustini, 2019). Effective listening enables individuals to understand information better, follow instructions more accurately, and communicate more effectively.

One of the interesting and effective methods to fulfill the students' needs is problem-based learning. This method involves students in identifying and solving

problems related to specific listening topics. In the process, students will learn how to observe and analyze information critically and solve problems effectively.

Furthermore, teachers can use modeling methods. This method involves students in demonstrating proper listening skills through demonstration or examples. In the process, students will learn how to follow models and practice listening skills accurately. Another interesting method is simulation. This method involves students in a simulation situation to demonstrate their listening skills in real-life situations, such as interviews or presentations. In the process, students will learn how to adapt to situations and demonstrate appropriate listening skills.

Students also require adequate and relevant course materials for listening comprehension in today's student world. In listening comprehension, course materials play an important role in helping students understand the material being taught. So far, lecturers have only used PowerPoint materials. According to interviews conducted, students need listening comprehension materials that can help them understand the material better. Therefore, listening comprehension materials should be designed to help students understand information better and improve their listening skills.

Various teaching materials that can be used by lecturers include audio(Aryani et al., 2021). Audio is the most commonly used teaching material to improve listening skills. Audio can be in the form of speech recordings or presentations designed to improve students' understanding of a particular topic. Audio teaching materials can be used to introduce new vocabulary or to listen to proper pronunciation.

Additionally, lecturers can also use video(Aryani et al., 2021). Video is a very effective teaching material to improve listening skills. Videos can be used to introduce new topics or provide more visual explanations(Kiffia & Rukmi, 2022). Videos can also show real-life situations related to a particular topic, making students more interested and making it easier for them to understand the information.

Besides video and audio, lecturers can also use teaching materials in the form of textbooks. Textbooks used to grab students' attention must be developed specifically (Mana et al., 2020; Momang, 2021). These textbooks aim to help students in developing effective listening skills. The Listening textbook should be equipped with examples of oral texts such as speeches, presentations, interviews, and lectures,

which can be used by students to practice listening well. In the process of lectures, students often have to listen to course material from lecturers. The Listening textbook can help students to understand course material more easily and follow the lecturer's instructions better. Thus, students can develop effective listening skills through understanding the types of listening, listening techniques, and self-evaluation in listening.

### **Conclusion and Suggestion**

Based on the research on the analysis of students' needs in learning listening skills in the Indonesian Language and Literature Education Program at the Kristen Indonesia Toraja University, it can be concluded that students require a more interesting and innovative learning process in order to be more interested and understand the material in the listening course. Students' needs for learning listening skills include improving or revising the learning materials, learning media, learning methods, and relevant teaching materials for contemporary students.

In this study, data was collected through survey and interview techniques on 33 students in the Indonesian Language and Literature Education Program at UKI Toraja who were enrolled in the listening course. Using a mixed-method approach, this study successfully identified the main needs of students and provided specific and practical recommendations to improve the quality of learning. However, for future reference, researchers suggest designing and developing listening materials, media, methods, and teaching materials that can be universally used by students.

In conclusion, it is hoped that the results of this study can be used as a reference by relevant parties, including educators, curriculum developers, and policy makers in the field of language and literature education, to improve the quality of listening skills learning that is better and relevant to the needs of contemporary students.

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## The Development of Textbooks in Competency-Based Indonesian Courses

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### Abstract

Indonesian language textbooks play a significant role in understanding students, especially in mastering the competence of writing scientific papers following the grammatical rules of the Indonesian language. The learning resource books used so far are still limited to theoretical studies and are not yet competency-based. For this reason, this research aims to develop competency-based textbooks on the Indonesian language at Universitas PGRI Silampari. The research uses the Dick, Carey, & Carey model. The research instruments used were needs analysis sheets, expert validation sheets, and tests. Qualitative data were analyzed by document content analysis, and quantitative data were analyzed by t-test. The results of the development of competency-based Indonesian language textbooks are feasible and effective in use, evidenced by the results of the validity test obtaining a score of 82 or 82%, meaning that the developed teaching materials are suitable for use. Then, from the results of the effectiveness test with the One Sample Test t-test, it was obtained sig (2-tailed) = 0.00, which is less than the value of 0.05, indicating that the textbook was used effectively by students. Thus, textbooks on competency-based Indonesian courses can be used by lecturers and students in studying Indonesian as a general subject of higher education in Indonesia.

**Keywords:** development; Indonesian language textbooks; competency-based.

### Introduction

The Indonesian Language, as a required university course for students, plays a critical role in enhancing communication skills, producing scientific papers, character development, and acquiring knowledge (Rahman, 2018; Herawati, 2021). Indonesian language courses also have the same position as other tertiary

compulsory courses, which all levels of education must follow. There are several different courses, such as Religious Education, English, Citizenship, and Personality Development (Anggraini, 2022). This statement is in agreement with the Republic of Indonesia Ministry of National Education Letter No. 43/DIKTI/Kep/2006, Article 6 Paragraph 2 regarding Signs for Implementing Personality Development Course Groups in Higher Education (Dirjen DIKTI, 2006). Each tertiary institution must provide personality development courses through the curriculum.

The government certainly does not limit every tertiary institution in preparing and compiling the curriculum which is reflected in the Semester Lesson Plan (RPS). With this autonomy, each tertiary institution may supply and inspire the development of a curriculum relevant to the life of its local community.

At the strata 1 level, students can implement the 6 levels of IQF requirements so that students master: 1 ) aspects of knowledge; 2) primary and factual operational knowledge; 3) basic principles of knowledge and skills; 4) theoretical skills and understanding; and 5) general knowledge and skills (Presiden RI, 2012). When developing RPS, universities must be able to prepare students to meet the IQF level. The lecturer should be able to clarify the goals of the lecture in line with the IQF standards at the first meeting of the lecture contract.

IQF is carried out by adopting each lecture material. Following conversations with students, it was discovered that not all of the IQF standards could be met in lectures. Need analysis is carried out through interviews with lecturers and students. These results form the basis for writing research proposals. The result is used to know what is expected regarding the teaching materials that will be produced. Some of the obstacles include: 1) students have difficulty getting literature books that are appropriate to the course, and 2) lecturers tend to deliver theoretical material without being followed by practice. 3) The course content is still theoretical and not competency-based, so students have difficulties comprehending Indonesian at the cognitive level, and 4) the affective and psychomotor levels have yet to be reached.

Based on this fact, the researcher sees a need for competency-based Indonesian language textbooks corresponding to lesson plans. Knowledge, attitudes, and skills are the three characteristics that students must master (Sugianto, 2022; Perni, 2022; Noermanzah & Friantary, 2019; Nazim & Hazaea, 2020; Satinem, Juwati, & Noermanzah, 2020). Whereas in the field of language, students are



required to master the four components of language skills, consisting of listening, speaking, reading, and writing skills (Hudaa, 2020; Saputra, 2021; Pitoyo, 2020; Septiani & Sari, 2022; Huda, 2022; Jayanti & Rosita, 2021; Mursalim, 2017).

This competency-based textbook is expected to provide an understanding of the Indonesian language, especially in listening competence, scientific presentations, and competence in reading and writing scientific papers. This competency-based textbook for Indonesian language courses is also applied in the learning process to show its feasibility and effectiveness. Setiawan (2007) emphasized that the learning process requires supporting facilities such as the availability of textbooks.

Research teaching materials have a vital role in developing knowledge according to the scientific disciplines that students have. Besides being able to improve the quality of learning and increase student interest in learning, teaching materials also act as a tool to increase the effectiveness of learning (Hidayat dkk., 2021; Momang, 2021). Then, Lestari (2013) said that a teacher is expected to be able to reflect on student activities according to the abilities expected by the curriculum. Textbooks have a function to direct all activities in the learning process as well as a substance of competence that should be taught. Every textbook should consider the requirements for good and quality book writing. Likewise, textbooks should contain scientific information on a concept, and they must also contain noble cultural values so that they are expected to improve quality, interest, and enthusiasm. Evaluation is needed through tests that are affective and psychomotor (Luo & Xu, 2018; Lance & Pulliam, 2002; Meilani, Bastulbar, & Pratiwi, 2021; Samsudin, Ansas, & Triarisanti, 2021).

Textbook developed by Gunawan & Hidayatullah (2020) based on local wisdom and character values, based on independent campus learning by Baan & Dewi (2021), multicultural orientation by Rahmat & Lestari (2021), scientific-based by Solehun (2017), and based on cooperative learning by Amaliyah (2022). These developed textbooks above show that competency-based textbooks have yet to be developed.

The textbook from the research result was tested on students of the Mathematics study program in General Indonesian Language lectures at Universitas PGRI Silampari. The development can answer several research objectives, including describing the results of the needs analysis for the book, which contains a description

of the design of competency-based textbooks for Indonesian language courses, and determining the book's effectiveness. For this reason, several problem formulations that will be answered in this study are 1) What are the results of the needs analysis for teaching materials for the Indonesian Language Course?; 2) How is the design for the development of competency-based teaching materials for the Indonesian Language Course?; Then, 3) Is it feasible, practical, and effective the competency-based teaching materials for the Indonesian Language Course that have been developed?

### **Research Methodology**

Teaching materials are developed using the research and development method by applying the Dick-Carey and Carey models. Models are used to create a product, develop, and revise. The research begins with need analysis activities, determining instructional objectives, to carrying out summative evaluations to determine the effectiveness of books (Dick, Carey, & Carey, 2009).

The population for the effectiveness test was conducted by Universitas PGRI Silampari students in semester I determining the sample by purposive sampling, that is class A taking the Indonesian language course with 14 students. Data collection uses questionnaires and interviews to carry out needs analysis. The questionnaire consists of indicators on student responses to teaching materials used so far, the importance of the role of Indonesian in mathematics, difficulties in learning Indonesian, desired materials, teaching materials that present examples, and teaching materials that have evaluations. While the interviews consisted of indicators of Indonesian language teaching materials expected by lecturers and students.

Then, the validation of teaching materials is carried out by language, content, material experts, graphic experts, and presentation. The test is carried out in writing as an essay and a performance test. Interviews are deployed to obtain initial data on needs analysis, both lecturers and students. The lecturers who were used as a source of needs analysis were one lecturer who taught Indonesian language courses at the Mathematics Study Program, Universitas PGRI Silampari. Next, the test data were analyzed with a simple t-test using SPSS 19.

The interpretation of the significant level of student ability is based on a significance table of 5%. If the results of the data calculation are at a significant level < of the alpha value (0.05), it means that the teaching materials are used effectively,

and vice versa if  $>$  from the alpha value (0.05), the teaching materials are not used effectively by students.

## **Findings and Discussion**

### **Findings**

The research results textbook was carried out through three stages: analysis, development, evaluation, and revision. The three stages regarding the effectiveness of the developed teaching materials. The following describes the three stages of development research follows:

### **Results of Needs Analysis**

This development research was conducted through the stages of analyzing the needs of textbooks which consisted of a) analysis of the needs of general Indonesian language lectures in the Mathematics Education Study Program; b) lecture analysis; c) RPS analysis; and d) context analysis of the lecture material developed. As a first step, the researcher analyzed the needs of textbooks needed by lecturers and students. The situation analysis results of general Indonesian language lectures aim to improve the learning of Indonesian Language Course.

### **Results from the Preliminary Study**

Based on the preliminary study, information was obtained that teachers delivered lectures using literature related to the course. The literature book usually used to convey lecture material is General Indonesian for Higher Education, written by Prof. Dr. Achmad H.P. Very few lecturers give general Indonesian language lectures with relevant books. They tend only to use literature books related to the subjects they teach. In general, the preliminary study produces 1) detailed information regarding students' understanding of general Indonesian language material; 2) general Indonesian language courses form the basis for students of all study programs to be able to write scientific papers, but in reality it has not been obtained; 3) particular motivation needs to be given to students of the Mathematics Education Study Program so they are still optimistic about writing scientific papers; and 4) RPS according to teaching needs. The results of the needs analysis are presented below.

### **Questionnaire Results from Students**

The authors can explain the responses and answers of students to an open questionnaire as follows. The first statement, students enjoy General Indonesian courses. When attending lectures, it appears that students' enthusiasm is very high, so they focus when receiving lecture material, one of the materials that students like the most because it forms the basis for writing scientific proposals.

Students state that material related to writing scientific papers is the basis for them to write their final assignment or participate in scientific paper writing competitions for students. Therefore, when the material is delivered in lectures, they are very enthusiastic about asking the topic of the problem that can be used as the basis for writing scientific papers. In general, students are enthusiastic about receiving material related to student plans to raise issues related to students' difficulties in receiving material.

The second question, Indonesian Language as the nation's unifying language, can be used to communicate formally and informally. Another reason that almost all students stated was that the lecturer delivered lecture material in a sequence and was fun. The third question is that they generally like learning Indonesian, so they respond excellently when the lecture takes place. Students also actively ask questions and always discuss to solve problems.

The fourth question does not need to be answered because, in the third question, all students stated that they had no difficulty accepting Indonesian language lecture material. Thus between the questionnaire questions number three and number four, there is relevance to providing answers.

The fifth question, the book used to convey lecture material, is the General Indonesian Language Book written by Prof. Achmad HP, PUEBI books, and internet sources. Lecturers of the course also use literature from the research results of language experts in national and international journals or in book form.

The sixth question, yes, the researcher's teaching materials have undergone a needs analysis process. The teaching materials are in line with our expectations. The teaching materials follow the RPS provided by the supervising lecturer at the time of the lecture contract.

The seventh question, according to students, there is no need to revise teaching materials. They reasoned that the teaching materials were sufficiently coherent and easy to understand, and the language was straightforward and short.

The eighth question, yes, every time a lecture takes place, the teacher displays the textbooks resulting from the development. The textbook is easy to understand and enjoyable to read. The ninth question, the leading book used by the course lecturer when the lecture is in progress, is in accordance with the syllabus and lesson plan delivered at the beginning. All the teaching materials have been planned in the lesson plans.

The tenth question is that Indonesian language teaching materials must be developed or held. It is beneficial for students to study the course material. The limitations of books for students can be overcome by having textbooks.

For the eleventh question, we need Indonesian Language textbooks. The desired textbook contains material regarding standard language, writing scientific papers, and so forth. We, the Mathematics Education Study Program, hope for enlightenment on this material.

In the twelfth question, the desired material includes excellent and correct Indonesian language development, making sentences using familiar words, and writing scientific papers. This material has been contained in the lecture contract's lesson plan given by the lecturer.

For the thirteenth question, each material/chapter on the developed teaching materials must be supplemented with examples. Giving examples will make it easier for us to learn the material. The material becomes clearer when followed by examples.

The fourteenth question, each subchapter on the teaching materials resulting from the development, requires practice. Exercise is intended to provide opportunities for users of teaching materials to develop the abilities of each material contained in teaching materials.

The fifteenth question, the assignment we want in the Indonesian language course, is writing a scientific paper, term paper, or proposal. Besides that, we also want assignments regarding making sentences that comply with applicable rules.

The sixteenth question, yes, an assessment needs to be given at the end of each chapter on the available teaching materials. Assessment has functioned to see or become feedback on the mastery of the material delivered by the course lecturer.

The seventeenth question, the evaluation we want, is in the form of a question and answer. Questions and answers can be used to determine student readiness both at the beginning and end of lectures.

In the eighteenth question, language is easy to understand if the lecturer in charge of the course conveys it properly and correctly. We also hope that lecturers, when delivering lecture material, use examples with sentences that are easy to understand.

In the nineteenth question, the book's appearance is straightforward and piques the reader's interest in the teaching material. Contrasting colors have been used in teaching materials. Then, in the twentieth question, we make recommendations to make the teaching materials that result from the development more interesting to read. Aside from being attractive, teaching materials must also be simple to comprehend.

### **Textbook Design or Prototype Results**

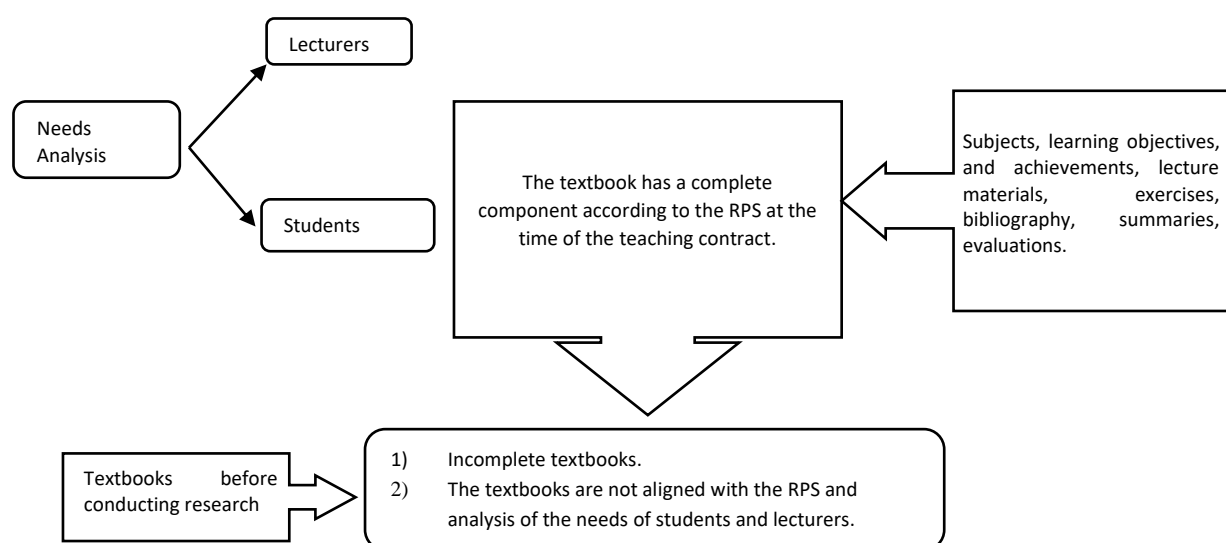
The textbook design was improved by giving questionnaires to students and lecturers regarding their assessment of the teaching materials being developed. The questionnaire provided is in an open form considering contextual and pedagogic realizations. Revision of teaching materials is based on the results of filling out questionnaires by small groups and lecturers based on contextual and pedagogic aspects. The contextual aspect emphasizes learning outcomes and objectives aligned with the specified competencies, including listening, speaking, reading, and writing scientific papers. The results of these activities showed that the researcher developed the outcomes of learning Indonesian. At the same time, the evaluation and final goals are given in the form of essay questions and paragraph-writing tests for scientific work.

The pedagogic realization stage is carried out to revise the relationship between the RPS resulting from the lecture contract and the material in the teaching materials. Some things that have been improved include examples of questions and their discussion, practice of working on questions, and lecture material. It impacts increasing student knowledge and understanding of the material contained in textbooks.

After the contextual and pedagogic realization stages, the next stage is developing textbook products. The resulting textbook is entitled "*Bahasa Indonesia*

*Berbasis Kompetensi*." Before textbooks are tested on students on a limited basis, teaching materials are assessed by experts or experts in their fields. Material experts assess the material's correctness, and linguists assess language and clarity of information. Presentation and graphic experts assess the clarity of purpose, order of presentation, motivation, and graphical aspects.

The teaching material "*Bahasa Indonesia Berbasis Kompetensi*" is said to be suitable for use if the validators have carried out the validation stage. The validator will conduct an in-depth study of the elements of language, design, and breadth of material aligned with the RPS and the need analysis results. These considerations became the basis for the researcher to make improvements. After making improvements according to suggestions and input, trials can be conducted in small groups or with lecturers who will teach the material in the developed textbooks. Researchers consider the findings of the tests for the following procedure, which is the construction of instructional materials based on the need analysis results.



**Figure 1.** Prototype of Competency-Based Indonesian Language Textbooks

## Results of the Validity, Practicality, and Effectiveness of the Textbooks Developed

### Material Feasibility Validation Results

Measurements were given through a scale 5 questionnaire to find out the validity of textbooks. The maximum score of the seven questions was a maximum of 35. After processing the data, the results were 28. Thus, the textbook development results from content/material was suitable. Even though the content or material eligibility components can be categorized as good by experts, there are some suggestions from content/material experts related to systematics or the order in

which material is presented, starting from general to specific things, starting from the history of the Indonesian language, its characteristics, and others. Then chapter II starts with understanding words, phrases, clauses, sentences, paragraphs, and types of written works. Furthermore, additional knowledge is needed in the developed teaching materials to differentiate discourse with spatial arrangements.

The textbooks have been improved according to the suggestions given by the experts/validators. Improvements include the nature of the history of the Indonesian language, its characteristics, and so on. Then chapter II was prepared, starting from understanding words, phrases, clauses, sentences, paragraphs, and types of written works. Next, according to expert advice, knowledge has also been added to the developed teaching materials to distinguish discourse from spatial arrangements.

### ***Linguistic Aspect***

Linguists provide a good assessment in terms of language. The validator states that the language is effective and efficient, aligned with the EYD. The score obtained in terms of language is 16 out of 20, the maximum score. The conclusion given by the validator is that teaching materials are feasible to use in terms of language.

### ***Presentation and Graphical Aspects***

The validator assessed the presentation aspect with a 38 out of a maximum score of 45. The conclusion of the textbook design validator was stated to be in an excellent category, so it was feasible to use in terms of presentation or graphics. Some of the suggestions given by the presentation and graphic validator are 1) the size of the cover page adjusted to the content, 2) improve the table of contents instructions for use, 3) add information to charts or pictures, 4) improve the sentence parts p. 28-30. As for the forms of improvement to these suggestions, 1) the cover page has been tailored to the content, 2) the list of usage instructions has been updated, 3) information has been added to charts or graphics, and 4) sentence portions on pages 28-30 have been corrected.

The recommendations given by the three validators are that the textbook "*Bahasa Indonesia Berbasis Kompetensi*" is appropriate for use. The following shows the assessment table of the three validators:



**Table 1.** Recapitulation of the Assessment of Three Validators

Aspect	Score	Percentage
Content/Material	28	28%
language	16	16%
Presentation and Graphics	38	38%
Total	82	82%

According to the table, the overall expert score is 82. It indicates that the textbook created under the title "*Bahasa Indonesia Berbasis Kompetensi*" falls between numbers 71 and 85 in the table of textbook assessment criteria. As a result, the textbook is of high quality and is appropriate for students and teachers in the first semester of the Indonesian Language Course at Universitas PGRI Silampari.

### **Teaching Material Practicality Test**

The developed textbook's "*Bahasa Indonesia Berbasis Kompetensi*" validity test was carried out by providing an expert evaluation assessment sheet. The expert evaluation was carried out by three validators: material experts, language experts, and presentation and graphic experts. The questionnaire results from the experts are the standards or criteria for whether the teaching materials developed are valid. Based on the three experts' questionnaire analysis results, the "*Bahasa Indonesia Berbasis Kompetensi*" teaching material is in the good or proper category. Good indicators are set if a score of 82 or 82% is obtained, meaning the textbook is declared feasible. Thus, it can be declared valid. After the textbook was revised according to the results of the validator, then the teaching materials were tested on the semester I students.

Furthermore, the practicality of the developed textbooks was carried out by conducting small group tests. To distinguish the results from the two activities, small group evaluations were conducted by interviewing 3 students and answering questions related to the practicality of the developed textbooks. Meanwhile, in the small group test evaluation, a questionnaire was given to determine the practicality of teaching materials. Thus, through this trial, very relevant results were obtained regarding the teaching materials developed with the acquisition of an answer percentage of 80%.

### **Teaching Materials Effectiveness Test**

After testing the validity and practicality of the textbooks, the effectiveness of the developed teaching materials was tested. The effectiveness test is in a suitable

category if the score reaches  $\geq 70$ . The average score for learning Indonesian is 69.35. Fourteen students took the final test. Students who scored less than the average were 4 people (28.57%), while students who got scores above the average were 10 people with a percentage of 71.43%. Thus, the teaching materials developed under the title "*Bahasa Indonesia Berbasis Kompetensi*" have been effectively used by students and lecturers.

The following describes the results regarding calculating statistical tests, including parametric statistical tests using the SPSS 19 program. The results of the analysis are presented in Table 2.

**Table 2.** Descriptive Statistical Test Results

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
VAR00001	14	40.00	0.00	69.3571	16.44855
Valid N (listwise)	14				

From the descriptive statistical test results using SPSS 19, the score was 90, and the lowest was 40, with an average value of 69.35 with a standard deviation of 16.44. After the descriptive statistical test, the next step is to do a normality test. The normality test was carried out to determine the normality of the data using the One-Sample Kolmogorov-Smirnov Test. The normality test is presented in Table 3

**Table 3.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		14
Normal	Mean	69.3571
Parameters <sup>a</sup>	Std. Deviation	16.44855
Most Extreme Absolute		.230
Differences	Positive	.145
	Negative	-.230
Kolmogorov-Smirnov Z		.860
Asymp. Sig. (2-tailed)		.450
a. Test distribution is Normal.		

Afterthat, a t-test was carried out through the SPSS 19 program. Data calculations are presented in Table 4.

**Table 4.** One-Sample T-Test Results

One-Sample Test				
Test Value = 0				
T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the

					Difference	
					Lower	Upper
VAR00001	15.777	13	.000	69.35714	59.8600	78.8543

Based on Table 4, the results of the One-Sample Test t-test obtained an average value of 69.35 and a standard deviation of 16.44, and sig (2-tailed) = 0.00, meaning that the developed textbook entitled "*Bahasa Indonesia Berbasis Kompetensi*" is effectively used in learning Indonesian Language Courses. Based on the study's results, it was found that from the needs analysis of the textbooks used by students and lecturers, they need teaching materials as a reference source for Indonesian language courses that can deliver students who are competent in Indonesian, especially in writing scientific papers. It can be seen from the answers to the questionnaire showing that students like it, especially in writing scientific papers. The reason is to write the final project or participate in scientific paper writing competitions for students that other tertiary institutions often hold. Therefore, students are very enthusiastic about learning Indonesian, which can give them experience in writing scientific papers.

In addition, the reason for Indonesian is that it can be used as a means of formal and informal communication. Another reason that almost all students stated was that the lecturer delivered lecture material in a sequence and was fun. Meanwhile, the source or literature often used to convey lecture material is the General Indonesian Language Book written by Prof. Achmad HP, PUEBI books, and internet sources. Therefore, textbooks developed according to competency-based RPS are urgently needed for Indonesian Language Courses, with the hope that the limitations of books for students can be overcome with the development of textbooks.

The content of the needed textbooks in teaching materials includes constructing sentences using standard vocabulary and writing scientific articles. Examples must accompany each material/chapter in the produced teaching materials. It will be simpler to learn the information if it is provided with examples. When the material is followed with examples, it becomes more apparent.

Furthermore, each sub-chapter in the textbook developed requires training. Exercise is intended to provide opportunities for textbook users to develop the abilities of each material contained in textbooks. Then the desired assignment in the

Indonesian Language Course is writing paragraphs, scientific papers, papers, or proposals.

The needed evaluation can be in the form of a question and answer. Questions and answers can be used to determine student readiness both at the beginning and end of lectures. The language used in textbooks should make it easier for students to understand and be communicative so that students have no difficulty understanding the sub-subjects.

## **Discussion**

Based on the results of a needs analysis of teaching materials for Indonesian language courses that have been used so far, it shows that lecturers and students expect the teaching materials developed to be complete, systematically arranged, engaging, and easy to understand in communicative language. With a communicative language, it is hoped that it can foster student interest in learning General Indonesian. A good textbook, according to Tomlinson (1998) and Luo & Xu (2018), must have the effect of new information and offer students a sense of ease. That is, textbooks that can provide comfort must be attractively designed, systematically organized, and use language that is easy for students to understand and communicative so that they can absorb the material they are learning (Lance & Pulliam, 2002).

Roberts, Aziz, & Matore (2020), Setiawan (2007), and Momang (2021) mentioned that good textbooks are textbooks according to the characteristics of students and the learning objectives achieved. Textbooks must also be presented in a systematic, complete, attractive and use language that is easy to understand. Likewise, Prastowo (2013) explains that a good textbook is a textbook that is compiled according to the characteristics of students and displays a complete figure of the competencies that will be mastered in the learning process. Meanwhile, Lestari (2013) found that textbooks would help the different characteristics of students from various backgrounds. Students can study textbooks according to their abilities.

Based on this view and from the results of expert validation, the developed textbook entitled "*Bahasa Indonesia Berbasis Kompetensi*" is appropriate to be used to meet student needs in the learning process. Thus, it can be declared valid, and then the textbook is tested on semester I students of the Mathematics Education

Study Program. Furthermore, the practicality of the developed textbooks is carried out by conducting one-to-one tests and small-group evaluations. To differentiate the results of the two activities, a one-on-one evaluation was conducted by interviewing three students and having them answer questions on the practicality of the written textbooks. Meanwhile, during the small group test evaluation, a questionnaire was sent addressing the feasibility of employing the generated textbooks. As a consequence of this study, highly relevant results were produced for the prepared textbooks with an answer percentage of 80%.

After testing the validity and practicality of the textbooks, the effectiveness of the textbooks developed was tested. The effectiveness test is said to be good if the score obtained from the test results reaches  $\geq 70$ . The average score for the Indonesian language learning test results reaches 69.35. Fourteen students took the final test. 4 got scores below the average with a percentage of 28.57%, while those who got scores above the average were 10 people with 71.43%. Then, the results of the One-Sample Test t-test obtained an average of 69.35 and a standard deviation of 16.44, and sig (2-tailed) = 0.00. It means that the developed "*Bahasa Indonesia Berbasis Kompetensi*" teaching materials are effectively used in learning General Indonesian. It is based on a sig (2-tailed) value of 0.00, which is smaller than the value of 0.05 (alpha value).

The effectiveness of this competency-based coursebook for Indonesian Language Courses is also influenced by the content of the material and practice questions that direct students to master competency from the cognitive, affective, and psychomotor aspects (Sugianto, 2022; Perni, 2022; Nazim & Hazaea, 2020; Noermanzah & Friantary, 2019; Satinem, Juwati, & Noermanzah, 2020). In addition, the developed textbook also contains language skills, namely listening, speaking, reading, and writing, which activates students in the learning process, especially in writing scientific papers and presenting them in scientific activities (Hudaa, 2020; Saputra, 2021; Pitoyo, 2020; Septiani & Sari, 2022; Huda, 2022; Mursalim, 2017).

## **Conclusion and Suggestion**

The development of textbooks for Indonesian language courses needed by lecturers and students is teaching materials that are interesting, the material is complete and easy to understand, the material is accompanied by examples, and there are evaluations or questions that train the competency of writing student

scientific papers. The design of the textbook developed is a competency-based textbook for Indonesian language courses consisting of subject matter, learning objectives and achievements, lecture materials, exercises, bibliography, summary, and evaluation.

The results of the development of competency-based textbooks for Indonesian language courses show feasibility results in terms of material, design, and language. Based on the results of a questionnaire analysis from three experts that the teaching material "Competency-Based Indonesian" is in the proper category. with a score of 82, it means that textbooks are appropriate according to the learning needs of Indonesian Language Courses. Then, from the results of the practicality test of the developed textbooks, it was carried out by conducting a one-to-one test and evaluating small groups, the results obtained were very suitable for the textbooks that were developed with an 80% percentage of answers.

Then, the results of the effectiveness test of the competency-based textbooks for Indonesian language courses developed showed that the results of the One-Sample Test t-test obtained an average of 69.35 and a standard deviation of 16.44 and sig (2-tailed) = 0.00. This means that the developed teaching material entitled "Competency-Based Indonesian" is effectively used in learning Indonesian as a general university subject.

Based on the findings of this study, Indonesian Language Lecturers will be able to utilize the textbook "*Bahasa Indonesia Berbasis Kompetensi*" as teaching material for Higher Education Compulsory Courses in all study programs at Universitas PGRI Silampari. Aside from that, Indonesian language course teachers at other institutions can utilize this book.

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## Teenager Value in Mark Twain's the Adventure of Tom Sawyer

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### Abstract

This research aimed to find out the kind of values in the teenager characters of Mark Twain's *The Adventure of Tom Sawyer* as well as to find out its similarities with the character of Indonesian teenager. Library research (documentation) and descriptive qualitative method were used to conduct the research. The data findings were identified by using Peterson and Seligman's *virtues and character strengths* (2004) then the researcher found out the similarities with the characters of Indonesian teenager based on Indonesia Ministry of Education's *Character Education* using checklist and simple tabulation. The results showed that: 1) There were 22 type of values found in the teenager characters of Mark Twain's *The Adventure of Tom Sawyer* namely curiosity, creativity, open-mindedness, love of learning, wisdom, bravery, honesty, persistence, vitality, love, kindness, social intelligence, fairness, leadership, humility, prudence, self-regulation, appreciation of beauty and excellence, gratitude, hope, humor, and spirituality; 2) There were six similar traits that are presented in 22 type of values found in the teenager characters and characters of Indonesian teenager (*Character Education*) namely religious, honest, creative, curiosity, love to read, and care about social. To conclude, there were two points about this research as follows. 1) Teenager characters of Mark Twain's *The Adventure of Tom Sawyer* dominantly had good personality based on Peterson and Seligman's *virtue and character strengths*. 2) There were six similar values (religious, honest, creative, curiosity, love to read, and care about social) between the characters of Indonesian teenager and teenager values from Mark Twain's *The Adventure of Tom Sawyer*.

**Keywords:** Character Education; Teenager; Teenager Values.

## Introduction

Teenager is defined as a male or female individual who is in a period of transitional change toward maturity (Karaman, 2013: 138). Rousseau (as cited in Santrock, 2014: 3) stated teenager in the age of 12 to 15 are driven by the curiosity to learn or do something new. That curiosity might lead teenager to some negative behaviors such as problems in school and illegal behaviors i.e drunk, smoke in public, delinquency, thievery, fight, and ran away from home (Dryfoos and Barkin, 2006). Teenager might do all of these things because they hardly control it because a teenager is demanded to reflect on problems, make the best choices, be responsible, and adapt in the society (Berger, 2003: 452).

However, in the age that was considered young and fresh to learn about new things, the teenagers were supposed to own several positive traits. Those traits purposed to shape the character of readers so they got used to behave positively so the society accepted them (Peterson and Seligman, 2004; Snyder and Lopez, 2002). Hence, there were two aims of researcher for conducting this research. Firstly, to find out the kind of teenager values in novel *The Adventure of Tom Sawyer* written by Mark Twain. Secondly to find out the similarities between character of Indonesian teenager and teenager characters in novel *The Adventure of Tom Sawyer* written by Mark Twain.

There were several significances of this research i.e academically and practically. First, as academic importance, the findings of this research such as values of teenager that were reflected on the characters could be used as a positive guide for the readers' life. Second, as practical importance, this research could be a reference to next researchers and this research could enlight the English major student or everyone who want to learn about the ideal traits of Indonesian teenager and teenager traits presented in a American novel in 19<sup>th</sup> century.

Every research must include previous studies so they could be used as reference and guide especially for the novice researchers. As pivotal reference in a research, the researcher cited some related previous studies for the guide as follows, Ibrahim (2018) investigated the values in a classical novel by Mark Twain entitled *The Adventure of Tom Sawyer*. He found out three values namely hard work, brave, and responsible. However, his findings were too simple because he aimed to find out the values in **a main character** of this novel and to find out the way author present the novel

characters. Meanwhile, other researcher that conducted by Julita (2018) explored about values of childhood in C.S Lewis's *The Voyage of the Dawn Trader*. She found out that there were two kinds of values in the novel, terrible values (selfish and greedy) and nice values (fun, loyalty, bravery, honesty, friendship, sadness, and sympathy) among **three main characters** of the novel. Also, her research showed some benefits of these values for children's education. After briefly elaborating these previous researches, the researcher found the gap based on these studies. To conclude, both studies aimed to find out values on the main characters while this research was not only to find out values on **qualified teenager characters** in a classic novel but also to find out the similarities between the teenager traits and the characters of Indonesian teenager.

There are many benefits of studying the literature, especially fiction according to Burns (2011) and McKee (2003:14), namely as a worth entertainment, as a learning medium, and as a source of knowledge that can improve reading quality. In addition, Sari (2013:155) stated that literature that is taught to the students can shape their behavior, make them to have good judgment of moral, and influence their emotional intelligence. Because fictional literature especially novels generally comes from the realities and norms that occur in the society or it can be from the imagination of a selected author. After the message from the author is totally conveyed, then a literary work is created with a entertaining function and educational value. Moreover, novels usually have one of good elements that is values or messages which are represented by the characters. After reading the novel, the readers can imagine then empathize immediately towards the condition and culture of the characters when the novel was written (Lombardi, 2020).

A research is based on the curiosity of the researcher not only to do a test on a theory but also to expand the skill in certain field of knowledge. This research used a theory that is proposed by Peterson and Seligman in the field of positive psychology regarding human traits in a literature work. The researcher aimed to find out the kind of values in the teenager characters of Mark Twain's *The Adventure of Tom Sawyer* as well as to find out its similarities with the character of Indonesian teenager. The researcher assumes that novel readers can imitate the good values of the novel that they read, especially if the readers are students. Novel can be taught at junior high school to higher level meanwhile values of a novel can be learned by all levels of education.

Therefore, the researcher analyzed a novel to find out the types of values in it, then the researcher compared the findings of these values with the ideal personalities of Indonesian teenager.

### **Research Methodology**

Descriptive qualitative method and library research used to conduct this research. Nassaji (2015) defined descriptive research as an explanation of real condition of the research object in a natural way. Meanwhile, Creswell (as cited in Maxwell, 2012: 14) argued qualitative method as a study that based on logic, relies on textual data, and aims to understand research object from the main source of the data. In addition, library research (documentation) was a process of data collection from literature (journal, books, and some secondary sources). A novel entitled *The Adventure of Tom Sawyer* that was written by Mark Twain and was published in 1876 became research object. While the most recent version of this novel was published by ICON Group International in 2006 by Philip M Parker. The data findings processed based on researcher's inductive and comprehensive ability (*library.uaf.edu*).

The researcher obtained the required data from the research object. In order to collect the data from novel, the researcher used library research. Library research (documentation) was an important and careful process for gathering data from the literature. To support the data, the researcher added journal, books, and some related previous studies that became secondary sources to this research. There were some stages of data collecting (Arikunto, 2014) as follows. (1) Selecting the classical novel, (2) Reading whole content of the novel, (3) Finding teenager values in the novel, (4) Categorizing the found teenager values based on classification.

Meanwhile, the first action that the researcher take to analyzing data was selecting the necessary data. Then the researcher used five stages of analyzing data by Maxwell (2012) as follow: 1. Reading the Mark Twain's novel *The Adventure of Tom Sawyer* carefully; 2. Identifying teenager values in the novel. The researcher is quoting and bolding the selected teenager values to mark the data finding; 3. Interpreting the teenager values on the novel and finding the similarities of it with standard characters of Indonesian teenager; 4. Concluding the analysis results of teenager values; and 5. Reporting other teenager values.

## Findings and Discussion,

### Findings

#### Teenager values

Teenager values are the focus of research because the values are come from the traits of teenagers in Mark Twain novel entitled *The Adventure of Tom Sawyer*. The characters of the novel were said as teenagers because they are still going to school, having friends that are of the same age, and several characters lived with guardian or parents. After conducting the research, the result in the table shows 22 values of teenager in the novel based on Peterson and Seligman's theory (2004). In the categories of wisdom and knowledge, courage, humanity, and transcendence, all teenager values are founded. However, teenager values from the categories of justice and temperance are incomplete because citizenship and forgiveness/mercy are not found among teenager characters in the novel. To get the clear results, the founded teenager values were described as follows.

**Table 1:** The Categorization of Teenager Values Founded in Mark Twain's *The Adventure of Tom Sawyer*

No	Category	Values	Character
1	Wisdom and Knowledge	Curiosity	Ben, Tom, Sid, Huck, Becky
		Creativity	Tom
		Open-mindedness	Sid, Tom
		Love of learning	Mary, Sid, Becky
		Wisdom	Huck, Tom, Joe
2	Courage	Bravery	Sid, Alfred, Becky, Tom
		Honesty	Tom, Joe, Huck, Sid
		Persistence	Tom, Ben, Becky, Alfred
		Vitality	Tom, Joe, Huck
3	Humanity	Love	Tom, Becky, Mary, Sid
		Kindness	Mary, Sid, Tom, Huck
		Social intelligence	Huck, Tom, Alfred

4	Justice	Citizenship	<b>NONE</b>
		Fairness	Huck, Becky, Tom
		Leadership	Tom
5	Temperance	Forgiveness and	<b>NONE</b>
		Mercy	
		Humility	Huck
		Prudence	Tom, Joe
6	Transcendence	Self-regulation	Tom, Becky
		Appreciation of	
		beauty and	Tom
		excellence	
		Gratitude	Tom
		Hope	Tom, Huck
		Humor	Tom
		Spirituality	Mary, Tom

One of teenager values that found was curiosity. Curiosity is a condition where people take an interest in the ongoing experiences, subjects, or topics that are fascinating enough to urge them to try and experience it (Loewy, 1998; Peterson and Seligman, 2004). Those people will do anything to resolve their curiosity. They will not stop trying to achieve their goals and will continue to find out ways to get things done. The value of curiosity is reflected in the quotation below.

Value	Character	Utterance
Curiosity	Ben	Ben watching every move and getting more and more interested, more and more absorbed. Presently he said: 'Say, Tom, let ME whitewash a little.' (ATS*, ch. 2, p.17)
	Tom	'Hucky, do you believe the dead people like it for us to be here?'
		Then Tom whispered: 'Say, Hucky — do you reckon Hoss Williams hears us talking?' (ATS*, ch. 9, p.81)

\*ATS = The abbreviation of *The Adventure of Tom Sawyer*

Ben who was a supporting character started to put some attention to Tom Sawyer's task. It was a sunny Saturday morning, most children spent their time playing and relaxing. Tom was the only teenager who worked to whitewash the fence. He got

a punishment from Aunt Polly because of his mischief. In the middle of doing his punishment, he saw Ben Rogers and other children who played excitedly. Ben insulted Tom for doing a job in a weekend. Unexpectedly, Tom's effort managed to attract Ben's attention as quoted in, "**Ben watching every move and getting more and more interested, more and more absorbed**". After Tom successfully made Ben enchanting and be curious, Ben fell into Tom's words. He quickly asked Tom to let him whitewashing the fence. In short, Ben wanted to experience the whitewash like Tom did. He was so curious that his eyes followed every movement of Tom. He did not even realize that he had been manipulated.

Besides, there is another example of curiosity at a different event as follow. That night Tom and Huck were in a quiet graveyard. They were very tense when they were there. Tom was honestly scared but he was curious. To confirm his curiosity, Tom asked Huck the question in the following quotation, "**...do you believe the dead people like it for us to be here?**" with a small voice. Then Huck answered the question neutrally. Again Tom asked Huck opinion by asking this, "**..., Hucky — do you reckon Hoss Williams hears us talking?**". In a short time, Huck confirmed it. Huck answered his curiosity that the spirits of deceased people could hear the conversations of living people even if they had been buried.

### **Character of Indonesian Teenager and Teenager Characters in Mark Twain's *The Adventure of Tom Sawyer***

**Table 2:** The Similarity between Character Education and Finding of Teenager Values in Mark Twain's *The Adventure of Tom Sawyer*

No.	Teenager Values	Available	Character Education	Available
1	Spirituality	✓	Religious	✓
2	Honesty	✓	Honest	✓
3	Creativity	✓	Creative	✓
4	Curiosity	✓	Curiosity	✓
5	Love of learning	✓	Love to read	✓
6	Social intelligence	✓	Care about social	✓



The above table shown the values found in Mark Twain's *The Adventure of Tom Sawyer* among teenager characters have several similarities with 18 characters or traits in character education. The example of both similarity was spirituality and religious, honesty and honest, and so on. The similarity can be from the definition of ideal characters of Indonesian teenagers that are formulated by the Ministry of Education (2010) program namely *character education*. Character education consists of 18 characters that are considered ideal and wished to be presented in every Indonesian teenager. Teenager values found in novel are similar to the character education namely religious, honest, creative, curiosity, love to read, and care about social. This similarity shows that the values from the theory of Peterson and Seligman (2004) and the program of the Indonesian Ministry of Education (2010) share the same meaning and aim because these human characters can be considered as positive values that aim to shape an individual to have the appropriate traits. Moreover, Lickona (1996) added that these positive values help an individual accepted in the society.

One example of similarity between character education and virtue-character strengths shown from the definition of religious (Indonesian Ministry of Education, 2010), religious is a situation where someone obeys and worships according to beliefs for peace in life. This concept of religious based on character education definition shares a similarity to the concept of spirituality according to Peterson and Seligman's (2004) theory, it defines as a person's belief in sacred things to provide security and calmness in life. An example of religious is at the time Mary was able to get two free Bibles from memorizing 2000 verses in two consecutive years. Mary is a character who is very diligent and religious. She is able to take care of herself without hurting others. She used her religiousness to get a free bible by only remembering 2000 Bible verses. Not only is the Bible free, but she also gets another one by trying it for two consecutive years.

## Discussion

This research aimed for the values of teenager from novel characters could be used as a positive guide for the readers' life and the finding revealed that the ideal traits of Indonesian teenager and teenager traits presented in a American novel in 19<sup>th</sup> century. After researcher conducted the research, there were 22 values on teenager characters (Tom, Huck, Joe, Becky, Mary, Sid, Ben, and Alfred) in *The Adventure of Tom*

Sawyer novel by using the theory of Peterson and Seligman (2004: 29) with the requirement that the values of teenager character in the novel was appeared at least three times in the different event. After that, the researcher found out about the similarities of characters of Indonesia teenager and teenager values found in Mark Twain's *The Adventure of Tom Sawyer*. Out of 22 values of teenager found in the novel, there were six similar traits in 18 ideal characters of Indonesian teenager, they were religious, honest, creative, curiosity, love to read, and care about social. This similarity indicated that both theories shared a similar concept about human positive traits namely definition and aim about positive traits of humans so they have the appropriate traits until they are mature. Based on the definition, teenager values (Peterson and Seligman, 2004) are traits or characteristics that have been acknowledged by philosophers and spiritual thinker as the collection of values of an individual that can positively give life satisfaction and well-being. Meanwhile, according to character education (Regulation of Indonesian Ministry of Education No. 20 Article 2 of 2018) is an educational program in the curriculum 2013 that is used not only to educate students in the classroom but also to give examples to them to have ideal personalities as well as good behavior in social life.

The presented results in this research have similarities and differences to the several previous studies. The similarity between this research and three other previous ones that conducted by Ispriyani (2008), Ibrahim (2018), and Julita (2018) are using a novel as the object of research. The novel used in this research is plainly similar to Ibrahim's (2018) object of research. The usage of novel is dominant as an object of research because the novel contains various complex events that occur in the characters in it. Hawthorn (1997) argued that novel is inspired by "disagreement and social pressure" which is then included by an author in his work so that valuable messages from the social reality are intended to every reader. Moreover, the researcher simply wanted to know whether the values contained in the classic novel are similar to the values from the present times. There were some similarities between the past values and the present values after investigating a classic novel as a research object. In addition, there are differences between the previous studies by Ispriyani (2008), Setyoasih (2014), Latif (2015), Ibrahim (2018), Julita (2018) and this research such as the five studies only focused on the values portrayed only on the main characters of

the novel, while this research aimed to find out all kinds of values that appeared at least 3 times on a teenager character of the novel. Another differentiation between this research and previous ones is the topic of the research. The previous studies are mostly finding out the moral values of the characters, whereas this research aims to find out the appeared values based on the age of dominant characters. In fact, this research shares a little bit resemblance with Julita's (2018), the characters in the novel of the former are dominated by teenagers whereas the characters in the novel of the latter are dominated by children. It can be concluded that the topic of research comes from the dominant characters' age of the literary work itself. These explanations provide a number of differences between this research and some previous literary studies.

### **Conclusion and Suggestion**

There were two points about the conclusions of this research as follows. 1) Teenager characters of Mark Twain's *The Adventure of Tom Sawyer* dominantly had good personality. Based on Peterson and Seligman's *virtue and character strengths* theory used by the researcher, the qualified teenager characters indicated as nice human with positive traits. 2) Religious, honest, creative, curiosity, love to read, and care about social in the characters of Indonesian teenager were similar with teenager values from Mark Twain's *The Adventure of Tom Sawyer*. After the researcher found out teenager values of the qualified teenager characters, there were several similar values too despite the difference of the context i.e American in 19<sup>th</sup> century and ideal traits of Indonesian teenagers. The lack of this research was teenager values should be appeared at least 3 times among teenager characters of Mark Twain's *The Adventure of Tom Sawyer*. Some teenager characters that fulfill the criteria namely Thomas "Tom" Sawyer, Huckleberry "Huck" Finn, Rebecca "Becky" Thatcher, Joseph "Joe" Harper, Sid, Mary, Benjamin "Ben" Roger, and Alfred Temple. While the rest teenagers were not include because of they were not fulfill the criterion.

Besides, this research can be the reading references for intermediate readers such as senior high school students and university students. However, the values that can be found in this novel can be learned by all levels of education such as elementary school, junior high school, and senior high school. In addition, there are several advices such as future researchers can use the most recent novel as object of research. For

instance, the value that will be analyzed can be based on the gender of the characters of the novel; teachers can give a chapter or a part of the event that reflected the value in the novel to the students; lecturers can give a task to analyzing the content of an English novel to the students about specific topic such as values, elements, etc.

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## Language Politeness in Students' Thesis Guidance

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### Abstract

This study aims to gain an in-depth understanding of the phenomenon of Language Politeness in Student Thesis Guidance of students of the English Education Study Program, FKIP University of Muhammadiyah Tangerang. The design of this research is qualitative with phenomenological methods. The data in this study were obtained through recorded speech acts and semistructured interviews with 29 students from Sundanese, Javanese, Betawi and Minang ethnic groups. The results showed that there were 10 forms of acts of courtesy of students, namely the form of praise, orders, requests, approval, giving, invitations, rejection, expressions of gratitude, sympathy, and acceptance speech. Furthermore, the politeness phenomenon that occurs in college student speech is motivated by several factors, i.e., the use of vocabulary, grammar, and direct-indirect sentences, which in turn affect the different views of college students about politeness which are motivated by the culture and environment where they live, the habits of the way of speaking they use in speech, their understanding of the context of speech.

**Keywords:** Phenomenon; Speech Acts; Politeness

### Introduction

Guidance is a process of providing assistance that occurs in the relationship between two aspects of guidance, which in this case refers to lecturers and students. The purpose of guidance is to overcome problems by teaching and empowering students. Language is the main factor influencing the acquisition of understanding and achievement of goals in guidance. If there are difficulties in communicating what students want and feel, and difficulty understanding the meaning of students' expressions of thoughts and feelings by lecturers, there will be obstacles in the guidance process. Vice versa, if there are difficulties in communicating what the

supervisor wants, in this case the lecturer, and difficulty understanding the meaning of the lecturer's thoughts by students, then it will become a problem in the guidance process.

The mentoring process in this study was an activity of dialogue or interaction between students and supervisors in the thesis guidance process at the English Language Education Study Program, Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Tangerang with English as the language of instruction during guidance. In this mentoring process there is a management of communication in the form of interpersonal communication involving verbal and non-verbal communication, which turns out to be found in it many problems of politeness in the language used by students in interacting during the thesis guidance process.

This problem is caused because the community in the English Language Education Study Program FKIP Muhammadiyah University of Tangerang is a unique typology. This uniqueness can be seen from that almost all students at the University of Muhammadiyah Tangerang come from different cultures, languages and social backgrounds such as Sundanese, Betawi, Javanese and Minang, so they have different mother tongues, indirectly affecting the use of spoken language. In addition, the social background of some students are workers or factory workers in the districts and municipalities of Tangerang and South Tangerang, indirectly influencing the utterances students use.

Seen in the following conversations:

M : Assalamu'alaikum  
Until..... what time on campus? Mr  
(Mr..... Until what time on campus?)  
D : waslm..... until 12o'clock  
(Waslm....until 12 o'clock)  
M : Iwork (I work)  
tomorrow, I also have an appointment with mr warsito today  
I'm done fine cmn I count the manual  
D : Ok

The speech act above is in the context of wanting to ask the whereabouts of the lecturer to provide guidance. This conversation can be said to be true in terms of language communication, but if we analyze the speech conveyed by students as first speakers in interactions there are several violations in conveying politeness in communication. Even though the first speaker fulfills politeness in speaking in the first utterance, in the second utterance the first speaker violates the maxim of agreement by saying I work. Therefore, the example above for a student who is going to

communicate formally must understand the speaking situation, so that there will be no misunderstandings in communication and does not violate the politeness maxim.

In the communication process, speakers do not only fulfill the rules of cooperation or there is an understanding of what is meant by their speech, but these utterances do not harm each other, respect each other and do not threaten face with other speakers. Therefore, it is necessary to have rules other than cooperation, namely politeness rules or politeness principles so that harmonious relationships occur and facilitate communication. Yule (2006), that speech acts are actions displayed through utterances, usually called speech acts. Leech examines politeness as a pragmatic phenomenon. Politeness is studied in the context of its use, namely studying the forms of language expression used by speakers to achieve their communication goals. According to Leech, politeness is a strategy or a set of strategies used by speakers of a language to achieve various goals, such as establishing and maintaining harmonious relationships.

Leech (2014) divides it into ten maxims, namely (1) maxim of wisdom (tact maxim) is a maxim that describes reducing the burden on others and maximizing the expression of trust that benefits others. (2) generosity maxim is a maxim which states that it is necessary to reduce expressions that can benefit others. (3) the maxim of appreciation (approbation maxim) is a maxim that demands maximizing the expression of disbelief to others. (4) the maxim of modesty is a maxim that demands not to boast about oneself. (5) the maxim of agreement or agreement/compatibility (agreement maxim) is demanding to reduce disagreement between oneself and others. (6) sympathy maxim . In the following, the politeness maxims are explained. (7) Maxim of Other Obligations to the Speaker . (8) Other Obligation Maxim for the Speaker (Obligation of Other to Speaker Maxim). (9) Opinion-aversion maxim (Opinion-reticence Maxim), and (10) Silence Maxim (Feeling-reticence maxim).

Phenomenology is a branch of science that aims to express meaning based on the life experience of a person who consciously experiences a phenomenon, both empirically and sensory, in order to achieve an absolute understanding based on the experiences he has gone through.

A research had been done by Nurul Hidayati that focused on the problems are investigated in the research proposals showed that most of students faced problems in 6 kinds of problems they were: First, students stated that the most significant problem was in vocabulary. Second, problem which has been revealed was in grammar. Third,



student's difficulties for paraphrasing. Forth, student's difficulties for found journal. Fifth, students difficulties for wrote methodology. The last problem was in wrote references.

Next research belonged to Akhmad Fachrozy that focused find out what politeness and complaint strategies used by EFL learners when relating to social distance and equal relative power. This research showed that hat Complaint strategies used by Indonesian EFL learners are various. The politeness strategy bald on record was the most significant politeness strategies used by participant in all social distance (close, familiar, unfamiliar) of equal relative power which means participant tend to be direct because of the same relative power. Positive politeness more frequently used by participant than negative politeness. Finally, strategy off-record was the least politeness strategy used by participant.

Based on the description above, the writer is interested in researching how politeness is used in thesis guidance at the English Language Education Study Program FKIP Muhammadiyah University Tangerang, with an emphasis on how obtaining student speech patterns in the interaction process of lecturer-student thesis guidance in the English Language Education Study Program of the Faculty of Teaching and Educational Sciences, University of Muhammadiyah Tangerang, as well as how the phenomenon of student speech behavior in the interaction process of lecturer-student thesis guidance in the English Language Education Study Program in the Faculty of Teaching and Education University of Education Science, University of Muhammadiyah Tangerang.

There were two research questions of this study namely (1)What are the forms of student speech acts in the interaction process of lecturer-student thesis guidance of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Tangerang?; (2) What is the phenomenon of politeness of student speech acts in the interaction process of lecturer-student thesis guidance of the English Language Education Study Program, Faculty of Teaching and Education, University of Muhammadiyah University, Tangerang?

## **Research Methodology**

This research was designed as descriptive quantitative with phenomenological method. The researchers used this kind of method because to collect the data, likert-scale questionnaire was used. The data collected from the questionnaire was analyzed using statistical analysis and a formula was used to identify the data. The

population of this research was all students in the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang. Muhammadiyah University of Tangerang is a non-profit private higher education institution that has collaborated in academic with all Muhammadiyah University in entire of Indonesia. This University officially accredited and recognized by Kemetrian Riset, Teknologi, and Pendidikan Tinggi.

The eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang will be the population of this research. They were chosen as the population because they are in thesis process. Because of that, the researchers want to know polite speech acts of students used by the eighth semester in thesis guidance at the English Language Education study program FKIP Muhammadiyah University Tangerang students. So, the researchers would like to do an analysis of polite speech act used by the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang.

Moreover, the population for this research was all students in the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang The total number are 29 students.

In order to answer the research question, polite speech act use a set of Questionnaire. The questionnaire consists of 18. Before the questionnaires was distributed to the respondents of the research. The questionnaire was tried out by the researchers to some students who were taken from the population.

## Findings and Discussion

### Finding

Based on the analysis of the recorded speech acts of students and through in-depth interviews conducted with students, several forms of politeness were found, namely praise, orders, requests, approval, giving, refusal, offers, acceptance, thanks, sympathy. The findings of these forms of speech acts can be seen in the table 1.

**Tabel 1. Research Finding of Student's Speech Act form**

Speech Act Form	Findings	Pattern	Frequency
1. Speech act of praise	1. Complimenting the object of the interlocutor	1.1	2

2. Speech act of order	1. Order the interlocutor directly	2.1	41
3. Speech act of request	1. Asking the opponent's advice	3.1	199
	2. Asking for help to the interlocutor by asking	3.2	
	3. Apologize to the interlocutor	3.3	
4. Speech act of approval	1. Agree with the wishes of the interlocutor	4.1	82
	2. Agree with the interlocutor's statement	4.2	
	3. Approve the request of the interlocutor	4.3	
	4. Agree to the interlocutor's invitation	4.4	
5. Speech of giving	1. Give praise to the interlocutor		111
	2. Give concern to the interlocutor	5.1	
	3. Give attention to the interlocutor	5.2	
	4. Give an explanation to the interlocutor	5.3	
	5. Give advice to the interlocutor	5.4	
	6. Provide understanding to the interlocutor	5.5	
	7. Give advice and attention to the interlocutor.	5.6	
6. Speech act of refusal	1. Refusing the interlocutor's invitation		23
	2. Refusing the interlocutor's request	6.1	
	3. Interrupting the interlocutor's statement.	6.2 6.3	
7. Speech act of offer	1. Offer the goods to the interlocutor	7.1	60
	2. Lend the goods to the interlocutor	7.2	

8. Speech act of acceptance	1. Accept the request of the interlocutor	8.1	7
	2. Accept the motivation given by the interlocutor	8.2	
9. Speech act of thank		9.1	6
10. Speech act of sympathy		10.1	66

The first form of politeness is a form of speech act of praise which is found in several variations such as praising the object of the interlocutor and praising the attitude of the interlocutor. The following are some speech acts in the form of praising the object of the speech opponent.

- (1) walaikumsalam ww.
- (2) ok miss, Assalamulaikum
- (3) Ok, Assalamulaikum

The second form of politeness is in the form of command speech acts. This is found in several variations, namely ordering the interlocutor directly and ordering the interlocutor implicitly.

- (1) in the chapter 2? you state here the questionnaire adopted by Red related by previous, which one you state here? Before study yeah.  
(in chapter 2? You stated here the questionnaire adopted by Red is related to the previous one, which one you mentioned here? Study before huh?)
- (2) yeah, from the journal

The third form of politeness in the form of request speech acts is found in several variations, namely asking the addressee for advice, asking for help from the addressee, asking the addressee to accompany him somewhere, asking the addressee to do something, asking the addressee for help by asking, asking permission. to use the object of the interlocutor.

- (1) how to collect the data in speaking? Just record or video? how to collect data in speaking? Just record or video?

The fourth form of politeness in the form of speech acts of agreement is found in several variations, namely agreeing to the wishes of the interlocutor, agreeing to

the interlocutor's statement, agreeing to the interlocutor's request and agreeing to the interlocutor's invitation.

(R8 35-36) conclusion... ok

(R9 29-30) yes...

The fifth form of politeness in the form of the speech act of giving is found in several variations, namely giving praise to the interlocutor, giving concern to the interlocutor, paying attention to the interlocutor, providing explanations to the interlocutor, giving advice to the interlocutor, providing understanding to the interlocutor.

(R13 3) I have revised about....

I have to change a speaking process that I use the monolog of test for the speaking test, and the one is a step (paper)...

The sixth form of politeness in the form of refusal speech acts is found in several variations, namely refusing the interlocutor's invitation, refusing the interlocutor's request, interrupting the interlocutor's statement. Following are some of the speech acts of refusal found in the speech acts of students.

(R23 7-8)no, in the school, the students has study about recount text butonly lazy to write

no, in school, the students have learned about recount text but just lazy to write

(R6 49-50) no

The seventh form of politeness in the form of the speech act of offering is found in several variations, namely offering and lending to the interlocutor. Following are some of the speech acts of offering found in the speech acts of students.

(R7 49-50)same quiz ?

(R1 23-24)after I revised my... and rewrite

(after I revised and rewrote it)

The eighth form of politeness in the form of speech act of acceptance is found in several variations, namely Receiving thanks, Accepting the request of the interlocutor, Accepting the motivation given by the interlocutor. Here are some acceptance speech acts found in student speech acts.

(R5 133-134)ok sir.

(R4 5-6; R4 7-8)ok

(R5 33-34) yes sir.

The ninth form of politeness in the form of acceptance speech acts is found in variations of receiving thanks. Following are the acts of gratitude found in student speech acts.

(R24 30-31) Thank you  
Thank You

The tenth form of politeness in the form of sympathy speech acts is found in variations of getting care in the form of attention. The following are sympathy speech acts found in student speech acts.

(R16 11) wow... great  
And then, how is your study so far?? Have you already finished??

Forms of politeness speech acts of students of the English Education Study Program FKIP Muhammadiyah University Tangerang were found in 10 forms. These speech acts are found in the form of speech acts of praise, command, request, approval, giving, refusal, offer, acceptance, thank you, and sympathy speech acts.

The first form of speech act is the speech act of praise. This speech act of praise is found in the form of praising the attitude of the interlocutor. Complimentary speech acts are positive speech acts that are conveyed sincerely and respectfully so as to make the interlocutor feel valued. When the speech participants use speech acts of praise in their speech acts, politeness in language and behavior can be maintained properly. This speech act of praise is usually uttered by students as a form of respect.

The second finding in this study is the form of command speech acts. This command speech act is found in the form of a direct command. An imperative speech act is a speech act that requires the interlocutor to do something for the speaker. Command speech acts found in direct and commanding speech acts.

The third finding is politeness in the form of a request speech act. The speech act of this request is found in several variations, namely asking for advice from the other person, asking for help from the other person, and apologizing to the other person. The speech act of this request is considered reasonable by both the speaker and the interlocutor because it is accompanied by reasons for the request. This causes the student's speech acts to be polite.

Furthermore, the fourth finding found in this study is the form of the speech act of agreement. This speech act of consent is found in several variations, namely agreeing to the wishes of the interlocutor, agreeing to the interlocutor's statement, agreeing to the interlocutor's request and agreeing to the interlocutor's invitation. This

speech act of agreement is carried out by students to maintain the harmony of speech acts between themselves and others. If the harmony of the speech act is established between the speaker and the interlocutor, the speaker and the interlocutor are said to be polite people.

The fifth finding is the politeness form of the speech act of giving. This speech act of giving is found in the form of giving compliments to the interlocutor, giving concern to the interlocutor, paying attention to the interlocutor, giving explanations to the interlocutor, giving advice to the interlocutor, giving understanding to the interlocutor, giving advice and attention to the opponent. said. All forms of speech acts of giving are forms of polite speech acts. This is illustrated by the suggestions given by the speaker when the interlocutor asks for advice or giving explanations to the interlocutor when the speaker needs an explanation about the thesis. These things indicate politeness in speech.

Furthermore, the sixth finding related to the politeness form of student speech acts found in this study is a form of refusal speech act. The speech act of refusal is found in several variations, namely refusing the interlocutor's invitation, refusing the interlocutor's request and interrupting the interlocutor's statement. The speech acts of refusal encountered in this study were rejection of invitations, requests and refutations of the interlocutor's statements that were well conveyed by the speaker. The refusal is accompanied by reasonable reasons so that the interlocutor does not feel offended. Submission of these reasons is a form of politeness performed by the speech participants.

The seventh finding found in this study is a form of offering speech act. The form of this offer speech act is found in several variations, namely the speaker offers his goods to the interlocutor and the speaker lends his goods to the interlocutor. This speech act is categorized as a polite speech act because without being asked, the speaker has first offered his goods or assistance to the interlocutor.

The eighth finding is the speech act of acceptance. This speech act of acceptance is found in several variations, namely accepting the request of the interlocutor and accepting the motivation given by the interlocutor. This speech act is uttered by the speaker as a form of positive feedback (in the form of acceptance) for the offering that has been delivered by the interlocutor. Positive feedback indicates the politeness of the student.

The ninth finding is the act of saying thank you. This speech act is uttered by the speaker as a form of positive feedback to the interlocutor. Positive feedback indicates the politeness of the student.

The tenth finding is the speech act of sympathy. This speech act is a form of positive feedback from the speaker for the presentation that has been conveyed by the interlocutor. Positive feedback indicates the politeness of the student.

From the 10 forms of speech acts found, 3 of them were polite forms of speech acts with a higher frequency of occurrence than the other 7 forms of speech acts. After an in-depth analysis, several reasons were found. The first reason is spoken in a relaxed situation. The second reason, told to the interlocutor to make it more familiar. The third reason, the topics discussed are not sensitive. This indicates that students of the English Language Education Study Program, FKIP Muhammadiyah University, adhere to the principle of politeness in language. Meanwhile, the phenomenon of student unity in the English Education Study Program FKIP Muhammadiyah University is influenced by the use of vocabulary, grammar and the use of direct and indirect sentences.

The use and selection of vocabulary by students in thesis guidance affects the smoothness of the guidance process and shows the extent of politeness. Then the phenomenon of politeness of student speech acts is influenced by vocabulary.

The use and selection of grammar affects the politeness of speech acts, the use of incomplete grammar will affect locutionary acts, so it is likely that the speech partners perceive and give wrong interpretations.

The intensity of the use of direct and indirect sentences is one of the factors that influence the phenomenon of unitary speech acts of English language education study program students at the Muhammadiyah University of Tangerang in interacting during thesis guidance with supervisors. Direct and indirect sentences make speech neat and pleasant to hear and right on purpose and target.

## **Discussion**

The findings obtained from the collection and analysis of data were categorized into two, namely the findings of forms of speech acts used by students of the English Education Study Program in conducting guidance with supervisors in preparing their thesis and the phenomenon of politeness of students of the English Education Study Program in the process of thesis guidance. with the supervisor.



### **Forms of Student Speech Acts**

Students of the English Language Education Study Program at the University of Muhammadiyah Tangerang use 10 forms of speech acts, namely speech acts of praise, command, request, approval, giving, refusal, offer, acceptance, thank you and sympathy. The speech act of request is the speech act most frequently used by students in interacting with their supervisors. Student request speech acts in guidance interactions can be carried out directly and indirectly (Listyorini, 2009). The choice of speech form is strongly influenced by the context of the speech. This direct request speech act is expressed in the command sentence mode. As in the sentence "which class for the experimental class, ma'am?"; "Which instrument is the question?", while the speech act of request can indirectly be expressed in the mode of news sentences, interrogative sentences, or a combination of both, such as "which one is better to use, ma'am?"; "How many items should it be, sir, for the pre-test and post test?" Politeness in student request speech acts is marked by the use of certain lingual forms, such as please, come on, try, sorry, and beg. There are several factors that influence the choice of request speech acts among students. At one time students will use direct request speech, while at other times they will perform indirect request speech acts, this is due to the closeness of the speaker's relationship with the speech partner, speech situation, age, cultural background of the speaker. This was disclosed by Prayogi, et.al., (2021), Rusbiantoro (2021) stated that Language selection and use in speech are influenced by the relationship between the speaker and the interlocutor, the nature of the speaker and the environment in which the speaker lives. In order for communication to run smoothly, speakers must be able to issue polite speech and get used to it, if you get used to it, you will get used to being polite, which of course affects speech and speech acts. politeness of speech acts can be accustomed to by habituating its use, it can be through exemplary models that are obtained intensively within a certain period of time (Wijaya, 2010; Pranowono, 2009; Rusminto, 2009).

Students of the English language education study program at the University of Muhammadiyah Tangerang come from various ethnic groups, namely Sundanese, Javanese, Minang/Malay, Betawi, Lampung, Banten, Minangkabau. This ethnic background affects the speech acts of requests used when speaking in the guidance process, students with backgrounds outside Java tend to use speech acts of requests

directly with speeches that are direct to the point and direct-emphatic intonation, in contrast to speakers from Javanese who tend to use sentences indirectly as well as the Betawi and Banten tribes, which of course creates a wrong perception of the meaning of the speech received by the interlocutor. Suwarna (2012) use of speech levels in the Batak language is not hierarchical. In contrast, in Javanese the use of speech levels to indicate the degree of the speaker or the person who is the topic of speech, when viewed from the relationship between community members, the degree of solidarity among Batak people is higher than the degree of solidarity among Javanese people. Therefore, it can be said that the relationship between members of the Batak community in general is an equal and solidary relationship. Relations among members of the Javanese community in general are non-equal and non-solidary. This affects the utterances they use everyday due to traditions and culture.

### **Politeness Phenomena**

The phenomenon of politeness as seen from the findings related to speech acts used by English Language Education students at the University of Muhammadiyah Tangerang in the interaction of thesis guidance with supervisors occurs because of the diversity of vocabulary, grammar, and the use of direct and indirect sentences used by students. The diversity of ethnic backgrounds is one of the triggering factors for this phenomenon. As we know that the Muhammadiyah University of Tangerang is located or flanked by Jakarta, Banten and South Tangerang, the position of this region determines the characteristics of students besides that the majority of students are factory workers and immigrants, of course there is cultural cross-marriage.

Austin (1962), Tarigan (2015), Septora (2021) state that geographical location can create cultural diversity, which in turn will create diversity in the speech of the surrounding community. The opinion conveyed by Daud (2018) states that each tribe will carry traditions that have existed since ancient times, wherever they live and reside, because it is inherent in themselves which is their personal nature. Arifin (2018) and Dahri (2018) stated that because everyone tends to continue to preserve their original speech, even though they are far from their place of origin. They will not fade their authenticity, such as the style of speech, the choice of words and sentences, the intonation used. If you look at this condition and then relate it to the characteristics of the students of the English Language Education Study Program, it is appropriate that

there are various speech characteristics caused by geographical location, besides that because they are more than immigrants, of course from a cultural point of view experiencing fusion, but not by nature. This condition indirectly affects their politeness, in addition to that the phenomenon of politeness in students of the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Tangerang in the thesis guidance interaction process is also affected by the place and atmosphere of the speech, the participants of the speech, the purpose of the speech, the subject matter of the speech, and means of speech. This happens because of the influence of the regional traditions of each participant, so that they do not hesitate to show and introduce traditions into their innate and everyday style of speech to the surrounding community. This turns out to affect the use of perlocutionary speech acts. Speech participants in this case students use perlocutionary speech acts in the form of pushing, asking, giving, making speech partners do something, refusing, forms of praise, making speech partners think about, accepting, and attracting attention, which of course becomes a phenomenon of politeness in speech acts. students of the English Language Education Study Program at the University of Muhammadiyah Tangerang.

### **Conclusion and Suggestion**

Based on the results of the research and discussion above, several research conclusions can be presented regarding the forms and phenomena of politeness for students of the English Language Education Study Program, Faculty of Teaching and Education, University of Muhammadiyah Tangerang.

The politeness phenomenon that occurs in student speech acts is motivated by several factors. First, the different views of students regarding politeness itself are motivated by the culture and environment where they live and the environment in which they grow up, the habits of the way of speaking they use in speech acts. This habit they bring and acquire from their habit of speaking at home with their family and the environment where they live, their understanding of the context of speech acts. The more a speaker understands the context of the speech, the more polite his speech acts will be. Thus the politeness of his speech acts will be maintained properly.

In this study it was concluded that there were 10 forms of student politeness speech acts, namely forms of praise, orders, requests, approval, giving, refusal, offers, acceptance, thanks and acts of sympathy speech. Of the 10 forms of speech acts

found, 3 of them were forms of polite speech acts with a higher frequency of occurrence than the other 7 forms of speech acts. After an in-depth analysis, several reasons were found. The first reason is spoken in a relaxed situation. The second reason, told to the interlocutor to make it more familiar. The third reason, the topics discussed are not sensitive.

This study has not explained all aspects related to the phenomenon of polite speech acts and the phenomenon of politeness in student language. Therefore, this research has some limitations. Given these limitations, the researchers recommends several things. First, this research is dissected through the phenomenological method where data collection is done in two ways, namely through recordings and in-depth interviews with students. This phenomenological method is still rarely found in linguistic studies such as researching speech acts and politeness. Therefore, this kind of research still needs to be carried out by further researchers. Second, this research on politeness was conducted on informants, the majority of whom have a Malay cultural background. Therefore, this research is limited to the politeness phenomenon of Malay speech acts in general. For this reason, future researchers expand their research on other cultures in Indonesia. Third, research on language politeness can be investigated from various methods such as phenomenological methods, case studies, ethnography and grounded theory. This research is still limited to using phenomenological methods. For this reason, the researcher recommends that future researchers use other methods in studying politeness in this language. Fourth, the results of this study the researchers recommend to students so that they can be used as a reference in language and maintain the politeness that has existed before. Fifth, this research is also recommended by researchers to teachers and lecturers so that it can be used as teaching materials or references in the learning process related to politeness in language. This language politeness can also be used as the estuary of the formation of the character of students and students.

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## A Structural Error Analysis of Abstracts of Undergraduate Research Reports

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### Abstract

The competence level of language users can be analysed through error analysis. This study sought to understand the level at which undergraduate students at the Moshi Co-operative University in Tanzania have attained English language competence through error analysis. The study collected 60 abstracts from three bachelor degree programs pursued at the University. The study used qualitative research design and error analysis theory to identify, group and describe errors. The findings revealed that students are prone to errors. The most problematic ones include fragment and dangling modifier errors, wrong usage of definite and indefinite article errors and fused sentence errors. Some of the apparent errors that students made were punctuation errors; these were made of negligence since the learners could have minimised them through their tutors' interventions. This study urges the tutors of these students to help correct these obvious errors as there could be long-term negligence among these learners, negatively impacting their English language competence. This study urges teachers to devise teaching strategies to minimise errors students commit when learning a second language and focus their teaching on problematic areas such as prepositions and tense.

**Keywords:** Negligent Error; Error Analysis; English Language Competence.

### Introduction

Error analysis is commonly used to study learners' progression in Second Language (L2) learning (Olsen, 1999). The study of errors is essential since they enable teachers to understand where they should focus more when teaching a second language. As defined by Brown (1993), errors are the deviations of second language rules made by learners of a second language; in other words, they signify the efforts applied in learning a new language. An error is a systematic deviation of the standard language made by learners who have not yet mastered the second language or who have partially learned it. When learners commit errors, they are often incapable of doing self-corrections.



On the other hand, mistakes can be corrected since speakers or learners are aware of their mistakes. A mistake is a performance error that is either a random guess or a slip in that it is a failure to utilise a known system acceptably. Native speakers make mistakes resulting from tiredness, tongue slip or excitement (Brown, 1993). Since mistakes can receive self-corrections, errors need constructive feedback for learners to produce grammatically correct sentences.

Errors are grouped by different linguistics based on the nature of their occurrences. For example, the earlier proponent of error studies, Corder (1979) and Xie (2019), describes errors as the language features L2 learners produce. These do not resemble those made by native speakers of the language. Another category of errors has its genesis in Richards (1975), who introduced interlingua errors, which usually occur in the learners' grammar and reflect their mother tongue. In this sense, interference originates from their mother tongue language, making the learners make errors.

Errors made by learners of English have been challenging despite the role and its usage globally. For example, according to Emeka-Nwobia and Onu (2016), English is Nigeria's lingua franca and national and official language. Still, its usage by the educated population characterises many errors. Amoakohene (2017) reports that the English language has been assigned higher roles in Ghana. Students have been studying it as a special university course to teach them the appropriate language. Yet, the learners' written works characterise many errors.

In Tanzania, English is learnt as early as in primary schools as a subject, while other subjects are taught in Kiswahili, a lingua franca of the majority. The language situation in Tanzania is characterised by two languages (Ideh, 2021) that have almost equal use status in academic settings. Thus, linguists (Ideh, 2021; Tibategeza, 2010) posited that the low competency of English language teachers in Tanzania exists due to the use of the Kiswahili language as the medium of instruction in primary education. Furthermore, Ideh reported that university students in Tanzania hardly interacted fluently in English. Their

interactions were mainly done using Kiswahili. This problem extends to their teachers as well.

The language situation in Tanzania has also experienced a new era with an escalation of English medium schools where the medium of instruction is English. Nevertheless, Rosendal and Mapunda (2014) question the English proficiency of the new generation who attended these English medium schools as their command of English was still doubtful. Moreover, despite using the English language in all academic contexts in Tanzanian universities, low English proficiency was still noticeable.

A similar concern was also raised by (Kilimba, 1996; Upor, 2009), who showed concern regarding teaching English in Tanzania. These authors were sceptical of how English is taught, wondering about the slight chance of practising and using the language outside the classroom. Kilimba and Upor added that Kiswahili or other native languages dominate the linguistic environment outside the school.

These studies carried out in Tanzania have reported the language situation in Tanzania and how it is therefore characterised by the dominance of Kiswahili over the English language, which suggests that academic works in the universities will be represented by many English errors as reported by Mapunda and Mafu (2018) among the Tanzanian undergraduate.

Therefore, This study sought to analyse errors in the abstracts since those past studies showed that errors are inevitable in other language areas, such as teaching and speaking. In contrast, the present research analyses errors in the abstract reports. The rationale for analysing errors in the abstracts also comes as the abstract is an essential component of any research thesis, dissertation or report. The abstract can create a halo-effect as to whether an abstract reader should continue reading the entire document or skimming. A well-written abstract describes the overall summary of the whole work (Macaro et al., 2015). In other words, abstracts create either interest or disinterest in the readers. This objective can be achieved when it contains only the necessary information. Usually, a well-structured abstract can be the most important

single paragraph in a report that summarises what the report is all about. The power of abstract cannot be overemphasised.

This study, therefore, was guided by these objectives: to find out the type of errors committed by undergraduate students at the Moshi Co-operative University in Tanzania in their final research reports and report the most problematic errors that these students made.

For theoretical background, error analysis has been studied using several approaches to understand errors that second language learners make when learning a foreign or second language. The earliest linguist to introduce the study of learner errors was Stephen Pit Corder and colleagues, who emerged in the 1960s. This approach came as a complementary approach to contrastive analysis that faced several criticisms. Contrastive Analysis compares the two languages' subsystems to establish their similarities and differences. The comparison of the two languages was to predict errors likely to occur due to the similarities or differences between the two languages. The CA experts could not separate errors from mother interference (Corder, 1979).

A later approach to error analysis, commonly known as Error Analysis (EA), on the other hand, disqualified contractive analysis arguing that the majority of students' errors were unpredictable and had no genesis from this background. A point of departure of EA was that errors could be formed due to many other complex reasons and not due to mother tongue influence. This gives a choice as to why this study chose EA, as it can describe errors irrespective of their origin. Since EA equates errors with learners' strategies, this study also links errors to the pedagogical background and learning environment. Corder (1979) similarly argued that EA could be used to study the repertoire of learners' language. Not all errors have emerged from mother tongue interference but from applying universal strategies. EA theory, therefore, was chosen to guide this study.

Several studies have established the many causes of errors, from learners' strategies to those of mother tongue interference. Mapunda and Mafu (2018) study analysed errors in students' written corpus and categorised

errors based on language transfer. For them, students' errors originated from language transfer. Their errors have been named direct transfer, direct translation, vocabulary transfer and concept transfer. Language transfer is an emerging phenomenon in second language learning.

Additionally, in Mapunda and Mafu's study, spelling errors were significant in students' corpus; errors resulted from carelessness. These authors believed these errors could be overcome if students edited and proofread their writing. Again, rule over-generalisation in suffixes application was observed in which students wrongly placed the suffixes in the wrong places. These error types resulted from reasons beyond the student's causal, meaning that others could have resulted from the learning instructions. Erdoğan (2005) posits that errors inform teachers, educators, and curriculum designers of the students' level regarding language learning. It is this background that this study is anchored to allow teachers and educators to prepare appropriate teaching and learning materials and use effective teaching techniques.

Özkayran and Yilmaz (2020) studied error analysis among higher learners students in Turkey in their written tasks. This study was qualitative, whereby participants were students at a state university in Turkey. The study reported omission and mis-formation of errors as the most significant errors that lead up to 50.39 per cent of the errors committed. The less committed errors were addition errors having 17.06 per cent of total errors. Miko (2018) reports mis-ordering, misinformation and omission as prevalent errors in students' written assignments. Guided by the surface strategy taxonomy of Dulay (1982), the researcher concluded that the students could overcome and minimise such errors through proper teacher guidance in these problematic areas. Owu-Ewie and Williams (2017) suggest that errors should not be left untreated. According to them, teachers should know how to identify students' written errors. That is to say, students' errors should not be left unattended. Teachers should always be models of using appropriate English for students to acquire the correct output.

Another study worth reviewing in this research was done by Owu-Ewie and Williams (2017). Their study used content analysis to study errors in students'

work. The study reported lexical and grammatical errors as the most prevalent among Ghanaian high school students. Another group of errors were tense and agreement errors. Their findings recommended that teachers use effective teaching strategies to improve students' writing and competencies and provide them with enough tasks to practice.

Amoakohene (2017) did an error analysis of one of the Universities in Ghana and reported significant errors from his findings. The author recommends immediate attention to the teaching strategies and methods errors were too much compared to the level of the students. The author also asserted that the study participants attended a special communication skills programme for two semesters, a course that prepares them for academic writing while at the university. Their study reported a total of 1,050 errors out of fifty scripts. Of these 1,050 errors that were detected, 24 (2.3%) were structural errors while 442 (42.1%) were mechanical, whilst 584 (55.6%) were grammatical categories. The author believed that if learners were motivated by the communication skills course offered to them, their performance would be better.

Gunawardana (2022) noted that even teachers make errors that resemble those constructed by students. For example, in Sri Lanka, the author reports that teachers made lexical, punctuation, and errors in direct translation. This finding suggests that students' language competence would be compromised since their role models face similar challenges. This is because language competency and proficiency, to a large extent, depend on the nature of the instruction learners receive. However, Brown (1993) is optimistic about errors, saying that though errors are noticeable deviations, they reflect the learner's competence. From this angle, this study examined the competency of Tanzanian learners sampling three-degree programs using a qualitative research design in which errors would be identified, categorised, and explained using EA theory.

## **Research Methods**

**Data and Data Sources**

The data source was undergraduate research reports from three-degree programmes: Bachelor of Laws, Bachelor of Human Resource Management and Bachelor of Arts in Co-operative Management and Accounting. These students studied between 2017 to 2021. The choice of the undergraduates was their long exposure to formal instruction learning various courses in the English language and hence capable of providing adequate language skills in written English; therefore, their corpus will have enough data for this study.

The abstracts were purposively sampled, whereby 60 abstracts were chosen to represent the study population. The justification for having the abstracts of three different programs was after reaching the saturation point; hence three programs and 60 abstracts were considered enough to provide enough data to inform the findings of this study. The abstracts were selected from three years between the 2019 and 2021 cohorts. A total of 20 abstracts were then chosen from each program, making a total of 60 abstracts that this study analysed.

**Data Analysis Procedures**

Error analysis uses several frameworks to analyse and categorise errors in a learner's language. This study adopted Selinker and Gass's (2008) error analysis procedure. There are several processes to follow, including identification of errors, description of errors, explanations of errors, and evaluation or analysing of errors. The collected 60 abstracts went through those processes. The study design was purely qualitative research design and descriptive. After all these procedures, the errors were descriptively described into the eight groups as presented in the results section.

**Findings and Discussion****Findings**

In this section, results are descriptively presented and explained. The findings showed that the corpus contained many errors in just one sentence. These

errors occurred at many levels, syntactical, morphological and lexical. The errors are, however, presented based on how the researcher has categorised them. It is, therefore, imperative to say the discussion focuses on the errors that are onset leaving behind the rest of the errors.

Errors can be categorised differently; thus, this study grouped error categories as fused sentence errors, fragment errors, misplaced modifiers, dangling modifiers, agreement errors, definite/indefinite errors, wrong word choices, punctuation errors, and omission errors.

### **Fused sentence errors**

In fused sentences, findings from students' corpus presented the sentences that lacked intervening punctuation in a place where there was supposed to be. The students created very long sentences which did not adhere to the rules of punctuation or writing. The sentences have been piled up and lacked punctuation marks such as periods and commas. These sentences don't communicate the point that the students were making. Despite being very long, its meaning was unclear and contained multiple errors. In addition, such as poor usage of capital letters where capital letters were inserted while others have been missed out or ignored. On top of that, there were multiple scenarios where capital letters were unnecessarily inserted. For example, observe sentence number 2;

Table 1. Fused sentence errors

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1.	<i>This study aiming at observing the problem which the judicial organ facing in exercising their power in administering of justice which it lacks independence compare to the other organ of states which is executive, parliament, which they mostly intervene (sic) in the judiciary organ.</i>
2.	<i>To examine how the elements of organisational culture influence employee job performance and To examine how organisational work practices impact on employee performance. Also the Research Questions were To what extent does organisational values and norms impacts on employee performance?</i>
3.	<i>The results of the study shows(sic) that offering better salaries and allowances, health services, education allowances, Promotion and good working environments to employees improve their job satisfaction while delay in achievement of goals and objectives</i>

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*results to employees dissatisfaction at Tanzania National Parks.*

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### **Fragment errors**

In this component, the students produced incomplete sentences. The ones that left the meaning hanging. These sentences needed connecting sentences that would have a complete sense. As such, fragment sentences have been significant in the student's corpus. These fragments not only did they create incomplete sentences but were also unclear. The errors created by students were not systematic, creating an impression that the students did not know what a complete sentence should look like. For example, what did the student intend to communicate in sentence number one? Was the message about the use or the analysis? The sentence has an incomplete meaning which needs to be qualified.

Table 2. Fragment errors

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1. <i>On the use Electronic Fiscal devices (EFDs) by analysing the benefits of using EFDs in revenue collection;</i>
2. <i>the perception of SMEs towards the use of EFDs in revenue collection.</i>
3. <i>Also the Research Questions were To what extent does organisational values and norms impacts on employee performance?</i>
4. <i>With the use of questionnaires and interview data was collected.</i>
5. <i>Because the findings</i>

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### **Misplaced and Dangling modifiers**

Dangling modifiers usually occur when the modifiers are placed in the wrong positions. The misplaced modifiers tend to alter the meaning of the sentences leaving the readers or the listeners confused since the message is somewhat unclear.

Table 3. Misplaced and dangling modifiers

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1. <i>To reach the stated objective, the study used mixed method research design</i>
2. <i>And lastly it was Recommended that Based on the research findings Moshi Municipal Council should embark</i>

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3. *On carrying out cultural audits Organization culture has been established to have an effect on employee performance.*
  4. *Preparing different programs, the implementation to cover the issue*
  5. *Using a questionnaire, and interview guide, the researcher interviewed eight top, nine middle level and nine lower level staff from Tanzania Electrical Supply Company.*
  6. *The study assessed On the Prevention and Elimination of extra judicial killings by policy officers in Tanzania.*
  7. *The findings of this study revealed that; the organisation to be transparent to and its activities makes the employees to get their right to information concerns the organisation.*
- 

Sentences in Table 3 highlight some of the dangling modifiers found in the abstracts. For example, in sentence number one, the subordinate phrase does not seem to modify the subject that follows it. Similarly, see sentence number two, where the adverbial modifier was supposed to begin the sentence. Instead, it has been placed after the joining conjunction creating the floppy meaning as it has been placed in the hanging position. Additionally, these modifiers that have been wrongly attached created the ambiguous meaning of sentences. The dangling modifiers ranged from adjectives, adverbs, entire phrases, and prepositional phrases modifiers.

### **Wrong choice of tense**

The findings show that the students have been mixing tenses. For example, see sentence number three in Table 4: "*Furthermore the study **found** that manager within the organisation ensured that the employees **are** aware about the time management which **ensure** the sustainability of the organisation and **led** to the increase of the production.*"

In this example, tenses have been mixed. In this scenario, the tenses were only supposed to be past. As such, the mixed tenses showed that the students were unsure of the correct tense. For example, the verb "are" and "ensure" was to be reported in the past tense. See more examples in Table 4.

Table 4. Wrong choice of tense

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1. *The main aim of the paper **is** to know the welfare facilities strategy implementation at Tanzania Electrical Supply Company.*
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2. Furthermore, the study found that manager within the organisation ensured that the employees **are** aware about the time management which ensure the sustainability of the organisation and led to the increase of the production
  3. This study was conducted through a case study and it was considered suitable as it **allows** an in-depth study of the subject on impact of welfare facilities on the performance of employees in organisation.
  4. Also the Research Questions were To what extent does organisational values and norms impacts on employee performance?
  5. The study is doctrinal one which means that it relies on the documentary data and findings, **data will be collected** from the library through laws, legislatures, books, journals and other relevant materials.
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### Agreement errors

Findings showed several agreement errors in student works. These alternations were so many and unpredictable in such a way that one cannot establish whether the students were doing guesswork or may be unaware of the rules governing subject-verb agreement in English sentences. For example, in the same corpus, this sentence can be observed:

*The results shows that workers benefited from high salary they also got many allowances hence they will work happily and produce many profits for their company...*

Findings like these are described by Dulay et al. (1982) as knowing the rule halfway. Dulay wonders why learners get it right in one context and fail to transfer knowledge into similar contexts. These scenarios also suggest that these errors are both developmental; hence teachers need to intervene and assess their teaching styles.

Table 5. Agreement errors

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1. Chapter three and four covers the findings and discussion of the study.
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2. Findings and discussion of the study **was** presented and interpreted in the chapter(sic) three and four of the study<sup>^</sup> the role of played by current legislation to fight against extra judicial by police officers,
  3. Recommendation done in the report to reach everyone in connection with this study and those in several authorities to overlook the problem, preparing different programs and implementation to cover the issue.
  4. And methods of data collection **was** interview and questionnaire.
  5. Hence it ensure (sic) the production and improvement of the organisation to be well achieved.
  6. For example observe sentence number two where both present and past tense have appeared in the same sentence context
  7. The results of the study shows that offering better salaries and allowances, health services, education allowances, promotion and good working environments to employees improve...
  8. The study revealed that despite the several benefits that comes as the results of teamwork on organisational productivity but (sic)<sup>^</sup>challenges that
  9. This research is dedicated to the executive and the parliament organ so that can<sup>^</sup> change the laws which allows the judicial organ to perform their function independently
- 

### Wrong choice of definite and indefinite articles or no article

In this aspect, students committed significant errors. There were scenarios where the indefinite specific context was interchanged with a definite specific context. On several occasions, articles were also not inserted, leaving the subjects undefined, not knowing whether they were singular or plural subjects. Observe the following example;

To analyse **effect** of failure to promote employees'<sup>^</sup> rights in **public** sector

In the above example, we can see that the definite article is missing before the two nouns hence leaving the subjects undefined, not knowing where to place them. See more examples in Table 6

Table 6. Wrong usage of definite and indefinite articles

- 
1. And lastly it was Recommended that Based on the research findings Moshi Municipal Council should embark on carrying out cultural audits Organization culture has been established to have an effect **on** <sup>^</sup> **employee performance**.
-

- 
2. **^Sample size** used was 30 respondents, sampling techniques were used and methods of data collection was interview and questionnaire.
  3. The study recommended that there should be different training programs in **^organization** concerned the effectiveness of time management to employees.
  4. The study reviewed on the facilities **provided^ by** organisation to its staff and the impact of these facilities in the performance of employees.
  5. Organisation can achieve its objectives only when its employees are happy and committed to their work.
  6. To analyse effect of failure to promote employees'^ rights in public sector.
  7. A case study of Tanzania National Parks **in ^Kilimanjaro Region.**
  8. To find out the effects of existing leadership style **towards performance** of employees.
  9. Furthermore, the findings established that worker's participation as agreed with **^majority** of the respondents.
  10. **^Descriptive** survey research design was used.
  11. there are conduct the disciplinary meeting and reporting of lateness on human resources management as well there is **^warning** on human resources management.
  12. There should **be ^provision** of good working conditions at public organisations in order to make well and comfortable with their duties and responsibilities which encourage the practice of good discipline among the employees in the organisation.
- 

### Neglected Punctuation mark errors

These are called neglected punctuation marks since they have been ignored in students' corpus. The students hardly cared to punctuate their work; this includes violations of capitalisation, periods and commas. The abstracts were full of very long sentences that missed out punctuation marks. As such, one can say that they were not proofreading their works after writing. Additionally, the levels at which these students are, it was expected that they would not be challenging to them. Punctuation marks are the fundamental and non-complex language ingredients which no one would expect such apparent errors and to that extent considering their education level. The examples from each error category can give a picture; the following example represents the rest:

*And lastly it was Recommended that Based on the research findings Moshi Municipal Council should embark on carrying out cultural audits Organization culture has been established to have an effect on employee performance...*

The above example shows how the students did not insert a comma after the adverbial "lastly", with no full stops at the end of the sentence. At the same time, the word "recommended" was written in capital letters in the mid of a continuing sentence. Undoubtedly, some carelessness must be said in such a scenario.

Table 7. Neglected punctuation marks

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1. <i>The study was dealing with the critical analysis of labour laws in^ protection of workers on pandemic outbreak of diseases such as Covid-19 among <b>others</b> The specific objectives of the study included: To analyse...</i>
2. <i>The Children worldwide experience a varied (sic) forms human rights violations, exploitation and abuse.</i>
3. <i>The study is basically on The law and practice on prohibition of advertisement by private advocate in Tanzania basically on the question of ineffectiveness of the legal framework and the law enforcement to deal with the problem.</i>

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### Wrong choice of words

In this scenario, the learners wrongly chose major and minor word categories. For example, instead of using the verb "**read**" the verb "look" was selected and effects in the place of "**affects**". The findings of the use of the wrong choice had minor errors. This could suggest that the students have large vocabulary sizes despite the many other errors committed. That is to say, when given proper language instruction, their language competency would be more promising.. A few examples are presented below.

Table 8. Wrong choice of words

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1. <i>...employees and to explore how negative <b>effects</b> experienced by employee...</i>
2. <i>As researcher <b>look</b> on various empirical literature and sees that there is the problem of workers participation</i>

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- 
3. *The satisfied employees tend to evidence positively **altitude** towards their co-workers and customer*
- 

### Wrong choice of prepositions

In this aspect, findings suggest this was a weak point for most students. The results showed that the students used the wrong prepositions throughout their work. For example, in sentence number 2, the preposition "to" was chosen instead of the preposition that would be correct in this context. In example 3, "**on**" is in the place "**of**". Similarly, instead of the preposition "**of**" the preposition "**on**" was inserted. In short, this is an area that needs a well-thought remedy.

Table 9: Wrong choice/Insertion of prepositions

- 
1. *Objectives were To examine how organisational values and norms impact on employee performance.*
  2. *The study recommended that there should be different training programs in organisation concerned the effectiveness of time management **to** employees.*
  3. *This study was done on assessment **on** the factors promoting employees' rights in public sectors at Moshi Municipal*
  4. *The purpose of this study was to investigate the contributions of teamwork **on** organisational productivity a case study of Tanzania Revenue Authority (TRA) Moshi Municipal.*
- 

### Omission errors

In this case, students omitted either prepositions or articles. The omission errors are not presented here to avoid redundancy. We can see some of them in the category of prepositions and articles. The tendency of a high omission rate produces ill-formed language structure features, which are common with untutored learners. According to Kasper and Kellerman (1997), any extreme omissions are standard features of learners during their early stages of learning, practices that affect function words more than content words. Should we regard these learners as those at their earlier language learning stages? These learners have been exposed to formal English language instructions for more than eleven years; we might need to analyse this situation in-depth.

**Discussion**

These findings remind us that errors are inevitable when we learn a new language. The undergraduate students committed several types of errors, with agreement errors showing considerable severity. In this category, the students showed weakness in matching singular subjects with singular verbs and vice versa. These results are consistent with (Fitriani et al., 2021) mentioning that their study participants' failed to utilise concord agreement because of their language.

The wrong choice of verbs also demonstrated a similar case in which the students chose any form of the verb that came their way. The findings suggest that the students did not understand the tenses they incorporated in sentences. This finding implies that errors are a result of many causes. Thus, (Msuya 2013) believes that some errors students make result from teaching methods. This finding concurs with the competency of language teachers in Tanzania (Ideh, 2021) that teachers of English struggle with the English language; hence the impact is likely to be transferred to students.

The wrong usage of indefinite articles in omission and improper placement was another category with many errors. Research on a second language (Xie, 2019) suggests that linguistic accuracy is one of the challenges that learners of a second language face. The errors in the case of article usage showed how the accuracy was a challenge since the placement of articles characterised guesswork. This finding was similar to that of Johnson (2016), who reported overly use of definite articles with abstract nouns. On the other hand, findings by (Dimanika, 2021; Alhaysony, 2012) concur with this study that the English article system is a complex aspect of English grammar. It is one of the most challenging areas of acquisition for even the most advanced learners who have perfectly learnt all other features of the language.

The dangling modifiers and fragment errors were also significant enough in this study. These types of errors were not surprising as it takes a competent learner to be able to overcome these types of errors. However, this does not justify that these errors can be undone. Instead, tutors and English language

teachers should intervene to help learners better achieve competency by giving them corrective feedback. That is why (Fitriani et al., 2021) assert that writing is not automatic. It requires several processes, such as editing and revising something, which could be said to have lacked in the present study. As such, if these processes are taken care, errors are likely to be minimised hence clear messages.

Punctuation errors have also appeared in their large number, thus suggesting that teachers could have rescued these apparent errors; however, the students are not immune to this carelessness. The fact that these errors were left unattended indicates that teachers were probably not knowledgeable enough to recognise this and rectify the situation before their learners made it a habit. This observation is similar to Gunawardana's (2022b) results that posited that teachers of English in Sri Lanka struggle with the English language as they committed several errors that they could have corrected themselves. The author concluded that their English competency is low, contributing to poor English performance among Sri Lankans students. Reporting similar findings, Macaro et al. (2015) and Miko (2018) also added that other errors that learners make result from how teachers explain the concepts. In other words, these are called induced errors.

In this study, the errors of wrong choice of words among the major class category were insignificant; this could be said that the learners have a large vocabulary size, a strength that tutors could capitalise on. On the other hand, wrong prepositions choices were significant. The challenge of choosing the wrong preposition featured in almost every aspect of their abstract, meaning that this was a problematic area that teachers should consider using new strategies to ensure students master it. Equally, (Basher et al., 2019; Phuket & Othman, 2015) reported preposition errors to be significantly high and linked their causal to learners' first language. This study associated errors with teaching approaches.

What can generally be established based on the findings, students' corpus had a range of errors implying that they were short of grammar rules. As



such, these findings left the researcher wondering whether exposure to formal instructions in the Tanzanian context helps the student acquire English language competencies.

### **Conclusion and Recommendations**

This study analysed abstracts of undergraduate students' research reports and found that Tanzanian university students are prone to errors. The students made mechanical and grammatical errors. The most problematic errors were agreement errors, fused sentences, fragment errors, wrong usage of articles and wrong prepositions.

It can also be said that teachers who nurtured these students did not play an influential role, as some of the students' errors could have been cleared before allowing the students to submit their final research reports. These findings also suggest that probably the teachers, too, struggled with the English language. Had some of these errors received early attention from the tutors' they would not occur in these corpora.

Based on the findings of this study, teachers should design lessons that would facilitate learning and devise their teaching styles. On the part of students, they need to edit their work to remove all trivial errors. Along the same line, students must read books and watch news broadcasts in English since most of the interactions in Tanzania are done in Kiswahili.

Unlike the current practice, The university should devise a curriculum to ensure that communication skills course is offered for at least two semesters.

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## **Reading Questions in "English for Nusantara" Textbook by Using Revised Bloom's Taxonomy**

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### **Abstract**

This study aims to determine the categories of cognitive process dimension contained in the textbook "English for Nusantara" and to find the proportion of cognitive process dimensions between LOTS and HOTS in the textbook "English for Nusantara" using the Revised Bloom Taxonomy. This research was a descriptive quantitative research. The subject of this research was the textbook "English for Nusantara" for grade 7 junior high school in the 2022/2023 academic years. This study used a checklist instrument to collecting data. The results of this study: 1) There are 3 categories of cognitive process dimensions in the reading questions in the textbook "English for Nusantara" namely remembering, understanding and analyzing. 2) The proportion between LOTS and HOTS was 92.10% of the reading questions in the textbook "English for Nusantara" are LOTS and 7.89% of the questions are HOTS. It means LOTS was more dominant than HOTS in reading questions in the textbook "English for Nusantara". This research found that reading questions in "English for Nusantara" textbook not appropriate with the achievements of junior high school English learning in the Merdeka curriculum. As a suggestion, reading questions in the textbook "English for Nusantara" should be appropriate with learning outcomes. Thus, there needs to be an evaluation to appropriate with the achievements of junior high school English learning in the Merdeka curriculum. Teachers can also modify learning or use other supporting textbooks. Thus, learning will be appropriate with the achievements of junior high school English learning in the Merdeka curriculum.

**Keywords:** Reading Questions; Textbook; Revised Bloom's Taxonomy.

**Introduction**

Many textbooks used by teachers are found to be problematic. Olimat and Jordan (2015) found that the English textbook used by a public school in Jourdan did not have a balance composition between knowledge and comprehension. They argue that it is important to have the balance questions based on Bloom's taxonomy in a textbook (ibid). Riazi and Mosalanejad (2010) found that pre-university and high school textbooks in Iranian were more dominant in the lower level. The expectation that textbooks in higher grades should use higher-level textbook appropriate the needs and abilities of students. But, in reality high school textbooks have a higher level than pre-university textbooks.

Teachers depend very much on textbooks. They rarely have time to design their own materials for their students. According to Sánchez and Valcárcel (1998) teachers depending on the textbook being used (92%), although most teachers (59%) modify based on the need in teaching. At schools, there are many textbooks used by teachers. In textbooks, exercises or questions related to learning material are considered as important. Each question usually has its own purpose and category which aims to develop students' skills and abilities. Stoller et al. (2013) explains that the questions relate to reading teaching and reading questions given by teachers can help students become better readers. It means though reading question can help student in developing reading skills. Questions are a tool that can be used to improve students' thinking skills (Lubliner, 2004). It means giving questions to students can improve their thinking skills.

There are many factors of difficulty in answering questions and maybe one of them is that each question has different levels. But, difficulties that make students think critically and can improve their abilities. Questions in learning can be said as effective if these questions can stimulate students to think critically so that learning will be effective. Questions can encourage students to think critically. Reading can be said to be effective if questions arise that make students think critically (Hayati, Syahrudin, and Fitrawati, 2012). Reading can raise questions of curiosity regarding students' understanding of their understanding. In the revised Bloom's Taxonomy Theory, thinking has six different levels, namely remembering, understanding, applying, analyzing, evaluating and creating.

According to Gak (2011) a good textbook should provide a useful resource for teachers as learning designers and students who learn to use the textbook. Each

subject has its own textbook which is useful for supporting better learning. In each curriculum that is applied, the textbooks used will be different because the textbooks follow the concepts of the curriculum. Each subject has its own textbook which is useful for supporting better learning. In each curriculum that is applied, the textbooks used will be different because the textbooks follow the concepts of the curriculum. As a consequence, the textbook used will be a medium for the success of the curriculum. In the Curriculum Merdeka, which is the latest curriculum at this time, teachers' uses a textbook called "English for Nusantara" in teaching students published by The Ministry of Education and Culture.

There are several studies on analyze reading question in textbooks. One of them, Tayyeh et al., (2021) found English textbook for Iraq fail to present a high order level of reading questions. Aqeel and Farrah (2019) found "English for Palestine" textbook lower order levels are more dominant especially the level of literal comprehension. Noya (2016) found the Integrated Course book did not cover all cognitive dimensions of the Revised Bloom's Taxonomy theory. Putri (2020) found only four categories of cognitive process dimensions in the textbook, namely remembering, understanding, analyzing and evaluating. Laila and Fitriyah (2022) found that only 17% of the questions included in the high order thinking skill (HOTS) category in the textbook had 142 reading questions. Ulum (2016) found that the level of knowledge was more dominant in reading comprehension questions, with a percentage of 51%.

Currently, education in Indonesia used the latest curriculum, namely the Merdeka Curriculum. To achieve the goals of the curriculum, classroom learning used textbooks that are relevant to the curriculum. The textbook used is "English for Nusantara". Knowing the importance of textbooks in the learning process, textbooks must be analyzed and examined to determine the quality of textbooks.

Based on the explanation above, this research looked for the cognitive level of reading questions in the textbook "English for Nusantara" and focuses on analyze proportion of HOTS or LOTS in "English for Nusantara" textbook using the Revised Bloom's Taxonomy. After knowing the cognitive level of reading questions in the textbook, it can be explained whether the textbook is appropriate for use in the Merdeka Curriculum.

## **Research Methodology**

The design of this research was descriptive quantitative research. Quantitative descriptive research is research that uses numerical data which is the result will be described based on data in the form of number or statistics. According to Margono (2012), descriptive research is research that describes the data and characteristics used to describe the population, the use of descriptive methods in research aims to obtain accurate, factual and systematic data. Thus, that statistics and results appear in the form of a percentage and described. In process analyzing the reading questions in the textbook "English for Nusantara", the researchers used the cognitive level of Revised Bloom's Taxonomy. This research only analyzed reading questions in textbooks.

The researchers used the textbook "English for Nusantara" textbook as the object of this study. The "English for Nusantara" textbook is a textbook used in the Merdeka Curriculum. This textbook used for grade 7 junior high school. The "English for Nusantara" textbook published by the ministry of education and culture. This textbook has 5 sub-learning chapter and each chapter have three units, there is a reading session which contains reading questions as student practice. There are 17 reading texts with total 76 reading questions in the textbook. The researchers analyzed all the reading questions in the textbook.

The instrument in this study used a checklist. The researchers provided a table containing the cognitive level. Then, the researchers classified the data by category so that the data were divided into several categories and the researchers will mark (√) in the column in the previously prepared table based on the reading questions in the "English for Nusantara" textbook. In collecting data, the researchers used a checklist instrument adopted from research (Pratiwi, 2014). The checklist table used aims to simplify and achieve the objectives of this study.

In collecting data, the data were collected and listed all reading questions in the "English for Nusantara" textbook. The data were collected though: 1) the researchers prepared a table checklist containing the cognitive level of Revised Bloom's Taxonomy. The reseachers was used a checklist (adopted by Pratiwi, 2014). 2) The researchers analyzed the reading questions in "English for Nusantara" textbook. 3) The data obtained was entered into the table checklist. 4) The researchers categorized the reading questions in the textbook "English for Nusantara" by placing a symbol (✓) in the column in the table provided.



After collecting the data, this research has several stages to find the results. According to Lestari (2019), there are six stages in analyzing data, namely analyzing documents, tabulating, coding, classifying, analyzing and reporting. First, the researchers analyzed the document. By reading the textbook that will be studied, the researchers marked and collected every reading question in the textbook. Second, the researchers were tabulated the data. Then, classified into a checklist table that has been prepared beforehand. Thus, it was make it easier to clasify the data at a next stage. Third, coding. The researchers used the code for each classification in the table. The code used was based on Revised Bloom's Taxonomy. Fourth, the data obtained in the previous stages were classified based on the Revised Bloom's Taxonomy so that the data grouped based on its cognitive processes dimension. At this stage, the researchers classified the data together with the co-rater. After the data had been classified, they were calculated based on the classification to get a percentage. Thus, the cognitive process dimension was known which is the least and most. Fifth, the data obtained was analyzed to determine the proportion cognitive process dimension between High Order Thinking Skills (HOTS) or Lower Order Thinking Skills (LOTS) in the textbook. Finally, the researchers reported the results obtained. The researchers described the results in a checklist table to drawed conclusions and answered research questions.

In this study, the researchers were assisted by co-rater to have reliable data findings. The researchers and co-rater analyzed and categorized the data. Inter-rater agreement is the level of agreement among raters. The point is the suitability of the analysis between the researchers and the co-rater on the research object. Thus, the resulting data was reliable. The co-rater in this study is a lecture of English Education Study Program at University of Bengkulu. To find out the agreement between the researchers and the co-rater, the researchers used the Percent Agreement. A benchmark that can be used to assess reliable agreements. According to Hartmann (1977) & Stemler (2004), states that if the value obtained from 75% to 90% indicates an acceptable level of agreement. This research used Percent Agreement as stated in McHugh (2012).

## **Result and Discussion**

### **Result**

This section consists of two parts. First, how many categories of cognitive

process dimensions of the Revised Bloom's Taxonomy are found in the reading questions in "English for Nusantara" textbook. Second, what is the proportion of cognitive process dimension between HOTS and LOTS based on Revised Bloom's Taxonomy in the textbook "English for Nusantara". This study had been analyzed the data obtained in the reading questions in the textbook "English for Nusantara ". This study analyzed the data for each unit in the textbook. The data obtained was totaled 76 reading questions on 17 reading texts presented in the textbook.

Based on the data analyzed, the results shows that remembering with a total of 67 reading questions with a percentage (88.15) is the category of the most cognitive process dimension. The second is analyzing with 6 reading questions with a percentage (7.89%) and the third is understanding with 3 reading questions with a percentage (3.94%). There were no reading questions in the other three categories namely applying, evaluating and creating with a percentage of 0%.

**Table 1. Frequency and percentage**

Chapters	Cognitive Process Dimension					
	Rem	Und	App	Ana	Eva	Cre
Chapter 1	14	1	0	1	0	0
Chapter 2	5	0	0	0	0	0
Chapter 3	15	1	0	0	0	0
Chapter 4	19	0	0	5	0	0
Chapter 5	14	1	0	0	0	0
Total	67	3	0	6	0	0
<b>Rem: Remembering</b> <b>App: Applying</b> <b>Eva: Evaluating</b>			<b>Und: Understanding</b> <b>Ana: Analyzing</b> <b>Cre: Creating</b>			

From the table 1, the data obtained shows that remembering with a total of 67 reading questions with a percentage (88.15) is the category of the most cognitive process dimension. The second is analyzing with 6 reading questions with a percentage (7.89%) and the third is understanding with 3 reading questions with a percentage (3.94%). There were no reading questions in the other three categories namely applying, evaluating and creating with a percentage of 0%. The table above shows that the reading questions in the textbook "English for Nusantara" do

not meet the categories in the cognitive process dimension. In the reading questions the textbook was only included in 3 categories (remembering, understanding and analyzing) and the other 3 categories were not present at all (applying, evaluating, and creating). The most numerous and most dominant category of cognitive process dimension is remembering.

The following explanations of the analysis of the "English for Nusantara" textbook for each chapter as follow:

### Chapter 1: About Me

This chapter discusses a person's personality with the theme "About Me". In this chapter there are 16 reading questions. 14 of the 16 reading questions in this chapter are included in the remembering category (C1), 1 reading question is included in the understanding category (C2) and 1 question is included in the analyzing category (C4).

Table 2. The examples of a reading question in chapter 1: About Me

Questions	Categories
<i>"Who loves playing badminton?"</i>	C1
<i>"They ride their bicycles together on weekends. What does the word 'they' refer to?"</i>	C2
<i>"Do you agree with Pak Edo that cycling is useful for health and the environment? Explain."</i>	C4

### Chapter 2: Culinary and Me

This chapter explains about cooking and how to cook and the theme of this chapter is "Culinary and Me". In this chapter there are 5 reading questions which are all included in the remembering category (C1).

Table 3. The examples of a reading question in chapter 2: Culinary and Me

Questions	Categories
<i>"How many layers does Monita's cakes have?"</i>	C1
<i>"What are the toppings?"</i>	C1
<i>"What kind of drinks does she have when she eats the cake?"</i>	C1

### Chapter 3: Home Sweet Home

This next chapter discusses home and family and has the theme "Home Sweet Home". In this chapter there are 16 reading questions. 15 of the 16 reading

questions were included in the remembering category (C1) and 1 reading question was included in the understanding category (C2).

Table 4. The examples of a reading question in chapter 3: Home Sweet Home

Questions	Categories
<i>"Why does Sinta want to make sticker signs?"</i>	C1
<i>What does Tamara hang between the posters?</i>	C1
<i>"Can you separate them based on the categories?"</i>	C2

#### Chapter 4: My School Activities

This chapter discusses activities and competitions at school according to the theme of this chapter, namely "My School Activities". In this chapter there are 24 reading questions. Of the 24 reading questions, 19 reading questions were included in the remembering category (C1) and 5 reading questions were included in the analyzing category (C4).

Table 5. The examples of a reading question in chapter 4: My School Activities

Questions	Categories
<i>Why does Ibu Ayu teach English online?"</i>	C1
<i>"Do you think Ibu Ayu needs to make online learning rules? Explain."</i>	C4
<i>Do you find similarities between Galang's and Andre's infographics? What are they?</i>	C4

#### Chapter 5: This is My School

This chapter discusses school and its extracurriculars in accordance with its theme, "This is My School". In this chapter there are 15 reading questions. 14 reading questions are included in the remembering category (C1) and 1 reading question is included in the understanding category (C2).

Table 6. The examples of a reading question in chapter 5: This is My School

Questions	Categories
<i>"What kind of extracurricular activity does Galang join?"</i>	C1
<i>Why does Sinta want to join the singing competition?</i>	C1
<i>"Which activity is NOT right when joining an online class?"</i>	C2

After knowing what categories are in the textbook, the researchers also found a significant comparison between higher order thinking skills (HOTS) and lower order

thinking skills (LOTS). This research shows that the reading questions in the textbook "English for Nusantara" are dominant in remembering which a lower order thinking skill (LOTS) is.

**Table 7. Proportion LOTS and HOTS**

Cognitive Process Dimension					
Lower Order Thinking Skill			Higher Order Thinking Skill		
Rem	Und	App	Ana	Eva	Cre
88,15%	3,94%	0%	7,89%	0%	0%
Total	92,10%			7,89%	
<b>Rem: Remembering</b>			<b>Und: Understanding</b>		
<b>App: Applying</b>			<b>Ana: Analyzing</b>		
<b>Eva: Evaluating</b>			<b>Cre: Creating</b>		

Based on the table 7, it shows that 92.10% of reading questions in the book "English for Nusantara" was lower order thinking skills (LOTS) and 7.89% of reading questions was higher order thinking skills (HOTS). It can be concluded that the reading questions in the book "English for Nusantara" was dominant in the lower order thinking skills (LOTS) with a percentage of 92.10%.

## Discussion

Based on the results of the analysis of the reading questions in the textbook "English for Nusantara" for grade 7<sup>th</sup>, the researchers found that the reading questions in the textbook are dominant in the lower order thinking skills (LOTS) based on Revised Bloom's Taxonomy.

The results show that in the book "English for Nusantara" there are 3 categories of cognitive process dimensions, namely remembering, understanding and analyzing. The most numerous category of cognitive process dimension is remembering. That means a lot of reading questions in the textbook "English for Nusantara" train students' memory of reading texts. Students are trained to retrieval of previously acquired information. The next category of cognitive process dimension that has the most is analyzing. Students are also trained to analyze a reading text through reading questions. That means students are looking for implied information related to reading text and another category of cognitive process dimension that exists is understanding. Few reading questions are included in the

understanding category. It means that there are only a few questions that train students' understanding of the reading text.

Based on the results, there are 3 categories of cognitive process dimensions namely applying, evaluating, and creating do not exist in the reading questions in the textbook "English for Nusantara". It can be concluded that the reading questions in the textbook "English for Nusantara" do not cover all categories of cognitive process dimensions based on Revised Bloom's Taxonomy.

The results of this research are not in line with the achievements of learning English in the Merdeka curriculum. Based on the "SK Kepala BSKAP No. 8 Tahun 2022", the achievements of learning English in the Merdeka curriculum were students are able to use spoken, written and visual texts to interact and communicate in English, students are able to use various types of text, students are able to discuss in expressing opinions, feelings, and desires, and students capable of producing text.

Related to the theory of Revised Bloom's Taxonomy, to achieve these learning outcomes the appropriate cognitive level should be the applying category (C3) to achieve students being able to use spoken, written and visual texts to interact and communicate in English, students are able to use various types of text and also the analyzing category (C4) and the evaluating category (C5) to achieve students being able to discuss in expressing opinions, feelings and desires. The creating category (C6) to achieve students are able to produce text. The results in this research was more dominant at the remembering category (C1) and should be more dominant at applying (C3), analyzing (C4), evaluating (C5), and creating (C6) category.

Based on the information above, it is suggested to range the student's achievement from C4 to C6. While the reading questions in this textbook seems dominantly occupied by C1. It can be presumed that the textbook is mostly covering the first cognitive level based on Revised Bloom's Taxonomy. As the "SK Kepala BSKAP No. 8 Tahun 2022" underlined that the textbook for SMP should cover the range C4-C6, it looks like the textbook is still not correspond to the suggested requirement.

This result is the same as Putri (2020) and Noya (2016). They found that the reading questions in the textbooks they studied did not cover all categories of the cognitive process dimension. Despite of this similarity, the objects studied by them were different namely textbook for 12<sup>th</sup> grade senior high school and textbook for

university, while this research was textbook for 7<sup>th</sup> grade junior high school. This shows that reading questions in textbooks at different levels also do not cover all categories of cognitive process dimensions. However, the results of this study is different for Laila and Fitriyah (2022). They discovered that all categories of Cognitive Dimension Process in the textbook in the study were found. The textbook in the study was a textbook for the 12<sup>th</sup> senior high school level different from this study for the junior high school level. The possible reason is because this textbook for grade 7 junior high school, its level can be said to be the beginner level. Thus, the textbook adapts to students' abilities and the reading questions in the textbook emphasize more on the LOTS level such as remembering, understanding and applying. Therefore, because the textbook emphasizes the LOTS level, the categories of cognitive process dimension in reading questions in the textbook are uneven or non-existent.

The proportion between lower order thinking skills (LOTS) and higher order thinking skills (HOTS) is very significant skills (LOTS) and higher order thinking skills (HOTS) is very significant. The differences in frequency and percentage is very much different. Lower order thinking skills (LOTS) are more dominant than higher order thinking skills (HOTS).

Contrary to initial expectations, the reading questions in the textbook "English for Nusantara" turns out to be dominant in the lower order thinking skills (LOTS). The researcher's initial prediction was that the textbook "English for Nusantara" was dominant in higher order thinking skills (HOTS). This assumption is because the textbook is used in the Merdeka curriculum which emphasizes students' creative and critical thinking skills. This is inversely proportional to the results found in this study. Reading questions in the textbook "English for Nusantara" are dominant in lower order thinking skills (LOTS). Thus, it can be concluded that the reading questions in the textbook "English for Nusantara" are not yet in line with the Merdeka curriculum. Therefore, to support learning to read in class suitable to the Merdeka curriculum, teachers can modify the reading questions according to the Merdeka curriculum and can use other supporting textbooks that are in suitable with the Merdeka curriculum. Teachers also can replace textbook that are more in line with the achievements of the Merdeka curriculum. Thus, the achievements of the independent curriculum in learning can be fulfilled.

Different from the research of Febrina et al., (2019) that discovered that Higher Order Thinking Skills (HOTS) were more dominant than the lower order thinking skills (LOTS) on the reading question in the teaching book under study. The object of the research is a textbook for grade 11<sup>th</sup> senior high school. Because textbooks are used for higher levels, reading questions in the textbook are more difficult and have a cognitive level of Higher Order Thinking Skills (HOTS). On the other hand, the result of this study is same with Tayyeh et al (2021). They found that lower order thinking skills (LOTS) were more dominant than higher order thinking skills (HOTS) in their textbook studied. The possible reason is the reading questions in both textbooks designed and focused on the lower thinking process. Thus, the textbook places more emphasis on questions that rely on memory. Moreover, the categories of cognitive process dimension in the two textbooks that is most dominant is remembering.

The results of this study are that the reading questions in the "English for Nusantara" textbook do not cover all categories of cognitive process dimensions of revised Bloom's Taxonomy. This textbook only has categories remembering, understanding and analyzing. Reading questions in the textbook "English for Nusantara" are dominant in lower order thinking skills (LOTS).

## **Conclusion and Suggestion**

### **Conclusion**

The research questions and the aims of this study about reading questions in the textbook "English for Nusantara" for 7th grade students in junior high school and analyzed the textbook based on the cognitive process dimension of revised Bloom's Taxonomy. This study found that the reading questions in the textbook did not cover all categories of cognitive process dimensions, only covering remembering, understanding and analyzing. Reading questions in the textbook do not require students' critical and creative thinking skills because the textbook was dominant in lower order thinking skills (LOTS) even though the aim of the current curriculum is to encourage a higher level of student thinking.

This research focused on finding out which categories of cognitive process dimensions were in the reading questions in the textbook "English for Nusantara" and looking for the proportion between higher order thinking skills (HOTS) and lower order thinking skills (LOTS). This research can helps the author in evaluating this textbook and it will be better if the textbook is in accordance with the curriculum that is being



used. The future researchers will be better and more interesting if they examine the whole of this book and every activity in this book and can assess this book as a whole.

### Suggestion

Based on the results of this study, the reading questions in the textbook "English for Nusantara" should emphasize high order thinking skills (HOTS) in accordance with the achievements of the Merdeka curriculum to create students who have creative and critical thinking. Reading questions in textbooks should be appropriate with the learning outcomes to be achieved. This research can be used as material for evaluating textbooks to make them better. To support the achievement of the curriculum, teachers must also use and look for other textbooks that can support the achievement of the Merdeka curriculum. The teacher can also modify the questions in the textbook so that students can think critically so that the questions generated are in the form of higher order thinking skills (HOTS). As a result, learning will be in accordance with the achievements of the Merdeka curriculum.

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## **Non-Native EFL Lecturers' Strategies in Building Their Pragmatics Competence**

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### **Abstract**

This is a qualitative case study that focused on elaborating the strategies used by EFL lecturers in building their pragmatic competence, the benefit they got after using those strategies, and how the lecturers built up students' pragmatic competence in the classroom. Interviews, observation, and document analysis were the techniques of collecting data. Purposive sampling was used. The findings showed that the English lecturers used several strategies to build their pragmatic competence, namely watching western films, reading English novels, building communication with native speakers, and joining international friendship community. Those strategies enriched their vocabulary or choice of words and idioms and trained them to speak natural English in a variety of communication contexts. Students' pragmatic competence was built by using films, top-down approach on pronunciation teaching, pair work speaking and small group discussion, using authentic language in meaningful context, providing corrective feedback, introducing fillers, conversation maintenance cues, and implementing responsive activities. Attaining pragmatic competence should be a primary objective for instructors of ESL/EFL, which also poses a formidable undertaking.

**Keywords:** communication skills; English teachers; pragmatics competence

### **Introduction**

The attainment of effective communication is significantly shaped by the impact of cultural influences, the contextual nature of interactions, and the handling of the English language itself (Baker, 2019). The dominant opinion which says that speaking English can ignore the rules of grammar, has not been able to increase the confidence of students and lecturers to use English. The tendency to disregard the principles of English grammar is liable to engender erroneous speech patterns. Not infrequently speaking in English does not even have a 'sense of language'. To communicate successfully, knowledge about language and the formulas alongside rules of language itself are not enough. Extralinguistic factors wield a profound impact on an individual's communication proficiency. Among these factors, pragmatic competence stands out as a critical component (Saleem, Saleem, &

Aziz, 2022). Pragmatics is the study of language use in relation to the context in which it is used. The meaning of the language can be understood if the context is known. The field of study known as "pragmatics" investigates how languages are put to practical use (Aqüicultura et al., 2018). The capacity to discern the underlying meanings, assumptions, intentions, and aims of a situation, as well as the kind of activities being taken, is what is meant by "pragmatic competence" (Ishihara & Cohen, 2014). The study of pragmatics focuses on the construction and negotiation of meaning between a speaker and a listener under the restrictions of a particular cultural setting and social norms.

Studies on the acquisition of pragmatic comprehension in EFL have revealed that learners' performance is associated with three primary factors: the impact of within-implicature, learning experiences, and individual traits. Nonetheless, the learning experiences of non-native EFL educators, particularly in rural areas, have not been given ample consideration in the realm of EFL pragmatics. Given the era of globalization, the acquisition of pragmatic competence is deemed an indispensable facet of learning foreign (FL) and second language (L2) (Taguchi, 2015).

Meanwhile, pragmatics is attentive to speech acts occurring within the classroom context, which encompasses (a) representative acts, wherein teachers inform students about something; (b) commissive acts, whereby the teacher declares their intention to take a particular action; (c) directive acts, designed to prompt the addressee (teacher) to perform a specific task; (d) expressive acts, which enable the expression of feelings and attitudes concerning the relationship's state; and (e) declarative acts, utilized to describe a shift in the status of a relationship (Maczak, 2019). The teacher in speech acts must be sure that the ideas he conveys to students can be easily understood to achieve goals. These goals include: (1) conveying information, (2) requesting information, (3) ordering, (4) refusing, (5) expressing feelings, (6) lifting, (7) asking for attention, (8) conveying requests, (9) asks for affirmation, (10) shows a sense of solidarity, and (11) expresses gratitude to the interlocutor (Bäckström, 2020). As a result, the speaker (teacher) must adhere to the rules governing an utterance. These rules are known as 'the principle of cooperation.' According to this theory, language utilized in the learning process must, first and foremost, be functional, serving a purpose and objective (Boux, Margiotoudi, Dreyer, Tomasello, & Pulvermüller, 2022). Secondly, in the

learning process, teacher communication should ideally incorporate Grice's maxim, wherein conversations between community members are based on fundamental principles (Guo, & Li, 2017). This basic principle is known as the Cooperative Principle which is manifested in four kinds of maxims of speech namely the maxims of quality, quantity, relevance, and manner (Xiaoqin, 2017). The maxim of quality encompasses: (a) ensuring the accuracy of the learning material; (b) refraining from uttering statements believed to be incorrect; and (c) abstaining from conveying information lacking solid evidence. The maxim of quantity entails: (a) ensuring that learning materials align with students' needs, and (b) ensuring that learning materials do not exceed students' needs. The maxim of relevance involves efforts to link learning material to the topic of discussion. The maxim of manner is related to endeavors to simplify the learning material, comprising (a) avoiding ambiguity, (b) avoiding double meanings, (c) being concise, and (d) maintaining regularity.

The third is implicature. Not all teachers' utterances and languages are 'nice and comfortable' expressed directly like the principle of cooperation. Under certain conditions, teachers can 'violate' these principles by conveying ideas indirectly (implied meaning). Disregarding the cooperative principle maxim may result in implicatures, wherein ideas or messages are conveyed indirectly, utterances carry an underlying meaning different from what was explicitly stated, and comprehending the meaning of such ideas is heavily reliant on the context of the discourse (Li, 2022). For example, if the blackboard is dirty, the teacher will not say: "please clean the blackboard", but "it is more convenient" to say: "I will write something on the blackboard", indirectly asking students to clean the blackboard. Implicatures are believed to facilitate a harmonious teacher-student relationship as it requires constant consideration and mutual respect in communication. It is further posited that teachers who exhibit strong implicature skills demonstrate an understanding of their students' cultural backgrounds, as implicatures are most effective when shared cultural knowledge is present between communicators. When it comes to communication, it is impossible to separate individuals from dialogues in which there is genuinely anything to be implied on. Instruments such as speech occurrences, references, cultural context, and everyday experience are used in order to get an understanding of the implicature (Amrullah, 2015). The fourth is politeness. The notion of politeness pertains to an individual's perception of their social and public identity, reputation, and self-respect (Mirzaei, 2019). This suggests

that during the process of learning, the use of politeness by both teachers and students serves as a representation of authority, which forms the basis of communication and subsequently enhances the motivation of both parties to learn. Politeness can be exhibited through various means such as greetings, expressions of gratitude, proper forms of address, apologies, and conversational fillers (Mahmud, 2019). It could be argued that a teacher's level of politeness is positively correlated with students' level of engagement in the learning process. The act of being polite necessitates a high degree of emotional sensitivity and respect towards others. Your interactions with other people, as well as your ability to develop respect and rapport, raise your self-esteem and confidence, and improve your communication skills. The foregoing represents the benefits you get from your politeness (Decca & Charles, 2018). Those who are tasked with teaching English as a foreign language, which is in and of itself a difficult endeavor, should have one of their primary focuses in a way of developing their students' pragmatic competence. Teachers of English require an understanding of pragmatics in order to comprehend how language is used in a particular setting and to be able to utilize language in an appropriate manner. To sum up, the study of pragmatics encompasses a set of competencies that empower individuals to determine what, how, to whom, and when to express messages appropriately within various contexts. These proficiencies are commonly referred to as "pragmatics."

The important of Pragmatic competence in teaching English is undoubtable. By using pragmatic approach, students English abilities in introducing self and others developed significantly (Ubaidillah, 2020). The Pragmatic approach in English Language Teaching also influenced students' Listening abilities (Suryani, 2020). Training for teachers in order to improve English teachers' abilities in teaching English has become a training program for English teachers (Dewi, 2019). As a reflection and motivation, in terms of proficiency in English, based on the release of the 2019 EF EPI which lists the rankings of 100 countries with English proficiency, Indonesia is ranked 61st with status at the low level proficiency with an index value of 50.60. The first rank is the Netherlands (70.27), Sweden (68.74), and Norway (67.93). As a comparison of the position of neighboring ASEAN countries, Singapore is ranked 5th (66.82), and the Philippines is ranked 20th (60.14) and Malaysia is 26th (58, 56). This release illustrates that the level of English mastery in Indonesia is still way lower than those of neighboring countries at the ASEAN level. This condition is of course

influenced by the curriculum policies implemented by the governments in order to increase the quality of education (Madyaning, 2020). Raising students' sensitivity to pragmatic distinctions may be aided by the use of real-world language examples and a classroom discussion. Pragmatic competence could be taught in the class through language digital resources (Kaliska, 2018). All studies above have been done in the field of pragmatic competence, in fact, it is rarely found the research on what strategies are used by EFL lecturers in building their pragmatic competence, how those strategies help them, and how the lecturers build pragmatic competence in the classroom. In addition, the subjects of this study are non native EFL Lecturers in small town or rural area, where English is rarely used in their daily life. The only space to practice English is only in the classroom but not even in a full meeting during teaching and learning process. The EFL students of this town come from variety of mother tongue; however, they use their first language in their daily conversation. The use of English is very limited. Moreover, Most research in the field of pragmatic competence were experiments on some approaches or strategies to teach pragmatic competence in the classroom and it is still rarely found researches on how non native EFL lecturers build their own pragmatics competence.

Pragmatic competence could possibly be developed by providing exposure of the native natural communication. The ability to use language appropriately in various social situations is known as pragmatic competence, which is enhanced by being conscious of and critically aware of the sociolinguistic and sociocultural factors that underlie the pragmatic behavior of native speakers. In essence, learners are expected to have a better understanding and appreciation of native speakers' pragmatic behavior once they comprehend the cultural system of beliefs, values, and norms that govern such behavior. Some classroom activities such as Role-playing can show students how to introduce themselves, explain something, complain, and make a request also promote pragmatic competence (Vandergriff & Goh, 2018). Instead of focusing solely on imparting vast amounts of vocabulary and grammar to their students, teachers should create some scenarios that will allow the students to put their language skills to use. Additionally, students should take advantage of any opportunity to put what they have learned—whether it is linguistic or pragmatic knowledge—into practice. It is recommended to utilize genuine language samples and initiate a classroom discourse that examines pragmatic distinctions as a means of increasing students' cognizance (Alsuhaibani, 2020).



Educators ought to offer a wide range of activities that can serve as pragmatic models for students, thereby enabling them to acquire authentic pragmatic input (Taguchi, 2015).

The English lecturers at IAIN are all non-native English speakers. They only speak English when they are engaged in academic pursuits. Inevitably, they will connect the pragmatic competence that they have in their first language (L1), the language that is currently their dominant language if it is not their first language, or possibly some other language (if they are multilingual) to the pragmatics of the community that speaks the target language. To some extent, it requires calling on the dormant knowledge that they already have in order to assist in sorting out the pragmatics of the L2, and to some extent, it necessitates the learning of new information. Initially, their understanding of the English language was limited to its syntax, which focused only on the linguistic structure of sentences, such as noun phrases (NP), verb phrases (VP), and so on (Brown, K., & Miller, 2020). However, it was later realized that examining only the logical meaning of sentences in addition to their structure was necessary. The refinement of language studies further acknowledges that merely studying the structure (syntax) or logical meaning (semantics) alone cannot produce communicative meanings, and context (pragmatics) must also be considered. Through the pragmatic study of language, both the semantic and syntactic aspects of sentences are unified and understood. Semantics, which is essentially concerned with context, is restricted to logical meaning, as seen in its components that are influenced by the context of speech acts and their functions. In contrast, pragmatics expands the context. Pragmatics is highly dependent on semantic representations, which are formed from structures, though they are not always syntactically correct.

IAIN English lecturers are not familiar with the social use of English in native culture. They may not have adequate exposure to natural English and, as a result, they might not necessarily have a high level of competence in English. Since the English lecturers at IAIN Curup do not often travel to English-speaking countries or interact with native English speakers, they do not consider themselves to be experts in cultural facets. Additionally, it is possible that they were never taught the pragmatic features of English grammar themselves, which means that their teaching performances are mostly impacted by the culture of their original language. Nevertheless, in order to attain the objective of English language instruction, which is

to enhance students' communicative competence in using the language, instructors should emphasize the development of pragmatic competence as a crucial component of communicative competence within the classroom.

Pragmatics is a linguistic discipline that focuses on the use of language in communication, encompassing not only verbal but also nonverbal aspects. It recognizes the close relationship between language and culture, highlighting the importance of considering cultural factors in interpreting meaning. To facilitate natural communication, teachers should incorporate these principles into their instruction. A teacher who possesses strong pragmatic competence can assist students in developing their communication skills across diverse interactive contexts.

Teachers will be able to communicate effectively if they have pragmatic competence (Deda, 2013). This set of knowledge equips teachers to be 'good at' conveying messages that are meaningful to students. The term meaningful pertains to the teacher's speech being comprehensible to students as a primary source of information for them to ponder, as the essence of the learning process is to stimulate students' thinking. In one case, a 'very difficult' learning material will be easily understood by students if the teacher can discuss it well and measurably, on the other hand a very easy topic will confuse students if the teacher discusses it in a convoluted, uncommunicative way. The notion of pragmatics emerges as a practical and applicable science that help teachers to develop students' communication skill. This paper tries to investigate strategies used by non-native EFL lecturers in building their pragmatics competence, the benefits they get in using the strategies and how they build students' pragmatic competence in the classroom

### **Research Methodology**

This is a qualitative case study that used semi-structured interview as the techniques of collecting data in order to investigate the strategies used by non native EFL lecturers in building their pragmatics competence and the benefit they get from the strategies. Observation and document analysis are to investigate the way the lecturers build their students' pragmatic competence in the classroom. Interview guideline was built based on the characters of pragmatic competence: real/natural communication, contextual meaning of words, non verbal language, correct pronunciation, word stress, intonation and context of interaction (Szczepaniak-Kozak & Wąsikiewicz-Firlej, 2018) and fieldnotes were taken during observation. All data were analyzed qualitatively by using Miles and Huberman's

theory (Sugiyono, 2020) namely data collecting, data reducing, data classifying, reporting and concluding. The data from recorded interviews, document analysis, in this case lecturers' lesson plan, and some fieldnotes from classroom observation were collected based on their purposes, then classified based on the research questions. Data collected which did not answer the research questions were reduced. Afterward data that consist of most used strategies; the benefit and how the lecturers build students pragmatic competence in the classroom were reported and analyzed by guiding the supported theories. Finally, the conclusion was made based on the findings and analysis. The analysis data were proceed at the same time data were collected (Sugiyono, 2020). There were 7 (seven) non-native EFL lecturers selected as the subjects, because they used to teach speaking subject, and from a grand tour, those 7 lecturers high frequently used English in the classroom during teaching and learning process. The study spanned a single semester, during which measures were taken to minimize bias, including triangulation, member checking, consultation with experts, and systematic explanations. To analyze the interview transcripts, a four-step analysis approach developed by Holliday (2015) was utilized, involving an initial reading of the transcripts, identification of themes based on the research questions, comparison of transcripts among research subjects to identify dominant data, and finally, constructing an argument and reviewing data using relevant theories to discuss the findings.

## Findings and Discussion

### Findings

#### 1. The Strategies used by Non Native EFL Lecturers in building their Pragmatic competence.

Table1. The strategies used by English speaking lecturers in building their pragmatic competence and the benefit the lecturers get.

**Table 1**  
**Strategies used by English lecturers in building their pragmatic competence**

No	Lecturers				
	Questions	Strategies		Benefit	
1	How do you recognize native English real communication?	Films, internet	7	Understand the natural English used in real communication	7
2	How do you	Reading English	5	Understand the use of	7

	differentiate the meaning of words in different context?	Novels, newspapers, magazines (literacy)		words in appropriate contexts, improve word choices	
3	How do you see the nonverbal communication performed by native?	Films, internet, building communication with native friends	5	Understand the meaning of non-verbal communication used by native in real communication	7
4	How do you learn the correct pronunciation, word stress and intonation during speaking?	Films, music and online chatting with native English friends	4	Can Implement the correct pronunciation, word stress and intonation which appropriate to the context of speaking	7
5	How do you recognize variety of interaction context of English communication?	Films and reading, internet	7	apply the use of suitable words for suitable context (the form and to whom I speak)	7

It was found that English speaking lecturers used several strategies to build their pragmatic competence, namely watching western films, reading English novels, building communication with native speakers and joining international friendship community. These strategies show that the lecturers have already had a pragmatic awareness which is important in building their pragmatic competence. The following are some of the lecturers' answers:

**English novels** introduce me the real English in real communication, including the stress, the dialect, intonation and in what context they are used (Lecturer 1).

I rarely use English and communicate with native, so I force myself to **watch movie**, first by seeing the subtitles and then without it. I learn how they pronounce the word and the way native use the utterances. Movie help me a lot. (Lecturer 3)

From I was high school students, I was **movie maniac**, but at that time I had to rent cd. Now I watch them from my android whenever I have time. I learn much from that hobby. I use English more natural, imitate the way native speak, and correct my pronunciation, enrich my vocabularies, and many other advantages. (Lecturer 4)

**Surely from internet**, there are many tools in it. I can talk directly to native and ask them questions. I know how they say the words correctly. I learn their conversation in variety of context. We often find that some utterances have

*different meaning and we can use many utterances for one message. For instance native do not always say 'thank you' to thank others. (Lecturer 5)*

*It's almost impossible for me to go abroad, while studying English also studying how to use it in real communication. **The simple way for me to get that real communication is through internet, films, and building friendship with friends overseas.** I often ask my students to bring the real conversation that they should get from movies to the class, then we discuss together. We use the same way to study English idioms. Besides, I like reading; I also get a lot of lesson from my reading. (Lecturer 6)*

From the lecturers' answers above, it can be concluded that they strategies in building their communicative competence are reading novels, Films/movies, using internet, and building friendships overseas.

## **2. The benefit the Lecturers get from the strategies**

All lecturers state that they take benefit from their strategies in building their pragmatic competence. The benefit are correcting their pronunciation, intonation, improve their language class, enrich their vocabulary or choice of words and idioms in appropriate context, and train them to speak natural English in a variety of communication contexts, for example, as seen in the following interviews:

*I improve my pronunciation and intonation while speaking English directly from the first source. Films show us the real life environment, don't they? We know that in expressing our ideas while speaking, native speakers do not always use complete sentences, such as: "Door, please" to send a message that he wants someone to close the door, or "Am I the only one who feel hot here?" to send a message that she wants someone to open the window for fresh air or turn on the air conditioner. I, then practice those real way when speaking to my students in class. (Lecturer 2)*

*I've got a lot of lesson about non verbal communication through films. Sometimes with no words at all. How can I explain it to you? about how native send a message of "don't know", "don't agree", "disappoint", "angry" and many others. Like Bahasa Indonesia, we use non verbal language too, don't we? But different culture surely performs different nonverbal language. (Lecturer 3)*

*From watching films in internet, I can replay some native utterances while speaking, I imitate their intonation, their pronunciation, even their body language. I'm a good imitator. I learn that we should choose the suitable words for suitable context. These examples are difficult to be understood from reading. It's easier for me to see them directly in films. (Lecturer 4)*

The benefits the lecturers get can be concluded as follow:

1. Understand the natural English used in real communication
2. Understand the use of words in appropriate contexts, improve word choices
3. Understand the meaning of non-verbal communication used by native in real communication
4. Can Implement the correct pronunciation, word stress and intonation which appropriate to the context of speaking
5. Can apply the use of suitable words for suitable context (the form and to whom I speak)

### **3. The Lecturers' Way in Building Students' Pragmatic Competence in the Classroom**

From observation in the class, the lecture 1 presents some ways to introduce the use of English naturally. Lecturer 1 explains the lesson from two aspects, the usage and the use of English in real communication, for instance, when the class is studying about greeting, the lecturer explains some expression that can be used to greet people,

- A : *"Hello, How are you?"*  
 B : *"I'm fine, thank you, and you?"*  
 A : *"I'm fine too, thank you."*

Then she elaborates more that in real communication native English rarely use those utterances, the more common utterances are as:

- A : *"Hi, how's it goin?"*  
 B : *"Hello, great. Where have you been?"*

Meanwhile lecturer 3, often practices the incomplete sentence to send messages and see whether the students get the message, such as follow:

- Lecturer 3 : *"Re, board marker, please." Instead of "Re, will you get me a Boardmarker, please?"*

(commands Rezi to give him a boardmarker, and the student immediately get the boardmarker from his bag.

- Lecturer 3 : *(staring at the whiteboard which full of handwriting from the previous lecturing, putting his hand under his cheek, squinting his pupils at the same time, instead of saying "Will someone help me clean the whiteboard, please?"*

Next, one of the students stand up and get an eraser to immediately clean the whiteboard

The use of fillers such as uh, I mean, well, hmmm, yeah are often performed by all lecturers. Small group and classroom discussion, where the students often interact and communicate each other, are dominant activities done by the 7 lecturers.

The following are the findings from interviews on how the lecturers build the pragmatic competence in the classroom.

**Table 2**  
**How the lecturers' build students' pragmatic competence in the classroom**

No	Lecturers' Strategies	Answers
1	Using films	4
2	Using top-down approach on pronunciation teaching, focus on pronunciation-stress, rhythm and intonation	3
3	Accuracy, focus on grammar and discourse	7
4	Motivate the students to speak actively through pair work speaking and small group discussion	7
5	Role Play (Use authentic language in meaningful context)	7
6	Corrective feedback	4
7	Role Play) Introducing using fillers such as Uh, I mean, well	7
8	Role Play (Introducing the way how to get someone's attention such as hey, say, so)	7
9	Role Play (Introducing conversation maintenance cues such as uh uh, right, yeah, okay, hmmm)	7
10	Role Play (Using mime and non-verbal expression to convey meaning)	7
11	Implementing responsive activity	7

The ways lecturers build students' pragmatic competence in the classroom are also practiced by putting the pragmatic aspects through practice, such as in the following situation:

*Andi, Could you, please? Thank you*

*(asking Andi to close the classroom door, while pointing out the window by her eye contact) (Lecturer 3)*

*Yess?*

*(Instead of do you have any questions?) (Lecturer 6)*

Direct correction is presented by lecturer 5, when a student does an incorrect pronunciation, as well as corrective feedback.

Furthermore, realizing that films could give a lot of contexts of real life English, 4 lecturers share these strategies to build their students pragmatic competence. The students are told to watch their favorite films and observe some utterances used by the actors and then explain to their classmates through presentation and discussion.

## **Discussion**

Foreign language learners, such as those who are learning English in Indonesia, frequently lack opportunities for direct interaction with native speakers of the language. While learners of English can communicate with native speakers in the virtual realm through the internet, this option is accessible only to those with information and communication technology resources.

This restriction places significant limitations on the teaching that occurs inside the classroom. According to (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019), The language input provided in the classroom setting alone is insufficient for students to develop the necessary language skills for effective communication in the target language. Thus, in a foreign language classroom, specifically in spoken English classes, pragmatic instruction must serve three key purposes. These include (1) providing learners with suitable language input, (2) enhancing learners' pragmatic sensitivity, and (3) organizing genuine opportunities for learners to apply their pragmatic knowledge. The requirements may be satisfied in a few different ways. Active video-viewing activities are presented in (Culbertson, Shen, Jung, & Andersen, 2017) research. Learners will get a first-hand understanding of how specific actions are carried out through utterances as a direct result of participating in this exercise. A research conducted by (Nassar, Saad, & Mohd Nordin, 2020) suggested several tactics that may be used to increase learner's pragmatic awareness in the context of declining invitations made by native speakers of American English. Listening for snippets of rejection realizations is one of them, as is changing speech to make it more understandable and promoting peer input.

Using authentic material by reading English novel is also a way to build pragmatic competence (Taguchi, 2015). Literacy introduces learners to recognize a variety of communication contexts and to take the context into consideration in building their pragmatic competence. Same sentences may have different meanings and functions in different context. Pragmatic competence may also



cultivate sensitivity toward the culture diversity in English teaching and then promote students' pragmatic competences (Krisnawati, 2011).

Moreover, film media is one of the authentic materials that is often used as a medium of learning English as a foreign language. The learners will learn a foreign language directly from native speakers by listening and watching the dialogue that occurs in movie scenes. They can understand different meanings of sentences between their mother tongues and the natives. They will also understand verbal and non-verbal communication used by native. Film, as an audio visual media in learning English is significantly influenced the students' understanding on speech acts and culture directly from the native speakers. Film also build learners' understanding of the natural context because it is equipped with pictures, sounds, as well (Salwa & Sari, 2015).

Over the course of many years, the education of language had focused primarily on correct grammar; as a result, the communicative role of language seemed to be neglected. The aim of research in the field of second or foreign language learning has been to reveal the mechanisms by which learners acquire specific linguistic and extralinguistic features of the language. This has shed some light on the process by which language learners ultimately attain proficiency in a second language. Other investigations into the speech act performance of learners of a second or foreign language have demonstrated that there are discrepancies between the performance of these learners and that of native speakers (Derakhshan, 2021).

The educators derive significant advantages from the techniques they employ to cultivate their pragmatic competence. They acknowledge the critical role of pragmatics in language acquisition, as it enables learners to avoid misinterpretation and communicate effectively across various cultures and languages. The primary objective of pragmatics education is to heighten learners' awareness of pragmatics. Rather than insisting on conformity to a specific target-language norm, instruction in pragmatics aims to familiarize learners with the full range of pragmatic tools and practices in the target language. Through such instruction, learners can maintain their cultural identity, actively engage in target-language communication, and take control of the force and outcome of their contributions (Sanulita, 2019). Pragmatics encompasses more than just grammar, as it also involves understanding how language is used to convey meaning. English

language learners must be aware of how certain expressions are used appropriately in the language. In particular, foreign language learners exhibit significant disparities from native speakers in their use of language, particularly in executing and comprehending certain speech acts, conversational functions such as greetings and leave-taking, and conversational management, such as back channeling and short responses. Differences in pragmatic competence are evident in the English of learners, irrespective of their language proficiency or first language background, in the absence of instruction. Therefore, learners with high levels of grammatical proficiency may not necessarily show an equivalent level of pragmatic development. As a result, learners with advanced levels of grammatical proficiency often demonstrate a broad range of pragmatic competence. Experiencing the benefit of the ways the lecturers build their pragmatic competence, it is important to also promote the students' pragmatic awareness to the students and help them to develop their pragmatic competence in order to develop their communication ability. As (Black, 2019) has elucidated, the study of language function involves examining how language is utilized. This is demonstrated by analyzing the specific purposes for which language is used, and how members of a language community use speaking, reading, writing, and listening to achieve and react to these purposes. The English language is employed in diverse contexts and at various levels of intercommunication. As a consequence of this, speakers are required to be familiar with a wide variety of pragmatic factors in order to prevent errors and misunderstandings throughout the communication process.

The way the lecturers build their students pragmatic competence in the classroom is vary. Pair work and small group discussion gives opportunities for students to initiate oral communication, present the lesson, ask questions, and control the discussion and imitating the real-life utterances used by native actors. Furthermore, there are three lecturers who put pronunciation practice as one of the ways to build students' pragmatic competence in the classroom. They focus on pronunciation-stress, rhythm and intonation. From observation, the lecturers teach grammar by motivating the students to use the rules to form sentences and utterances contextually. Sometimes the lecturers use students' first language to ensure whether the rules really convey the meaning. All lecturers always motivate students to speak actively and get engaged in conversations. As the participants in conversations, the students will negotiate meanings. In addition, the lecturers also

make responsive activities. Research has demonstrated that instruction has a significant impact on learners' functional competence in English, enabling them to produce and comprehend it in various contexts. This is due to the limited opportunities for exposure to English for real-life communication in the classroom (Huang, 2022). In addition, it was found that the teaching of pragmatic characteristics that was given explicitly was more effective than the instruction that was given implicitly (Brown, 2001). In a certain case, role play or drama would be more helpful in training the pragmatic competence (Szczepaniak-Kozak & Wąsikiewicz-Firlej, 2018). Hence, it is recommended that EFL instructors and professors, who play a crucial role in facilitating the teaching and learning process, create more avenues for students to gain exposure to the English language, especially in terms of cross-cultural communication. The objective is to enhance the students' cultural sensitivity and awareness of cultural differences. The results of the study suggest that the students' responses to tasks and interactions with instructors were affected by Indonesian culture.

### **Conclusion and Suggestion**

As non-native English who live in a country where English is as a foreign language, English is not used in everyday life, and in order to achieve the goal of teaching English that is to build students' abilities in using English to communicate, English lecturers realize that they have to also build their pragmatic competence. English lecturers use several strategies to build their pragmatic competence, namely, watching western films, reading English novels, building communication with native speakers and joining international friendship community. The benefits the lecturers get in using the strategies are correcting their intonations, improve their language class, enrich their vocabulary or choice of words and idioms, and train them to speak natural English in a variety of communication contexts. This finding also shows that the strategies used by lecturers in building students' pragmatic competence in the classroom are using films, using top-down approach on pronunciation teaching, focusing on pronunciation-stress, rhythm and intonation, accuracy, focusing on grammar and discourse, motivating the students to speak actively through pair work speaking and small group discussion, using authentic language in meaningful contexts, providing corrective feedback, introducing the use of fillers (Uh, I mean, well), introducing the way how to get someone's attention (hey, say, so), introducing

conversation maintenance cues (uh uh, right, yeah, okay, hmmm), using mime and non-verbal expressions to convey meanings, and implementing responsive activities.

For future researchers, it is hoped that they can expand the genres used, such as pragmatic learning with drama media, talk shows, and etc. Another alternative is that films can be applied as supplementary materials in teaching Semantics, Morphology, and other fields of linguistics. Teachers are expected to pay more attention to techniques and media in teaching pragmatics so that this knowledge can be easily absorbed because pragmatics is considered a difficult set of knowledge and also considering that the function of English in Indonesia is as a foreign language where this foreign language is not used in daily communication, then the application of pragmatics will be easier to do by adding authentic materials in the form of films that can describe how native speakers use their language in everyday life. Finally, students are expected to be more independent and freer to improve their pragmatic competence by watching films and find their own ways that can be used to understand pragmatic concepts, even though this is not done in the class but indirectly this will improve students' learning abilities independently (autonomous learning). All those who teach English as a second or foreign language need to have a primary focus on developing their students' pragmatic competence, despite the fact that this is a difficult undertaking.

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## The Analysis of Social and Discourse Deixes in the 'Bird Box' Novel by Josh Malerman

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### Abstract

Many representations of human thoughts, ideas, opinions, and messages are portrayed in diverse situations of the character in literary works. Among the works are such as novels. Deixis is concerned with the encoding of many different aspects of the circumstances surrounding the utterances and within the utterances themselves. This study aims to find out the type of social deixis and discourse deixis used in the novel "Bird Box" written by Josh Malerman, published in 2014. The research design used is the qualitative approach with document analysis as the data collection technique. Cruse's theory (2000) is applied to analyze the data related to the types of social deixis and discourse deixis found in the novel. The results of this research show that there are 475 data containing social deixis and discourse deixis, with 317 data of social deixis (of these, 307 data are related to relational social deixis and 10 data are related to absolute social deixis), and 158 data of discourse deixis. Understanding deixis, especially while reading works like novels, is a means to understanding the plot as well as the characters portrayed and to reduce the amount of ambiguity. Moreover, using the proper deictic words will help foreign language learners, such as English non-native students, in their efforts to produce effective communication, whether in spoken or written forms.

Keywords: deixis; social deixis, discourse deixis; novel

### Introduction,

The comparison of certain words and phrases in all languages depends largely on the situational sense of the utterance, and can only be interpreted in the light of the circumstance. The aspect of investigating meaning in this context is usually referred to as deixis. Richards and Schmidt (2002) define deixis as a term for a word or phrase that enables language users to 'point', refer to, or relate their utterance to a particular time, place, or person. According to Hurford et al. (2007), deixis expressions are those which take some element of their meaning directly from the immediate situation of the utterance in which they are used (e.g., from the



speaker, the hearer, the time, and place of the utterance). It refers to a word in which its reference is always changing, depending on the speaker, place, and time of utterance. It also refers to the phenomenon wherein knowing the meaning of such words or phrases in an utterance involves the context of the situation. All sense is situated in the context of the case. Unless linguistic text-forming resources are interpreted against the background of contextual ones, the notion of text cannot be understood. Here, the context of the situation refers to the situation in which the utterance is produced, it guides readers to get more information from the text. To understand better what is conveyed, it is important to study deixis because false referencing can cause misunderstanding.

Cruse (2000) presents five types of deixis, namely: person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. The subject of person deixis is the speaker, it is the identity of the interlocutors in a communication situation (Ivanova, 2016). The first and second persons are the addressees and the speaker, respectively. In a speaking scenario, the third person refers to people who are neither the speaker nor the hearer. All of them are available in both solitary and plural forms, and some of them are case-sensitive. Spatial deixis represents a particular spatial position and is a sort of deixis. A speaker is required to establish a frame of reference using deictic techniques in a language, these include locative adverbs such as 'this' and 'that' as well as demonstratives and determiners (Colasanti & Wiltchko, 2019). Meanwhile, temporal deixis is a type of deixis in which the time of the events referred to in an utterance (reference time - mine) interacts with the time of the utterance itself (encoding time - mine) (Ivanova, 2016). The time axis is thus divided into three broad divisions: before the moment of utterance, at the moment of utterance, and after the moment of utterance. Discourse deixis refers to expressions of a specific area of the discourse (Cruse, 2004). Many words and phrases in English, such as 'but', 'therefore', 'inclusion', 'to the contrary', 'however', 'besides', 'after all', and so on, are used in discourse deixis to express the relationship between utterance and past discourse. The last type of deixis is social deixis, it refers to the use of forms that represent the speaker's social standing in connection to the addressee or someone else, such as familiar forms, polite forms, or honorific, is referred to as social deixis (Cruse, 2000).

The study of deixis terms of understanding language use and context comes in various means and subjects ranging from verbal utterances to textual expressions.

The novel as one of the literary works that describes something in the life of a character certainly contains deixis in its storyline. This study aims at providing an extended understanding of deixis in a novel as the object of analysis. Specifically, this study is to find out the types of social deixis and discourse deixis based on the theory of deixis proposed by Cruse (2000) in the "Bird Box" novel written by Josh Malerman's and published in 2014 By Harper Voyager publisher. This novel is a post-apocalyptic novel and the debut novel by the American writer and singer, Josh Malerman. The novel is about a woman named Malorie who must find a way to guide herself and her children against malevolent supernatural creatures that make people who look at them go insane and commit suicide. The story is told in parts through flashbacks and takes place during three periods of time. First, when Malorie finds out that she is pregnant and the beginning of the appearance of an unknown creature. Second, when Malorie finds a home and tries to survive with all of her housemates. Last, when Malorie tries to cross the river to find a safe place from the threat of the unknown creature.

Several studies that examined deixis in literary works have been done. Among them is the study conducted by Siregar (2018), where types of deixis in the novel *The Last Star* by Rick Yance were investigated using Levinson's (1983) theory. A number of 407 data on person deixis, 36 data on place deixis, 21 data on time deixis, 13 data on social deixis, and 50 data on discourse deixis were identified in the novel. Jamiah (2018) also conducted a study on deixis analysis, specifically social deixis, in the novel *Rogue Lawyer* by John Grisham. This research focused on the classification and explanation of the referring expression of deixis based on the theory by Cruse (2000) and Levinson (1983). The results showed that there were 51 data of relational social deixis and 24 data of absolute social deixis. Kakiay and Maitimu (2021) conducted a study on the types of deixis found in Billie Eilish's songs by using Cruse's (2000) framework. They found five types of deixis in the songs namely personal, spatial, temporal, social, and discourse deixis. These studies have demonstrated how deixis facilitates readers to interpret the meaning of sentences based on the various contexts presented in the novels.

Seeing the unique storyline, characters, events, and situation in 'Bird Box', the researchers are intrigued to further investigate the types of deixis in this novel. The literature also notes that no previous related studies have been conducted on this novel, especially on its use of the social deixis and discourse deixis based on the

theory proposed by Cruse (2000). Accordingly, this research formulated the following research questions:

1. What are the types of social deixis used in Josh Malerman's 'Bird Box'?
2. What are the types of discourse deixis used in Josh Malerman's 'Bird Box'?

Understanding and employing proper deixis in language use is essential for the comprehension of words, phrases, and sentences in various contexts. For foreign language learners, such as English non-native students, using correct deictic words properly facilitate their efforts in producing effective communication, either in spoken or written forms. Hence, the results of this study are expected to contribute to this matter. Learners must recognize and have the contextual knowledge to interpret the meaning of specific words and phrases in utterances.

## **Research Methodology**

This study applied a qualitative research design to analyze the types of deixis found in the novel 'Bird Box' by Josh Malerman. Qualitative research focuses on understanding social phenomena and providing a rich verbal description of settings, situations, and participants (Ary et al., 2010). In collecting the data, documentation was used, in which the activities mostly include reading and note-taking of the data from the novel. The data include all the utterances which have representative values based on the types of social deixis and discourse deixis.

In analyzing the data, a framework developed by Miles et al. (2014) was applied. The first step is data condensation, here, the researchers focused on the utterances in 'Bird Box' which contained the social and discourse deixis. The second step was data display, here, the researchers organized the data as part of document analysis according to general thoughts, subjects, or ideas as the premise of attaining speculations (Ary et al, 2010). In this study, the framework by Cruse (2000) on the types of deixis was employed. The researchers then simplified the data in the form of sentences, narratives, or tables. By using tables in this study, it assisted in ensuring that the data are compelling to be described. The final step was to conclude the findings.

## **Findings and Discussion**

### **Findings**

The results of this study revealed that 475 utterances consist of social deixis and discourse deixis. From these 475 utterances, 317 data are of social deixis with 307 data of relational social deixis and 10 data of absolute social deixis. Meanwhile, for discourse deixis, there are 158 data. Thus, the dominant deixis type used is social deixis. These results are further elaborated in the next sub-sections.

### **Social Deixis**

Social deixis comprises two types, relational and absolute social deixis (Cruse, 2000). Table 1 reveals that the total number of relational social deixis used in 'Bird Box' (2014) is 367. It can be seen that the highest type of relational social deixis used in this novel is 'Malorie' with 56 data. While, the lowest number is 'dear', 'buddy', and 'father', with one data each. Table 1 further shows that there are 21 words of relational social deixis in the novel.

Table 1. The total number of relational social deixis used in the 'Bird Box' novel

No	Relational Social Deixis	Number of Words	Utterance Examples
1	Mommy/ Mom	52	'Get up. Now. <b>Mommy</b> needs you to move fast.' (page 7 line 1)
2	Boy	19	' <b>Boy</b> , what do you hear?' (p.130 line 15)
3	Girl	5	'There's a chill in the air, <b>Girl</b> . A dress won't do.' (page 8 line 16)
4	Dear	1	'Well, I'm more concerned with you right now, <b>dear</b> .' (page 32 line 12)
5	Guys	7	'You <b>guys</b> are going to get us killed one day.' (page 168 line 19)
6	Man	4	'Do not just open that door, <b>man</b> .' (page 87 line 26)
7	Malorie	56	' <b>Malorie!</b> There's another report on television! Something happened in Alaska.' (page 19 line 4)
8	Tom	40	' <b>Tom</b> , you're scaring me.' (page 114 line 22)
9	Jules	16	' <b>Jules</b> , I've marked our lawn. We may need the help finding our way back.' (page 175 line 3)
10	Felix	11	'Because, <b>Felix</b> , we're not talking about which bucket we drink from and which ones we piss in.' (page 138 line 13)
11	Olympia	17	'What do you think, <b>Olympia?</b> ' (page 139 line 17)
12	Cheryl	3	'We don't know that, <b>Cheryl</b> .' (page 153 line 15)

13	Don	27	' <b>Don</b> , did you search by the back door?' (p.114 line 3)
14	Gary	11	'Hey, <b>Gary</b> . Tell us a little more about yourself.' (page 214 line 8)
15	Shannon	5	' <b>Shannon</b> , are you all right?' (page 39 line 23)
16	Andrew	1	'Shut up <b>Andrew</b> , it's for our dog.' (page 30 line 2)
17	Rick	4	' <b>Rick</b> , Can you help me now?' (page 359 line 9)
18	Victor	24	' <b>Victor</b> , I'm gonna fucking kill you!' (page 153 line 22)
19	Kids/ Children	2	'Your mother is the mad one, <b>kids</b> . Take off those blindfolds.' (page 80 line 23)
20	Buddy	1	' <b>Buddy</b> ! I'm back!' (page 168 line 5)
21	Father	1	'Have you let <b>the father</b> know?' (page 32 line 20)
<b>Total</b>		<b>307</b>	

Some data in relational social deixis extracted from the novel are illustrated in the following excerpts.

Data 1: 'Get up. Now. Mommy needs you to move fast' (Malerman, 2014, p. 7)

In Data 1, the utterance was spoken by Malorie to her children. The relational social deixis in this utterance is presented by the use of the word 'Mommy'. This word refers to Malorie herself. It happens when she tries to wake her children and plans to take them away from the house. The deictic expression of 'Mommy' illustrates the bond of family between Malorie and her children.

Data 2: 'You guys are going to get us killed one day.' (Malerman, 2014, p. 168)

The utterance in Data 2 is spoken by Don to his housemates. The relational social deixis in this utterance is presented by the use of the word 'guys' which refers to Don's housemates. It happens when Tom and Felix return home after searching for food supplies for all of their housemates. Don forbids Tom and Felix to enter the house for fear that they will be followed by an unknown creature, but all of his housemates insist on allowing Tom and Felix to enter. Finally, Don reluctantly gave up and let them in. The reference to 'guys' from Don to his housemates shows his gap in

relation with them. Their disagreement with him in allowing strangers to enter, confirms Don's discrete relationship with them.

Data 3: 'Jules, I've marked our lawn. We may need help finding our way back.'  
(Malerman, 2014, p. 175)

Data 3 display the utterance spoken by Tom to his friend, Jules. One of the existing relational social deixis is encoded by the use of the name of the person, in this context, 'Jules'. It includes the relational social deixis because it shows a relationship between Tom as a speaker and Jules as an addressee. The relationship between both of them in the novel is as housemates. And so, he calls the speaker's reference by mentioning her name.

Table 2 reveals that there are 10 data of absolute social deixis used in the novel. The dominant absolute social deixis is the word 'Miss' with a frequency of 8 data. The others are the words 'Sir' and 'The Captain', each with 1 data.

Table 2 Types of Absolute Social Deixis used in the 'Bird Box' novel

No	Absolute Social Deixis	Number of Words	Utterance
1	Miss	8	'There's nothing out here with us, miss. Take my word for it. We're all alone.' (page 76 line 21)
2	Sir	1	'I'm going outside, sir.' (page 350 line 14)
3	The Captain	1	'You are the captain in this ship.' (page 297 line 18)
<b>Total</b>			<b>10</b>

Some data in absolute social deixis extracted from the novel are illustrated in the following excerpts.

Data 4: 'There's nothing out here with us, miss. Take my word for it. We're all alone.'  
(Malerman, 2014, p. 76)

The utterance in Data 4 is spoken by a stranger to Malorie. The absolute social deixis in this utterance is represented by the use of the word 'Miss', which refers to Malorie. It happens when Malorie and her children are crossing the river in a boat. Suddenly, a male voice comes from the riverbank and forces them to remove their

blindfolds. The man uses the word 'Miss' because he does not have any relationship with Malorie and does not even know her at all.

Data 5: 'You're the captain in this ship.' (Malerman, 2014, p. 297)

Data 5 is an utterance spoken by Gary to Tom. The absolute social deixis in this utterance is represented by 'The captain', that refers to Tom. It happens when Malorie tells her housemates that she finds a suspicious notebook in Gary's briefcase. It turns out that the notebook belongs to Gary's dead friend. After knowing about that, they become suspicious of Gary and plan to throw him out of the house. The use of the word 'the captain' indicates that Gary does not dare to argue with Tom's words because he is the leader in that house.

Data 6: 'I'm going outside, Sir.' (Malerman, 2014, p. 350)

Data 6 shows the utterance spoken by Olympia to Gary. The absolute social deixis in this utterance is represented by 'Sir', that refers to Gary. It happens when Olympia gives birth to her baby girl. Gary, who is kicked out of the house, is still hiding in the cellar of the house. He has been possessed by the creature and tries to influence Olympia to commit suicide. Olympia calls Gary using the word 'Sir' because she has been influenced by Gary and thinks he is her master. Then, Olympia ends up her life by jumping out the window.

### **Discourse Deixis**

Table 3 shows the results of discourse deixis used in the novel. The total discourse deixis found in this novel is 143 data. The words are 'this' (46 data), 'that' (78 data), 'but' (21 data), 'well' (4 data), 'so' (3 data), 'somehow' (1 data), 'still' (2 data), 'instead' (2 data), and the phrase 'in the other words' (1 data).

Table 3. Types of Discourse Deixis used in the 'Bird Box' novel

No	Discourse deixis	Number of Words	Utterance Examples	Referent/ meaning
1	This	46	'I'm sorry to scare you like this, my husband is in the air force. I	Olympia's utterance about how she lost

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			haven't heard from him in weeks.' her husband. (page 90 line 14)	
2	That	78	'He was constantly presenting ideas. Maybe we could look out the windows through lenses? Refracted glass? Telescopes? Binoculars? That was his big idea. If it's a matter of sight, maybe what we'd need to do is alter our sight line.' (page 99 line 1)	Tom's utterance talks about George's ideas.
3	But	21	'I wouldn't ask you to. But I can ask myself.' (page 123 line 12)	Tom's utterance is used to contrast his statement.
4	Well	4	'But George was like a captain of a sinking ship, and he wasn't afraid to die. And if it worked? Well, that would mean he'd helped cure the planet of its most terrifying epidemic.' (page 100 line 23).	Tom's utterance: 'And if it worked?'
5	So	3	'George told us that he didn't need permission in his own house to do what he wanted to do. So, I told him I'd tie him to the chair.' (page 101 line 27).	Tom's utterance: 'George told us that he didn't need permission in his own house to do what he wanted to do'.
6	Still	2	'I got to see how much she'd grown. Her mind was getting so big. Still, she was too young to understand how scary the stories were on the news.' (page 70 line 20)	Tom's utterance is used to contrast his statement about his daughter.
7	Somehow	1	We agreed she wouldn't go outside without my permission. Somehow, I had to make her believe things were safe and horribly unsafe at the same time. (page 70 line 28)	Tom's utterance used to relate his statement before about his agreement with his daughter.
8	Instead	2	'Don't let the nerves get to you like they did last time. Instead, lean on the fact that we came back last time. We'll do it again. And this time, Malorie, acts as a leader. Help them when they get scared.' (p.249 line 13)	Tom's utterance: 'Don't let the nerves get to you like they did last time'
9	In the other words	1	'He believed that people's reaction to them was psychosomatic. In other words, all this insanity fuss isn't caused by the creatures at all, but rather by	Gary's previous statement: 'He believed that people's reaction to them was

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the dramatic people who see      psychosomatic.'  
them.' (page 222 line 18)

Total	158
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Some data in discourse deixis extracted from the novel are illustrated in the following excerpts.

Data 7: 'I understand that you think you think you will, but I don't think you realize how much the house needs you.' (Malerman, 2014, p. 249)

The utterance in Data 7 is spoken by Malorie as a speaker to Tom as an addressee. The word 'but' is expressing a discourse deictic expression because it refers to a referent previously mentioned. It happens when Tom wants to leave the house to find food, medicine, and water for the needs of everyone in the house. However, Malorie rejects the idea because she is afraid that Tom would not come back. In this utterance, even though Malorie knows the importance of him leaving to search for sustenance, she tries to persuade Tom to not leave the house. She is aware that Tom may not come back due to the danger that is lurking outside the house, and then she uses the word 'but' to contrast her thought. She doubts that Tom realizes that his presence is much needed in the house.

Data 8: 'He believed that people's reaction to them was psychosomatic. In other words, all this insanity fuss isn't caused by the creatures at all, but rather by the dramatic people who see them.' (Malerman, 2014, p. 222)

In Data 8, the statement is said by Gary to his all housemates. The discourse deixis in this utterance is represented by the phrase, 'in other words'. It happens when Gary tells them about his old housemate who does not believe that everything that happens to them is caused by an unknown creature. The deictic phrase, 'in other words', is a discourse marker because it refers to the referent previously mentioned (i.e., Gary's statement about his friend who believes that people's reactions to the phenomenon that has occurred so far were psychosomatic), and he uses the phrase to clarify his previous statement.

Data 9: 'We agreed neither of us would look out the windows anymore. We agreed she wouldn't go outside without my permission. Somehow, I had to make

her believe things were safe and horribly unsafe at the same time.'  
(Malerman, 2014, p. 70)

The utterance in Data 9 is uttered by Tom as a speaker to Malorie as an addressee. The discourse deixis in this utterance is presented by the use of the word 'somehow'. It happens when Tom tells Malorie about how he is trying to keep her daughter safe. He forbids her to go out of the house and to look out the windows to avoid an unknown creature attacking them. The deictic word 'somehow' is a discourse marker because it refers to the referent previously mentioned, that is Tom's and his daughter's agreement to not go outside the house or even look out the windows without his permission.

Data 10: 'Don't let the nerves get to you like they did last time. Instead, lean on the fact that we came back last time. We'll do it again. And this time, Malorie, acts as a leader. Help them when they get scared.' (Malerman, 2014, p. 249)

Data 10 presents the utterance by Tom to Malorie. The discourse deixis in this utterance is presented by the use of 'instead'. It happens when Tom is trying to convince Malorie that everything would be all right and he will come back to the house like he always does. The deictic word 'instead' is a discourse marker because it refers to the referent previously mentioned, that is Tom's previous statement saying Malorie not to worry.

## **Discussion**

To answer the research questions, this study applied the types of deixis proposed by Cruse (2000). Asy'ari et al. (2017) stated that social deixis concerns the encoding of social distinctions that are relative to participants' roles. This deixis consists of two parts, relational social deixis, and absolute social deixis. Relational social deixis indicates the social status and relationship between the speaker and addressee or referent in a particular linguistic context (Papapavlou & Sophocleous, 2009). While absolute social deixis is a deixis reference usually expressed in certain forms of address which will include no comparison of the ranking of the speaker and addressee. Based on data analysis, the relational social deixis is the most used type, while absolute social deixis is the least one. The social deixis in "Bird Box" reflects the relationship of the characters with their interlocutors. For example, the words

'Mommy', 'son', and 'my dear', among others, show kinship relationships among the characters. Other examples of social deixis in the novel describe the relationship of siblings, friendship, and housemates by referring to the other persons by their names. More distant referents used are 'Sir' and 'Miss'; they are used when the characters speak with stranger interlocutors.

The dominant use of social deixis in the novel may happen because the author of the novel intends to encode the intimacy or relationship of the speaker and the addressee. "Bird Box" is a horror-themed novel and is set only in one house where the characters do not meet anyone else except their housemates. The use of relational social deixis leads to the use of sentences to give a strong assessment of an event in a social situation where the situation takes place (Levinson, 2004).

The second type of most used deixis in the novel is discourse deixis, that is the use of this point to the future element of discourse (Cruise, 2000). In other words, this deixis is about how the words in a story or conversation related to what is happening now or what happened before. Sometimes, speakers talk about things that already happened or things that will happen later, and this helps the listeners understand the whole conversation. In "Bird Box", the discourse deixis used in the conversation are such as 'this', 'that', 'but', 'so', and 'in other words', among others. In linguistic analyses, these referents are accepted as devices through which the addressee orients the addressee's attention to create joint attention, and through which the addressee constructs and modifies the mental representation of unfolding discourse (Çokal et al, 2014).

Meanwhile, absolute social deixis was used the least by the author; absolute social deixis is sometimes associated with different social statuses (higher and lower). In the novel, there are no characters who have a higher or lower social position because all the characters are housemates. They are equal regardless of their professions, educational background, or other factors that affect social status. Levinson (2004) states that discourse deixis concerns the use of expressions within some utterance to refer to some portion of the discourse that contains that utterance (including the utterance itself). In other words, discourse deixis is an expression used to refer to certain discourse that contains the utterance or as a signal and its relation to surrounding text.

In contrast to some previous studies that have similar results such as a study conducted by Jamiah (2018) that discussed social deixis in the novel *Rogue*

Lawyer by John Grisham. As a result, there are 51 data of relational social deixis and 24 data of absolute social deixis. Utami (2017) also conducted a study on deixis analysis, this research is aimed to describe the deixis used in Lois Lowry's novel *The Giver* by using the deixis theory stated by Levinson (1983). The result of this research shows social deixis (43) data and discourse deixis (76) data. Saputri (2018) also conducted a study on deixis analysis, this research is aimed to describe the deixis used in first chapter of *The Rainbow Troops Novel: Ten New Students* by Andrea Hirata by using deixis theory stated by Levinson (1983). As a result, the researcher found 28 data of social deixis, and 9 data of discourse deixis.

Understanding the use of referents and the context of words in spoken and written language is essential to get the messages across. Particularly in reading texts such as novels, comprehending deixis is a way to understand the storyline as well as the characters depicted and to lessen the extent of ambiguity (Glover & Al-Tekreeti, 2018). The study of social and discourse deixis in "Bird Box" contribute to the portrayal of the personal and social themes that eventually helps the readers not only to see how the author describes the characters in the novel but also to understand the messages of the story.

## **Conclusion and Suggestion**

There are 475 occurrences of deixis in the "Bird Box" novel by John Malerman published in 2014. From the data, this research focuses on social deixis and discourse deixis based on the theory by Cruse (2000). From those data, the types of deictic expressions used in the novel include 317 data of social deixis (with 307 data of relational social deixis and 10 data of absolute social deixis) and 158 discourse deixis. Relational social deixis has 10 forms of expressions, they are 'mommy', 'father', 'girl', 'boy', 'guys', 'dear', 'man', 'kids/children', 'buddy', and 'name of the person'. Meanwhile, the absolute social deixis has 3 forms of expressions, they are 'miss', 'sir', and 'the captain'. The discourse deixis comprises nine forms of expressions, they are 'this', 'that', 'but', 'well', 'so', 'somehow', 'still', 'instead', and 'in other words'.

For words, phrases, and sentences to be understood in a variety of settings, accurate deixis must be understood and used while using language. The use of appropriate deictic words helps language learners, such as students who are not native English speakers, in their efforts to produce efficient communication in both spoken and written forms. Nevertheless, this study limits to two types of deixis; social

and discourse deixis, and investigated in only one novel. There is a possibility to miss out on certain meanings or issues in the novel regarding the use of the other three types of deixis proposed by Cruse (2000). Further related studies are suggested to employ more data and other frameworks of analysis in deixis to substantiate the findings of this study.

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## **The Effect of Jigsaw Method on Reading Comprehension in Non-Major English Basic Science Students**

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### **Abstract**

This quasi-experimental research aimed at identifying the effect of Jigsaw Method on students' reading comprehension in non-major English basic science students at University of Bengkulu. The sample of this research was 78 students from nursing class who took general English courses at Bengkulu University at Academic Year 2022/2023, the students were divided into experimental group (38) from class 2A Nursing and controlled group (40) from class 2B Nursing. The data were collected by using a valid and reliable test which consists of 30 items which represent 5 aspects of reading comprehension that is main idea, detail questions, references, inference, and vocabulary. Furthermore normality and homogeneity data has been checked before the data were analyzed statistically. The paired sample test results indicate that there was a significance improvement (0.000) in students reading comprehension in experimental group, but no significance improvement were found in controlled group (0.735). Furthermore, the result of independent sample test revealed that the reading comprehension achievement of the students in experimental group were significantly (0.000) better than that of those in controlled group. The result showed students who study using expert groups were able to discuss freely with one another. This result suggests that Jigsaw Method was appropriate to be implemented to improve reading comprehension for students in non-major English basic science.

**Keywords:** Cooperative learning, Jigsaw method, reading comprehension

### **Introduction**

Reading is a skill that is closely related to understanding. Yiğit and Durukan (2022) said that reading comprehension is an understanding that is able to facilitate

an individual's daily life through a text. Reading is an ability to draw meaning from the pages of the book and to interpret the information contained in the book appropriately. That means reading comprehension were able to obtain the information contained in the reading must go through an understanding. Thus, without understanding and interpreting what the students read, it is just as useless.

In learning English as Foreign Language (EFL), reading skill is very helpful for EFL students. Öztürki (2018) stated that reading is very helpful for developing foreign language learning skills because the meaning and value of a reading skill is very clear and real. From this statement, it can be concluded that language and reading have a very close relationship. By reading we were able to expand knowledge about language and other knowledge outside of language. According to Herman, Sibrani, & Pardede (2020), reading is essential due to the fact it is able to help college students to gain new information which will recognize what they read and to growth their knowledge.

However, Indonesian students' reading literacy was still very low. It can be seen from the Program for International Student Assessment (PISA) data. PISA is one of the assessment studies engaged in the fields of mathematics, science and reading ability at an international level and this study was organized by the OECD, the aim is to evaluate the education system at an international level. Based on the results of the PISA survey in 2018, especially on reading, the mean score for reading is (487), while the reading score for Indonesia is (371). This means that for the average level in reading, Indonesia was still behind (116) points. Which means it was still quite far behind. Indonesia was in the lowest 5th place, which is 72nd out of 77 countries. Even Indonesia was lagging behind several other Asian countries such as Singapore with a score of (549), Malaysia with a score of (415), and Thailand with a score of (393). It can be seen that the students' reading level was still very low. In addition, other data was data from the Progress in International Reading Literacy Study (PIRLS). PIRLS is an international research study especially on literacy in elementary school children. PIRLS (2016) provides that Indonesia is ranked 45th out of 48 participating countries

From some of these data, it is known that students in Indonesia used Indonesian to have low reading literacy. Students can only read but have not been able to understand the meaning of what is read. This means that students' reading comprehension using English is also still low, even though English is a foreign



language for students in Indonesia. Afzal (2019) stated that students generally face difficulties when learning English because the students' vocabulary is less extensive. Lack of vocabulary is what makes reading in English more difficult. In addition, According to Ulutas and Kaya (2022), the main idea is a brief statement or a summary, the main idea is generally more focused on the summary, which includes all texts. However, there are still many students who have not been can't find one of the aspect of reading comprehension that is main idea from the text.

Specifically, the study also found difficulties for non-major English students in Bengkulu University. When did reading comprehension, students were unable to understand the text they read, because they did not master the vocabulary of the text, apart from vocabulary students also could not find the main idea of the text they read. This can be proven by the average score of students in the reading comprehension test getting a score between 60-70 which at Bengkulu University still got a range between B- and also B. So that it is able to be stated that the students' reading comprehension remains low.

To overcome this problem, an effective method is needed to fulfill reading for students, one of which is using the Jigsaw method. Adams (2013) state that Jigsaw is one of many cooperative learning methods that have been developed by Elliot Aronson in 1971. Jigsaw is able to put forward two things, namely academics and social goals. In line with this, Nurbianta & Hana (2018) state that in order to carry out innovative and cooperative learning, students can use the Jigsaw method, because the Jigsaw method is able to provide a very large role for students. From some of the experts' opinions, it can be concluded that One of the methods from cooperative learning, in which students formed small groups and students who understand faster, help other friends who are still quite slow in understanding a reading is a Jigsaw Method.

One of the benefits of the Jigsaw method was that students play a major role in the learning process, because during the learning process all learning material mastered by students together, so that in the learning process students influenced their role. According to Herman, Sibrani, & Pardede (2020), the Jigsaw method can help students feel more comfortable because they work in groups, and then students free to discuss with their group mates because they discuss without anyone judging them, besides that college students have a new fresh state of affairs within the study room. According to Adams (2013), the Jigsaw method has the benefit of

students being able to collaborate with one another, because students become active students in the learning process. Students collaboratively exchange ideas with one another. From some of the experts' opinions, it may be seen that the Jigsaw has a great effect on college students. Because students were able to be collaborative, student's comfortable working with teams, students free to discussed, and experienced new things in class.

The study conducted the Jigsaw method for university level at the Bengkulu University because the study has asked several lecturers and several students at Bengkulu University. Lecturers have never used the Jigsaw method, and students have never experienced the use of the Jigsaw method. So that the use of the Jigsaw method has almost never been done at the University of Bengkulu, besides that the student level is very suitable for implementing the Jigsaw method, because at the student level they are already able to have good discussions so that the Jigsaw is very suitable used. The Jigsaw method is also suitable for reading comprehension material, because students could discuss reading material with each expert group. Reading material that taught to students is about reading comprehension or topics in general, so that later they can explain the material to the initial group.

Several previous studies have found that the Jigsaw method become powerful in improving college students' reading comprehension. Sinaga (2020) found that Jigsaw teaching method extensively impacts the students' capability in studying comprehension because students must understand and understand the entire content in the text. Moreover, Sabbah (2016) also found that the use of the Jigsaw method had a positive impact on student academic achievement because in this study the Jigsaw has the benefit to empower students and can be responsible for their assignments. In addition, being able to encourage peers and make learning fun.

Based on these findings, this study conducted a quasi-experimental method study, but there is a gap between the study and previous studies that are subject to different from the previous studies. In previous studies, this study also found that the Jigsaw method was less effective than other methods, but because of its function, This study still choose the Jigsaw method in this study. In addition, there were more students from abroad as subjects for the study, so this study wanted to conduct research on the subject of Indonesian students, especially Bengkulu University

students. The subjects of this study were non-major English basic science at Bengkulu University academic year 2022/2023 students.

Based on the explanation above, this study has several research questions; 1. Was there any significant improvement in reading comprehension of non-major English basic science students after they are taught using the Jigsaw method? 2. Was there any significant improvement in reading comprehension of non-major English basic science students who are not taught using the Jigsaw method? 3. Was there a significant difference in reading comprehension achievement of students who are taught using the Jigsaw method and those who are not? Based on the research question, the objectives of the study are: 1. To find out whether there was any significant improvement in reading comprehension of non-major English students after they are taught using the Jigsaw method. 2. To find out whether there was any significant improvement in reading comprehension of non-major English students who are not taught using the Jigsaw method. 3. To find out there was a significant difference in reading comprehension achievement of students who are taught using the Jigsaw method and those who are not.

### **Research Methodology**

This research was a quasi-experimental research. According to Creswell (2014), experimental is the process of evaluating a hypothesis in order to determine whether or not the hypothesis is influencing the outcome or variable. In this experimental research is divided into several parts such as true experimental and quasi experimental. True experimental was research that focused more on science and true experimental variables could be controlled. Quasi-experimental was research where the variables could not be controlled.

The population was all active students of Non-major English basic science students at University of Bengkulu at Academic Year 2022-2023 which total was 19 classes (634 students). Meanwhile the sample took two classes in Non-major English Student in Bengkulu University Academic Year 2022/2023. This study took 2 classes (78 students), namely *D3 Keperawatan*. This study chose the *D3 Keperawatan* because there was access to use the class, *D3 Keperawatan* students had never been taught using the Jigsaw method, the number of *D3 Keperawatan* was sufficient. For these reasons, these 2 classes were chosen as the sample in this study.

In this study, the instrument of the research was a test. Test with a form of multiple choices. This means that the test given by the study provides data about the students' reading scores as a numerical value. The study used the quasi-experimental, so study used pretest and posttest. The test was adapted according to the TOEFL book from Philipps in 2001 and 2004. Some of the questions have been changed, especially in the reference section. The test was carried out twice, namely pre-test and post-test.

Data collection was a standard and systematic procedure for retrieving the required data. For this study, study conducts pre-test, treatment, and post-test in data collection. Pre-test consists of 30 multiple choice questions based on the reading comprehension. The treatment used the Jigsaw method in 6 meetings in experimental class, meanwhile used the conventional method (teacher-based learning) in controlled class. The last method used in collecting data is giving a post-test. Post-test is given to measure how a ways the treatment done can growth students' reading comprehension. The questions on the post-test contained 30 questions that are in accordance with the reading comprehension.

There are validity and reliability for the instrument. According to Rusydi and Fadhli (2018), the validity of the instrument is closely related to a suitability and accuracy between the instrument as a measuring tool and the object being measured. The validity based on content validity and construct validity. In content validity, this study carried out validity through expert judgment. In construct validity, the study did a try out, try out here means the study provided reading comprehension questions that are not from the sample. According to Rusydi and Fadhli (2018), measurements that have high reliability are referred to as reliable measurements. Reliability testing tools can be run on Cronbach's Alpha through SPSS 23 version.

In analyzing the data, the study used a normality and homogeneity test and t-test. First step was found the normality and homogeneity test used SPSS 23 version. Second was found the t-test, there was two t-test the first was paired sample t-test and independent sample t-test. The study calculated t-test with the formula and used SPSS version 23.

## Findings and Discussion

### Findings

This section divided into three parts. First, showed the result of the effect of Jigsaw method on reading comprehension. Second, showed the effect of conventional method on reading comprehension. Third, showed result of the difference between experimental class and controlled class . After showed the result of the data, there are found that Jigsaw Method gave positive effect for reading comprehension. The result of the data as follow:

#### The Effect of Jigsaw Method on Reading Comprehension

The study compared the result of pre-test and post-test used paired sample test used the formula or used SPSS version 23. From these calculations it showed that the result of t-count was 12.08 and its significance was 0.000. It is said to be significant if the result is less than 0.005 ( $0.000 < 0.005$ ). In addition, it is also said to be significant if the results from tcount were greater than ttable. So that  $12 > 2.026$  means that the result of tcount were greater than ttable. Table 1

The Result of Paired Sample Test for Experimental Class

Experimental Class	Mean	Mean Difference	Standard Deviation	T Value	Sig.
Pre-test	56.28	-22.06	11.246	-12,087	.000
Post-test	78.34				

As presented in table, seems tcount was higher than ttable and significance value was less than 0.005. The conclusion there was a significance improvement of reading comprehension achievement after they are taught using Jigsaw method.

#### The Effect of Conventional Method on Reading Comprehension

The study compared the result of pre-test and post-test using paired sample test used the formula or used SPSS version 23. From these calculations it showed that the result of t-count was 0.341 and its significance was 0.735. It is said to be significant if the result was less than 0.005 ( $0.735 > 0.005$ ). In addition, it is also said to be significant if the results from tcount were greater than ttable. The result was  $-0.341 < 2.022$ , it means that the result of ttable were greater than tcount.

Table 2

The Result of Paired Sample Test for Controlled Class

Controlled Class	Mean	Mean Difference	Standard Deviation	T Value	Sig.
Pre-test	49.125	0.625	11.595	.341	.735
Post-test	48.5				

As presented in table 4.5, seems tcount was lower than ttable and significance value was more than 0.005, the conclusions there was no significance improvement of reading comprehension achievement after students are taught using Jigsaw method.

### The Difference between Experimental Class and Controlled Class

The post-test results for the experimental class and the controlled class were compared using an independent sample test. Data is categorized as having a significant difference if the significance value is less than 0.005. The result of the t-count was 19.5 and the significance was 0.000. This means that the value is less than 0.005 ( $0.000 < 0.005$ ). And tcount was greater than ttable ( $19.5 > 2.10$ ). The results of the independent sample test can be seen in table below.

Table 3

Independent Samples Test

Group	Mean	Mean Difference	T Value	Sig.
Post-test of Experimental Class	78.34	29.84	-19.5	.000
Post-test of Controlled Class	48.5			

Based on the table, it appears tcount was better than table and significance value become much less than 0.0.5. In conclusion, there has been a huge difference in college students' ability in reading comprehension inside the experimental class and the controlled class. The post-test consequences of the

experimental class and the controlled class the imply difference were 29.84 points. The outcomes had been higher within the experimental class, in different phrases, after being taught with the Jigsaw method, student progress increased drastically as compared to the controlled class.

## **Discussion**

After being given treatment to the sample, there was an increase in the reading comprehension ability of students in the two classes by 10.72 points (see table 4.3). Unfortunately, the average results on the post-test of all samples still showed that students were still at a score of 63.42 (standard score C+ in Bengkulu University). The cause of the low score was due to lack of student motivation because it can be seen students seemed less enthusiastic when doing assignments so that the level of student motivation decreases. According to Kızıltaş (2022) reading motivation is something that can influence a level of student understanding for student academic success. In this research, students seemed less interested in English texts so that between one student and another student did not build motivation in a positive direction. Ratnawati (2017) stated that the factors that influence learning difficulties come from the students themselves or internal factors. In this research, students did not seem too interested with English Subject, causing their reading comprehension in English subjects to be lacking.

More specifically, the interpretation of the results obtained from the two classes, namely the experimental class and the controlled class, explained in more detail as follows:

### **The Effect of Jigsaw Method**

After being given treatment, there was a significant increase in students' reading comprehension achievement. These results support previous research which also found the benefits of the Jigsaw method to improve students' reading comprehension. As for several factors that benefit from the Jigsaw method in the experimental class could develop social values for students, because students were able to discuss freely with their both group that is the original group and expert group. Supported by the opinion according to Karacop and Diken (2017), the Jigsaw method is a method in which students must be responsible for the material given by the teacher.

In this research, it was found that learning became more structured because students did not have to read all of the material, instead students only focused on the material they had. Students had the responsibility to be able to understand the material given to them and be able to explain it to other group friends. So that students' reading comprehension became better because students were only



required to understand the material, other material explained to other friends. This is also supported by the opinion of Kardaleska (2013) which stated that the active learning technique of the Jigsaw method can help students learn to be more structured and responsible. Because students must master at least one material given by the teacher to them.

With the Jigsaw method, students were able to do assignments on time, because in the group there is a group leader, a group leader who helps the progress of learning in order to encourage other friends to be able to do assignments on time. And also there was expert group that helped students to do their assignments. It can be seen in this research, every meeting that the task is carried out is able to be collected on time without having to add time. According to Yue, Feng, & Ye (2021), each group needs someone who is able to encourage other students, and remind other students' assignments so that group work can run effectively. Because of the benefits of the Jigsaw method, it was assumed that these factors were the cause of the increased in reading comprehension.

### **The Effect of Conventional Method**

After being given treatment for six meetings, there was no significant increase in students' reading comprehension achievement after being taught using the conventional method. As for some of the factors that cause no increase in reading comprehension was the lack of motivation of students in learning English. Each student certainly has an interest in a different field of science. Not all like English and choose English majors. The students' lack of interest in English affects students' motivation in reading comprehension. According to Kızıltaş (2022) reading motivation is something that can influence a level of student understanding for student academic success. If students are not interested in the material, then students did not have the motivation to understand the material.

Additionally, in this research other factors were also found, namely because students studied and worked individually. Students only focus on themselves, students did the assignments given individually so the results obtained were not

optimal. In the controlled class, did not provide collaborating activities, so if students had difficulties directly asked the teacher. Meanwhile for some who didn't ask, have difficulty understanding the text. Therefore, it was more necessary to work collaboratively so that students were able to understand reading comprehension. According to Afandi, Chamalah, & Wardani (2013), cooperative learning is group learning, in group learning students are able to provide opportunities for students to

interact and exchange ideas with each other about the material provided by the teacher.

In the conventional method, there was nothing to support students' reading comprehension, as in the Jigsaw method, there was an expert group. Whereas in the conventional method there was no groups. This is also one of the aspects that affect reading comprehension. Because in the conventional method students worked on quite a lot of material independently, while the expert group in the Jigsaw method really helped students because students were able to understand the same material as other friends. Karacop and Diken (2017) said that the expert group in the Jigsaw method really helps students to improve reading comprehension. It is assumed that these factors are the cause of the there was no significance reading comprehension for controlled class.

### **The Difference between Experimental Class and Controlled Class**

After compared the post-test outcomes of the experimental class and the controlled class, it seems that the experimental class post-test turned into significantly different from the controlled class post-test. This shows that there has been a significant difference among reading comprehension college students who're taught with the Jigsaw method and college students who are not taught with the Jigsaw method or use conventional methods. There are some factors that made Jigsaw method was effective.

The first factor is that by using the Jigsaw method, students were able to instill social values so that students were able to socialize with their group mates. Students were able to discuss the same material to the expert group, while all reading comprehension material explained to the original group. So that it cause positive motivation between one student and another. Whereas in the conventional method, students worked on assignments individually so that there was no social value embedded, besides that by did the task individually made students not interested in learning reading comprehension, so that there was no positive

motivation embedded in students. According to Kızıltaş (2022) reading motivation is something that can influence a level of student understanding for student academic success.

The second factor was that by using the Jigsaw method, students were able to learn in a structured and responsible. Jigsaw method requires students to at least understand one material, and must be explained to their friends. If students felt the difficulties in learning, there were group friends who are able to overcome these difficulties. In that way students were able to learn in groups and learn more structured and effective. Whereas in controlled class, students did learn individually so that students must be able to master all the material, if there were difficulties students directly asked the teacher, but for students who do not asked feel a lack of understanding of reading. Therefore, learned in groups was more important than worked alone. Herman, Sibrani, & Pardede (2020) said that cooperative learning is an instruction which involves students to be able to work in groups in order to be able to achieve common goals.

The third factor was that there was an expert group in the Jigsaw method for the experimental class. Expert group means that students learned about the same material. With expert group, students were able to understand more text so that it increased reading comprehension. Students exchanged idea about the material they got, and in the end students explained the material from the expert group to the original group. While in the controlled class there was no expert group, so they must be able to master all the material independently. Karacop and Diken (2017), said that the expert group in the Jigsaw method really helps students to improve reading comprehension.

After discussing the three main focused in this research regarding to: First, the effect of Jigsaw method. Second, the effect of conventional method. Third, the difference between experimental class and controlled class. This research could reflex the Jigsaw method as follow: the use of the Jigsaw method was suitable to be carried out at the student level because to discuss with friends students were able to discuss well so as to be able to produce a good and correct agreement about the material being carried out. The use of the Jigsaw method in the expert group procedure was very helpful for students in worked on questions, because students were able to discuss and focus on the material they got. They were able to explain the results of the discussion back to their original group friends. The use of the Jigsaw



method was able to make students work in a structured and timely manner, because students have the same portion of assignments so that the tasks given can be carried out on time. Whereas in the conventional method students failed to comprehend the text because students only focus independently. Students work on the questions individually, this is what makes students fail in working on the questions. From this discussion the conclusion was the Jigsaw method has positive effect for the teaching-learning process.

## **Conclusion and Suggestion**

### **Conclusion**

After conducting the research and found the effect of the Jigsaw method on reading comprehension in non-major English basic science students at Bengkulu University especially on class 2A and 2B Nursing, the study concluded: First, there was significant improvement after taught using the Jigsaw method because the T value was 19.5 and the significance was 0.000, there was an increase that occurred after the treatment was carried out using the Jigsaw method. Second, there was no significant improvement with classes that were not taught using the Jigsaw method because the T value was -0.34 and the significance was 0.735, there was no increase after the treatment was not used using the Jigsaw method. Third, there was significant improvement between the controlled class and the experimental class. It can be seen that the post-test in the experimental class is much higher than the controlled class.

The thing that made teaching using the Jigsaw method could have significant improvement was because, the Jigsaw method means working in groups. In addition, students worked in groups not only in the original group, but there was an expert group that really helped students during the teaching and learning process.

### **Limitation of the Research**

After conducting the research, there are several things that are the limitations of this research. First, in planning the challenged faced in the experimental class, the groups should be divided equally between men and women, but considering that the average nursing class is female, so not all groups have male group members, considering that gender was one of the things important in group division. In the end, there were only a few male members.

Second, the challenged that are felt mostly in the process during treatment are carried out both in the experimental class and the controlled class. In the experimental class the challenge was, the class becomes less conducive because the class became quite noisy and less orderly considering the experimental class was discussing in two groups. Besides that, in the experimental class there were too many moving movements. First, all students have to study in the original group, then study in the expert group, and finally return to the original group. Movement between one group and another made the class less conducive because it causes commotion in the class. Whereas in the controlled class, the class was quite conducive because the class was able to pay good attention to the teacher and did the questions well without having to move seats, but the challenged in the controlled class was that there were still many students who did not want to ask about the difficulties when did assignments. It's unwillingness that made students unable to comprehend text properly. These two things were the limitations of the research.

### **Suggestions**

Based on the conclusion, some suggestions hopefully will be useful for teachers, students, and other study; 1. Teachers are able to apply the Jigsaw method to college level students. However, it should be noted that in using the Jigsaw method, the teacher is expected to use the Jigsaw method by making the class more conducive. 2. Students are able to be more active in discussions in expert groups. 3. For other study, this research can be developed using different subjects, other research can conduct research in social groups for college students. Moreover, this research focuses on reading comprehension, other researcher can use the same method but on other reading skills, such as reading ability, reading literacy, etc. The study also suggested that in the implementation of the controlled group treatment, if the experimental class has been carried out in groups, future research can deepen the research by giving treatment to the controlled class also using group learning.

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## Improving EFL Students' Vocabulary in a Rural Area through Scrabble with Crossword Picture Puzzle

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### Abstract

There are still many EFL students in Indonesia who face struggles in learning English, especially in memorizing vocabulary. This is prominent in particular to students who reside in rural areas, where besides school facilities are limited, motivation is also among the factors for their depleted motivation to learn English. The students in one of the senior high schools in Sabang island, Aceh, Indonesia, still strain when dealing with this subject. To solve the problem, a game insinuated to improve their vocabulary is the scrabble with crossword picture puzzle. This game demands cooperation of students to work together with their peers in a group in an entertaining way. This research employed the quantitative approach by experimental teaching. The sample of study of were 25 students in the experimental class and 26 students in the control class. Purposive sampling was used in which these two classes had most students with the lowest English scores among the other tenth grade students. The results of the t-score showed that there was a difference between the scores of the pre-test and the post-test of the experimental (4.23) and control classes (3.59). This proved that the used of scrabble with crossword picture puzzle game gave a significant improvement on students' vocabulary. The application of this game made the students in the experimental class be more active, communicative, and challenging during learning process compared to the control class.

**Keywords:** Crossword; game; picture; puzzle; scrabble; vocabulary

## **Introduction**

English as a Foreign Language (EFL) learners, especially in rural areas in Indonesia, encounter various struggles in learning due to various factors. Some common challenges faced by these learners are such as limited access to resources (Muslem et al., 2018), lack of qualified teachers (Febriana et al., 2018), limited exposure to English (Rahim & Chun, 2017), inadequate infrastructure (Bahrin et al., 2023), cultural and linguistic differences, and limited motivation and support (Supriadi et al., 2023). All of these challenges must be resolved by the teachers to continuously improve the students' ability and interest in learning English as a global language deemed important for their future careers.

One of the solution to create an effective and enjoyable teaching and learning process, especially in a setting with many problems to students such as in the rural area. Efforts made by teachers in doing so can activate students to be fond of the subject they are learning, in this case, English (Djafar & Tamhir, 2021). Good learning media can increase their motivation to learn, and participate in classroom activities (Nugrahani, 2017). Among the simple efforts that teachers can partake is using games in the language classroom (Sari et al., 2020; Sari et al., 2022).

In language learning, vocabulary games should be the main emphasis in the process because it connects with all language abilities at all levels of proficiency (Elfiondri et al., 2022). Hence, learners with poor vocabulary need more time to pick up new words, are less able to participate in text comprehension, and are less likely to engage in oral conversation with their peers (Khan et al., 2018). The students with these problems then have a low awareness on how they process and produce the target language (Yousefi & Biria, 2018). Insufficient vocabulary as a major barrier further leads them to further struggle in improving all aspects of language skills (Hamad, 2013).

The researchers had conducted a preliminary research at one of the senior high schools in Sabang island, Aceh, Indonesia. It was also discovered that the major barrier in their English learning was vocabulary. Despite that they had learned this language since the 7<sup>th</sup> grade in junior high school, they still strived to remember the English vocabulary till senior high school. In the English subject, only 30% out of 61 tenth grade students at this senior high school reached *Kriteria Ketuntasan Minimal* (or KKM, translated as Minimum Score Criteria) was only 30%, and those who did not reached KKM was 70%; this was quite alarming and efforts need to be taken by the

teachers to resolve this problem. Junior high students studying English as a foreign language (EFL) in Indonesia must acquire 1.000 words, whereas senior high school students must learn 2.500 words—nearly three times as many as junior high students must learn (Astaman, et al., 2002). However, not all terms in language instruction are equally important. Therefore, teachers must know which words they need to teach to the students at different grades from the 7<sup>th</sup>-12<sup>th</sup> grades.

There are numerous methods for teaching vocabulary in learning a foreign language. Among them is the use of scrabble with crossword picture puzzle game. It is known as an engaging technique for students to actively engage in the learning process (Franklin et al., 2003), and is helpful in the approach for students to remember vocabulary. Crossword or scrabble is a type of game that trains and develops vocabulary thinking insights (Shoimin, 2014). In this game, two to four players score points by placing tiles, each bearing a single letter, onto a game board. This model takes the form of various words, sentences, or paragraphs and are done in groups. The words, sentences, or paragraphs are then combined with picture puzzles to support the creation of more interesting learning. This puzzle game involves assembling pieces of cluttered images into one complete picture (Prasetyoningrom, 2015).

A number of studies have been conducted on the effectiveness of scrabble with crossword picture puzzle game in English language learning. Some researchers have done some previous studies related to scrabble with picture puzzles. In the Palestinian context, Keshta & Al-Faleet (2013) found it successful in developing tenth graders' vocabulary achievement and retention. In the Indonesian context, Sitompul & Harahap (2020) and Panjaitan & Amaniarsih (2021), for example, found that this game provided meaningful effect on students' vocabulary achievement in Medan. The pre-test post-test design of these research showed an increase in students' English scores after the experiment was implemented in their English classes. In Binjai, Fachrozi et al. (2021) investigated how this game increases senior high school students' vocabulary mastery. Through classroom action research, they found the increase in scores by the students in the first cycle to the second cycle. This game did not only improve the student's command of the English language vocabulary, but also made the class interesting and fun.

In view of that, this present study also intended to implement the scrabble with crossword picture puzzle game to the senior high school under study in Sabang.

Puzzle is an interesting strategy to make the students actively participate in the learning process and requests students' cooperation in groups. Very limited study has been conducted in the context of rural students in Indonesia, and thus this study intends to fill in this research gap. Consequently, this research aimed to use scrabble with crossword picture puzzle game to help improve students' vocabulary at the tenth grade of a rural senior high school in Sabang, Aceh, Indonesia.

It is expected that the results of this research provide better insights into the extend of how scrabble with crossword picture puzzle game can be help EFL students in learning vocabulary. Hence, the research hypotheses for this research are as follows:

Alternative Hypothesis (Ha): There is a significant improvement on students' vocabulary after being taught with the scrabble with crossword picture puzzle game.

Null Hypothesis (Ho): There is no significant improvement on students' vocabulary after being taught with the scrabble with crossword picture puzzle game.

### **Research Methodology**

This research used the quantitative method by using an experimental research. A quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world (Burns & Grove, 2005). The population of this research was students in the tenth-grade students of one of the senior high schools in a rural area in Sabang island, Aceh, Indonesia, with a total of 61 students. The sample of study of were 25 students in the experimental class and 26 students in the control class. Purposive sampling was used in which these two classes had most students with the lowest English scores among the other tenth grade students.

Instruments in research are tools and facilities used by researchers in the data collection process to facilitate work and the results become better, careful, complete, and consistent so that the research carried out is easier to process (Goldsmith et al., 2020). In this research, the instrument used were tests to measure student's ability in English vocabulary before and after the treatment of teaching vocabulary through the scrabble with crossword picture puzzle game. Two test that were given to the students namely the pre-test and the post-test. The researchers took the test materials from the English textbook used by the school.

On the first meeting, the pre-test was conducted on the students in the control and experimental groups, they were given 50 words and were asked to describe the meanings of those words in short sentences. For the next three meetings, the control class was taught using the conventional method, where teaching was based on the materials solely from the textbook. The experimental class was taught using the scrabble with crossword picture puzzle game. Following the steps of conducting this game by Prasetyoningrom (2015), first, the teacher (who is the second researcher of this study) presented the students with how to do the activity of scrabble with picture puzzle by writing the steps on the blackboard. Once the students understood, the class was divided into groups which consisted of 4-5 students in a group. The teacher laid out the scrabble and 10 picture puzzles on each table of the group. The students consecutively arrange pictures and guess the meaning of the pictures with their group members. They were given time of about 30 minutes. After knowing the meanings of the pictures, they arranged the letters on the scrabble board. The group that finished first is the winner. Before the class ended, the teacher recalled the lesson for the day. Finally, on the fifth meeting was the post-test, the teacher again gave a set of slightly different 50 words from the pre-test and were asked to describe the meanings of those words in short sentences.

The scores from the pre-test and the post-test were analyzed by using the statistical procedure to find out the mean, t-score, and standard deviation (Sudijono, 2003). Mean is the average score results from the students in each test. Standard deviation is measure of the amount of variation or dispersion of a set of values. Meanwhile, the t-score (also known as t-value) is equivalent to the number of standard deviations away from the mean of the t-distribution.

## **Findings and Discussion**

### **Findings**

Table 1 shows the results of the pre-test and post-test from the control class with a total of 25 students. The mean score of pre-test is 62.4, and after the treatment the mean score of the post-test increases to 71.8. The standard deviation score of the pre-test is 7.6, and after the treatment, the standard deviation score increases to 8.1. After determining the standard deviation, the t-score was calculated and the result is 3.59.

**Table 1.** The Scores of the Pre-Test and the Post-Test of the Control Class.

Pair 1		Mean	Std. Deviation
	Pre-test	59.0	6.86
	Post-test	67.3	7.5

Table 2 shows the results of the pre-test and post-test from the experimental class with a total of 26 students. The mean score of pre-test is 59, and after the treatment with the conventional method, the mean score of the post-test slightly increases to 67.3. The standard deviation score of the pre-test in is 6.8, and after the treatment, the standard deviation score slightly increases to 7.5. After determining the standard deviation, the t-score was calculated and the result is 4.23.

**Table 2.** The Scores of the Pre-Test and the Post-Test of the Experimental Class.

Pair 1		Mean	Std. Deviation
	Pre-test	62,4	7,6
	Post-test	71,8	8,1

Based on the data above, the t-score or t-value of the control class is 3.59, and the experimental class is 4.23. This result shows that there is a significant difference between the pre-test and post-test in both classes, however, the experimental class gained higher significant difference by learning through the scrabble with crossword picture puzzle game because the critical value of the t-score for freedom of 26-25 samples was 0.64 at a significance level of 6% (0.06). So, t-score = 4.23 is higher than t-table = 3.59.

In conclusion, the analysis of the data reveals significant differences between the pre-test and post-test scores for both the control and experimental classes. However, the experimental class, which utilized the Scrabble with Crossword Picture Puzzle game as a learning tool, exhibited a higher significant difference compared to the control class. This game had a more substantial impact on the learning outcomes, as evidenced by the higher t-score compared to the control class.

## Discussion

Based on the findings of the study, the implementation of scrabble with crossword picture puzzle game was effective to improve the students' English vocabulary in the experimental class. Despite the control class also had an increase in scores, hence, the scores are not as significant as obtained from the experimental

class. The results showed that the value of t-score (4.23) was higher than t-table (3.59) at the significant level 6%. It means that the Alternative Hypothesis ( $H_a$ ) was accepted, the Null Hypothesis ( $H_0$ ) was rejected. Scrabble with crossword picture puzzle was able to improve students' vocabulary mastery of tenth grade students in a senior high school at Sabang island, Aceh, Indonesia.

During the experiment, the students in the experimental class were seen to be more active and enthusiastic in learning compared to the control class in which the atmosphere was more monotonous. The experimental class was student-centered, meanwhile the control class was teacher-centered. During the game of scrabble with crossword picture puzzle, the students were seen to interact with their group members keenly to find meanings to words during the time given. They all strived to be the winner. Indeed, this game demanded students' participation to work with each other their group (Wulanjani, 2016). Since the class ambiance was joyful and less-stressed, the students were confident to actively communicate with each other, both in English and Indonesia, and sometimes even the local language (i.e., Acehese) to reach their goal of completing the English game task. Their use of a number of languages in the classroom was not much commented by the teacher. As long as they all had the same goal of providing the English meaning to the English words in the task, the teacher let them be. This is to encourage them in learning English because before this game for learning were implemented, they initially had low motivation to learn this language. Consequently, this lively engagement was helpful in the progress of learning and remembering the English words (Franklin et al., 2003).

While learning through playing the scrabble with the crossword picture puzzle, the students were also seen to generate ideas from each other while thinking and discussing on how to formulate words to explain the meaning of words from pictures. Shoimin (2014) has mentioned that games in language learning can foster the growth of vocabulary-related cognitive skills. Nevertheless, despite its advantages, this game was also seen to be time-consuming. Even though all of the groups managed to complete their game task on time in the experimental class, some of the students in the groups gave the impression of 'unsatisfied' with their work because a few words assigned by the teacher for the game was not given enough explanation. This made them discontented. This setback was also revealed by Pohan (2018). Perhaps in the future, due to the time constraint, the number of words that the

students had to do could be lessened to cope with the time provided by the school for each English lesson.

Finally, this game can be an alternative media that can be applied in teaching and learning English vocabulary. It is found to found to successfully develop students' vocabulary achievement and retention (Keshta & Al-Faleet, 2013). They could easily absorb the materials (i.e., vocabulary) delivered by the teacher in class and the students become more excited to learn (Fachrozi et al., 2021; Panjaitan & Amaniarsih, 2021; Sitompul & Harahap, 2020). This enthusiasm is important to build on students residing in rural areas, in which many factors exist to dwindle their learning motivation (Bahrin et al., 2023; Febriana et al., 2018; Rahim & Chun, 2017; Supriadi et al, 2023). To consistently advance the students' capacity and enthusiasm for learning English, teachers must make extra efforts to find solutions to these issues.

### **Conclusion and Suggestion**

Based on the results of this study, it can be concluded that the scrabble with crossword picture puzzle game can improve EFL students' vocabulary. The mean pre-test score of the control class is 59.0 while the post-test mean score is 67.3. The mean pre-test score of the experimental class is 62.4, while the mean post-test score is 71.8. The results of the t-score showed that there was a difference between the scores of the pre-test and the post-test of the experimental and control classes. The t-score for the control class is 3.59, while the t-score of the experimental class is 4.23. With a higher t-score from the experimental class, this proved that the used of scrabble with crossword picture puzzle game gave a significant improvement on students' vocabulary. The application of this game made the students in the experimental class be more active, communicative, and challenging during learning process compared to the control class.

Yet, the results of this study were only from two classes in a senior high school situated in a rural area in Sabang island, Aceh, Indonesia. There are still many schools in other rural areas in Indonesia that needs similar attention in improving their students' English vocabulary. Future related studies are suggested to involve more school in rural areas in Aceh to study further effect of the scrabble with crossword picture puzzle game in learning vocabulary. Questionnaires, and even interviews



with both teachers and students toward the implementation of this game in learning to retrieve in-depth information are also advocated.

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