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ARTS & ENTREPRENEURSHIP IN LANGUAGE STUDIES



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ARTS
&
ENTREPRENEURSHIP IN
LANGUAGE STUDIES

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EKAWATI MARHAENNY DUKUT

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This book chapter publishes selected works
that has been presented in the 6th CIC (Culture, English Language Teaching
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and authors.

From the Editor

Covid-19 has changed our educational landscape. It has created distances, yet at the same time it has also created borderless classrooms. Any student can now jump from one classroom to another classroom – not only from their own department but also to faculties and even to universities from all over the world in seconds. An Indonesian student can take courses not only from his/ her university but also take courses from a Pilipino, Malaysian or U.S.A. university during the course of their studies. This is possible due to the Indonesia’s Kampus Merdeka program, which has promoted that education is now free to take, anyway we like, insofar as the requirements of taking the desired class are met. Serious lectures offering only theories and no practical workshops are no longer popular in online and distant learning classes.

Students want to learn how to become creative and innovative beings. On the same wave length, businesses who will employ these would-be graduates want skilled people who know the ropes in a flash, rather than those who are theoretically outstanding. With this kind of environment, how can the School of Arts and Language Studies, such as the English Study program prepare their curriculum? What kinds of arts and entrepreneurship skills can universities and schools offer, so the would-be graduates can become competitive individuals?

This book contains insights and results of research done by students, lecturers, teachers, and practitioners, who writes on the theme: “Arts and Entrepreneurship in Language Studies”. In publishing this book, the contents and style of writing are born on the authors’ responsibilities. The editor only helps with the layout of the articles.

Many thanks are given to the 6th Culture, English Language Teaching & Literature International Conference committee and presenters who gave permission for the editor to select a number of their works for this book. It is hoped that after reading the articles shared here, there will be an avenue for everyone to find the most suitable ways for a mutual cooperation between corporations and schools that make good use of the borderless multi-disciplines prevalent in language studies such as in the English Department, the Arts and the Entrepreneurship sectors.

Ekawati Marhaenny Dukut

(Editor)



ARTS
ENTREPRENEURSHIP IN
LANGUAGE STUDIES

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**ONLINE LEARNING THEORIES,
METHODS AND TECHNIQUES
DURING COVID-19**

1

Wait, What's Your Group Doing? Reflections and Analysis in Grounded Theory and Group Research Online

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Abstract: *COVID-19 has drastically affected the way graduate students and academics produce research, learn, and teach. This paper examines the experiences, obstacles, and lessons gained when engaging in collaborative research in the pandemic's virtual environment. Graduate students in two separate classes at Bowling Green State University examined grounded theory and interpretive methods while participating in a class-wide research project that examined differences in pandemic responses betwixt African countries. Utilizing participant observation, we explore the difficulties, insights, and future considerations for online learning in an academic environment and practical implications for student-led collaborative research projects. We highlight issues of decontextualization, the shifting borders of organizational conflicts, the imagined gap between theory and praxis, and methodological challenges presented by online learning with the aim of improving and adapting current online learning environments and satisfying relevant pedagogical and methodological tensions.*

Key words: *online learning, grounded theory, interpretive methods, decontextualization*

INTRODUCTION

Constructing grounded theory as a class is challenging. Constructing grounded theory online as a class only emphasizes those struggles further. Kathy Charmaz (2006) argues that researchers must demonstrate respect for our subjects by “making

concerted efforts to learn about their views and actions and try to understand their lives from their perspective” (p. 19). Interpretations are formed based on our understanding of the other. Online learning removes the student researcher, the classroom, and restricts access to important learning resources that serve to form that understanding. This is the background in which two student researchers, one in an M.A program and one doctoral student, found themselves at the relative beginning of the COVID-19 pandemic.

Interpretive scholars (Charmaz, 2006; McKee, 2003; Schwartz-Shea & Yanow, 2012) often frame interpretive methods in a context that does not account for online learning challenges and barriers that may arise along the way. Charmaz and McKee concern themselves with understanding the perspective and knowledge generation of others, a task that is made substantially easier by acquiring accessible data, the opportunity for follow up and clarification, and the ability to construct a cohesive direction within a classroom. Additionally, we engage in the conversation of the imagined gap between theory and praxis and shifting borders of organizational conflicts. These are the general problems we find in our online learning experience with grounded theory and interpretive methods. This gap understanding creates both practical and pedagogical issues. Through our lived experience, we seek to inform future research direction and considerations in online learning.

This reflection will introduce our guiding literature, detail how we arrived at our interpretations using participant observation, provide personal lived experience insights, and provide results of our reflection and discussion.

LITERATURE REVIEW

The foundations of our knowledge throughout our online learning experience were constructed by the literature assigned to us in the fall of 2020 and the summer of 2021. Additionally, critical scholarship and other interpretive writings guided us. Literature that guided us includes the areas of global change and social development and interpretive methods. These areas are explained below.

A. Global change and social development

Our journey began within the context of global change and social development. The readings that framed our understanding included McMichael’s (2018) understanding of development and social change from a global perspective and Tsing’s (2005) examination of ethnography and global connection. These readings framed our inquiry into developing an understanding of the other in such a decontextualized research project. McMichael and Tsing cover critical inquiry into global inquiry but fail to examine much of the online context regarding research method. We attempt to overcome some of these gaps with our reflections on interpretive methods and online learning.

B. Interpretive methods

Our understanding of interpretive methods comes primarily from a critical paradigm and a constructionist view of grounded theory (Charmaz, 2006) guided us. Additionally, McKee's (2003) understanding of textual analysis was essential in how we examined the transcribed data. In our second class experience with the data sets, group research designs were informed by Schwartz-Shea and Yanow (2012).

Charmaz (2006) asserts that constructing data in grounded theory can be done through recording interactions, identifying conditions in which specific actions or processes emerge or are silenced, finding hidden assumptions, delineating contexts, scenes, and situations, and through diligent focus on words and phrases granted specific meanings. In normal learning circumstances, these avenues of knowledge generation are significantly easier to address and overcome. Online learning poses barriers to most of these construction methods. Constructed grounded theory can begin in many forms, but we posit that online learning restricts this to mainly textual analysis or relatively inaccessible virtual interviews and meetings. This understanding of constructed grounded theory may not prove as fundamental in the new online learning world. This reflection paper aims to provide insights for future research considerations to create a narrowed understanding of constructing grounded theory within online learning.

METHOD

This reflection often references class experiences using interpretive methods, specifically constructed grounded theory. However, our analysis is informed using participant observation. As students, we were granted a unique positionality that allowed us to explore complex relationships between online learning and interpretive research methods. Acting as both student, researcher, and critic, we were able to gain unique insights that have not been evidenced in past research and considerations.

A. Qualitative research

Our research makes use of qualitative research as our insights come directly from our participation in class as students during the fall of 2020 and the summer of 2021. Rather than look to evaluate our experience through empirical or numerical evidence, we posit that our unique positionality allowed us to develop significant insights that would not otherwise be provided. Lindlof and Taylor (2019) state that the "value of participant observation derives from researchers' having been there and done that" (p. 176). In this understanding, qualitative interpretations were the obvious choice.

As the basis for our interpretations comes from our own understanding, no research subjects were involved in the development of this reflection.

B. Research procedure

Lindlof and Taylor (2019) informed our use of participant observation to generate interpretations. We also utilized a member check to verify the validity of our observations.

1. Participant observation

Lindlof and Taylor (2019) state that the use of participation observation in a qualitative study can operate along two paths:

Researchers become increasingly skilled in performing routine practices in ways that are honored by other group members, and (2) researchers create increasingly precise and relevant accounts of this experience. (2019, p. 176)

Using this as our guide, our embedded time interacting with interpretive research data over the course of an academic year between two classes served to hone our understanding of barriers and challenges in online learning and inform our critique and considerations for future research. Observations were made within BGSU's fall 2020 class on global development and social change as well as BGSU's summer 2021 class on interpretive methods. This provided contrasts over the course of an academic year. It should also be noted that names of group members that were referenced were changed for the sake of privacy.

2. Member check

To increase the validity of our findings, a member check was performed. One student was asked for their thoughts on their class experience during the summer of 2021. This student affirmed that their experience was like our critique and provided validity from an additional member of the group.

RESULTS AND DISCUSSION

The results of this study provide information on future online learning considerations, specifically when teaching or conducting constructed grounded theory or other interpretive methods. A detailed account of our first experience interacting with interpretive methods and grounded theory in an online context will be given, followed by our personal accounts and observations made. Our second experience will then be explained followed again by our personal accounts and observations. Discussion will then be given.

A. Fall 2020

Our journey into online learning and grounded theory began in the midst of the COVID-19 pandemic in the fall of 2020. Bowling Green State University (BGSU) had committed to an all-online schedule and Zoom rooms substituted for classrooms. Patrick was in his second year as a doctoral student, and Michael was just starting

his journey in communication studies as a brand-new M.A student. This is to say we began our journey into online learning at different points of understanding, Patrick having more knowledge and experience in interpretive methods whilst everything was fresh and sometimes confusing to Michael. This is the backdrop for our personal experience at the start of our continuing adventure.

We were introduced to a set of qualitative interviews by our professor, Dr. Radhika Gajjala. These interviews were collected as part of a grant that intended to examine Africa's cultural creativity and securitization responses to COVID-19. The interviews were conducted during the summer of 2020 and thus had only been recently collected as responses were just starting to be evaluated. Interviewees were government officials, advocates, and community leaders from various parts of Africa. These interviews were given to a class focusing on global development and social change. Some had already been transcribed while others were in the process. The premise was that the class would conduct a literature review to inform our understanding of the interviews at hand and then begin the process of coding to help a core team of researchers develop an understanding.

The key to our data access lay within computer software and hinged on internet access. Our class had managed to obtain several license keys to Atlas.ti, a data management tool that operates within a web browser. Atlas.ti was developed for researchers using grounded theory, content analysis, or various methods that require complex organization and functionality. Transcribed interviews, organograms, background context, and gathered literature were all uploaded to Atlas.ti. Once uploaded, anyone who had access to our project could view them and use the various functions it allows for. This includes the writing of memos, highlighting words or phrases for coding, categorization of codes, and other user features such as narrowed search functions and grouping documents using a tagging system. This technological adaptation to interpretive research was the lens that allowed us to investigate the data.

To begin our journey into the data, our class of approximately 12 students were broken into four groups. These groups began meeting outside of class to discuss relevant literature they found and its relation to the data we were provided. After several weeks, and a substantial amount of literature contributed, the class would then go onto review every group's contribution before being instructed to start coding and categorizing the transcriptions. Groups that gathered literature together were the same groups that began coding. This gave way to a coding and categorization process that operated at a group and class level. Groups were assigned different interviews and created codes based on what that individual group found and reported. Other groups either used codes that they created themselves or used the same codes that were found elsewhere.

These various levels of knowledge and coordination highlighted issues involving decontextualization and online learning. The interpretive researcher already begins

their exploration at a disadvantage if they're unfamiliar with the lived experience of who and what we're investigating, as we clearly were, but online learning removed our thoughts from those of our classmates and fellow researchers as well. Further, groups were formed of students from different epistemic backgrounds and understanding of grounded theory and interpretive methods, creating numerous issues along the way as well. We can see these issues emerge in the detailed account of our experience.

1. The Doctoral student perspective: Fall 2020

My group was composed of Ron, a second-year M.A. student, and Leila, a second-year doctoral student. As part of our preliminary research, we attempted to find information on securitization, militarization, health industry, and Ebola response in various African countries. The largest and most obvious problem that we confronted was that the specific countries that the grant project wanted us to examine weren't the ones being written about. Clearly, the grant project had found an important area of study. However, this gap in research made it difficult to properly contextualize the specifics of the countries in question. To avoid making inaccurate assumptions or improperly equate issues of securitization across various socio-economic, cultural environments, our group devoted our time to coding interviews from people in the countries in question.

Coding quickly had its own issues. Other groups had the same idea we did and since we were all coding the same interview transcripts and the same few articles, codes became numerous, and documents became crowded. One of the biggest sources of confusion was the issue of "securitization" vs "militarization". Instead of referring to different but related phenomenon, the two began to be used interchangeably. What we knew from interviews with people who were working in the health industry or government sector in these countries was that issues of the militarization of health protocols or the securitization of borders and businesses were incredibly nuanced issues. Some of our interviewees didn't feel comfortable using their real names because of their stature and, in some instances, the hostility of militarization in each country. The sensitivity of the information in question, the gaps in current research, and the lack of contextual information coupled with coding confusion didn't prevent the project from progressing necessarily, but it did inhibit our ability to come to meaningful conclusions.

2. The Master's student perspective: Fall 2020

My experience as an interpretive researcher began alongside those more experienced than me. I was grouped with Jim, a second-year M.A student and Amelia, a second-year doctoral student. We had the additional benefit of Amelia, who lived in Africa prior to being a student at BGSU and thus had lived experience to provide.

During the outset of the semester, we began our quest to contribute relevant literature to the project. Because we were examining COVID-19, securitization,

cultural creativity, and Africa, we sought to find articles that were related to past efforts regarding the spread of Ebola and insights into the community-developed responses found in Africa. The way our group operated was not the same as many other groups. Other groups, who may not have been as familiar with grounded theory, contributed a large variety of articles. Not all articles were relevant, and many dealt with generalized information about Africa or epidemic responses that took place in a different context. Additionally, some groups did not meet outside of class at all. This led to a group of three people having each group member find literature and work independently. I speculate that this is likely because of the online learning environment, which removes the opportunity to meet conveniently in person. In essence, while some groups were productive with a pointed focus on relevant literature. Some other groups contributed irrelevant articles and had sporadic, and sometimes non-existent, meetings with their group members. The impact of this spread farther than might be assumed. All literature that was gathered during the fall of 2020 remained uploaded to Atlas.ti and was examined in future classes and investigations of the data.

As our class moved from finding literature to the coding process, most groups kept the same workflow and members. Some groups met jointly to code, some met jointly to discuss and coded separately, and some groups coded as individuals. All groups consisted of students who were at various points of understanding grounded theory. What occurred was somewhat expected; a mess ensued. As groups began coding, many iterations of extremely similar codes emerged. For example, the codes “migrant” and “migrants” were both found. These similar codes were also found at varying degrees. Some group members coded more than others which contributed to the saturation of some specific codes. For example, I had little experience in communication studies or interpretive e method, let alone the knowledge to produce well-intentioned and quality codes between themes that emerged. Thus, the data I coded tended to have many more codes and types of codes labeled than other transcriptions that other groups worked with. Normally, this would have been part of the coding process as researchers would work to discard or adapt irrelevant codes. However, our decontextualized online learning space worked against us. When the entirety of the class met, time was spent discussing various textbooks on interpretive methods and working in groups in Zoom breakout rooms. Groups could never meet with all other groups to reduce codes and work toward a cohesive goal. In essence, a core group of researchers dictated how the data should be examined, but the role of our class became quickly lost amongst separate groups.

B. Summer 2021

The 2021 summer course in which we enjoyed the second iteration of this project was a School of Media and Communication course on Interpretive Research Methods called MC 7010. Like the course from the previous Fall, Dr. Gajjala taught this course as well. A brief summary of the class lays out a focus on “the methods,

stakes, and practices of interpretive research” (Gajjala, 2021, p. 2). The two most prominent texts were Alcoff and Potter’s *Feminist Epistemologies* (1993), Charmaz’s *Constructing Grounded Theory* (2006), and Schwartz-Shea and Yanow’s (2012) *Interpretive Research Design*. While individual work on book presentations and our own individual projects were important places of understanding the aforementioned texts, a large portion of our time and energy was spent on group work and collaboration on the formerly grant-funded project on Africa and COVID-19. The difference being that inter-group collaboration and class-mandated peer reviews increased the communication between groups in comparison to the previous Fall. Speaking of our personal experiences, the research process became more efficient and produced more meaningful findings.

1. The Doctoral student perspective: Summer 2021

At the beginning of the class, I was faced with a similar conundrum: confused groupmates and a general lack of direction. What I decided would be best, given my group’s familiarity (or lack thereof) with the material in question, would be to give them experience with the material by managing the cluttered mess of the codes. There were codes with slight variations in specificity or spelling and codes that often overlapped and it became clear that this collection of codes was the product of confusion. This is not to say that nothing meaningful had been produced from previous work, but merely that a more concentrated effort would only improve upon on predecessors. My groupmates, Steven and Ahmed, and I began by each individually selecting a more popular code (one within the top 10 based on the number of uses) and clearly articulating its definition and therefore its usage. After we did this, we were able to go through and find codes that overlapped in meaning or served the same purpose but utilized a different name. After this first round of group work, we were faced with the questions of, “what are we really coding for?”. What questions are we trying to answer? However, upon the subsequent round of peer reviews, I realized that once again they were stepping on already trodden ground.

A different group (who for the sake of clarity will be referred to as Group Alpha), with Melissa, Rachel, and Karen, had the exact same thoughts as my group and had conducted a similar exercise, only, they had done a much more thorough job organizing and defining all of the codes. They produced an excel spread sheet that grouped codes by theme, while providing definitions for them, and eliminated unnecessary or redundant codes. Steven, Ahmed, and I realized we could be more helpful by furthering another aspect of this project. So, we went back to our question of, “What are we trying to answer?”. In their initial group report, Group Alpha posed more specific, if similarly sourced, questions, such as, “How does religion impact implementation and adherence to health guidelines?”. During a period of discussion, my group realized that we did not have the contextual information necessary to even begin to answer these questions, or really the ones we had posed at the outset of this study back in the fall of 2020. So, we turned to Schwartz-Shea and Yanow’s (2012)

Interpretive Research Design as a launching pad for contribution to the project: thick description.

While we had richly informative first-person interviews with several people in important positions of knowledge in various sectors of interest in various countries, we did not first establish a foundation of knowledge about the countries in question that would allow us to put our interviews into the appropriate context. So, we turned to thick description. Schwartz-Shea and Yanow (2012) discuss thick description here, “A thicker description would add the ‘whys’ and ‘hows’ that underlie this statement’s ‘whats,’ contributing all manner of historical, demographic, economic, geographic, and cultural nuances, as relevant to the research question and what the researcher is seeking to theorize, that contextualize the seemingly simple event” (p. 48). We were trying to formulate “whys” without ever having the “whats”. Our new group goal quickly became: what do we need to know about these countries to answer the questions we have developed as a class? My group began to do research on the religious history and demographics of various countries, the political history of these countries, and finally the structure of the health system in these countries. What we realized is that many of the ideas we formed based on our interviews were misguided and contained within them many assumptions about the people’s religious beliefs and political structure. By the end of the summer semester, we had finally begun to form a thorough, contextual understanding that allowed for the potential of meaningful findings.

2. The Master’s student perspective: Summer 2021

My interactions with the transcribed data in the summer of 2021 were much more productive than my initial investigation into it. Almost a full year later, I had developed a much stronger grasp on implementing interpretive methods and a functioning understanding of grounded theory. I had made leaps and bounds since my introduction to communication studies and was excited to begin working with the data from my new perspective.

During this class, groups were once again formed. However, the original project had gone its separate way from BGSU, but we were still granted access to the data for educational purposes. The goal of this class was specifically to become familiar with interpretive methods, so students were allowed a much broader approach to study this data. Using grounded theory as our point of entry, groups were required to examine the data to find launching points of future research ideas or projects. For example, my group, consisting of two doctoral students and myself, specifically looked at the marginalization of groups within Uganda by examining several interview transcripts that originated from Uganda. The original intent of the data was to examine securitization and cultural creativity, but by closely examining themes within the transcripts, we found issues relating to the marginalization of several groups within the country. Using an abductive sense of inquiry, we were then able to form ideas for future research outside of the context of this data. It was a mix of sorts between

utilizing grounded theory and generally utilizing interpretive methods to generate ideas and points of entry into the interpretive journey. This flexibility allowed groups to work and interact with the data as they deemed fit; no matter how the group operated internally.

This is not to say that my group experience happened naturally, there were bumps along the way. Our group consisted of researchers from different epistemic communities, which highlighted possible barriers to overcome when conducting grounded theory or interpretive methods. My two group members primarily concerned themselves with feminist theory and epistemology, while I concern myself with theories in media and communication regarding alternative media. Our different standpoints required us to discuss how we should investigate the data. Initially, we approached the data with theory in mind and tried applying it to the data. As we know now, this defeats the point of abductive inquiry as we were trying to force themes to emerge rather than looking for something to drive our attention forward. We then had to revisit the data with a perspective driven by broad epistemic beliefs rather than specific theory. After deciding to revisit the data from a general critical perspective, we were able to find outlier themes to point or research direction forward.

My experience also displays the difficulties of interpretive methods and developing an understanding of how to enact them. Some groups began their inquiry from an abductive perspective while others simply dove right into coding data that had already been previously coded, without much context of what had occurred in the past. Researchers (Charmaz, 2006; McKee, 2003) note that interpretive methods need not have specific steps to conduct them, and that they may occur simultaneously sometimes, but the researcher must familiarize themselves with the context of the data, how its original intent, how it was used previously, and the context of how it is being used now. Without this acknowledgement, our eventual interpretations can become murky and unclear.

3. Discussion

Based on our experiences, we have identified four categories of takeaways: issues surrounding decontextualization, shifting borders of organizational conflicts, the imagined gap between theory and praxis, and methodological challenges associated with online learning.

As interpretive researchers from the Global North investigating the data originating from the Global South, decontextualization is already a main concern. The experience of online learning only emphasizes this and other issues of decontextualization. First, we must acknowledge the context of the transcriber. Transcriptions and organograms explaining the context of the interview were written by those who were biased toward their own understanding. For example, it was written that the subject of an interview had performed an “authoritarian power-grab”. We know this is only true to the writer and that this theme must emerge within our data to make that correlation. Because

the data provided to us was only accessible through the online platform Atlas.ti, online learning became a barrier to clarifying our understanding of the data. Additionally, groups who interacted with the data were rarely able to meet with other groups and codes became oversaturated, redundantly varied, and unclear in some instances. The class who originally examined the data also had the influence of leaving behind all codes, memos, literature, and notes. This previous work became the lens through which the second class would view all data, which further created confusion for those who were not already familiar with grounded theory or previous work done. In the future, we posit that group work in online interpretive research understand the need to have all groups work cohesively, either for one common goal or to clarify the use of data for varied group projects. Decontextualization will never be completely overcome, but it would be foolish to not attempt to alleviate as much discomfort as possible. This should be accounted for in educational practices.

Methodological challenges highlighted themselves when researchers from different epistemic communities were examining the same data. It is imperative that a general understanding of grounded theory, or the appropriate interpretive method, be had. Grounded theory does not begin with theory, it is grounded in abductive inquiry (Charmaz, 2006). An epistemic understanding must be found and broadly applied, which may be difficult to find in an online learning context. Online learning limits the number of interactions professors, classmates, and group members have. Adequate time must be given to understand the journey of the interpretive researcher. We found that groups who did not account for methodological challenges formed different understandings of the data, which defeats the purpose of group work to begin with.

Borders, in a broad sense, are thought of as fixed points that define a given area, physical or not. In an academic environment in which almost all the people involved are of equal stature there are no clear borders. Feminist epistemology encourages us to examine academia not as a hierarchy of knowing but as a democracy. Longino remarks, “Nevertheless, the creation of cognitive democracy, of democratic science, is as much a matter of conflict and hope as is the creation of political democracy” (p. 118). While the function of peer-reviewed journals might give the appearance of such a democratic environment, publications are not the only arena in which to confront or reimagine the notion of academic democracy. The different groups in our COVID-19 Project were most like the ancient Greek polis, all working under the same flag but not always on the same page (and certainly not always in agreement). If democratic science is to be a realistic goal, which I believe it is, then part of the democratic process must begin in the classroom amongst your peers. As Massey (2004) writes, “It is ‘out there’. (In face, in some imaginations, it seems to be ‘up there’, in some ethereal realm of virtual communication and global power perhaps.) But this cannot be so. There is no global phenomenon which doesn’t have local origins” (p. 99). An environment which doesn’t value an open forum, respect, and,

most importantly, communication (successful and unsuccessful) does not foster democratic science.

One of the ways in which democratic science can be achieved is by bridging, or eradicating, the gap between theory and praxis. To begin in the classroom is to change the way in which certain concepts are taught and one of the more fundamental challenges to young academics is the archaic framing of theory and praxis. Theory is framed as abstract, as drawn from reality without ever really influencing it. On the other hand, praxis is just the opposite. It is practical, it is physical, and it is real. What we have realized throughout this paper and through our experiences through these projects is that there is no gap between theory and praxis. We read about theory, and it immediately informed our praxis. They work symbiotically with each other and in order for us to utterly understand theory and praxis we must do them. We were able to come to those realizations and became more effective scholars.

CONCLUSION

To this point, we have argued that issues involving decontextualization, methodological challenges, the imagined gap between theory and praxis, and democratic science are emphasized in online learning and interpretive methods. Due to the nature of online learning, we argue that future considerations in online learning should work to overcome these obstacles to relieve practical and pedagogical tensions. By utilizing class time appropriately, considering the limitations of student researchers, and gaining a broader understanding of the barriers to online learning, scholars and teachers alike can benefit.

Of course, we are limited in our understanding. As researchers investigating the boundaries of interpretive method, we must acknowledge that this is a representation of our experience. Future analysis should seek to diversify research sites and possibly provide more accounts of subjects beyond a minority of the class.

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2

Virtual Blended-Learning in the Covid-19 Pandemic Time

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Abstract: *Blended Learning (BL) concept has closely been linked to more student independent learning in various educational institutions. This paper aims to review relevant theoretical perspectives on the efficacy of the technology in facilitating the adoption of blended learning, in particular during the Covid-19 Pandemic situation and its significance in solving the problem of school physical distancing. It also attempts to discuss how the design of blended learning in the ever increasingly more predominant role of technology in education can facilitate students' better learning through independent learning. This paper starts with the underpinning principles of blended learning and moves onto the role of technology to see if it is indeed facilitative to learners' independent learning. It will also touch on the issues of implementation and how the combination of the two can optimize learning in the distance online mode of learning.*

Key words: *virtual blended learning, independent learning, learning independence, distance learning, technology-assisted learning*

INTRODUCTION

Recent research results reinforce that Blended-Learning (hereinafter abbreviated as BL) has the potential to change the way we look and the way we think about teaching and learning as a result of the combination of ways of teaching and learning that are traditionally delivered face-to-face with learning facilitated by technology can capitalize on all learning potentials because of the activation of all learning modalities (Garner & Okay, 2015). The existence and functionality of the technology is a driving

force that will continue to change the way people teach and learn. This is in line with (Dede, 2007) who posits that technology not only affects human culture as a whole, but also the way humans understand and experience learning and teaching events. This view is supported by the results of the research reported by the Chronicle Research Service (2009) which concludes that in the future learners will continue and increasingly demand access to the use of technology for learning and asynchronous learning experiences that are increasingly flexible, i.e. the learning activities which are not limited and constrained by space and time. This finding brings implications to future learning trends where students are increasingly interested in learning if access to it is done with smartphones or other portable electronic devices. They will over time tend to choose learning activities that are personal with access that is not restricted to classrooms anymore.

Based on Siskin's report (2018, citing Miron & Gulosino, 2016; Bernatek, et.al., 2012; Calkins, 2014; and Pane et.al., 2015) BL has been developing rapidly in America lately. This learning model has been widely applied by various federal agencies, education councils, school management organizations, commercial vendors, and various educational management foundations which see teaching opportunities offered by this model because they believe that it may open a wider access to education, improve quality and reduce education costs. In the same report, it was said that the efforts made by educational institutions to integrate the various learning resources available from various technological advances continued to increase. In just approximately two years, from 2012 to 2014 there was a dramatic increase from 66% in 2012 to 81% in 2014 in the case of surveyed schools offering online learning programs. Education is increasingly 'digital education' even though different institutions give different labels to refer to it, such as blended, personalized, hybrid, next-generation learning, and so on. Irrespective of the terms, they all can be summarized in one term dubbed as blended learning.

The presence of technology today is recognized as having been successful in enhancing learning experiences that are getting richer and more dynamic. The learning experience that used to be very dominant with face-to-face activities with teachers in the classroom has been increasingly more flexible and giving a new color to the more personalized education processes and activities. This new situation is considered to be conducive to students' learning opportunities and quality as a result of the perceived learning process that is personal and dynamic. The logical consequence of such technological efficacy is that learners do not need to fully sit in class to listen to the teacher directly as learning can happen in no more time and space boundary. Unlike the pure traditional learning, technology allows more opportunities for collaboration and informal interaction among learners and between teacher and learners. It can also cut down classroom-bound learning time which in effect saves the cost of instruction.

Recent trends that are developing rapidly in the United States in particular and in a number of other developed countries, as reported by the United States Department of Education (2010) show that among learning models that adopt technology, BL is one of the fastest-growing learning models. Especially at the level of basic education (or popularly known as K-12 education). In a learning environment characterized by the availability of technology facilities and by a technology-based learning environment that is rich in learning resources, BL is seen as a promising learning model for the creation of a learning experience that is fun, immersive, interactive, and able to increase motivation to learn. Very few researchers are concerned with the extent to which the currently available technology is facilitative to the implementation of the blended learning model which allows for mobile learning. Knowing what is happening in the world of education now and what will happen in the future, which inevitably has to go hand in hand with technological advancement, then something innovative must be done in answering the needs of Education 4.0 demands.

Our current work will propose and argue that the use of technology as a new space of distance learning will improve students' independent learning. The first section of this paper will review the related work. The second section will propose some ideas on how this mode of learning can be designed and implemented in the current context of distant Pandemic time and beyond.

The urgency and relevance of this review, among other things, is that it may be beneficial for:

1. English teachers to provide perspectives on the design of learning compatible with the technology.
2. English learners to improve the quality of learning in accordance with the demands of Era Education 4.0.
3. English language teachers who in the future may wish to integrate technological wealth into the school curriculum.
4. Students' current and future learning needs as well as offering novelty in terms of improving student learning independence.

THEORETICAL UNDERPINNINGS

A. Mobile learning

Mobile learning is defined by Quinn (2000) as: 'The intersection of mobile computing and e-learning, accessible resources wherever you are, strong search capabilities, rich interactions, powerful support for effective learning, and performance-based assessment' which is independent of location, time, and space. The term mobile refers to the use of handheld and mobile devices, often termed as

information technology devices, such as PDAs, mobile phones, laptops, and tablet PCs, in teaching and learning. Mobile Learning (m-Learning) is a part of the electronic-based mode of learning (e-Learning). In such a situation, we can predict that among successful educational institutions are those that can adapt and take advantage of technology to create opportunities to enhance learning experiences for their students, namely learning experiences enriched by technology and an increasingly adaptive and responsive learning atmosphere which is capable of catering for individual needs of learners. For this reason, research that considers the use of technology with the ultimate goal of developing learning aids using technology for the BL learning model is the answer to student learning needs while offering novelty in terms of enriching student learning independence. As technology advances, the BL learning model will replace, or at the very least supplement, the face-to-face learning model traditionally carried out in the classroom.

B. Current and future trends

Learning trends as outlined in the introduction, where the involvement of people with information can occur anywhere, gave rise to a new culture called “New Culture of Learning” (Thomas & Brown, 2011. p.17). In this new era, teachers and learners interact with knowledge and science through the use of technology to create new ways of understanding science (Garner & Okay, 2015). With the new learning culture, educators and students are gradually being conditioned to adapt to technological advancement and as much as possible capitalize it for the benefits of learning progress and improving learning outcomes.

Generation of Millennial and Z generation are two generations growing up with advanced technology and having different attitudes to learning. As their day-to-day life is inseparable from technological gadgets, they have different views about what and how learning should take place. What needs to be considered in the education system of the two generations is that they have their own way of exploring themselves and perceiving the sense of place and time of accessing information. All that each individual education institution has to do is simply to provide an immersive environment to support their learning.

Retrospectively, in the former concept of student active learning, students were given more roles and responsibilities instead of too much classroom control by the teachers. In the current digital era, this may be redefinable into a new transformation of class into empowering students with more digitally-mediated learning. In such a new concept, technologically-assisted blended learning has a great potential to transform the classroom into a new and exciting academic environment where the students are more actively involved in their own learning by taking more control of it. At the same time, teachers take their roles as learning managers who create the scenario for learning to happen. They can create a scenario whereby classroom activities are made up of knowledge production activities mediated by the technology.

By so doing, technology, in particular the mobile one, maybe of a perfect supplement to the traditional face-to-face classroom format of learning, but may also enrich it by providing them with open-access learning opportunities.

C. Blended-learning

Since the presence of technology in the world of education, the concept of “blended learning” is increasingly widely known and accepted as a new construct in the world of education. Conceptually, blended learning is understood differently. There are at least three meanings of blended learning, namely:

1. blending/integrating traditional learning with an online web-based approach;
2. a combination of media and equipment (e.g. textbooks) that are used in an e-learning environment, and;
3. a combination of a number of teaching and learning approaches regardless of the technology used.

Of the three concepts, there is one thing in common in terms of merging the two learning environments. On the one hand, there is an element of face-to-face learning in a traditional environment. On the other hand, the presence of the environment distributed learning that is starting to grow and growing exponentially as a result of the presence of new technologies that allow it to be expanded communication and interaction media. Thus, it can be said that in general blended learning is a combination of online technology and face-to-face learning. In its development, there are different terms that all refer to the same meaning, namely blended learning.

In simple words, blended learning is “a combination of two different educational models, traditional face-to-face learning and distance learning (Graham, 2006). Blended learning can also be defined as the integration of face-to-face learning with electronic learning or distance learning by using different learning theories, methodologies, and learning techniques in the same place and supporting learning with a variety of online technologies during the classroom learning process (Rossett, 2002). Blended learning, as a learning mode, is given different names by different writers, such as 1) hybrid instruction, 2) mediated learning, 3) technology-enhanced instruction, 4) web-enhanced instruction, and 5) web-assisted instruction (Khan et. Al., 2012: 311). At present, blended learning seems to be the most widely known term that refers to a mixed learning environment.

Suprabha & Subramonian (2015:1) suggested that BL involves a shift from pure classroom interactions, teacher-led teaching styles to the ones that are more student-centered. The current education system is prone to require students’ active involvement and therefore blended learning is a more appropriate choice of learning mode. It is ideal to integrate the e-learning method with several aspects of the traditional method, such as face-to-face interactions. Blended learning brings

traditional physical classes with elements of virtual education simultaneously (Finn & Bucci, 2004). It is in line with Brown (2003) who posits that blended learning is compatible with all the benefits of e-learning including cost reduction, time efficiency, and location convenience for students as well as personal understanding and motivating presentation of face-to-face learning.

There have been many other definitions of blended learning proposed in the literature. Singh & Reed (2001) defines blended learning as a learning program in which more than one form of delivery is used to optimize learning outcomes and learn implementation costs. Unlike them, Thorne (2003) emphasizes the element of challenge and adaptation in that it is “a way to meet the challenges that adapt learning and development to individual needs by integrating innovative advances and technology offered by online learning with the interaction and participation offered in traditional learning”.

The principle of this learning model is that it brings technology into education without eliminating the traditional learning activities carried out face-to-face. Thus, it should have two main components, namely face-to-face learning and e-learning learning media, as it departs from the strengths found in traditional learning methods and then combines them with the strengths that exist in e-learning learning. Face-to-face learning and online blend entail a combination of instructional delivery media and learning methods (Graham, 2006, p. 5). Osguthorpe & Graham (2003, p. 227) describe the blended model as “pedagogy that changes according to the unique needs of students. As such, those who use the blended learning environment have to try to maximize the strength of both modes, face-to-face and online.

Driscoll & Carliner (2002) proposes that BL is a learning model that integrates learning programs in different formats in achieving learning objectives, as it “... represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning”. In other words, BL is the merging or amalgamation between digital learning (e-learning) and traditional learning (face-to-face) which are complementary integration to achieve learning objectives. This model is expected to be able to make the learning process more dynamic and the wealth it offers can provide a better teaching and learning experience compared to complete reliance on fully traditional learning interactions.

Because of its dynamic nature, BL can take different forms in different institutions. There is a case in which it simply makes electronic material as a supplement that enriches learning in the classroom. Another form of amalgamation can include systematic and planned e-learning material into the school curriculum. Whereas in terms of the integration of electronic material into traditional classes, it can vary by type such as online games, online quizzes, YouTube materials, news, electronic information, and so on. This learning model can also utilize IT technology through

tele-video conferencing, telephone conferencing, online chatting, mailing lists, online discussion forums, and so on. The support devices can be smartphones, tablets or PCs, and other devices.

In a broader sense, blended learning can be defined or conceptualized as a combination of various technologies/media integrated into face-to-face classroom activities, as written by Mayadas & Picciano (2007: 4). Blended learning's goal is to build a balance between face-to-face and online learning. The balance in question can change from one material to another. Because of the basic features of some lessons, face-to-face learning is the most widely used, while in other lessons online learning is also more widely used. When techniques of blended learning are combined, there is a significant improvement of the learning procedure as it activates the presence, directness, and depth of the learning process, as it also visualizes and connects the various typical learning forms (Wu et al., 2013). Because BL better caters for differences in learning styles and students' learning pace, to say the least, it will lead to more individual independent learning.

TECHNOLOGY AND BLENDED-LEARNING IN PANDEMIC TIME

Amid the Covid-19 Pandemic that is engulfing the entire world as it is today, learning was forced to be held in a completely new way where students had to take distance learning due to the prohibition of face-to-face learning activities. Both teachers and students must carry out the instruction process from home using technological aids. This condition makes the learning process change from the previous model of learning which was heavy face-to-face instruction to technologically assisted instruction. Technology becomes a very vital learning tool because it mediates between teachers and students in delivering learning materials and carrying out learning activities.

Learning during the pandemic is mediated by the presence of various learning platforms such as WhatsApp, Telegram, Google Classroom, Microsoft Teams, Blog Spots, Moodle, Zoom, Webex, Google Form, Kahoot, Edmodo, Learning House, and so on. The availability of various media is very helpful in the learning process, depending on the advantages, disadvantages, and functions of each.

Like the traditional face-to-face learning process that was carried out before the pandemic period in formal schools, the learning process during the Covid-19 Pandemic also requires a plan but with a different learning model design. One of the learning models that can be used to organize the learning process during a pandemic is the Blended Learning model.

Blended learning is seen as helping to expand learning opportunities, supporting learning activities, become a source of information for students, increase participation, and support students to play an active role in learning (Bath & Bourke, 2010). Research

by deNoyelles and Reyes-Foster (2015), for example, has succeeded in showing that continuous assignment of blended learning modes in an online discussion can increase students' level of analysis. Activities that involve critical thinking skills in students' interactions with peers have a very positive role.

To achieve this requires an active role of the teacher as a facilitator who guides students in the online learning process, designs communicative and appropriate activities, encourages students to be active in learning activities (Eugenia, 2010). The way teachers do, among others, by building and motivating as well as providing advice and input needed to increase interest in learning.

Bower, et al. (2015) argues that teachers and students are required not only to be able to master learning materials but also to master technology because otherwise, learning will only become a burden and not a solution to improving the quality of learning. Today, many learning applications are used online that can be accessed by students via electronic devices, both cellphones, and other mobile gadgets. There are many applications to choose from. In addition, many online sources of information are available which can be accessed for learning purposes. Therefore, blended learning does not only require mastery of learning materials but also requires the ability to master and use technology, as well as the skills to utilize information sources that are useful for self-development and learning.

This has been proven by the results of research by Akyuz & Samsa (2009) that technology that is not mastered by students results in less effectiveness in increasing the value of learning outcomes. What is meant by mastery here is of course related to understanding how to use it and the ability to take advantage of the availability of technological tools. So in the context of the demands of the industrial revolution 4.0 era, the use of technology in the education system is very important because learning is increasingly based on e-learning which is currently very developed where the world of education is impossible not to continuously adapt to technological advances and make maximum use of it for learning progress. In other words, technology has a vital role to build skills in the 4.0 industrial revolution era so that students' skills using technology are absolutely necessary (Erdem and Kibar, 2014).

PERSPECTIVES ON OFFER

Due to the constraint of Pandemic where no face-to-face classroom encounter is allowed to happen to prevent the uncontrolled spread of the Covid-19 virus, learning and teaching can only be undertaken virtually. Thus, what kind of blended learning can be designed and implemented? In other words, how do we blend learning? The answer to such a question is dependent on how we can answer these three questions, first what is your actual situation, second what is your course content, and third who are your students.

Procedures taken can be face-to-face class to debrief students with activities and

online instruction. Then, the teacher may allow for students to answer questions and clarify learning contents, or introduction of reminder online activities based on the learning goals or objectives. The last stage could be the completion of online activities outside the structured classroom environment. Thus, a blended learning model that is close to ideal in a pandemic condition is learning that utilizes web-based technology so that learning objectives are achieved. According to Driscoll (2002), Graham (2007), and Thorne (2003), the appropriate learning model is a model that combines various web-based technologies, e-learning, and multimedia technologies, online and (virtual) face-to-face learning.

The activities in the virtual spaces can be discovery-type activities or learners' active participation by way of taking the following steps:

1. Students are placed in groups to solve problems.
2. Learning materials and resources are provided to assist them with clarification.
3. Students are allowed to search for details before being asked to internalize ideas and being able to make informed decisions relevant to the activities.

So, the ideas of blended learning manifest in a virtual teacher-students encounter whereby the teacher can introduce the components of online learning by directing learners to do discovery activities related to the major concept or learning content being introduced by the teachers. Students, then, submerge themselves in a group practice with the online activities. On the progression of the activities, teachers come to interfere with assistance as the students are involved in group activities. When necessary teacher can do personal assistance by guiding, assisting, and answering questions whenever the students encounter unresolved problems. While appropriate learning activities in this context, according to Ramsay (2001), can be done in the activities formats, such as:

1. Searching for information from various media.
2. Acquiring information by finding, understanding, interpreting information/knowledge from various sources, communicating the results of their interpretation.
3. Synthesizing knowledge by constructing/reconstructing knowledge through the process of assimilation and accommodation, taking the steps of information analysis, discussion, and formulation of conclusions from the generated information.

Some preliminary research reveals that blended learning improves distance learning when implemented effectively during the Covid-19 pandemic. This system can be implemented in a digitally developed society (Mahaye, 2020). It allows students to continue to learn and follow the learning process so that despite the constraints

they remain capable of seizing the opportunity for the success of learning. Such a virtual model also helps teachers prepare students to create a learning environment according to each student's learning style and can help students face (the current and) future challenges. (Wardani, et al., 2018)

To do so, various learning resources and learning platforms can be deployed. The very essence is that learning can happen by optimizing the potentials of all kinds of social media such as What's Up, Twitter, Instagram, YouTube. All resources available on the Internet where all types of information can be accessed such as news, articles, websites, quizzes, etc. can be used. The blended learning process combines online and offline learning. Online learning can use blogs, google sites, google classrooms, digital home learning classes, and other LMS. Offline learning can be done via Zoom, Webex, Google Meet, and others. This virtual model obviously is one of the choices when undergoing learning from home as it is today.

CONCLUSION

It has been clarified early on that the more recent the time learners live in, the more technologically dependent and it was obvious that they have a propensity to learn the knowledge and science from the technological appliances they have in their hands. Secondly, the trend of learning through the blended-learning model also has been and will be more and more common practices in the realm of education, as there is no way for learners to merely be reliant on the teachers on a traditional face-to-face encounter in the classroom contexts. Yet, as the pure hybrid learning like the one purely conceptualized in the pre-Pandemic Time has been of impossibility in this moment of time of distance learning, it is by no means that blended learning ceases to be put into practice. It remains perfectly doable and relevantly applied on a fully online basis and for that kind of mixing, virtual blended learning can be done by way of combining virtual teaching and virtual independent learning, and to do so, there are some alternatives in offers to bring into practice.

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Overnight Online Learning in Private Tertiary Education in Indonesia amidst Covid-19 Pandemic: Experiences, Challenges and Problems

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Abstract: *As is well approved, the COVID-19 pandemic upset campuses and classrooms across the nation at the same time as the plague's corrosive consequences were being perceived in every nation's economy and loss of life. Everything has been impacted, the education sector is no exception, which has run into several unfathomable changes in all parts of the world. The unexpected transformation to online learning due to COVID-19 in Madura University has revealed some challenges and problems. This study aimed to explore the problems and challenges encountered by English education study program students of Madura University in Indonesia. An online survey technique was applied to collect data from a group of Madura University students (n = 20) employing semi-structured interview. The results suggested that numerous responses regarding the challenges as well as problems undergone by the students while studying via online. These issues have currently become the novel realities in Madura University.*

Key words: COVID-19, tertiary education institution, online learning

INTRODUCTION

Based on a UNESCO report by the end of year 2019, the lethal and contagious disease Corona Virus also recognized as Covid-19 started swiftly spreading global, bringing about the death of over 3000 persons. This calamity has also unsettled the education division, and this fright is liable to resonate across the education area universally. By virtue of measures to contain the plague, countless countries

started a shutdown of their economies that brought on the closure of classical school services. Around 1.6 billion students in 190 countries from all around the world were affected by the plague, with 94% of the world's school populace wedged by school closures (United Nations, 2020). Numerous nations of the world initiated to close their educational institutions to bring down the dissemination of this disease, which become the cause of various challenges (Naciri et al. 2020). The scenario is same as Indonesia. Every single educational institution of Indonesia remains closed from 23 March 2020 to the time of writing this paper. Consequently, the learners from primary to higher education level are being coerced to stay at home as opposed to attend classes in educational institutions to maintain social distancing. The school closures in Indonesia led to substantial distractions in the education system, i.e. particularly learning methods and access to school connected services. As per the consideration of the investigators, it is unsure to revert to normal education anytime immediately. Because social distancing becomes prominent at this phase, this is going to have negative consequences on learning chance. For coping with the effects of the plague in the education sector, Madura University (MU) as one of private higher education institutions in Indonesia has chosen for online teaching as alternative method during this lockdown period.

Online learning nowadays has been carried out by nearly all over the countries (Goldschmidt, 2020), including by Indonesia country in this unprecedented situation. Over the last month, numerous notices have been made concerning suspending university and school enrollment. Teaching is not only online but also untested. Additionally, learner examinations are going online with various challenges, complexities and mistakes for everyone. More importantly, such disruptions will be a short-term obstacle, may have long-term effects to the individuals impacted. This disruptive situation allows online learning to recommend because a vast majority of educational institutions have switched the teaching – learning process from traditional way to online mode. As stated by Favale et al (2020) that online learning and remote working have exploded for the period of the outbreak of Corona-19 pandemic. In the words of Garrison (2011) online learning is more commonly well known as e-learning or distance learning, which can be defined as learning facilitated virtually by using an online interface system through computer, social media, network, and web technologies. However, investigation suggested that students felt awkward and distressed by online learning (Al-Tammemi et al. 2020). The students also encountered challenges in shifting to online lectures, adjusting in novel online assessment systems and assignments, sharing information with teachers, and connecting to numerous online education issues such as no internet access, high cost of internet, unavailability of technological tools, and so on. (Owusu- Fordjour et al. 2020).

Technologies have shifted the conventional mode of instruction to the modern way of learning, as artificial intelligence (Di Vaio et al. 2020a). Connecting to this, online learning embraces a larger term of technology-based learning via websites,

mobile apps, learning portals, YouTube, video conferencing, and so many kinds of free available websites for blended learning devices. Presently, online learning is boosting students' command, even the academic staff and professional and industry society's aptitudes via the internet (Chopra et al. 2019). A large majority of the universities are now providing online lessons for their students within and off campuses. In Indonesia, the existing learning method before the coronavirus crisis, online learning did not constitute a main form of education in universities and schools. However, due to Covid-19 pandemic, online learning becomes alternative strategy of pedagogy in Indonesia and the students are allowed to study from home. This paper embraces two main goals. The first aim is to examine how Madura University (MU) learners carry out learning via online mode. The second aim of the study is to examine every bit of the possible challenges that the learners might encounter during the shift and the feasible elucidations for undertaking so.

LITERATURE REVIEW

A. Covid-19 outbreak and education sector

As the world is bit by bit getting familiar with the outbreak that began at the end of 2019, the new coronavirus currently known as Covid-19 has brought about a global change in the living of all sectors of life. Everything is faced with no option but to turn towards technology and adapt to virtual aid with the intention of continuing functioning. One of the enormous adjustments made due to COVID-19 is by the higher education institutions on a global stage, where colleges and universities take up to teach during this crisis time with online mode, accordingly following safety ordinance and precept. Utilizing distance-learning technologies faculties have had to accustom and assist learners become habituated so that they are able to continue to learn. Nevertheless, nowadays' learners and faculty have not only accustomed, but are today performing virtual learning as a convention contrasted with the classical learning which employed to be standard (Alsharari, 2019). The world focuses on truthfully doing online communication to better assist higher education institution so that there are less significant perils at the end of the day (Alhashmi et al. 2020). This section starts the concept and presents regarding the numerous consequences of online educational devices applied by MU during this unprecedented time.

Employing the various platforms such as Whatsapp, Zoom, Google form, lecturers can take up what they have been performing before the COVID-19 with not too considerable problem. While it is similar with their authentic shape of teaching there are still various problems that they may run into from their students. One of those being disconnection on account of the profound load on the online platform and consequently one mode that was stated above is by employing recorded lessons. With recorded teachings, lecturers can edit and review their content and get the time to record all the material within a video that can be watched by students in their own

occasion. The students are able to get their time to grasp the topic even taking time to put a video recording back to the beginning and comprehending well different from the classical classroom setting (Al Kurdi et al. 2020).

B. Related works of student's online leaning challenges

As online learning requires learners to study autonomously, they frequently come across themselves challenged by self-rule issues for instance poor motivation to study and fruitless communication with their fellow students (Rannastu-Avalos and Siiman 2020; Zhang et al., 2020). This issue can be exacerbated if the learners do not have sufficient information and communications technology command. Learning virtually has as a challenge for learners because they may come across it challenging sense cognitive, social, teaching presences in online learning systems (Zulkefli et al., 2020). This is associated with how well an online learning system assists those presences by using appropriate features. In accordance with online learning system assistance, there are also other challenges in regard to overall user proficiency of the system. These contain not only simplicity of use and usefulness aspects of the online learning system, but also perceived availability of technical support and how well the system supports tools employed by learners (Almaiah et al. 2020).

In tertiary education institutions where there is not a standard system for transporting online learning, learners may come across themselves employing numerous education platforms for dissimilar courses. Eventually, as online learning systems commonly runs on the Internet, bad internet coverage or inadequate Internet data packages are also distinctive problems perceived by online learning learners, particularly those who come from developing countries with limited Internet connectivity and bad bandwidth (Al-Balas et al. 2020).

METHOD

This section outlines the researchers' empirical designs and methodologies for examining students' learning activities via online in the times of COVID-19 pandemic at English education study program, teacher training and education faculty, Madura University.

A. Type of research

The research focuses on what occurred instead of why or how something occurred. This research used qualitative descriptive research as Babbie (2013) maintains that it is inductive research that could be utilized to obtain conscious of the logic, conception, and an incentive regarding a complexity and is best in case of human experience. In social and natural sciences non-numerical statistics become most conveniently collected by qualitative research methods. Hence, the qualitative approach was applied in this study as Creswell (2012) maintains that it is significant to employ qualitative analysis to utilize to work focused on empirical evidence that does not use

statistical procedures. Moreover, qualitative research comprises the formulation of general research questions, choice of related targets, the data collection, subsequently interpreting it with the theoretical work and then documenting it formulating the conclusions (Bryman & Burgess, 1994).

B. Research subjects

The subject of this study is English education study program students of MU, Indonesia. The instrument used in this study is semi-structured interview. The researchers of this paper interviewed the students by summoning them via WhatsApp application platform and online Google Forms. The participating students in this study were 20 (12 females and 8 males) English Education study program students of MU. They were enrolled on a 4-year B.Ed English education program study, faculty of teacher training and education, Madura University and were fourth semester students.

C. Research procedure

The data of this study were collected by making group, the students were grouped as St 1 - St 5, they were divided into four (4) groups (St = 5 MU students). They were offered by invitation to be participants in the study. The MU students were invited to create written commentaries on their experiences in pursuing online learning and the complications they encounter while applying the course of online teaching learning. Semi-structured interviews conducted with every single interviewee were undertaken and took place for about 45 minutes. The participants were asked to offer exhaustive information relating to learning processes, electronic learning resources utilized, and instances of content, tests, assignments, and projects offered to the students to depict the activities of electronic learning that they carried out in the course of the COVID-19 contagion, as reflected in the written reflections. The participants were also led to find the complications they met during the COVID-19 contagion in conducting online teaching, and to discover reasonable elucidations behind them. Talks were recorded and transcribed in audio form to be more analyzed. When the research was done, a generally accepted opinion was obtained from the researchers of this study. Interview extracts have been read repeatedly to obtain primary aspects of the online learning practices and students' complexities. Coding data was done with the purpose of showing identification and evolving patterns. It also removed superfluous and insignificant record.

RESULTS AND DISCUSSIONS

This study aims at exploring the experience of the MU students on the online learning in the times of COVID-19 pandemic. Below are the findings of the review of data collected from the interviews and online Google form gathered from MU students.

A. Online learning during covid-19 pandemic

The application of the online learning system in the times of COVID-19 plague caused many responses and views from the English education students of MU. The form of Zoom, Google Classroom and Learning Management System (LMS) applied in the university was an online campus program. Here are the MU students' views of utilizing the LMS and other online platforms:

Ss 1: We all have faith in our teacher's performance when teaching and giving coursework via online. For us online coursework used is faultless enough. Unfortunately, we are occasionally focused on something else at home when we are doing a coursework from our teacher so that we feel we do not truly do the coursework very well. Besides, we have problem with internet connection and bandwidth when doing the work.

Ss 2: We are less able to connect the internet successfully because the internet network is frequently poor makes our work irritated.

Ss 3: No difficulty with online learning nevertheless the network and internet data becomes an obstacle.

Ss 4: No matter with online learning platforms but internet and network is frequently problematic while teaching learning activity is going on.

Ss 5: Simply matters of connectivity that becomes a problem in the English course activities.

Ss 6: We need to strive for adaptability of using online learning and we encounter bad network very often. The shift from classical teaching to online mode makes learning completely divergent for us.

Ss 7: Technical matters are the key problems in online learning. The poor internet bandwidth makes subjects of English difficult to follow and makes our learning tricky.

Ss 8: Lack of computer literacy is a matter for us. Most of us are not familiar with different sorts of software so that we run into complications in online teaching learning.

Ss 9: We are considerably difficult to manage time well when following online learning.

Ss 10: We get problems in ourselves-motivation.

B. The commonest problems that each student encounters are mentioned below:

1. Inadequate command in technology:

Some online students are reluctant to move into online learning because they have little tech command. They have learned that online learning is not for tech-savvy individuals therefore they have disregarded it. With regard to this, in order to participate in online learning online students needed advanced tech abilities. However, we as their teacher can ease their dreads by providing them online tutorials.

2. Previous experience:

For online learning, nobody has remarkable previous experiences. Hence, they are now frightened of it. It refers mainly to online students who have had to go through repetitive online training courses for compliance. Students cannot eliminate the past, but in the new online learning plan, they can get them ready. Online students who have had bad experiences, chiefly nasty, need to be provided online training courses. Accordingly, it becomes obvious why the online learning course should be taken, and how it will increase their lives.

3. Feeling unenthusiastic

It is one of the most important problems met by online students. The loss of boost will lead to any diversity of issues. Nevertheless, there is a mode in order that they positively participate in the activity of online learning like giving them badges, awards, certificates, points also giving them the positive motivation so that they attain the desired outcomes.

4. Individual cognitions:

Regrettably, some of online students may be connecting to beliefs and opinions. They defy themselves. For beginners, they may feel like they do not have the proficiency to participate in online learning course. This discontinues them getting the benefits of the online learning program that their teachers are providing. In addition, by acknowledging and evaluating these matters is one of the best techniques to solve their personal cognitions.

5. Deficient support

Numerous online students can do the online learning program easily. They do not need any additional assistance and they can easily navigate the online learning course. But there are some students who need continuing support during the whole online learning course. The students may not be self-assured or deem the subject hard when it is using online mode. Most education systems are not well equipped to

offer online education due to technological deficiencies. Therefore, for the change to online education to be effective, support is required for the provision of infrastructural apparatuses such as hardware and software support systems.

6. Technical matters:

Numerous students do not possess the high bandwidth or the strong internet connection required in online courses, consequently they fail to meet their virtual classmates. Besides, their weak monitors make it hard to follow the course management system and their learning experience becomes tricky. Moreover, most of them live off-campus and come across it hard to stick to the technical requirements of the course chosen. Many of them do not possess technological devices yet. The answer to this problem is to realize precisely what kind of technical aid they are going to need for a certain course before enrolling in it, and to prepare them appropriately for effective completion of the course.

CONCLUSION

Numerous software and frameworks were utilized to perform online learning, varying from the learning management framework to external apparatuses. Nevertheless, several matters came from the students. Consequently, online learning is not going smoothly because it lacks planning and preparation. Planning and training for better online learning in the future will eventually be carried out, because online learning needs more time to be properly trained and equipped than in-person lessons. The teachers are supposed to be trained with adequate knowledge and abilities to optimize their online learning activities.

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Upgraders and Downgraders in SATGAS Covid-19 Talk Shows: A Speech Act Analysis

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Abstract: *Studies on pragmatics which are focusing on the discussion of speech act have been highlighting the issue of how speech act strategies are analyzed based on the forms, classifications, and functions. As the use of speech act strategies is usually correlated to the politeness strategy, the analyses need to be taken further to the internal modification, for example is the use of upgraders and downgraders to see how words build the politeness in a context differently based on the degree of politeness they carry as stated on Trosborg (1995). Related to that, this paper used SATGAS COVID-19 Talk show as the research object for the talk show uses a lot of upgraders and downgraders strategies. Moreover, the talk show is unique in its topic which is related to health in which such talk shows haven't been quite addressed in speech act studies. As for that, this paper discussed types and functions of upgraders and downgraders used in the talk show as well as what speech act classifications in which the upgraders and downgraders are embedded. This paper was analyzed using the contextual method and shows the dominant speech acts contain upgraders and downgraders are assertive and directive; the dominant types of upgraders and downgraders are adverbial intensifier and modals.*

Key words: *upgraders and downgraders, speech act, covid-19*

INTRODUCTION

The rise of the Covid-19 pandemic in Indonesia, which is quite difficult to control, has forced the government to take various ways to overcome it. The government's efforts to control the spread of Covid-19 are certainly in the interest of protecting

the public. One of the ways the government is doing is by providing an update of information on how cases increase and what solutions need to be done. Seeing the fact that the Covid-19 virus is dangerous, one of the factors is that the virus does not yet have a vaccine and can be transmitted through human intermediaries; moreover, it can cause death, the government has taken many ways in various forms to control it. One of the ways to deliver information about Covid-19 is through talk shows about direct information updates for the Covid-19 which are delivered by the SATGAS Team to remind the public about the dangers of the Covid-19 virus.

Related to the main domain of the SATGAS COVID-19 talk show is health that the health domain of the COVID-19 SATGAS talk show is very interesting to study for similar research on speech acts related to talk shows that have a health domain has not been quite addressed. Some examples of speech act research on talk shows are Sagita & Setiawan (2019); Fajarini (2017); Tressyalina & Ridwan (2015); Wulandari et al (2015); and Amiro (2014) which are focusing on talk shows related to politic, social, and economic domains. Moreover, research on speech acts that have been conducted has various data sources for instance Arani (2012); Muhartoyo & Kristani (2013); Ardianto (2014); Winarti et al (2015); Widadi (2016); Amanda & Marlina (2018); Della & Sembiring (2018); Mualimin (2018); Mutaqqin (2018); Ruminda & Nurhamidah (2018); Yuniati et al (2018); Fatma et al (2019); Fitria (2019); Maskuri et al (2019); Siritman & Meilantina (2020) which, in general, examine speech acts of various discourses such as films, poetry, social activities such as meetings, and learning activities in class that focus the studies in the discussion of speech acts on the form, classification, and function.

Meanwhile, the speech act studies related to the use of upgraders and downgraders have been done with data sources of English in Wahyuni (2010) and Halupka-Resetar (2014), also it has been done in Japanese context, for example Kusumawati (2020). In this study, the role of upgraders and downgraders is used in the discussion of speech act strategies in general and has not studied the markers of upgraders and downgraders in the Indonesian context. Regarding that, the study of the markers of upgraders and downgraders in this study is interesting to be conducted with two of research questions which are what speech acts contain upgraders and downgraders and what types of upgraders and downgraders are embedded in the speech acts.

LITERATURE REVIEW

A. Speech act

Austin (1962) classifies speech acts in three aspects, namely locutionary, illocutionary, and perlocutionary. Locutionary speech acts are acts of uttering something with words and sentences according to the meaning in the dictionary and according to syntactic rules. Locutionary speech acts are speech acts with words, phrases and sentences that can be done without including the context of

the speech included in the speech situation. Based on the form, locutionary speech acts are divided into three, namely the form of a statement (declarative), the form of a question (interrogative), and the form of a command (imperative). Illocutionary speech acts are speech acts that contain a specific purpose and function of the speech. Perlocutionary speech acts are the results or effects caused by speech to listeners according to the situation and conditions of the speech (Nababan, 1987: 18). Perlocutionary, then, can be classified into two groups, namely verbal perlocution is the speech partner's response to the speaker's speech in the form of verbal, for example denying, prohibiting, or apologizing; and nonverbal perlocution, which is the form of the speech partner's response to the speaker's speech in the form of things that are nonverbal, for example laughing or doing an action desired by the speaker. Related to the classification of speech acts Austin (1962), Searle & Vanderveken (1985) classified the types of illocutionary speech acts into five groups, namely assertive, directive, expressive, commissive, and declarative.

B. Upgraders and downgraders

Upgraders/downgraders have other names such as boosters/hedges, intensifiers/downtoners, and maximizers/minimizers. Upgraders are used as a way to increase the illocutionary power of a speech act and downgraders are used to reduce the illocutionary power or strength. Downgraders can be used to soften the illocutionary power of speech acts such as directive orders or requests and assertive speech acts of disagreement. If upgraders are used in a disagreement, upgraders have a different role from downgraders because in this case, upgraders will exacerbate the negative effects of speech acts, for example disagreements. However, if the speech act has illocutions such as apologies, congratulations, thanks, upgraders will have the effect of sharpening the positive impact and downgraders will have the opposite effect. The types or types of upgraders/downgraders in English based on Trosborg (1995) are syntactical and lexical/phrasal upgraders and downgraders. In Trosborg (1995), the markers of upgraders are as follows.

1. Adverbial intensifier: such, so, very, quite, really, etc.,
2. Do-construction
3. Commitment upgrader: I'm sure, I'm positive, etc.
4. Lexical intensification: empty words, swear words.
5. Modals

Furthermore, syntactical type downgraders are divided into several categories as follows.

1. Questions
2. Past tense
3. Negation

4. Tag questions
5. 'If' form
6. '-ing' form
7. Modals

Meanwhile, there are the lexical/phrasal type of downgraders which are as follows.

1. Politeness Markers: please, etc.
2. Consultative devices: do you mind?, etc.
3. Hedging: a bit of, sort of, etc.
4. Hesitatos: oh, er, uh, uhm, etc.
5. Interpersonal markers: you know, right?, etc.

METHOD

A. Type of research

This research is a descriptive qualitative research. This research is a descriptive research because this research will describe linguistic phenomena, especially regarding the use of directive speech acts in the discourse of the spokesperson for COVID-19.

B. Research subjects

The data source of this research is the SATGAS COVID-19 talk show from March 2020 to July 2020 which was taken from the MetroTV youtube channel. The selection of the MetroTV youtube channel is the completeness of the SATGAS COVID-19 talk show starting from March 2020 to July 2020. The data is in the form of interviews from interviewers and resource persons in the SATGAS COVID-19 talk show from March 2020 to July 2020. The researcher uses 25 dialogue videos from 51 dialogue videos in the SATGAS COVID-19 talk show from March 2020 to July 2020. The selection of the 25 videos was based on the consideration of the video topic and the research topic, namely a health-themed talk show.

C. Research procedure

The data collection method is the *simak* and *cakap* method (Sudaryanto, 2015). The method that will be used in providing data in this research is the *simak* method, with advanced techniques, namely the *simak bebas libat cakap* (SBLC) and the note-taking technique. Moreover; this study will use the contextual method for the data analysis which carried out on the real form of speech uttered by certain speakers to certain speech partners, at certain places and times, and certain speech situations (Rahardi, 2005).

RESULTS AND DISCUSSIONS

The result of this study provides information of upgraders and downgraders used in the talk shows of SATGAS Covid-19. The following table shows the results in more detail:

Table 1:
Upgraders in the SATGAS Covid-19 Talk Shows

Upgraders	Type	Total	Types of Speech Act
Harus (must)	Modals	249	Directive
Tentu (absolutely)	Adverbial Intensifier	46	Assertive
Sangat (very, so)	Adverbial Intensifier	36	Expressive
Banyak (many, a lot)	Adverbial Intensifier	34	Expressive
Nih	Intensifier	27	Assertive
Sekali (so)	Adverbial Intensifier	26	Assertive
Banget (very)	Adverbial Intensifier	26	Assertive
Cukup (quite)	Adverbial Intensifier	22	Assertive
Tuh	Intensifier	18	Assertive
Pasti (absolutely)	Commitment upgrader	12	Assertive
Betul-betul (really really)	Adverbial Intensifier	11	Directive
Selalu (always)	Adverbial Intensifier	8	Assertive
Jelas (obvious)	Commitment upgrader	5	Assertive
Setuju (agree)	Commitment upgrader	5	Assertive
Wajib (must)	Intensifier	4	Directive
Sayangnya (unfortunately)	Commitment upgrader	3	Assertive
Musti (must)	Modals	2	Directive
Gila (crazy)	Swear Word	1	Assertive
Banyaak (a lot in exaggerated tone)	Intensifier	1	Assertive
Begitu...-nya	Intensifier	1	Assertive

As it is shown in table 1, there are 20 different upgraders which are used in the talk shows. The dominant upgraders is 'harus', while the dominant speech act which consists of upgraders is assertive. The dominant type off upgraders is the adverbial intensifier. There are some upgraders which are exactly similar to the upgraders' classification in Trosborg (1995), while there are also some upgraders which kind of show appear in Indonesian but not in English, for instance 'nih', 'tuh', and 'baanyaak'.

Table 2:
Downgraders in the SATGAS Covid-19 Talk Shows

Upgraders	Type	Total	Types of Speech Act
Mungkin (maybe, perhaps)	Modals	72	Directive
Eh	Hesitators	40	Assertive
Bisa (can/could)	Modals	27	Directive
Silahkan (please)	Modals	22	Directive
Barangkali (maybe/perhaps)	Modals	19	Directive
Sebaiknya (should)	Modals	10	Directive
Belum (not yet, have/has not)	Downtoners	19	Directive
Perlu (need)	Downtoners	13	Directive
Insyallah	Downtoners	6	Commissive
Boleh (can/could)	Modals	6	Directive
Ya, kan?	Tag questions	3	Directive
Ya...ya?	Tag questions	3	Directive
Menurut saya.. (I think..)	Hedging	3	Assertive
Kira-kira (sort of)	Hedging	3	Assertive
Ah	Hesitators	1	Assertive
Seharusnya (should)	Modals	1	Directive
Maaf (sorry)	Downtoners	1	Directive
Kurang lebih (sort of)	Hedging	1	Assertive

Table 2 shows that there are 18 diferent downgraders which the dominant one is 'mungkin'. The dominant speech act consists of downgraders is directive speech act. The dominant type of downgraders which can be seen in the table 2 is the modals. The interesting result is that 'Insy Allah' which is an Islamic word is usually also

used in Indonesian as a part of downgraders. This phenomenon is rarely found in English.

Table 1 and table 2 show some interesting point which is some of the upgraders and downgraders in Indonesian are not present in English. This is similar to the classification of downgraders in Trosborg (1995) which states ‘past tense’, ‘conditional clause’ and ‘-ing form’ is present in English but not in Indonesian. Meanwhile, there are ‘nih’, ‘tuh’, ‘baanyaak’ as upgraders in Indonesian. ‘Nih’ and ‘tuh’ actually have a similar function which is to highlight the statement that is stated before. For instance, in one of the dialogue ‘*Ini sampai tanggal 28 Juni kalo banyak kan kita lihat angkanya nih gede banget.*’ ‘Nih’ is used to make the hearers know the importance to pay attention to the words followed by the ‘nih’. If we see the upgraders in table 1 are mostly embedded in the assertive speech act, as in Trosborg (1995), upgraders can intensify the illocutionary force of the speech act. As the talk show is mostly used to give information to the citizen, it definitely can be seen the correlation between the use of upgraders in assertive speech act which is not portraying a face threatening act. Assertive can definitely used in disagreement, however, the data did not show assertive speech act as a face threatening act.

Table 2 also shows that there is ‘Insya Allah’ which is used as downgraders in Indonesian which are rarely found in English for such form. ‘Insya Allah’ is used in commissive speech act which can function as a hesitator or hedging since the speaker does not exactly sure about what he/she uttered. The example from the data is as follows:

‘Insya Allah dengan eh dengan antusiasme dengan apa namanya kolaborasi ya dengan teman-teman pemuda lintas organisasi ini jauh kita optimis di masa yang akan datang..’ From the example, it can be seen that the speaker used ‘Insya Allah’ as an assurance for something in the future. The use of ‘Insya Allah’ could also be effected by Indonesian culture which is mostly Islam, so that the speaker used ‘Insya Allah’ also as part of the background.

Then, as in table 2, it can be seen that downgraders mostly embedded in the directive, as in Trosborg (1995) it is stated that downgraders could minimize the illocutionary force of speech acts. Since directive has a high degree of face threatening act, downgraders is used to minimize that. And related to the talk shows which have the purpose of informing as well as asking the citizen to prevent the spread of Covid-19 pandemic in a right manner so that the citizen would not be burdened by the information as well as the prohibition and advice from the government, the downgraders definitely have the purpose of minimizing the face threatening act of the directive.

As an addition, the directive speech act in the talk show is not only used by the resources people to the audiences at home, but also among the interviewer and the resources people. For example, “*Baik saya ke ibu emma jadi target sasaran utama dari*

penyuluhan yang dilakukan tim penggerak pkk itu apakah memang ibu-ibu saja atau juga meliputi bapak-bapak nya begitu atau juga termasuk anak-anak anak-anak yang di paud anak-anak yang di posyandu atau masuk juga ke sekolah-sekolah dan pesantren mungkin ibu emma bisa cerita silahkan.” The speaker used of ‘bisa’ and ‘silahkan’ has the purpose of lessening the face threatening to the partner since the interviewer asked the interviewee to explain about some particular things. Moreover, the use of ‘bisa’ and ‘silahkan’ also lessen the directness of the directive act and it could add the politeness of the speech.

CONCLUSION

To this point, this study having analyzed the data using the methodology, Trosborg (1995), and Searle & Vanderveken (1985), it has found that the dominant upgraders type is the adverbial which followed by modals in assertive speech act, meanwhile; the dominant downgraders is the modals which are mostly embedded in the directive speech act. Moreover, the reason of the use of upgraders and downgraders in the SATGAS Covid-19 talk show could be for assurance and politeness purpose as well as minimizing the face threatening act, especially for the downgraders used in directive speech act. The interesting point is that this study also found some upgraders and downgraders which are not found in English but in Indonesian; ‘nih’, ‘tuh’, ‘baanyaak’ as the upgraders and ‘Insyallah’ as the downgraders. From the finding, it also can be concluded that the use of language is surely affected by the culture and the background of the speaker; one clear example is the use of ‘Insyallah’ by the speaker in the talk show.

However, since this study only focusing on the talk show which only focusing on the health domain, moreover; the studies related to upgraders and downgraders in Indonesian context have not been quite addressed, next researchers could have more broaden scope of the study related to upgraders and downgraders, for example related to gender studies.

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5

Bridging Students' Learning Boredom in Pandemic Era with FEE (Fun and Easy English Learning)

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Abstract: *The COVID-19 pandemic has changed all patterns of daily activities, including educational activities. Teachers must adapt to the demands of various policies with all the consequences. Students must follow the rules set by the teachers with all the difficulties that arise. One of the obstacles experienced by teachers and students is boredom. Therefore, this paper describes the result of research and development to help overcome these conditions by designing a learning application with the name 'FEEL' (Fun and Easy English Learning). This application-based learning media is expected to help the learning process of children become easier and improve students' memory and concentration, especially at the elementary to junior high school. It presents light and easy game-based learning materials such as guessing the name of objects and matching images so that the child does not get confused or have difficulty in using them. The material developed can be adjusted to the theme that the teacher wants to teach. Based on the questioner was given to 7 respondents to know how much interest, benefits, and disadvantages of the application "FEEL" when it was tried out, 86% of them were quite fond and said that it was very helpful. Because the themes in this development research are still limited, it is recommended that future researchers expand according to their interests.*

Key words: *fun and easy, learning application, memory and concentration*

INTRODUCTION

In line with the development of modern era, human life cannot be separated from technological advances. Technology has influenced almost the lifestyle and human needs. The existence of technology has changed the new life paradigm of people as well as their learning practices and experiences. Moreover, with the ongoing pandemic of covid-19, the use of technology in teaching and learning which is called online learning is increasingly widespread. Particularly in English language teaching point of view, not all teachers are ready for the changes. The research done by English language learning revealed that even though they showed a positive perception of the usefulness and ease of online learning systems during pandemic Covid-19, still, more than half of them did not agree on its effectiveness. Similar finding is also sounded by Rosalina & Elyani (2020) who identified the teacher's challenges for doing online teaching and learning. They found that most of the teachers agree that the challenges to apply online learning were in facilitation such as internet connection, quota, the places of home living, and the process of online learning itself such as the teacher's less in technology for designing interesting online learning activities, less communicative, lack of interaction, and fostering an effective online learning climate. Lestiyanawati & Widiantoro (2020) proposed the finding that the arisen teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, and the difficulties in explaining the material, students' limitation in accessing the internet, students' poor family background, and parents' support system. Nevertheless, the teachers expressed that the e-learning system relieves their responsibility in conducting the teaching and learning process during this COVID-19 outbreak. Looking at the fact, students as learning objects will get a direct psychological impact by the teaching rules set by the teacher, for example boredom or stressful.

Based the results of study from Fatimah & Mahmudah (2020) showed that e-learning process which is carried out continuously can reduce students' mental health. It can also worsen various symptoms of mental health that students experienced such as high levels of anxiety and excessive worry. Irawan et al. (2020) who conducted a study of identifying the impact of student psychology on online learning during the COVID-19 pandemic concluded that (1) students have started to get bored with online learning after the first two weeks of learning from home, (2) considerable anxiety on research subjects whose parents have low income, because they have to buy quotas to be able to participate in online learning, (3) mood or mood changes occur due to too many assignments and are considered ineffective by students. This condition cannot be let for the students' future. It should be found out way to help them.

The most common device used by students in online English learning is android-based mobile phone. The choice of using this tool is because it may be more flexible and affordable. According to Aisa & Akhriana (2019) is stated that an Android-based application as a solution as an English learning media that provides convenience in the teaching and learning process with the help of an Android smartphone device

that can be used anywhere and anytime with attractive image display. The similar idea was also expressed by Zatulifa et al., (2018) who conducted research concerning with application based android as a development of English learning media. She reported some interesting finding; 1). The condition and potential of students for self-learning was high, so it had potential to develop android- based learning applications for English subjects. 2). The effectiveness of this media increased with the average post test score of 77.56 with 87% of students reaching minimum completeness criteria, 3) English learning using android-based application was 45 minutes more efficient than traditional learning using books or student worksheets, and 4) The attractiveness of android-based English learning app was 3,40 with a predicate very attractiveness so it allowed students to improve their learning motivation and creativity.

This paper, therefore, shows the proposal of alternative to solve the problem by designing a learning application with the name 'FEEL' (Fun and Easy English Learning). It was design with an android-based learning application. This was designed the combination of impressions of a text, audio, images, video, and animation in conveying messages and information can make multimedia programs able to provide a learning experience that is close to reality. This paper also presents the result of trial to know the possibility of the design to be developed in learning and teaching English.

LITERATURE REVIEW

A. Effective English learning

According to (Uygun, 2013) teaching has experienced numerous issues and educators are working continuously in order to improve the development of education system. Moreover, teacher plays essential role in the success of language learning.

The society expects the teachers to be able to teach students to master the languages. (Schulz, 1996) stated that the differences of expectations between teachers and students can impact the satisfactions of second language students in negative ways and the worst that could happen is the students will not find learning second language enjoyable anymore.

In order to make students able to learn properly, an effective teaching method is utilized. (Gall & Acheson, 2003) argue that an effective method of teaching includes providing instruction to help students developing their skills, knowledge as well as understanding the aims of intended curriculum. Effective teaching also deals with procedures to create an instructional way that make students have positive attitudes toward the school and their selves. It also makes the students learn uniformly regardless of their ethnicity, ability, or other differences. Effective teaching also manages classroom and maximizes students' opportunity to respond and learn as effective as possible.

Shaikh (2015) stated that to make students understand what is being taught effectively, the language teachers must use numerous methods of teaching and adapt it with their personal experience in teaching and training. There are many techniques that can help teachers to make students understand and participate actively during learning processes. Sometimes the teachers need to use more than one technique to make students understand.

B. Problem in learning English online

Since the corona virus epidemic which has swept the whole countries, almost everything has gone digital. Schools are not operated and the teaching and learning processes are done using internet. The shift of education from traditional face to face teaching to online learning has its own setbacks. According to a study by (Rahayu & Wirza, 2020), half of teacher did not acknowledge the effectiveness of remote online class.

Some of students faced many difficulties in their attempt to join online class such as having poor internet speed. This can affect their experiences in online learning especially in video call or voice call meetings. It is important to realize that student need proper connection speed to have proper virtual class.

On a study conducted by (Yuzulia, 2021), it is stated that online class also has its own problem since the teachers teach remotely; there is no way for them to check on students as easily as offline class. Some study suggests that online class can make students easily distracted since they can browse other websites during online classes. Some students also report lack of motivation and having difficulties understanding what teachers have taught.

Another issue that students have experienced in online class is that in some family, both parents and students do not have computers or smartphones according to research from Wahab and Iskandar. To be able to join online class, there is no denial that we must have the tools for it such as computers or smartphones. Even if they have such devices, there is another problem that may arise such as lacking internet data. The cost of internet data or “kuota” is costly and family with low income feel burdened by online classes.

C. Application based android

Nowadays, the development of mobile smartphone has grown in massive scales. The most popular operating systems are Apple and Android. For most Indonesian citizens, they use Android instead of Apple. Android can run on numerous tablets and phones types (Widyaningsih & Zunfikar, 2017). With so many people are having Android smartphones, the learning process can continue with the help of Android and internet connection. According to (Zatulifa et al., 2018) , by utilizing Android based application to teach, it will change the learning process and hopefully can change monotonous learning into fun learning. There are so many applications that are developed for Android with the purpose of helping students learning better virtually.

One of the examples is electronic learning or e-learning in short. E-learning helps students and teachers to have their own virtual classes in real time. The advantages of e-learning over traditional class system are it does not depend on time and space. Teachers can schedule learning time and students with decent internet connection can join the class, submit assignments and doing online quizzes.

METHOD

A. Type of research

This research makes use of a research and development study type. The model was adapted from Borg and Gall model which consist of research and information collecting, planning, develop preliminary from a product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

B. Research subjects

There were 2 EFL lecturers from the English Department, of Faculty of Teacher Training and Education, University of Muhammadiyah Ponorogo; and 7 respondents of Elementary School students Maguwan Ponorogo.

C. Research procedure

The following research procedures were made to make the design valid:

1. Designing

The purpose of the stage is to design the learning application step by step using the recommended application. It was carefully designed with some relevant resource

2. Validation

To find out the validity of the learning application, it was employed two EFL lecturers from the English Department. They were asked to check the material developed in application whether it was relevant to the elementary school level material or not.

3. Trial

Try out the design was done at 31st July 2021 to the 7 elementary school students along with distributing a questionnaire which covers questions of app performance, the App usefulness in English vocabulary, advantages of app in concentration & memory, the Application be an alternative to learning, and the intention to use this app if there are the latest updates.

RESULTS AND DISCUSSIONS

A. Designing FEEL application

To design the features of the application, there were some procedures have to be followed.

1. Set up the tools to create the app. To design the android application, PC application platform called Construct 2 / Construct 3 free was used.
2. Prepare assets that will be used to design applications such as background images and button images. Everything can be downloaded in “freepik.com” for free, then the downloaded assets can be edited in Photoshop according to our wishes and stored in png format.
3. And for other assets besides images, there is also audio and video. For audio to be used in construct make sure the audio has ogg format, for example, Audio.ogg and for video has H264 file type.
4. After everything has been prepared directly go to construct 2 then select the landscape and drag the background image that we have prepared to the template in construct 2 and adjust the size. For the background make sure it has a resolution of no more than 1500x1500 because if it exceeds it when the application is installed there will be a blank in the background or will only be black.
5. When finished entering also the buttons that have been edited earlier into the template in the construct and adjust the size and position as we want.
6. After that go to the Layout menu and event sheets. The layout is where we design the look for our application such as backgrounds and buttons. While event sheets are places where we enter commands for our application can be said to be a machine to operate the application later.
7. Before entering the command, we go to the layout and then right-click the new object-insert select touch. Because we will make an android application of course the optimization will later use the touch of the hand then we choose to touch.
8. Then we go to event sheets add event-select touch-select object/button that will be given the command - then will appear various types of commands that will be available you are free to choose what action will be done if we touch the object or button that has been selected, for example, we will choose “go to layout” eat when we press the object or button that is given the command then the action that will occur the application will move to the specified layout. If the first layout is to play the menu and the command goes i.e., go to the layout of the quiz game. We are free to design what commands we will give to an object or button that we have designed in such a way in the construct layout.

9. Next, to enter the audio we just go to the project section right-click on the music-import music-select music folder that already has the format earlier, and then enter
10. To use it we right-click on the layout-insert new object-select audio.
11. Go to event sheets-add new event-select audio-select commands as we wish.
12. The point to create an android application in construct 2 or 3 depends on how we can make reasoning in giving commands for objects or buttons that we enter. And for the appearance of the application depends on how we edit in photoshop later.

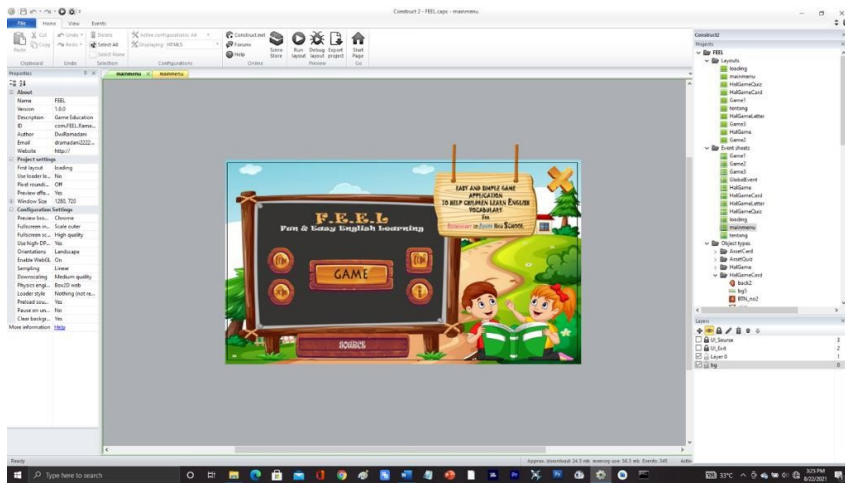


Figure 1:
View for layout

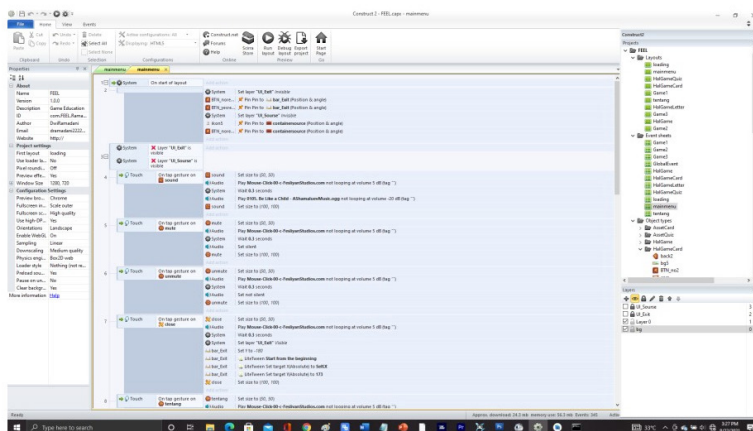


Figure 2:
View for Event sheet

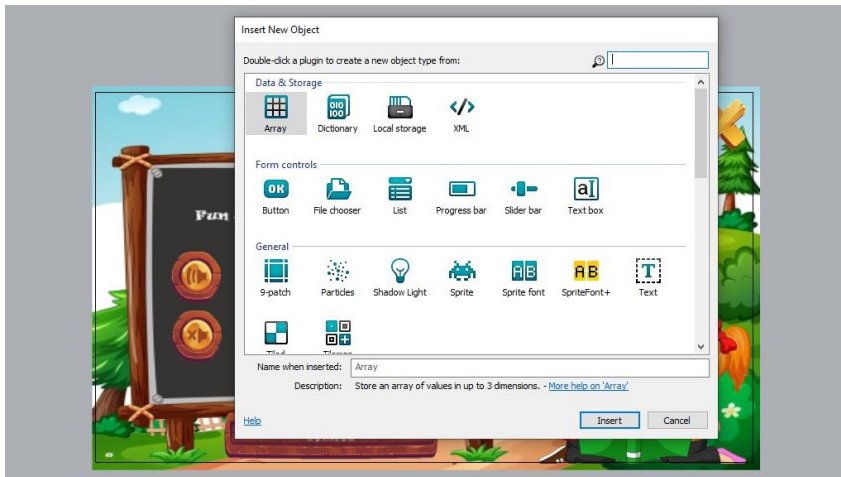


Figure 3:
Types of commands that can be entered such as touch, audio

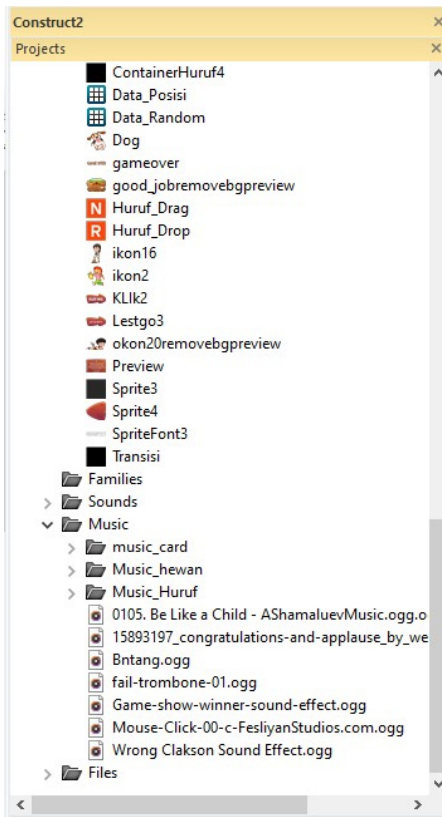


Figure 4:
Section to enter Audio

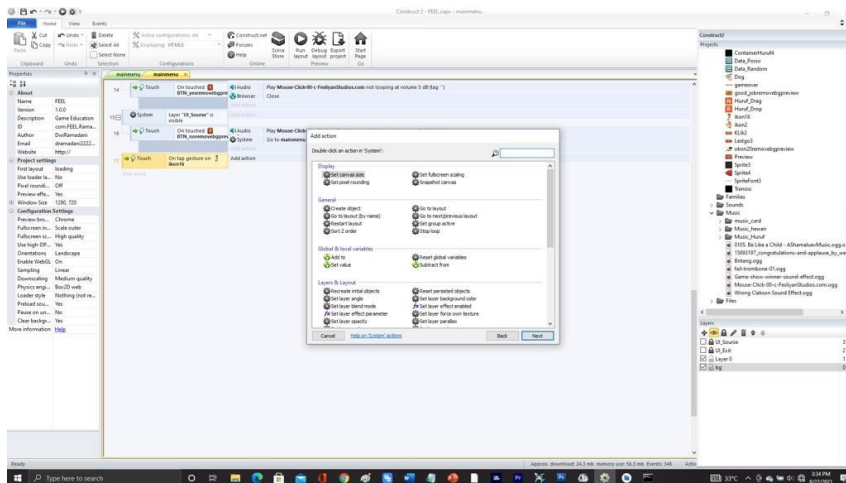


Figure 5:
Commands for actions that we can create on an object or button

B. Features of FEEL application

The features of FEEL application were elaborated as the following figures along with the detailed angels. The features Fun & Easy English Learning or “FEEL” is an application-based English learning medium with a simple optimization system so that children can easily use it. With this application-based learning medium, English learning becomes easier and more interesting. This learning medium presents light and easy game-based learning materials such as guessing the name of objects and matching images so that the child does not get confused or have difficulty in using them. The reason for choosing this application-based learning media is because of the difficulty of children learning English as we know in this country English is still a foreign language. Therefore, there are needs to be a medium or method in helping and attracting children’s attention in learning English. Another reason to use this media is that an application can be developed so that it can attract children to continue using it. The material or problem in this application is taken from the material of elementary school level, namely mentioning the name of objects, animals, etc.

This learning media was created with the aim of helping children learn vocabulary and pronunciation in English in an easier and more interesting way, besides “FEEL” is expected to train concentration and memory through games and quizzes. At the beginning of use will be displayed loading menu shortly, after the loading menu is finished will go directly to the main menu with some

1. button to turn on music background
2. button keys for silent and unsilent music
3. button for the library list.
4. The developer button
5. button exits the application.
6. button to go to the game menu

The menu of FEEL provides 3 types of games, namely:

1. Quiz

In this game will be given a question about the characteristics of an object and the player is told to choose 1 of the 4 available answers, if the answer is correct then it will get 100 points but if the wrong answer will be reduced by 50 points. To add to the challenge the player will be given 5 lives that will be reduced for each wrong answer and 1 minute for each question. If the life or time runs out then the player loses, but if he can answer until the tenth question then it will get a star according to the number of points earned. This game helps the child in concentration and gives knowledge about objects through his characteristics.

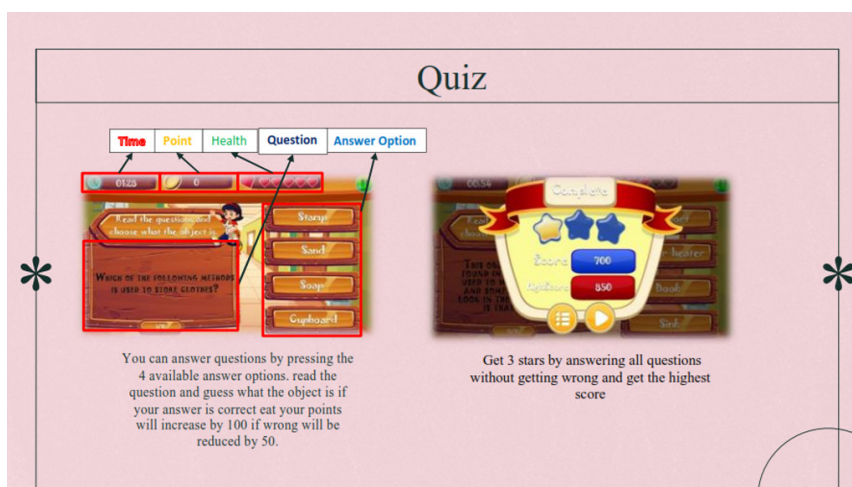


Figure 6:
Quiz

2. Memorized card

In this game, the player will match the same picture or card. There will be 8 cards for each round. The first card will be unlocked for approximately 3 seconds to keep in mind its position and name by the player. After that, the cards will be closed, and the player can start the game by opening 2 cards that are considered suitable until all the cards get their pair. If the player opens the correct card the meal will get 100 points but if the answer is wrong the meal will be deducted by 50 points. There is a time limit of about 2 minutes and if the time runs out then the game will be completed immediately. To get high points the player must be able to last for 5 rounds and then the game will end, and the points will be calculated according to how many players answered correctly. This game trains concentration, memory, and knowledge about animal names.

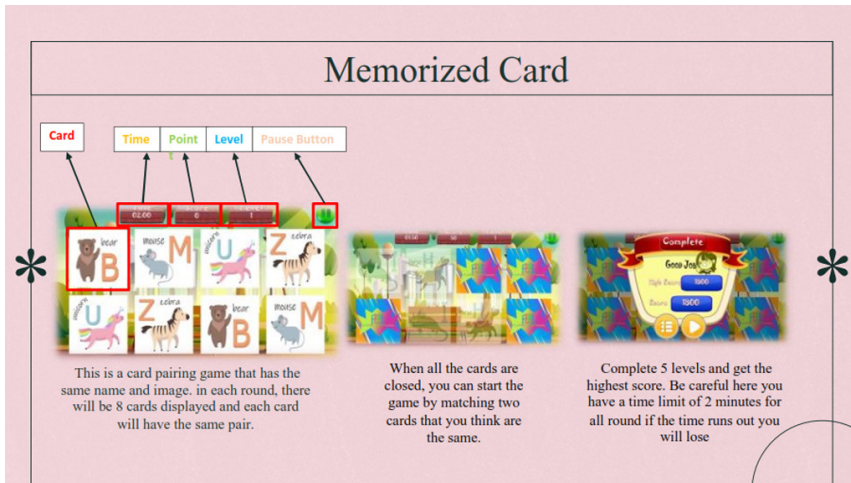


Figure 7:
Memorized card

3. Arrange letters

In this last game, the player will spell the name of the animal by arranging the letters that have been randomized to become the name of the animal in question. The way to play it is players can drag the letters that are already random to the available answer boxes. If the letter is arranged according to its place, then it will be filled otherwise the letter will return to its original place. The player will have 1 minute for each question if the time runs out then loses, and to proceed to the next question the player must complete composing the letters before the time runs out. This game helps the child to learn to spell and pronounce the name of the animal.

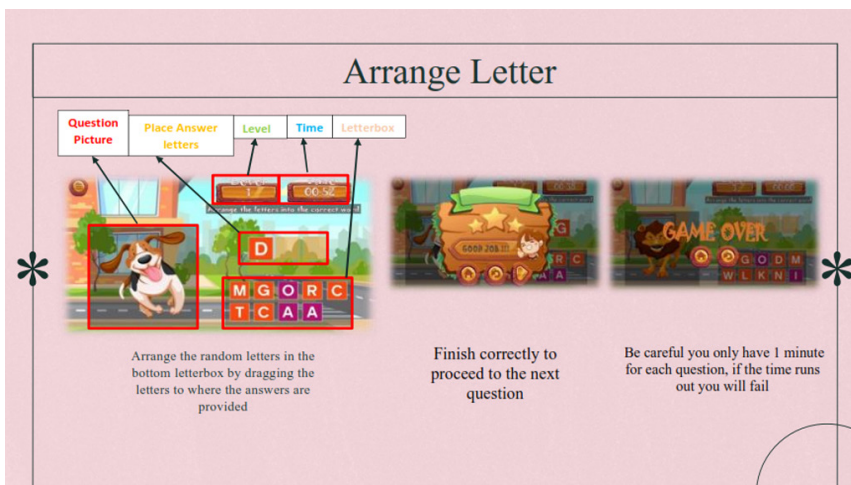


Figure 8:
Arrange letter

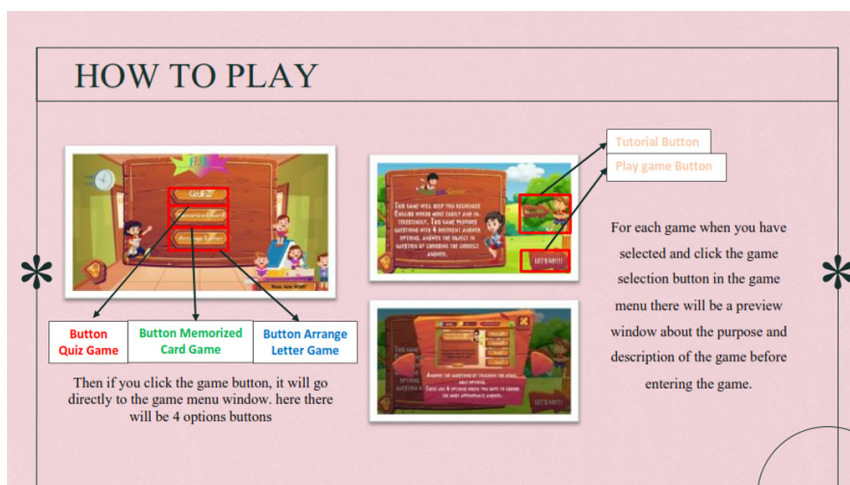


Figure 9:
How to play

A. Trial

Before the application was implemented publicly, a trial was carried out to get a feedback and suggestion from the respondent. This questionnaire was given to 7 respondents to know how much interest, benefits, and disadvantages of the application "FEEL". In the questioner, there are five questions filled by seven respondents. The questionnaire was given in the form of a statement with 4 answer options, where the child chooses one of the options of each statement. Whether Strongly Agree, Agree, Doubt, and Disagree. The result of trial was described as follows.



Figure 10:
Tutorial



Figure 11:
Game practice

B. Respondent's opinion

The diagram below shows the number of respondents who filled out this questioner by gender, all respondents was female.



Figure 12:
Respondent's opinion

Based on the data illustrated in figure 12, it can be analyzed that the majority respondents were very supportive to the offered learning application. The detail finding can be read at the following responses.

1. From the question about interest, there are 5 agree, 1 strongly agree and 1 doubt that "FEEL" is an interesting learning medium. So, respondents' interest in the Application "FEEL" Is Quite High. Although 1 respondent is still hesitant,

this proves that there was still a need for development and improvement in the Future.

2. From the statement whether the App can help learn to understand English vocabulary, there are 5 agree and 2 strongly agree that “FEEL” can help understand English vocabulary. So most respondents felt “FEEL” could help them understand English vocabulary
3. From the statement of whether “FEEL” can train concentration & memory there are 7 strongly Agree that “FEEL” can train concentration & memory. So it can be ensured that “FEEL” can train concentration & memory
4. From the statement the Application can be an alternative to learning there are 2 strongly agreed and 5 agree that “FEEL” can be an alternative to learning. So it can be seen that respondents are interested in using “FEEL” as an alternative to learning.
5. From the statement whether they will continue to use this app if there are the latest updates, there are 5 strongly agreed and 2 agree that respondents will continue to use this application if there is a recent update. So it can be ascertained if “FEEL” continues to be developed respondents will continue to use it.

From the analysis of questionnaires data above, it can be concluded that children are quite fond, this is evidenced by the number of children who answer agree that “FEEL” is an interesting learning medium. Not only that “FEEL” can train their concentration, memory and even be an alternative to their learning. It is relevant to what is said by Zatulifa (2018) who said that by using online learning-based android can avoid a monotonous activity. For the material, most of them declare appropriate and will use “FEEL” if there is a subsequent update.

CONCLUSION

Based on the above discussion, it could be drawn the conclusion that the breakthrough of FEEL application was potential to be developed for helping English teachers from students’ learning boredom since the features offered was interesting and challenging. The application was so flexible that students can download it anytime as the want. The application developers realize there are still many shortcomings in terms of knowledge and capabilities in the process of making applications so that there are still many things that need to be improved both in terms of appearance, variety, and content. Therefore, developers will continue to strive to develop “FEEL” for the better to use.

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6

A Qualitative Study: Challenges in Teaching Online Speaking Lessons

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Abstract: *The COVID-19 pandemic has impacted education at all levels in various ways. Teachers had to quickly respond to the 'forced' transition from face-to-face to remote teaching. Speaking lessons are hard to conduct face to face, even more so online. This paper reports the result of a study that is aimed to identify the challenges in teaching an online speaking lesson. The study, by way of semi-structured interviews, addresses the gap in our understanding regarding the platforms used, the challenges faced and the strategies are taken to solve the matter arising. A total number of four national primary school teachers were chosen for this study. The findings show that there is a preference to use Google Meet and Zoom in conducting online speaking lessons. After thematic analysis, several challenges were identified which are: transition of the medium of instruction, learning hindrance, access to a stable internet, content and instructional strategies and work schedule. There are a few strategies taken by the teachers such as using YouTube materials to support learning, using songs, using various assessment techniques and using online games such as Kahoot, Plickers as well as Poll Everywhere. The results of this study illustrate the challenges faced by teachers amid a pandemic and how the steps are taken; have a positive impact in enhancing students speaking skills. Recommendations and limitations are further discussed.*

Key words: *online speaking lesson, teaching, challenges, strategies. COVID-19*

INTRODUCTION

In the globalized twenty-first century era, language proficiency plays a crucial role in everyone's life as it promotes cooperation and communication among people from

diverse cultural backgrounds in all aspects of life. The English language is widely regarded as the lingua franca and the most widely spoken language in the world (Yen & Mohamad, 2020). As a result of societal globalization, the teaching of English in Malaysian Higher Education has increasingly shifted from grammar-translation to a communicative approach (Zakaria & Shah, 2019). This approach allows learners to actively engage in the classroom and helps them improve their English especially their speaking skills. Speaking is one of the most essential skills to learn as it is the main medium of communication all over the world. Through listening, speaking, reading, and writing abilities are all important, speaking competence generally takes precedence over others as communication occurs frequently in people's daily life. Furthermore, communication is one of the components in the 4Cs of 21st-century skills. Therefore, the objective of worldwide language institutes is to ensure the acquisition of speaking skills among students to generate competent English language speakers.

The sudden outbreak of the Covid-19 pandemic has forced a global shutdown of various activities including educational activities. As a result, educational institutions over the world have used a variety of strategies to continue delivering effective lessons to the students. Traditional face-to-face learning has been replaced with online learning as an alternative way for students to receive their education while remaining safe in their own homes. In Malaysia, online teaching and learning have become compulsory for all Malaysian schools and University students when the government enforced the Movement Control Order (MCO) in March 2020 due to the COVID-19 pandemic. In this circumstance, e-learning platforms such as Google Meet, Microsoft Teams, and WebEx, as well as Learning Management Systems (LMS) such as Canvas, Google Classroom, CIDOS, Moodle and social media (Facebook, WhatsApp, Telegram, YouTube) are widely used to conduct virtual lessons. Considering the prevailing pandemic situation, online teaching is no longer an option, it has become a necessity.

During this tough time, teaching speaking lessons in online classes become a major challenge for educators. Language learners are trying to enhance their speaking abilities but it has become a challenging task for them during online learning. Due to the sudden closure of schools and institutions, ESL learners have begun to face significant obstacles in learning and improvising the English language concerning the COVID-19 pandemic (Verawardina, Asnur, Lubis, Hendriyani, Ramadhani, Dewi, & Darni, 2020). However, teaching English speaking skills had been the hardest part to be taught by teachers especially in conducting online lessons (Fazillah & Tengku Nurhudah, 2020). Oral proficiency requires students to be expressive in communication. However, English language learners were found to have difficulty in expressing their thoughts and viewpoints effectively using language. Previous studies also indicate the key problems that hinder ESL learners' speaking capabilities include a lack of desire and self-confidence, nervousness, inhibition, and a lack of vocabulary knowledge (Yen & Mohamad, 2020). As a result, it is vital to identify potential

solutions for overcoming ESL learners' challenges and improving their speaking abilities. Thus, the purpose of this research was to identify the challenges faced by educators in teaching online speaking lessons and possible solutions to conduct effective online speaking lessons.

LITERATURE REVIEW

A. Online learning

Online learning refers to the use of advanced technology and the Internet to provide an enhanced and more accessible learning experience for learners. 21st-century education's main objective is to ensure that educators develop their teaching skills to produce proficient and skilful future generations who are capable to be competent in this fast-paced world. Mohamad, Arif and Noor (2020) state that Information and communication technology (ICT) is used to improve Generation Z learners' understanding to promote the essence of 21st-century learning. This move associates with the seventh shift in the Malaysian Education Blueprint (MEB) 2013-2025 which is to integrate ICT to achieve successful learning across the country. In addition, online learning involves the usage of the Internet and advanced technology to plan and deliver lessons, along with encouraging two-way interaction between learners and educators. Educators use a variety of e-learning platforms such as Microsoft Teams, Google Meet, Zoom, Skype, WebEx and Adobe Link, as well as video conferencing software to conduct lessons. It is inevitable for educators and learners to utilize technology for educational purposes during the pandemic (Mailizar, Almanthari, Maulina, & Bruce, 2020; Kerres, 2020; Wang, Ng, & Brook, 2020).

B. Benefits of online speaking lesson

A study conducted by researchers in a Saudi Arabian University to evaluate the effectiveness of online learning in teaching English speaking skills against traditional face-to-face classes (Hamouda, 2020). As a result, the researchers found that students in the virtual classes achieved significantly better score in a speaking test than those in the traditional classroom (Hamouda, 2020). The students in the virtual classroom scored better in all aspect of speaking tested: pronunciation, comprehension, grammar, fluency and vocabulary.

Similarly, Al-Qahtani (2019) and Mathew, Sreehari & Al-Rubaat (2019) proved that most of the EFL teachers and students agreed that virtual classrooms can be effective for enhancing the communication skills of students. In addition, Alhawiti (2017) found that students in an experimental group who studied EFL in virtual classes obtained higher scores on English speaking tests than a control group who attended face-to-face lessons. Online learning impacts in language learning were proven by Mohammadi, Ghorbani, and Hamidi (2011). They discovered that online

learning is similar to a communicative approach to learning languages where it allows learners to peacefully connect with other learners. According to this study, the teachers can incorporate sounds, pictures, and actions on the televisions to attract learners' attention. In addition, online games are also playing a vital role as a language teaching device. Through this method, learners tend to enhance their vocabulary acquisition and pronunciation which is an essential component of speaking skills. In general, students seem to perceive virtual classrooms for EFL learning positively and report good experiences using the platforms (Herrera, 2017). Researchers have identified several reasons why virtual classes may be more effective than traditional face-to-face classrooms. They attribute the success of online classes in part to them being interesting, easy to access and featuring direct feedback for the EFL learners (Hamouda, 2020). Some researchers also note that there are extensive opportunities for the students to interact and communicate among themselves as well as with the professor (Hamouda, 2020). This may increase the desire for practice that are normally provided in a face-to-face learning setting.

C. Challenges in teaching online speaking lessons

Learners face difficulty in expressing their thoughts and viewpoints as they are tentative, hesitant and fearful of making errors. Learners lack confidence and communication through virtual lessons has made it much more difficult for them to speak or utter the words appropriately (Sayuti, Teh, Saimi, Bakar, Dawawi, & Mohamad, 2020). They often lack adequate vocabulary and practice, making it difficult for them to converse fluently in English (Syafiq, Rahmawati, Anwari, & Oktaviana, 2021). Lack of language content causes learners to be anxious as they are afraid of making grammatical mistakes and being laughed at by their peers (Meinawati, Harmoko, Rahmah, & Dewi, 2020).

Moreover, it is difficult to provide feedback through online learning. Even though teachers capture the attention of learners by engaging them in interesting activities that encourage them to speak in class, it is hard during online mode because not all learners get used to E-learning and it is even tougher for teachers to get feedback from passive learners (Kaur & Aziz, 2020). A significant problem associated with e-learning is the lack of effective contact with educators (Lestyanawati & Widyantoro, 2020; Ariyanti, 2020). Learners need two-way communication which can be difficult to achieve. Learners feel demotivated to learn in such circumstances because they are constantly confronted with a computer (Toquero, 2020). Even though e-learning is a daunting task, it necessitates efforts such as recording, reading, memorizing and consuming online-based learning media (Simamora, 2020) especially for English Oral Presentation or speaking assessment. This is a situation in which learners must adapt rapidly; more specifically in an emergency learning situation (Pace, Pettit, & Baker, 2020).

METHOD

Speaking is one of the most crucial abilities to develop and improve to communicate effectively, but it is also one of the most difficult components of language learning. To better understand the challenges in teaching speaking this section discusses the research approach, research participants, instruments, data collection and finally data analysis.

A. Research type

To understand the depth of the problems that occurred this study adopts a qualitative case study. The case refers to an occurrence, problem, process, activity, a single person's action, or the activities of multiple individuals is referred to as a case. The case study must be investigated utilizing a bounded system, with the case's boundaries generally being time or space. The case study is also distinguished by several data sources, such as interviews, observations, records, artefacts, and other sources of information (Yin, 2014). Creswell (2013) stated that there are three types of case studies which are single instrumental case study, multiple cases study and intrinsic case study. In the present study, researchers use a single instrumental case study. This is because researchers concentrate on a problem which is teaching English speaking lessons online and then choose a limited instance to exemplify it which is through the current research involving four teachers as respondents.

B. Research participants

This study utilizes purposeful sampling. Purposeful sampling is a qualitative research approach for discovering and selecting information-rich situations to make the most of the limited resources (Patton, 2002). This comprises discovering and selecting individuals or groups of individuals who are highly knowledgeable or skilled on a given issue (Cresswell & Plano Clark, 2011). Bernard (2002) and Spradley (1979) emphasise the importance of availability and willingness to participate, as well as the ability to explain, express, and reflect on experiences and ideas, in addition to knowledge and experience. A total of four teachers from an urban school, a sub-urban school and a rural school are selected to participate in this study. A set of criteria is set for these research participants to maximize the validity and reliability by lowering the risk of other variables influencing the findings. The criteria are as follows:

1. Must be a TESL graduate with at least 3 years of experience.
2. Must be between the age of 27 - 32 years old.
3. Have been lessons through online platforms.

C. Instrument

The instrument chosen for this study is a semi-structured interview. Since these interviews are semi-structured the questions will be open-ended. Gillham (2000) has

stated the fundamental purpose of an in-depth interview is to learn what respondents think is significant about the subject at hand, in their own words. For a semi-structured interview, an interview guide is prepared ahead of time listing topics or questions that the interviewer hopes to address during the interview. Participants are requested to respond in their terms and to highlight topics that they believe are significant as each interview are slightly different. While the question of this interview may be the same in all cases, the information supplied by each participant will predominantly differ.

D. Data collection

Data collection, according to Creswell (1997), is a series of activities that are interconnected and have the goal of acquiring information. The Data Collection Circle (Creswell, 1997) is used to organize data collection activities for this study. The very first step is to determine the place or individual, since this study is done among school teachers, teachers teaching in different types of schools will be chosen. A letter was issued to the school through the District Education Department. This was done to gain permission to collect the needed data and give both the participants and the gatekeepers that the data collected will remain anonymous. Research participants were then invited to officially participate in the study. These participants were selected purposefully and by vetting them through a certain criterion.

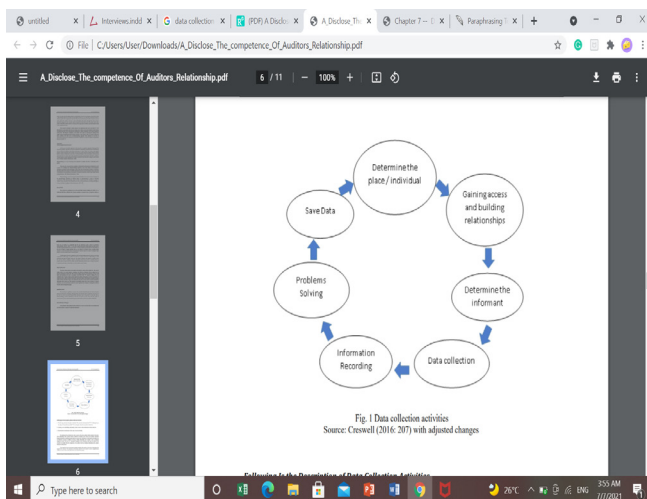


Figure 1:
Data Collection Circle by Creswell (1997)

The next step is collecting data. The instrument chosen for this study is the semi-structured interviews. All three interviews were done one-on-one through Google Meet and were video recorded. All the questions formed in the interview guide have already been pilot tested. As suggested by Creswell (1997), this interview will be recorded in a quiet place away from distractions. This recording will then be sent to

the research participants and after their approval, they will be given a consent form for them to sign and return.

E. Data analysis

Creswell (1997) states there are three analysis strategies. This study will adopt the thematic analysis using the Data Analysis Spiral. Braun & Clarke (2006) have stated thematic analysis is commonly employed in qualitative research is a basic method for qualitative analysis because it gives core abilities for many other types of qualitative analysis. The contour in the data analysis spiral represents stages in where a certain activity will take place and strategies that will be employed. The first stage is the managing and organizing data stage where files and units will be prepared, ensuring the ongoing secure storage and selecting mode of analysis. The second stage is reading and memoing the emergent ideas, where memos lead to code development thus reflecting and summarizing the notes. The software will be used in this stage to increase the productivity of organizing and managing data as suggested by Patton (2015). ATLAS.ti software will be used to help the researcher in the process of labelling, coding and categorizing thus coming up with a mind map of data structure.

The third stage is describing and classifying codes into themes where the initial codes were named and assigned under categories. The categories are then assigned under a few themes to finalize the codebook. The fourth stage is developing and accessing interpretations where contextual understanding is achieved by relating categories, themes and families thus connecting to the analytic framework in the literature. The final stage is representing and visualizing data, where a viewpoint is created by displaying and reporting the data.

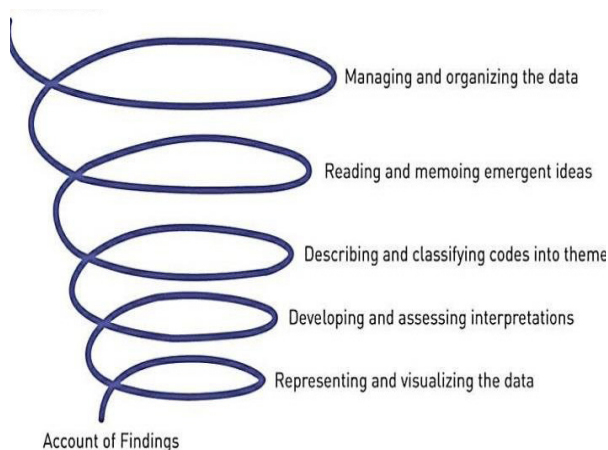


Figure 2:
Data Analysis Spiral by Creswell (1997)

Creswell (1997) in his book has stated that there are two types of ethical issues that might arise during data analysis. For this study, both of these issues are being

explored so that the findings of this study will be valid and credible. The first type of ethical issue protection of research participants from harm, to avoid such errors in this study, researchers do not reveal any information of the research participants and create a “composite of research participants profile.” The second type of ethical issue is the disclosure of comprehensive findings. For this particular study, all the research participants are allowed access to the findings of the study to avoid siding or selectively choosing positive findings.

F. Rigor in research

In a qualitative investigation, the researcher must take a methodical approach. As a result, rigorous research methodologies will be employed. The word “trustworthiness” was coined by Guba and Lincoln (1985), and it encompasses credibility, transferability, dependability, and confirmability. The goal of trustworthiness is to support the notion of why conducting such an investigation in a qualitative study is desirable. To establish credibility, the study seeks to mirror reality as accurately as possible by extending the engagement for at least two weeks to gain a thorough explore the challenges of teaching online speaking lessons. Triangulation in qualitative research, according to Guba and Lincoln (1985), can be done in two ways first is to get a large sample or use different methods to collect data. For this study, different methods were used that include several interviews and observations.

Though this study is done among 4 primary school teachers, the findings of this research will be suggested to carry a larger meaning and to be investigated in the future. This is done to attain transferability; the study will be placed in a larger perspective. Lincoln and Guba (1985) pointed out that dependability and believability are inextricably linked. The overlapping methodologies of the interviews are used in this study to achieve reliability. The current study’s strategies and the process will be described in great depth, offering a picture of the concept of dependability for future researchers. The degree to which the study conclusions are reinforced in the acquired data is referred to as confirmability (Lincoln & Guba, 1985). The data acquired for this study will be objective, not based on the researcher’s imagination, thanks to the reflective process.

RESULTS AND DISCUSSIONS

The purpose of this research was to identify the challenges faced by educators in teaching online speaking lessons and possible solutions to conduct effective online speaking lessons. Hence, there are three research questions as such the findings and discussion are under three subtitles.

A. Platforms used during the speaking lesson

This data was collected to understand how the speaking lesson took place. Based on the data gathered after a thematic analysis all four teachers reported that

they use more than one platform as shown in Table 1. UNESCO (2020, July 7) has listed all of the platforms used by these teachers as reliable and functional to facilitate student learning and provide social care and interaction during periods of school closure, however, there is a preference to use Zoom and Google Meet. Huang, Helgevold, and Lang (2021) stated there were various online platforms used for digital classrooms but few of them were found to have unique features that benefit teaching and learning that suits a particular group of students.

Table 1: Online Platform Used

Research Participants	Online Platforms
Teacher A	Canva, Zoom & Google Classroom/Meet
Teacher B	Zoom and Schoology
Teacher C	Google Meet or Zoom
Teacher D	Google Classroom and Edmodo (unsuccessful)

“Originally, we started with Google Classroom, but I realized that it is quite difficult to use, especially for first time users. Because there are many functions, there are many ways to use things, a lot of buttons. So I prefer to use zoom, actually, because it’s easier to share materials, and is easier to record as well. And it’s a very simple platform. Anyone can pick it up quite easily. This is because I’m actually teaching year three and year four students. So they’re quite young, so I don’t want them to be scared of using a new platform.”

Teacher A

“Well for myself, teaching year one right, so I usually the longest time I will go is 60 minute me which is one hour, but usually it’s the best is 30 minutes as young student there tends to be active and they less focus and they are energetic. So it’s quite hard for them to stay focus for a longer time, especially when you are doing online speaking lessons.”

Teacher B

The data collected also shows how speaking lessons were conducted. All four teachers agreed that there is a structure they follow. The flow of the is as follows, 5 minutes of introduction of the content followed by 15-20 min of delivery of content. After a short break of 5 minutes, students were given 15 minutes to complete a task and followed by a presentation (individual or group) for 15 minutes. Finally, there is a conclusion for 5 minutes. This structure was used as it parallels the face-to-face lesson delivery as suggested by Sundarasan, et.al (2020). According to Sundarasan, et.al (2020), the sudden change to new normal brings anxiousness and anxiety, though the course of stress varies, maintaining face-to-face classroom practice mitigate anxiety levels amongst students.

B. Challenges teachers face in teaching speaking lessons online

After a thematic analysis was done, five emerging themes were identified which are the transition of the medium of instruction, learning hindrance, availability of technological gadgets and internet connectivity, content and instructional strategies and work schedule.

1. The Transition of Medium of Instruction

One of the main challenges faced by the teachers is the sudden transition from face-to-face to online learning. Hamilton, Heddy, and John (2021) have stated that teaching online “greatest challenges are self-regulation, motivation, and recognizing the personal relevance of course content.” This is because as Teacher A has mentioned students do not know how to use and engage in the new platform. As such all four teachers have maintained face-to-face classroom practice to reduce anxiety as suggested by Sundarasan, et.al (2020). Searls (2012) stated that “teachers tread into uncharted territory with the unforeseen transition” and they should impose classroom rules for it to be efficient and effective as well as have a systematic approach.

“Ah, of course, there are a few things that I note, noted, of course, as I mentioned is the getting used to using a new way, a new platform. Obviously, in a classroom setting, you know, it’s pretty straightforward. Everything is open, and you just enter the class and you start teaching and your students start engaging, because it’s something that they are used to, you know, like, from year, one onwards, we are used to this kind of setting, but and then in an online setting, it’s really, really different. When do you actually speak up? When do you actually mute your microphone? When do you engage, you know, so the setting itself getting used to the new platform or using it is quite different.”

Teacher A

2. Availability of technological gadgets and internet connectivity

Although we are living in a tech-savvy world, some do not have the access to technological gadgets and internet connectivity. Three of four teachers have highlighted this problem, especially students from poor demographics. Bad reception and unstable network connection are one of the main woes of these teachers in conducting online classes. Teacher C have emphasised one problem in particular where most of his students’ shared gadgets with their siblings, usually, the older sibling will get to use the gadget for their online classes. With these findings in mind, based on Siddiquah & Salim (2017) research, these issues can be an obstacle for the students to receive a valuable and meaningful education.

“Because not all parents can afford good Wi-Fi, they have to rely on their handphone data. And, you know, the problem is that it sometimes works, sometimes it lags, and sometimes it simply stops working.”

Teacher D

“And I mean that in terms of technology, do they have enough gadgets at home? As for my student, they have many siblings at home. So for my students is year one right, they tend to don’t have the chance to use the gadget. So I say the priority is for the secondary school, or elder sibling. So it’s quite hard for me teach them without gadget.”

Teacher C

3. Content and instructional strategies

The shift from traditional face-to-face learning to online meaning has imposed major distinctions though there are similarities. The findings show all four teachers had issues when content and instructional strategies are a concern. Teacher A stated she had issues in managing speaking tasks and coordinating group activities. Heim and Strauss (2020) have expounded on this issue in stating, teachers are free to move students in pairs and groups to facilitate the lesson in a face-to-face class, however in an online class teachers oversee the entire group. Though there are breakout rooms in Zoom, for example, it is difficult for the teachers to be present in each group to manage their activity. This is because of the large classroom size where there are up to 40 pupils in a class.

“So as I mentioned earlier, you know, when you enter your class, you expect your students to greet, you know, Good Morning, and then you say take out your textbook today, this is what we’re going to do. Let’s say it’s a smooth process until the end of the class. But with online teaching, you know, I have to ask them, like, do you see my PowerPoint is the slides? Can you actually see the slides? Can you follow through, and then some of the kids they don’t know when to respond.”

Teacher A

“Well, uhmm... [laughs] the only two times my students actively speak is when they say ‘Good Morning, teacher’ or ‘Thank you, teacher’. They are silent most of the time, how to keep up with their progress? So I have to use games like Kahoot or give them crazy assignments, like ‘You are the president’ to make sure they speak. After all it’s a speaking class.”

Teacher D

Meanwhile, teacher C and teacher D indicated they have issues in conducting assessments for a speaking lesson. This is because as Fulcher (2015) stated there are multiple factors that impact students’ performance such as task features, gender, proficiency levels, personality, and styles of interaction. It is difficult for the teachers to assess them well through a screen. Teacher A also has stated that students are not aware of the classroom rules; this includes being orderly during lessons, attendance, wearing appropriate attire, engaging in class and completing a task (Heim and Strauss, 2020).

4. Learning Hindrance

There are two learning hindrances highlighted in the interviews which are attention span and distractions. All four teachers agreed that attention span is an issue they worry about when it comes to online classes. This is because there are many subjects, the students are very young and most of them do not treat online lessons as formal lessons. These findings are parallel to Dong, Cao and Li (2020) where Chinese parents tended to reject online learning because their children had no or low self-regulation.

“Ohm... Well, since when teaching in the Google Classroom, it has been challenging as the young student maybe they tend to, I mean too eager to talk; and so on is quite a lot per se too many interferences.”

Teacher C

“They get excited, because like in in physical class, you can see your friend face to face and then during break time, they might talk and express themselves. But during an online lesson is the first time or the only time you can actually see your friends. So they get excited and they disrupt the class, they will be talking to their friend and to check chit-chatting with friends. That’s one thing.”

Teacher B

“Even when you have a gadget there are incoming phone call, you know, like, when students actually use your parents phone... a long distance relative will call you and bother you. So, there’s a lot of types of distraction there.”

Teacher A

The other pressing matter is managing distractions. The gadget itself is a distraction; this is because teachers won’t know if the gadget is used properly. There are instances where students turn off the camera to play video games or go on social media. Disruption or outburst in class is also a learning hindrance. A few examples were given by the teachers such as students unknowingly leaving the microphone on and background chat can be heard; when a student interrupts the class to talk about something that’s not related or chatting about other topics in group discussions. Sometimes the distractions come from other family members or pets. Teacher B elaborated further by stating that most of the students don’t have a specific place to ‘sit and study’ thus they use common areas in their homes.

5. Work Schedule

Finding also shows most parents are working during the pandemic as such there is no one at home to guide and help their children during the lesson. Most of the parents prefer asynchronous lessons where students can study after their parents are

back from work. Teachers A have reported that there are parents who demanded classes to be done after school hours, though these are not general practice. Desk (2020) elaborated further by stating that schools should be more accommodating to parent's needs and flexible in online lesson hours, this is not possible in the Malaysian context because public schools need to come up with a systematic timetable that allocation certain amount of time for each subject (Panduan Pelaksanaan Jadwal Waktu PdPR, 2021).

“Also, another thing to note is that most parents actually request that the class be conducted after 5pm. Because parents are at work, right? So they expect the teachers to be flexible to conduct a class after five or around at 7pm or 8pm. I see that. So those are my challenges in conducting online.”

Teacher A

C. Strategies used in teaching an online speaking lesson

A teacher by definition is an individual who helps students to acquire knowledge, competence or virtue; as such, their impact in a classroom is enormous. Teachers try their best to accommodate their students in any given situation, considering the pandemic, in the best way possible (Lestyanawati and Widyanoro, 2020). However, some challenges are beyond the teachers' control, for example, work schedule, availability of technology and gadget as well as some aspects of learning hindrance. The finds of this research suggest all four teachers used various strategies to overcome the challenges in their control.

To overcome the hesitation of using a new medium, these teachers came up with new instructional strategies. Teacher A and Teacher D have stated that they created new classroom rules and came up with sign language to help students understand what is expected of them during the lesson. All four teachers also stated that they avoid using multiple instructional strategies in a single lesson to avoid confusion hence they do fixed group activities. All four teachers also have reported that they use online games, songs and give projects to ensure pupils engage in their lessons.

“My simple way of answering is to take charge and control your class and set boundaries. Emphasis on your, my class my way.”

Teacher C

“I try my best to engage with my students by asking them a question abruptly in the middle. So I see their responses and I assess their response as well, especially in students who are quite vocal and quite open in speaking. So there is one ongoing assessment. The second method of assessment is the later part of my lesson, which is giving them tasks and expecting them to present them to me. So if time permits, I will ask them to present in class. If not, they will send me a voice note or they can actually record themselves, you know, giving a presentation and send it to me later after the class.”

Teacher C

Assessment is another worry for teachers when speaking skill is a concern; this is because speaking skill is very difficult to assess. The findings suggest teachers use various assessment techniques both online and offline. These teachers also assign topics that students are familiar with; this increases students' confidence in the use of the language, which leads to a more genuine attempt to answer the questions as Sundarasan, et.al (2020) suggested.

CONCLUSION

This study offers several challenges in conduction an online speaking lesson during the sudden school closure due to the COVID-19 pandemic. Firstly, this study explores platforms being used during the speaking lesson to understand how the speaking lesson took place. Despite the number of platforms available teachers prefer to use Google meet or Zoom. Their lessons conduct structure is very similar to a face-to-face lesson. Secondly, this study attempts to understand the challenges teachers face in teaching speaking lessons online. The findings suggest five themes are the transition of the medium of instruction, learning hindrance, availability of technological gadgets and internet connectivity, content and instructional strategies and work schedule. Thirdly, this study explores the strategies used in conducting an online speaking lesson. The findings show that all four respondents came up with ideas to mediate the situation by coming up with new rules for the new medium transition, changing instructional strategies and variation of assessments.

In conclusion, this study successfully answered three significant research questions that explored the challenges in teaching online speaking lessons. It is hoped that the study will help future researchers in exploring more comparative studies in teaching speaking online discourse by using a different set of the respondent. It should be distinguished that this study is rather small as it only involved four teachers as respondents. Hence, it is recommended that a more extensive sampling be utilised to validate the current findings and to provide more insights on this issue. Apart from the online platforms, classroom conduct and assessment, future studies could also include the application of the software that can be used to better an online speaking lesson.

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Utilizing Flipped Classroom Strategy-Based Interactive Media to Minimize Students' Reading Anxiety

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Abstract: *The study aims at explaining the use of flipped classroom strategy-based interactive media to minimize students' reading anxiety in online learning; 2) analyzing factors that cause students' reading anxiety 3) and describing student's engagement in joining the virtual class using this strategy. It employed qualitative descriptive research design. The research subjects were the seventh graders of Islamic school (M.Ts) Nyatnyono, West Ungaran in Semarang Regency in the academic year of 2020/2021. Data collection techniques used interview, observation and documentation. To analyze the data, the researchers used data reduction, data display and conclusion drawing or verification. The data indicate that flipped classroom strategy-based interactive media made the students well-prepared the learning materials. The learning strategy enhanced student's self-confidence. The results of this research show that implementing a flipped classroom strategy-based interactive media requires students to learn before the class and have more discussion could reduce student's reading anxiety. The teacher gave the learning materials together with the media. All participants believe that a flipped classroom strategy gives better responsiveness and reduce anxiety in learning reading for EFL learners. It is recommended of utilizing this strategy to enhance students' ability of reading comprehension in virtual classroom.*

Key words: *flipped classroom strategy, interactive media, reading anxiety*

INTRODUCTION

Learning conditions during the pandemic must be able to be utilized changing patterns of thinking, learning patterns, scientific interaction patterns, so they are more meaningful and rigid to respond the Covid-19 period and can be maximized with productivity that characterizes meaningfulness. Phobia feelings are minimized by being optimistic that all activities will continue with the new normal health protocol, especially in the education sector.

The Ministry of Education and Culture recommends of using flipped classroom strategy to improve students' motivation in joining the distance learning. English teachers also use learning media to make students understand the materials. Flipped classroom strategy is an appropriate English learning technique in distance learning. It is supported by Halili & Zainuddin (2015), Nouri (2016). The basic thing that must be considered is to build students' awareness so that they remain enthusiastic in learning. Building student awareness is an alternative to maximize students' learning engagement, because awareness is the first asset for students to acquire knowledge. In addition, in the learning process, teachers must be able to innovate and have learning variations and models.

Using flipped classroom strategy makes students well-prepared the materials. It enhances students' self-confidence to join the classroom. The strategy can also minimize students' English learning anxiety especially reading skill. There are not many research investigated flipped classroom strategy related to students' reading anxiety. This research accomplishes the previous studies. The study aims firstly to explain the use of flipped classroom strategy-based interactive media to minimize students' reading anxiety in online learning; secondly to describe student's responses and engagement to join the strategy in virtual class.

Every individual must be responsive to the limitations during the pandemic to remain productive in their field and interpret this condition as part of a change that still must prioritize representative attitudes and behaviors in the new order to create varied learning spaces. In the end, this study confirms that every change in the learning system can design new conditions and has a distinction to previous and future conditions, so each related elements must be able to adapt to these changes to realize comprehensive learning success.

English language learners are required to become qualified in the three language components: pronunciation, grammar, vocabulary; and the four language skills at the end of learning process: listening, reading, writing, and speaking. In EFL learning, reading is one of the core and important activities to support the success of the learning process. Reading skills are the most necessary skills to gain modern knowledge and it is a necessary receptive ability that students rely on heavily for the academic intent, in accordance with research conducted by Karatas, et al, (2016), Isler & Ozgur (2017), Hassaskhah & Shokooh (2016). However, reading in other

languages is more complicated because there are additional factors, such as language ability, cultural background, and affective factor- anxiety.

Teachers should encourage student's motivation in distance learning from home. Therefore, teachers are suggested to use flipped classroom strategy in learning reading. Basically, language learning raises students' uncertainty and ambiguity during learning process. In learning English, students certainly have learning difficulties. They are pronunciation, grammar, lack of vocabulary, especially for students who previously had no provision to foreign languages. Due to the difficulties, there is an anguish that drives students to be reluctant to learn English. This will wreck the achievement of learning. Many studies discuss the anxiety of students in learning languages. Foreign Language Anxiety (FLA) or 'Language Anxiety' can state learners experience, when reacting to the learning situation, and become the important factor impacting negatively on achievement in English learning.

Foreign Language Anxiety (FLA) or 'Language Anxiety' can state learners experience, when reacting to the learning situation, and become the important factor impacting negatively on achievement in English learning. FLA is a distinct complex of self-perceptions, beliefs, feelings, and behavior related to the classroom language learning arising from the uniqueness of the language learning process. Foreign language anxiety occurs when the communicative or linguistic self-concept of a person is questioned, the population (monolingual versus multilingual) may be more vulnerable to this linguistic danger causes the issue. FLA study has been mainly retrospective in nature and has relied mostly on self-reports from the learners. Current research on the mechanisms by which anxiety includes different L2 processes would be useful. Anxious students can try to avoid interacting with others because they fear that their FL performance will be characterized, unauthentic, or weak. This statement also was tightened by Marashi & Payam (2017), Sun & Shaoqian (2018), Meihua & Xiangming (2018), Al-Sohbani (2018).

Foreign language anxiety has an undeniably key role in foreign language learning. This topic had been popular and many studies have been proven. It has negative effects on Second Language (L2) production that it interferes with both cognitive and social aspects of L2 Learning. Cote and Gaffney (2018) state anxious students conclude that negative self-comparison, excessive self-assessment, anxiety of reading about potential mistakes, and unnecessary exposure to others' thoughts. As FLA increases, students become less able to process input, create links between new information and existing knowledge, and access knowledge during language production. According to Phongsa, et al (2017), recently, many international researchers identified foreign language anxiety in different cross-cultural studies.

Realizing the reading materials difficulties for freshmen of the seventh grader and students' reading anxiety, the English teacher implemented flipped classroom strategy-based interactive media to overcome student's reading anxiety.

LITERATURE REVIEW

A. Flipped classroom strategy

One of the learning model options can be applied to achieve these learning objectives is the flipped learning model. Flipped classroom is a learning approach by reversing learning activities which is usually done in class becomes work that must be done at home or anywhere outside class (Syam et.al, 2019). Flipped classroom is a reversal of traditional learning procedures, which is usually done in the classroom in traditional learning to be carried out at home in a flipped classroom, and which is usually carried out at home as homework in learning traditionally being implemented in the classroom in a flipped classroom. Because it's called upside down~reverse classroom learning (Li & Hu, 2018).

Furthermore, Syam, et.al (2019) identified the advantages of the flipped classroom learning model among others: 1) students have time to study the subject matter at home before the lecturer delivers it in the class so that the students are more independent; 2) One strategy which can be used as a reference for lecturers in increasing interest in learning and the quality of learning alone. With the flipped classroom strategy, students get learning not only inside class alone but outside the class, students can also access or view the material provided by the lecturer repeatedly with the help of the internet or video lessons provided by teachers (Syam, et.al 2019). According to Halili & Zaenuddin (2015), the flipped classroom is a strategy that educators can provide by minimizing the amount of direct instruction in their teaching practice while maximizing interaction with one another. This strategy utilizes technology that provides additional supporting learning materials for students that can be easily accessed online.

B. Reading anxiety

Foreign Language Reading Anxiety (FLRA) becomes important learner's obstacle to mastery English. Educators can help foreign language learners to reduce FLRA by improving the learners' self-confidence to deal with the personal factor. They can prepare the students for the factors that may cause FLRA before asking the students to read in front of the class. They might discuss these factors to help the students reflect their feelings which can help in reducing FLRA and encourage them to read in the foreign language for the purpose of knowledge. This condition was tightened by Afiqah (2015), Ahmad et.al (2013), and Hashemi (2011).

Therefore, the essence of foreign language anxiety can be seen that students feel such as a threat to their own individual concept when learning a foreign language. As one of language skills, reading anxiety is one of the most considered in foreign language anxiety. Reading can be considered as special important because reading is believed to be a key means of learning new knowledge. Al Faruq (2019), Cheon & Jee (2014) said that reading anxiety is naturally more complicated to identify, unlike during speaking, instant responses are not needed.

Kim (2012) and Lien (2011) claimed reading anxiety is a particular situation fear toward reading that has physical responses such as sweating, feeling shaky or faint, and stomachache and cognitive reactions include an overwhelming sense of dread, low self-esteem, feeling of helpless, and expectations of public humiliation. In the studies, Sari (2017), Ustuk & Selami (2016), Rezaabadi (2017) stated reading anxiety different from FL anxiety in general and varies to the target language. Foreign language reading anxiety related to the level of problems felt when reading process and reading task types.

Wu (2011), Roginska (2016) and Phongsa, et.al (2017) stated a variety of symptoms of a student who suffers from reading anxiety. First, a student with a reading disorder shows an obstruction of his intellectual interest that is strictly non-introspective or reflective. Secondly, students with high anxiety for reading show an abnormality of their intellectual hostility or assertiveness that usually involves the power to learn but fails to use it. They are usually motivated by their peer group.

Students usually reinforce an attitude that is defined as the nature of 'I cannot read by myself.' At last, students with reading anxiety often lack self-confidences in their reading ability. The symptoms indicate a kind of psychological symptoms of reading anxiety. When learning English as a foreign language, Indonesian students forced problems in reading. They read the paragraphs in the text but are still unaware of what they have read. In the case of FLRA, is highlighted by Jin & Jean (2018) suggest the teachers should prepare students for the possibility of reading difficulties and possible anxiety when reading assignments are implemented.

As factors shaping reading anxiety, Al Faruq (2019) found out the sources of students' anxiety which were: unfamiliar vocabulary, worry about reading effects, afraid of making errors, unfamiliar culture, unfamiliar the topics. Hassaskhah & Shokoooh (2016), Al-Shboul et.al (2013) studied that there are two aspects of foreign language reading anxiety: personal factor and text feature. Under the concept of a personal factor, there are two main sources of foreign language reading anxiety, which are: afraid of making errors and worry about reading effects. Isler & Ozgur (2017), Aslan & Thompson (2018) conducted a study to find out the possible sources of reading anxiety of Turkish ELT learners. The finding revealed six main sources concerning FL reading anxiety: personal reasons, teacher's manner in the classroom, teaching procedures used in the class, the features of reading texts, reading test anxiety, and their previous experiences. Aisyah (2017) argued most of the causes of reading anxiety found by the students were language 30 skills, specifically vocabulary awareness and grammar law. Furthermore, in another study by Isler & Ozgur (2017), reading task type was indicated as a source of FL reading anxiety. They proposed three possible reasons for the result: learners' familiarity with the reading assessment methods, learners' perception concerning the validity of an assessment method, and the difficulty level of the task.

METHOD

A. Type of research

This study employed qualitative descriptive research design. It investigated certain phenomenon, and the findings describe the problem. The researchers seek to establish the meaning of a phenomenon from the participants' views. This means identifying a culture-sharing group and studying how it develops shared. Qualitative research means exploring and understanding the meaning. Individuals or groups ascribed to the social or human problem. It is highlighted by Creswell (2014) and Tracy (2013).

Data collection technique applied interview, observation and documentation. Meanwhile the process of data analysis consists of three major phases. There are data reduction, data display, conclusion drawing and verification. In conducting data reduction, the researcher chose aspects of data that appeared in the interview transcription that should be minimized, emphasized or set aside completely for the research. For further, the researchers put code on each meaningful unit based on the list of codes. For the next, the researchers examined all the relevant data sources for description and themes that used for explaining the research findings. After that the researcher displayed the data using a table, chart and a brief description to clarify the students' reading anxiety and the factors that cause it.

The analysis activity is to draw conclusion and verification. At this phase, the researcher made research conclusions based on the research questions formulated. The researcher checked the data validation using the triangulation strategy.

B. Research subjects

There were 28 students of the seventh grade of Islamic secondary school in West Ungaran in Semarang regency in the academic year of 2020/2021. The school has only two classes for each grade, namely 7 A and 7 B classes. Each class consisted of 28 male and female students. During Covid-19 pandemic, only a half of each class had permitted to present offline in the school. So, the researchers just met 28 students from two classes. They were 16 female students and 12 male students.

C. Research procedure

With regards to a research procedure theorized by Creswell & Timothy (2019) and Tracy (2013), who believe that the following procedures must be made to make the research valid:

1. Interviewing

The researchers conducted the interview to the English teacher and students. The purpose of the interview is to obtain the data concerning the implementation of using flipped classroom strategy based- interactive media to quality of teacher-student relationship that can develop supportive, positive learning environment. This is in line with

2. Observation

The researchers observed the English teacher and 28 students in different classroom. They were 14 students of 7A class and 14 students of 7B class. In doing the observation, the researchers and teacher used a checklist to observe the student's participation in the class activities and the student's behavior. The field notes pertaining to the students' engagement, activeness, paying attention during teaching learning process were also carried out.

3. Documentation

The researchers used some documentations for some purposes, namely to accomplish students' data and school profile.

RESULTS AND DISCUSSIONS

The results of this study provide information of implementation of utilizing flipped classroom strategy-based interactive media to minimize student's reading anxiety. Based on the observation and interviewing to the English teacher, it can be described as follows:

First of all, based on the results of observation and interview, the teacher made WhatsApp group for communication fast between teacher and students. She also used the social media to send the reading materials and interactive media. The function of the learning media is to make students' understanding of the reading materials quickly. The students can play the video many times. The teacher also arranged WhatsApp group of students' parents for socializing the use of this strategy. The teacher expects all of the parents monitor students' independent learning at home. Because the purpose of flipped classroom strategy, they are obliged to learn materials before the class starts. This means they have to study independently without a teacher first.

Students were also given directions on how to maximize this method, such as by looking up the unknown vocabularies in the dictionary. The teacher also provided further reading materials for students to be able to further explore the materials. She also asked the parents to cooperate in monitoring and assisting the student's independent learning process before class begins.

In arranging the materials to be distributed to students, the teacher considered the following points. She wrote some instructions those were easy to understand. This is important because the students must study the materials without the help of the teacher first. She also provided a reference source for students to access if they want to explore the materials further.

She gave several questions that aim to check students' understanding of the reading materials. The answers of reading exercises will be discussed at the meeting.

She asked students to read aloud every reading passage. The students can listen to good and right pronunciation based on the YouTube video.

Secondly, the results of factors that cause student's reading anxiety. The results were based on interview to 28 students. Almost all students have reading anxiety when learning English. Some situations indicated students felt anxious such as confused, ashamed, and nervous. Students mostly did not understand the whole of the text and were confused with the topic, vocabulary, and content of the text. They were also nervous while reading activities and ashamed of their pronunciation errors.

Some students appeared strange vocabulary, and regard that reading activities are difficult. They also claimed that reading is a more difficult skill than others. Although almost students had studied English in primary schools, they were still strange with the English materials. They also felt confused when reading because they did not understand English as well. The findings identified the factors that contribute to the students' reading anxiety in their English learning. Based on the findings, they were as follows:

A. Difficulty to comprehend the text

The aim of reading activities is for the reader able to comprehend the text clearly what the idea is. Almost all students feel anxious if they read topics for the first time and do not understand it. Students often felt anxious after reading because cannot comprehend the text as a whole. They struggle to comprehend along with text, consequently, the information that requires in the text cannot found. It can reduce the student's achievement and impact on their output process learning. Students claimed that after reading, they have got nothing because just focus on deciphering the words.

Interviewer: When you are reading, do you understand the main idea of the text? Can you explain it?

Interviewee: No, I did not. The text is difficult to understand (R4).

Others students have the same response when the researchers asked about her feeling.

Interviewer: Are you confused when you don't understand or strange with the topic of the text?

Interviewee: I felt confused, so I cannot understand the text. If asked by the teacher to do the exercise I am confused (R6).

According to Isler & Ozgur (2017), one of the key factors of FL reading anxiety is an unfamiliar topic. Their background experience or familiarity with the context of reading affects their reading perception. Students are faced with a text about which they have no context details that they are worried about and block their interpretation.

B. Unknown vocabulary

Vocabulary becomes one of the factors that caused reading anxiety in learning English. Most of them said that they felt anxious causes they did not mastery the vocabulary, they were also difficult to decipher and memorize the vocabulary. It influenced students' comprehending the texts. Students who lack of vocabulary tend not to be able to understand the text as a whole. The result revealed that some students looked confused when the teacher asked them to decipher a text. They read in a low voice and also asked their friends the meaning of the text. Students also claimed that they sometimes used to translate applicator to decipher the text. Some of them also answered the questions tentatively, Wu(2011) & Ustuk (2016).

This shows that they are very difficult in reading English text without knowing the meaning of the words. For example, was the interviewee 'I am very confused when finding vocabulary that unfamiliar or never been heard. Sometimes I ask my friends and the teacher what the meaning of vocabulary' (R5).

Interviewer: 'Do you feel confused when you cannot remain the text as a whole?'

Interviewee: 'I am confused because I don't know the meaning of the vocabulary' (R2).

Unfamiliar vocabulary might impede learners, comprehension and cause difficulty which in turn leads to anxiousness. It was supported by Rajab (2014), Sari (2017), and Nassif (2019).

C. Fear of making mistakes

Some theories have explained that the fear of mistakes is one of the major factors in students' inability to learn, especially reading. Fear of making a mistake comes from students who unconfident with their skills. They claimed they did not master English as well and felt reading is difficult. The students revealed that making errors is an undesirable thing whether it occurs in front of the teacher or their friends.

Interviewer: What do you feel when the teacher asks you to read the long text?

Interviewee: I am afraid of making mistakes because I do not master English (R11).

Other student has the same response when the researcher asked about it. Interviewer: Can you explain the reasons that cause you feel anxiety when reading English text? Interviewee: 'When I was asked to read, I felt panic because all my friends looked at me (R9). When I was reading, I was also fear to make mistakes' (R4).

Albore (2019), Alsowat (2016) and Kilinc & Emin (2016) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive a negative evaluation from their friends if they make mistakes when reading. Students are fear of making mistakes because they are worried about how they will sound.

D. Reading text types

Type text becomes one source of reading anxiety for the students. There are some types of text make students easy to understand. Students feel anxious if the topics are unfamiliar. Some texts such as stories (comics, cartoon) and dialogue text are familiar to students. They revealed the vocabulary in the stories texts more familiar. Besides, the stories are equipped with the pictures.

Interviewer: Do you feel confused, when you do not understand or unfamiliar with the topic that you read? Can you explain more?

Interviewee: Sometimes, I understand the text that I read. The most important things, I like short reading namely short stories because they are easy to understand and have the same style (R15).

E. Pronunciation

Another factor that caused anxiety for EFL learners is pronunciation. Some students have said that they cannot deny their accent, and sometimes they still do. Sometimes when they read aloud in English, they often slip of the tongue. Another student thought they had flaws in their expression so that when asked by the teacher, they were afraid to read aloud.

Interviewer: How do you feel when reading an English text?

Interviewee: Sometimes, I feel confused when reading English text, because English is not my daily conversation. It is difficult to pronounce (R4).

The student said when the teacher asked students to read the text in front of the class, they revealed confusion. Some students said that they cannot pronounce the text because did not know how to spell the word. So, they have many errors because spell the word within Indonesian utterance. Rajab, et.al (2014) mentioned that pronunciation also known as phonology includes the role of individual sounds and sounds segments, that is, features at the segmental level, as well as supra segmental features such as stress, rhythm, and intonation. The fact that few second language learners can speak a second language without showing evidence of the difficulty of acquiring native-like pronunciation, but also of the goals learners set. Students were not comfortable when the teacher asked them to read the text, they cannot pronounce it. Most of them are still affected by their accent.

F. Ashamed

Shyness is an emotional expression that many students suffer this condition when they are required to read English text. This implies that shyness could be an anxiety problem in students' learning activities in the classroom, especially in reading activities. Shyness caused by some things, such as student's nature that certain student is a very quiet student. In this case, students may not unconfident tend to be shy because most of them find it very intimidating when reading in front of the class, their teacher, and their friends.

Interviewer: ‘How do you feel when reading English text?’

Interviewee: ‘If I was asked to read, I feel ashamed and at the same time I feel that they all look at me and I start thinking of their thinking of my reading’ (R6).

They claimed that felt very ashamed when did not read correctly, and made mistakes. Maybe they are also shy because they are afraid of being laughed at by other students.

G. Lack of confidence

The other factor of anxiety is lack of confidence. Some students explained that it is hard to have self-confidence for reading in front of the class because when reading. It is commonly known that students’ lack of confidence usually occurs when students realize that they cannot read the text because do not know how to read. They claim that they fear to make reading errors. In this situation, students rather read stuttered showing that they are lack of confidence to read aloud.

Interviewer: When you read English text, do you feel unconfident because not able to understand every word?

Interviewee: ‘If I read the text, I was unconfident because all they look at me’ (R2).

H. Teachers’ personality and attitude

Beside the factor that causes anxiety from the students, there are also factors that the teacher is contributing to the anxiety. Other factors mentioned by the participants were also appeared to be generated by the teacher. There was a student uncomfortable with the teacher’s attitude. They said the teacher with a bad personality impacts their learning, especially reading. It was supported by Lien (2011), Kim (2012), Lu & Meihua (2011). They are suppressed and unmotivated because intimating when make mistake. ‘When the teacher was grumpy, I don’t focus on learning. Usually, I am reading silently to avoid mistakes’. The following table is the percentage of student’s reading anxiety.

Table 1:
Percentage of Student’s Reading Anxiety

No	Student’s Reading Anxiety	Percentage (%)
1	Difficulty to Comprehend the Text	27
2	Unknown Vocabulary	22
3	Fear of Making Mistakes	10
4	Reading Text Types	1
5	Pronunciation	14
6	Ashamed	13

7	Lack of Confident	12
8	Teacher Personality and Attitude	1
	Total	100

The following figure proves the factors that cause students' reading anxiety.

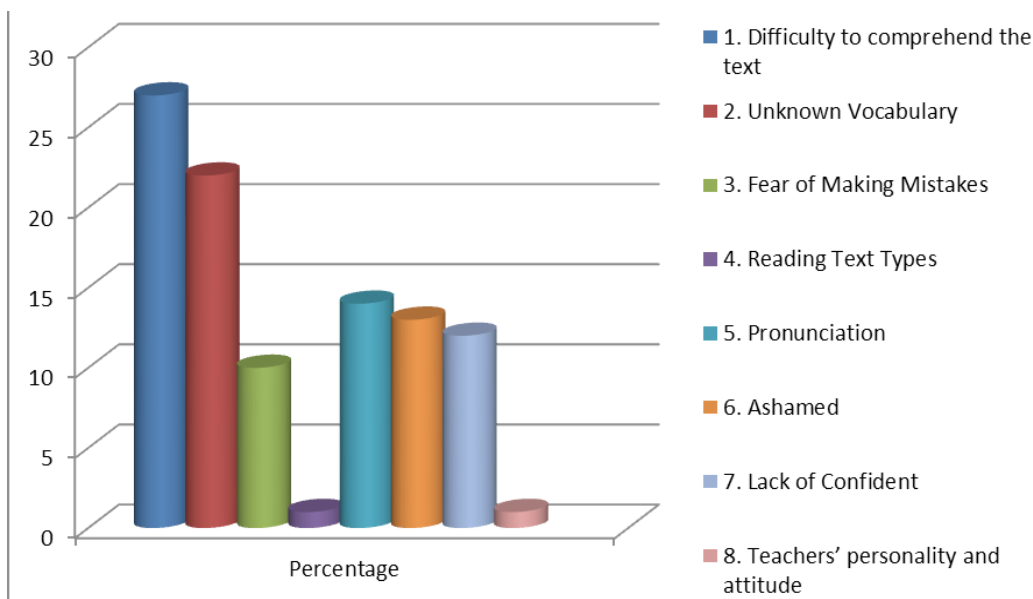


Figure 1:
Factors Cause Students' Reading Anxiety

Thirdly, realizing the students' problems in reading competence, the teacher provided solution to improve students' achievement, at least reducing their reading anxiety. After the teacher implemented flipped classroom based interactive media, students have self-confidence in reading English text. It can be explained they had already been well-prepared the learning materials based on Li & Hu (2018), Djearmane & Arumugam (2016). Students' engagement in joining the virtual classroom was also enthusiastic. The teacher applied synchronous and asynchronous online learning. They should go to school although only a half of total students in each class. In offline meeting, the teacher provided the best practice in pronouncing the words. The teacher should be care, patient and friendly so all of the students can enjoy in reading class.

CONCLUSION

To this point, I have presented how the utilizing flipped classroom based-interactive media to minimize students' reading anxiety. Due to foreign language anxiety is

noted as a significant issue when it comes to learn a foreign language. The study was conducted to overcome students' reading anxiety for the seventh graders. From the interview transcripts and data analysis, it was concluded there are three factors of students' reading anxiety which were found in this study. They were: teacher's factors, learning materials' factors, and students' factors. Teacher's factors included teacher's personality and attitude. Learning materials factors included difficulty to comprehend the text, unknown vocabulary, reading text types. Students' factors included: fear of making errors, pronunciation, ashamed, and lack of confidence. Realizing students' problem in reading English text, the teacher made efforts to minimize students' reading anxiety namely implementing flipped classroom strategy. The students also gave active engagement in the classroom and provided good response during teaching and learning process. It is because they have been well-prepared the learning materials so that they have good self-confidence.

Although this study was carried out with a small number of participants within a short period, the findings provide some useful information that can be used by both teacher and stakeholders to improve the English teaching and learning quality. Based on the results of this study, several suggestions can be conveyed to reduce students' reading anxiety in English class. Teachers must be aware that most students found reading anxiety. In line with the issue under discussion, teachers should use reading strategies and learning media to minimize students' reading anxiety. One of reading strategies is flipped classroom. If students free of reading anxiety, they will get good achievement.

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APPENDICES:

Part 1:

Interview Guideline for English Teacher

1. How long have you been utilizing flipped classroom strategy for teaching English?
2. Why are you interested of using flipped classroom strategy?
3. Do you have obstacles implementing this strategy?
4. Will you describe the teaching and learning procedure using this strategy?
5. Have you assessed the students' achievement after implementing this strategy?
6. Have you found your students' reading anxiety?
7. How can you overcome these problems?
8. Can you solve these problems using flipped classroom strategy?
9. What preparations do you carry out of utilizing this strategy?
10. Is this strategy effective to minimize students' reading anxiety?

Part2.

Interview Guideline for Students

1. Are you upset when you don't understand what you read in English?
2. Can you quite understand with the passage of the text?
3. Are you confused because you cannot remember what you read?
4. Do you feel intimidated whenever see a whole of page?
5. Are you confident to read English text?
6. Are you nervous because unfamiliar with the topic?
7. Are you nervous and confused when you do not understand every word?
8. Are you ashamed because you do not pronounce well the words while reading?
9. Do you worry about the new vocabularies in English text?
10. Do you think that reading is the hardest skill in learning English?
11. What sources of reading anxiety do you think?

Part3.

Observation Guideline

1. The English teacher implemented flipped classroom strategy based interactive media?
2. The students' activeness in the classroom discussion.
3. The students pay attention to the teacher's explanation.
4. The students answer to the teacher's questions.
5. The students' engagement in English class.
6. The teacher assesses to the students' reading anxiety.

8

Improving Kana Reading Skills through Flipped Classroom Model and Contextual Teaching and Learning in *Gakkouno Seikatsu* Materials

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Abstract: *The Japanese language has several letters used for writing, namely hiragana, katakana, kanji, and romaji. Hiragana and katakana are often referred to as kana. Mastery of kana is one of the important aspects that must be possessed by Japanese language learners, especially for elementary level learners. In fact, there are still many students who find it difficult to learn kana. This causes the ability of students to be less than optimal in terms of mastery of kana, especially in terms of reading. In addition to the few hours of study, the use of inappropriate learning methods also affects learning outcomes and students' ability to master kana. The ability to read and write kana (hiragana and katakana) is very important for basic level Japanese learners to support learning at the next level. This is also felt when the exam questions that are given partly use the kana (hiragana and katakana) letters. If the student cannot read the question, it is certain that he or she may answer incorrectly.*

Therefore, teaching methods are needed that can overcome these problems through Contextual Learning and Teaching learning strategies. This study aims to determine the application of the CTL learning model in improving kana reading and to find out how the basic level students' Japanese reading comprehension skills after using the CTL learning model are used. This research uses experiment by level 2x2. This data collection technique uses the method of observation, documentation and tests. The subjects of this study were students of class X Language SMAN 1 Setu Bekasi as many as 36 students.

Key words: *flipped classroom, contextual learning, reading comprehension*

INTRODUCTION

Japanese is a language that has a different form of language from other foreign languages. The form of language can be seen from the letters, grammar, and the variety of language used. Judging from the form of the language, Japanese is different from Indonesian and regional languages in Indonesia. For example, Japanese uses hiragana, katakana, and kanji characters. Japanese sentence structure uses the SOP (Subject, Object, Predicate) pattern, while Indonesian and regional languages use the SPO (Subject, Predicate, Object) pattern. Likewise, the phrase structure in Japanese has an MD (Explained Explained) pattern, while Indonesian and regional languages have a DM (Explained Explained) pattern. Therefore, it is possible for students to experience difficulties in learning Japanese. This can be seen from the attitude of students while studying, such as having difficulty in understanding the subject matter so that they cannot answer questions from the teacher about the material that has been taught. When working on practice questions and daily tests, most students still have difficulty doing them, as evidenced by the low grades of students in the Final Semester Examination (UAS). Teachers as learning designers must be able to design, implement and manage learning systematically in order to improve student competence. In addition, students who are accustomed to systematic learning will be accustomed to thinking systematically and able to transform the knowledge, skills, and attitudes acquired into real life. Teachers are required to be educational innovators, who are able to make the elements in the education system interact with each other as a unit. (Surjono et al., 2019)

From several studies, the author was compelled to conduct a research entitled Improving Kana Reading Skills Through Reverse Class Models and Contextual Strategies on Seikatsuno Gakkou Materials. This study aims to answer the following research questions:

1. Does the application of flipped classroom have a significant effect on the reading comprehension of SMAN 1 Setu students?
2. Is there a significant difference between the flipped classroom and CTL models on the reading comprehension of SMAN 1 setu students?
3. Is there an interaction between the flipped classroom model and CTL on the reading results of SMAN 1 setu students?

LITERATURE REVIEW

As mentioned earlier, one of the characteristics of innovative learning, the use of ICT into it. This shows that teachers are also required to have the ability to apply technology into learning. There is ample evidence that incorporating ICT into the learning process can improve the quality of the learning process which in turn

can improve students' reading skills and the quality of education in general. Several research results on the application of various learning strategies that have varied positive impacts have become a consideration for researchers to conduct research in an effort to improve students' reading skills.

Research on the effect of certain strategies on improving reading skills, as well as learning effectiveness, increasing student involvement and activity has been widely carried out both outside and within the country, both research on social sciences and sciences. Research conducted by Fatemeh Samiei and Saman Ebadi Exploring EFL learners' inferential reading comprehension skills through a flipped classroom This study highlights the fact that learners are more likely to develop their inferential reading skills if the instruction for the WebQuest-based approach is tailored to their needs. Videos provided to students include topics related to the training content of each session, which motivates students to engage with content more efficiently in the classroom. Since reverse class is active learning that makes students more interactive in learning activities, videos allow them to collaborate on discussing lessons after watching them outside of class (Milman, 2014). It helps them build their knowledge collaboratively based on previous knowledge and experience gained through WebQuest (Samiei & Ebadi, 2021). Meanwhile, Rizal Fahmi and Lilies Youlia Friatin in their research concluded that the first conclusion revealed that in teaching reading narrative text using the flipped classroom model, the teacher implemented four main stages of flipped classroom learning. During the pre-classroom session, the teacher prepared the online materials and shared the materials to the students by utilizing WhatsApp as the media of the learning outside the classroom that bridged the pre-classroom and in-classroom session.

Assigning the students' reading questions and taking students' notes were also conducted in sharing the material stage. In the classroom session, the teacher reviewed the online materials that were already shared in prior to the classroom session by giving feedback based on the students' tasks and notes, followed by guiding and monitoring the collaborative work while providing support to the students as needed. The second conclusion also revealed that the students perceived the flipped classroom model positively. The data from the questionnaire showed that the majority of students agreed that in the flipped classroom model, they benefited from the utilization of technology. Besides, the pre-classroom activities made them more prepared for classroom activities. In addition, in-classroom activities provided them benefits from the review activity as well as the peer-learning activities. Also, it helped them become more active learners and overcome their difficulties. The students also viewed that flipped classroom as a fun learning model (Fahmi et al., 2020).

A. The flipped classroom

The “flipped classroom” instructional strategy (also known as the “inverted classroom”) has been receiving a lot of attention. The idea is that rather than taking

up limited class time for an instructor to introduce a concept (often via lecture), the instructor can create a video lecture, screencast, or podcast that teaches students the concept, freeing up valuable class time for more engaging (and often collaborative) activities typically facilitated by the instructor. It is important to note that the strategy should involve more than just the “take home” video lecture (or screencast or podcast). It should also incorporate formative and summative assessment, as well as meaningful face-to-face (F2F) learning activities (Milman, 2014). With the advancement of computer technology, the flipped classroom as a new approach to blended learning was introduced to teaching context where teachers could save some classroom time by removing the main teaching contents outside of the classroom. Point out that the flipped approach is more straightforward and will easily fit into any class type and teaching context. As an innovative approach to the teaching context, the flipped classroom criticizes the traditional forms of teaching in which teachers were considered the only source of knowledge, and no significant roles were designated to learners (Sams & Washington, 2012).

B. Contextual teaching and learning

Contextual Teaching and Learning (CTL) according to Elaine B. Johnson is an educational process that aims to help students see meaning in the academic material they are studying by connecting the academic subjects they study with contexts in their daily lives, namely with the context of personal, social and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, conducting self-regulated learning, cooperating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and use authentic assessment (Shafi et al., 2003)

C. Reading comprehension

Reading is an interactive process between the reader and the reading text that demands meaning. In the process, the reader interacts dynamically with the text to obtain meaning in two ways, namely through insight into linguistic rules and schematic insight (Hesham Suleiman Alyousef, 2006) as best as he can, a message which has been encoded by a writer. \” (1983, p. 554. As a process, reading activity involves ways of interpreting the text which will vary according to the characteristics of the text, the purpose of the reader, and the context of the situation. In a broader understanding, reading can be considered as the center of the learning process. Through reading, students gain broader information and insight in studying a topic.

Reading in Japanese has its own obstacles according to the uniqueness of the language. From the linguistic point of view, the characteristics of the Japanese language can be seen in terms of letters, vocabulary, pronunciation system, and grammar (知野, 哲郎 杉野, n.d.) (Sudjianto & Dahidi, 2004). In terms of letters, the Japanese language consists of kanji, which are symbols that have meaning, and two types of letters such as hiragana and katakana. Students have to struggle to understand the

meaning of Japanese text, moreover because there are no spaces in Japanese written text. In learning Japanese, the anshou method is also known, which is voicing the readings that have been memorized. In this method, students have previously been given reading material to read and study at home.

METHOD

A. Type of research

The research method used in this study is an experimental method with a 2 x 2 factorial design. In this study, the researcher used a group of research subjects from a certain population, then randomly grouped them into two groups, namely the experimental group and the control group. In the experimental group, a flipped classroom model was applied and the control group a flipped classroom learning strategy was applied with the same number of lesson hours. Furthermore, the two groups of classes were carried out the same reading ability test. The test results of the two groups were tested statistically to see if there was a significant difference due to the treatment of the flipped classroom model and contextual strategies.

B. Research subjects

The population in this study were all students of class X SMA Negeri 1 Setu Bekasi who studied Japanese for the academic year 2020/2021 which consisted of seven study groups with a total of 252 students. The sample comes from class X students who have studied together, so they have relatively the same and homogeneous abilities.

C. Research procedure

So before selecting the sample, homogeneity test and average similarity test were carried out on the population. The homogeneity test used the Kolmogorov Smirnov test. Meanwhile, the average similarity test was carried out using one-way analysis of variance. The sampling technique in this research is random sampling. From the seven X classes, 2 classes were randomly selected for the study. Then from the 2 classes taken, they were randomized again to determine the class that used the flipped classroom (A_1) model as the experimental class and contextual learning (A_2) as the control class.

The next stage is from the two classes, each of which is divided into two groups, namely groups with high reading comprehension and low reading comprehension by giving a reading comprehension questionnaire instrument. The scores obtained are sorted from the highest score to the lowest of the two classes sorted, after which 27% is taken for high reading comprehension and 27% low reading comprehension. The size of each sample for each class was 27% high reading comprehension and 27% low reading comprehension, out of 36 students in each class. By calculating 27% of 36 students, 9 students represented the high reading comprehension group, 9 students

represented the low reading comprehension group. This is done for classes that use flipped classroom learning and contextual learning strategies.

The data in this study consisted of test data on Japanese reading skills, and data on learning outcomes. Data on students' reading skills were collected through the results of learning tests on the subject of school activities. Meanwhile, data on students' high reading comprehension were collected through a questionnaire with five answer choices for students who were the research sample. The data analysis technique was carried out with the Normality test and Homogeneity Test.

RESULTS AND DISCUSSIONS

The obtained results are displayed in the following tables.

Table 1:
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		18
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.82627227
Most Extreme Differences	Absolute	.182
	Positive	.145
	Negative	-.182
Test Statistic		.182
Asymp. Sig. (2-tailed)		.120 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the SPSS 25 output table, the significance value of Asymp.Sig= 0.120 > 0.05, so according to the basis for decision making in the KS normality test, it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality in the regression model have been met.

Table 2:
Descriptive Statistics

Dependent Variable: Outcomes				
Model	Reading comprehension	Mean	Std. Deviation	N
Flipped Classroom	High	80.29	4.753	17
	Low	80.00	4.325	18
	Total	80.14	4.473	35
CTL	High	76.78	5.526	18
	Low	77.12	5.290	17
	Total	76.94	5.335	35
Total	High	78.49	5.393	35
	Low	78.60	4.966	35
	Total	78.54	5.146	70

Based on the table above, it can be seen that there is an average range of the two groups. In the flipped classroom (A_1) group, the average score was 80.14. In the CTL group (A_2) the average score was 76.94.

The experimental research that we conducted used a treatment by level 2x2 design which had four groups to obtain a score for students' Japanese learning outcomes on the subject of *Gakkouno Seikatsu*. The four groups include, first: a group of students who study with the Flipped Classroom model and have high reading comprehension (A_1B_1). Second: The group of students who study with the flipped classroom model and have low reading comprehension (A_1B_2). Third: the group of students who study with CTL learning strategies and have high reading comprehension (A_2B_1). Fourth: the group of students who study with CTL learning strategies and low reading comprehension (A_2B_2).

**Table 3:
Tests Result**

Tests of Between-Subjects Effects					
Dependent Variable: Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	180.966 ^a	3	60.322	2.418	.074
Intercept	431525.871	1	431525.871	17298.723	.000
Model	178.981	1	178.981	7.175	.009
Reading comprehension	.009	1	.009	.000	.985
Model *Reading comprehension	1.757	1	1.757	.070	.792
Error	1646.405	66	24.946		
Total	433656.000	70			
Corrected Total	1827.371	69			

a. R Squared = .099 (Adjusted R Squared = .058)

This table shows that the output of the statistical hypothesis obtained a value of Sig<0.05 which states that there are differences in student learning outcomes based on the accepted learning model, and the next hypothesis is that the significant output of reading comprehension produced is sig>0.05 and a significant interaction is generated sig> 0.05.

CONCLUSION

1. Learning strategies can affect students' Japanese learning outcomes. The use of different learning strategies will get different learning outcomes.
2. The learning outcomes of students who study with contextual learning strategies are higher than those of students who study with expository learning strategies.
3. There is an interaction between learning strategies and learning independence on learning outcomes

Based on the findings of the present study, it can be concluded that the implementing of flipped classrooms in teaching and learning can produce positive results because they could absorb students in learning Japanese. The positive effects of using flipped classrooms became obvious after the treatment. Here, it can be

claimed that receiving instruction through using flipped classrooms can facilitate Japanese learning.

Flipped classrooms can make the students independent and help them learn how to study out of the classroom. To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed flipped lecture checks on component skill and gives the opportunities to assess, apply and discuss previously acquired knowledge (Gretton & Raine, 2017). Regarding the effectiveness and importance of the flipped classrooms, they are recommended to be implemented in educational environments. In this study, flipped classrooms had some benefits for the students; these benefits may be attributable to the executive guidance based on knowledge schema that was established before class through pre-learning.

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9

Navigating the Switch to Online Learning: Case Study of LEAP Ambon

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Abstract: *Online learning is an uncharted territory for Education sector in Ambon, Maluku. Even before the pandemic, online learning is a novelty in education sector either formal or informal. Therefore, the switch to online learning was not an easy process. It was a bigger challenge for a small English Course in Ambon who catered for Kids from Kindergarten to University and adult learner classes. The challenges were not only on the uneven distribution of internet in the area but also on the readiness of the education institute, the teachers and the students. English Course as an informal education institute was directly impacted by the economic struggle during the pandemic. This is a case study of how a small and emerging English Course in Ambon Maluku switch to online learning. It will present the stages and steps from the switching process which covers the preparation of human resources as well as facilities and infrastructure, the challenges and the strategies that have been implemented to navigate the online learning and online education business realm.*

Key words: *online learning, online teaching, online learning management, small business, English course*

INTRODUCTION

Covid-19 and online learning are two words that are now commonly use in one sentence in education sector. The world has been behind their screens and virtually connected for almost 2 years now. Everywhere around the world people are struggling and surviving to do the best they can to adapt to the fast change while all around

them policy on social distancing to curb the spread of virus forced them to stay at home. Online learning and virtual engagement are the saving grace for many sectors. This is even so for the education sector around the world. Indonesia's president issue policy where students and teachers were all instructed to stay at home, work from home and study from home (Cahya, 2020). Therefore, March 2020 was marked as the time all education institutes in Indonesia started the switch to online learning.

Online learning is a novelty in education sector either formal or informal. It is due to the uneven distribution, availability and accessibility of the facilities and infrastructure needed in order to conduct an online learning. A sudden switch to online learning means that we are all running a steeplechase at full speed without proper preparation and training. Formal education sectors such as schools and higher educations have their challenges because they are facing with such large numbers of students, teachers out of depth with this new experience as well as the struggle with uneven distribution of internet connection (Fauzi & Khusuma, 2020). The informal education such as language courses are split in two categories: the established groups and the small emerging groups. The established groups may have been those language courses who have been running for certain period of time, well known and popular, have large number of students, have a financial backing (established business plan). Some of these established language courses may have been an international franchised chain who have been using blended learning already with online learning supporting their offline classes. Meanwhile the small and emerging language courses are those small language courses who are only been in the market for several years, have smaller number of students, do not have established financial support and is relying on the student's payment for operational. The switch to online learning is a great hurdle to the business and to the struggling teachers and staffs. *Pikiran Rakyat.Com* reported that 85% out of 19,000 LKP (Course and Training Institutes) are struggling financially (Kasumaningrum, 2020). Meanwhile, *Tirto.id* reported the struggle of informal and after-school study clubs' teachers whose income were reduced drastically (Abdi, 2020). This due to students dropped out and/or not applying to the programs due to their family financial situation which was affected by the pandemic.

As an informal education service, pandemic also bring about a great deal of significant change to Ambon, Maluku and to the Language Courses there. LKP LEAP Language Study Center or LEAP Ambon in short, is part of this small and emerging language courses in Ambon. Established in 2018, LEAP Ambon is a non-formal education service that operated under the Directorate of Course and Training of Indonesia. It provides English Classes to students from Kindergarten to University as well as IELTS/TOEFL preparation classes and conversation classes. LEAP Ambon is an edupreneur initiative where it combines business, training of teachers and community empowerment. It provided part-time job opportunities and on-the job training to students from English Education Study program of faculty of teachers' training of Pattimura University. It also held free tutorial and motivational

events and programs for young people interested to pursue language learning and scholarships for higher education.

The challenges that LEAP Ambon faced and are still facing is similar to all other struggling small to mid-income business. The switch to online learning is not an easy process. As a business, LEAP Ambon must continue to operate in order to have a continue revenue and to maintain its establishment as reliable education service provider.

This paper is a case study on how LEAP Ambon navigate the switch to Online Learning. The big question that governs this research is to learn how LEAP Ambon overcome the challenges of switching to online learning as a result of the covid-19 pandemic. Within this overarching question, the paper will elaborate the challenges and the strategies employed to overcome the strategies and the reason for the strategic decisions and what are the result of the implementation of those strategic decisions.

LITERATURE REVIEW

A. Online learning

Online learning has probably become the most popular word in education world during the last 1 year. The term online learning and E-learning are sometimes used interchangeable. In the early 2000s, definition of E-Learning electronic assisted instruction where it is most often referred to instruction given through computer with the use of CD-ROMs, Video conferencing, websites and email (Ramakrisnan, Yahya, Hasrol, & Aziz, 2012). Meanwhile, online learning refers solely to education process that utilized the internet where 80 % 100% of its content must be delivered online (Allen & Seaman, 2011). In Indonesia context, terminologies that governs this type of learning are *Pembelajaran Daring* (Online Learning) and *Pembelajaran Jarak Jauh* (Long Distance Learning). However, these two terms are not the same. Distance learning is a method of teaching where students and teacher are physically separated and the learning instruction were given through combination of technologies such as postal correspondence, audio or video file, computer and also internet (Kentnor, 2015). Therefore, distance learning is a broader term where online learning is a part of it. Online learning can be categorized simply as full online learning and blended learning. However, Allen and Seaman (2011) suggested a more detailed spectrum on the types of learning from traditional learning to online learning based on how much internet are utilized as shown in the table below:

Table 1:
Type of learning based on the proportion of content delivered online

Proportion of content delivered online	Type of Learning	Typical Description
0%	Traditional	Course where no online technology used – content is delivered in writing or orally
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/ Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Online learning is conducted using 2 methods: Synchronous and Asynchronous method (EasyLMS, 2020). Synchronous method means the learning happen at the same time when teacher and students interact in real-time even though they are not in the same place physically. Meanwhile, Asynchronous method means the process of learning does not happen at the same time. Lesson may be provided online but students may access them according to their own time preferences and they can adjust the pace of learning to their own learning pace. The Synchronous utilized the virtual conferencing app such as Zoom or Google Meet and Asynchronous learning suggested the use of a LMS platforms such as Google Classroom, Canvas or Edmodo. In a simpler approach, Asynchronous learning method can also be carried out with WhatsApp, Facebook, Blog etc.

B. Conducting online learning

Teaching either conducted online or in person, ensures that learning happens in a manner that is helped the students to navigate the learning and made new discoveries. Harsasi & Sutawijaya (2018) looked at how satisfied students are with online learning by using Sun et.al. (2008) and Eom et.al (2008) research that looked at satisfaction in online learning through four factors: course structure, online tutorials flexibility, online tutorials quality and technology quality. Switching to online learning need to make sure that these four factors are well maintained.

Therefore, how to design a good online learning? Hedge (2001) prescribed 7 steps to course design as shown in the picture below. Designing a course or an online learning must always start by considering students, their needs and their learning stage. For online learning, there needs to be an additional information on their accessibility to internet and their basic digital literacy. These information helps to govern the next steps in designing an online course.

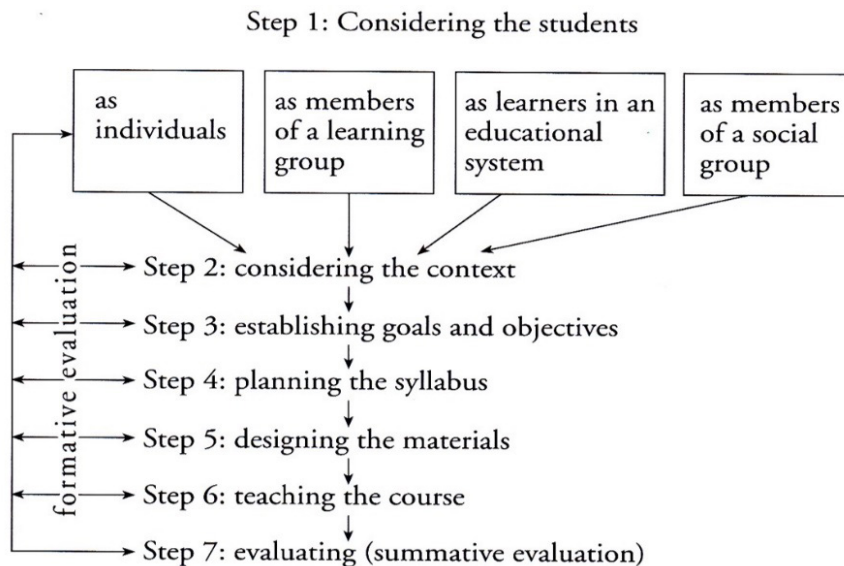


Figure 1:
Steps in Course Design (Hedge 2001, p.342)

The last step in course design is the evaluation of the course. Course evaluation will provide valuable inputs for the improvement of course content, strategies and techniques of teaching. Evaluating the course can be done through several methods such as: Students feedback, Teacher’s report, Observation and documents such as analysis of lesson plan and curriculum, students learning progress or grades.

C. Challenges of online learning

There are several challenges when it comes to conducting or enrolling in online learning. The first challenge in online learning is the uneven distribution of internet access in Indonesia. Access to internet entails 2 matters: availability of internet connection and the affordability for students to use internet. Currently, internet infrastructure is being managed to make sure all areas in Indonesia have internet access. Economy was heavily impacted during the pandemic which add an extra strain for family to provide internet connection. The government acknowledge this problem with the president focusing the one of the points in National Budget for 2022 dedicated to expand and widely distribute internet access and provide support for

online learning (Burhan, 2021a). Meanwhile, Telkom, the largest telecommunication and internet provider in Indonesia has pledge to improve its service and products by working with Microsoft to expedite digital transformation (Burhan, 2021b).

The second challenge is students and teacher digital literacy. Digital literacy and internet/gadget use are not the same. During the covid-19 pandemic there is a surge of internet use because prolonged social distancing means all aspect of life must be conducted online. The long-term school closure and study-from-home policy boost students and teachers' exposure to the use of digital content and products. Fairuza & Amanta (2021) suggested that premature development of digital literacy does not equate digital literacy that surpasses the mere ability to use the gadget or log in to internet. Digital literacy encompass skills and ability understand, evaluate and responsible use of information, cybersecurity, digital citizenship, data privacy etc. Infact, Indonesia is ranked 61st out Of 100 countries for the level of education and preparedness to use the internet (Economist Inteligence Unit, 2020a in Fairuza & Amanta, 2021). Therefore, a lot need to be done to improve the level of digital literacy to ensure online learning will benefit students discovery of learning.

The third challenge has to do with teachers readiness to plan, manage and facilitiate online learning. Because the switch to online learning happened so suddenly, teachers are not prepared. An important factor for teachers in online learning is known as TPACK or technology, pedagogy, and content knowledge. TPACK. The cores of teaching are content, pedagogy, and technology. The relationship amore these core components created a better grasp and application of technology in pedagogy and to make sure that technology is not a mere “adds-on to the teaching” (Koehler & Mishra, 2009).

METHOD

A. Type of research

This is a case study research conducted at LKP LEAP Language Study Centre (LEAP Ambon). Case study is “a qualitative study approach in which researchers focus on a unit of study known as bounded system (e.g., individual teachers, a classroom, or a school)” (Gay, Mills, & Airasian, 2012, p.444). In short, it is a research method aims to answer the how and why of a situation and gaining new insights of the situation or phenomenon.

B. Research subjects

The subject of this case study research is LKP LEAP Ambon as an Education Service Provider which includes: the management, the teachers, the students and the curriculum. LEAP Ambon at the start of the pandemic have 16 teachers, 2 staffs and 267 students. However, this paper will focus on the management strategic decision and implementation of the decision.

The researcher will also be included as the participants of this research because the researcher is one of the co-founders and also the curriculum consultant. The reflexivity on the role of the researcher will be beneficial in the understanding of the strategic decisions and implementation.

C. Research procedures

The case study research used documents as the research instrument. The main data used in this research is LEAP Ambon document data which include: 1) the result from the Baseline Research conducted in April - May 2020, 2) the result from the LEAP Ambon Capacity Building Program June - July 2020, 3) LEAP Ambon Monitoring and Evaluation Report (July - December 2020 and January - June 2021).

RESULTS

LEAP Ambon closed its doors since March 17, 2021. It was initially planned to reopen in April 2021. However, the situation took a drastic turn and the Government Issue the Social Distancing and Work/Study from Home Policy (SiwalimaNews, 2020). It was becoming apparent that schools will not be reopen soon and that some drastic measures must be taken to address the situation.

The management note from March to April 2021 showed that as business ventures, LEAP Ambon must seek for alternatives to continue providing its services. One of the most ideal options is the switch to Online Learning. LEAP Ambon refuse to immediately dive into the use of online learning. A baseline research was decided to be conducted to the managements, teachers, and students (parents) in order to obtain data on how ready LEAP Ambon to launched an online learning program.

A. Baseline research conducted in April - May 2020

There were 2 types of baseline data collected by LEAP Ambon during this period. The first one was an in-depth discussion with the teachers on their readiness to facilitate and teach the class online. Meanwhile for the students, which in most part was the parents, the baseline data collection was conducted using online questionnaire. The questionnaire was divided into 3 parts; Demographic, Accessibility and Basic Digital literacy skills. The aim for this questionnaire was to assess the readiness of the students to switch to online learning. It also helped the management to map out the strength, weakness, opportunities and threat that may come to the launch of online learning.

The in-depth discussion with the teachers provided a strong base for the switch because all 16 teachers and 2 managing directors are familiar with computer and technology for teaching. They were also familiar with the use of LMS platforms and other apps that was popular at that time. They have also stated their willingness to adapt and revised the curriculum to fit the online learning format. All teachers and

staffs also have stable and reliable access to internet and sufficient gadget to be used in class.

The questionnaire was sent to all students through the class WA groups and 212 out of the total 267 active students return the questionnaire. The questionnaire provided several insights to the situation.

- All students have the gadgets needed for online learning with 87% have laptops and/or desktop computer connected to internet. Meanwhile, 99.1% students have smart phones.



Figure 2:
Students' ownership of smartphones

- Surveys on internet connection show that 80.8% of the students uses Home Wi-Fi, 23.3% students access internet through Cellular Data Package and the 4.6% got their access through various ways such as from computer rentals, internet café, or 'stealing Wi-Fi' from the neighbour.

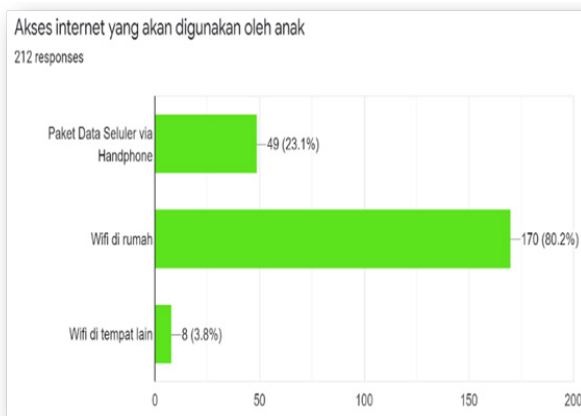


Figure 3:
Students' internet connection

- All students (and Parents) indicated that they are very familiar with WhatsApp and YouTube.
- They are more familiar with the “name” of Zoom instead of Google Meet. But 80% of the respondents said that they do not consider themselves fully understand how to use it.
- Meanwhile for Google Classroom, the respondents indicate that they have low familiarity and understanding for the use of the LMS.

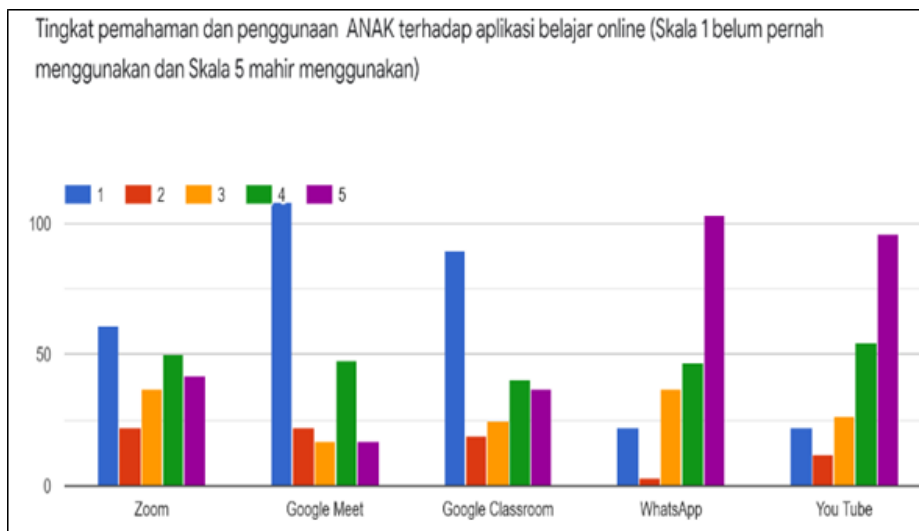


Figure 4:
Students understanding and preference to online learning application and platform

B. LEAP Ambon Capacity Building Program June – July 2020

Capacity Building Program was designed to address the initial baseline data result. One of the most important actors in the process are the teachers. Therefore, LEAP Ambon used the Workshop and Coaching Clinics approach to build the capacity of the teachers to be ready for a new challenge. There were 2 activities: The first one was Workshop on Developing and Managing Online Learning Management System. The second one was Coaching Clinic for Online Learning Lesson Planning and Content/Material Development. The workshop was conducted intensively for 1 week. Meanwhile, the coaching clinic which was initially planned for 4 days was extended to 1 week with the additional 3 days of for revising and producing the final draft.



Figure 5:
Capacity Building in preparation for Online Teaching and Learning

The capacity building yielded 2 results: One, 6 teachers fully equipped with knowledge and skills to facilitate and manage online learning with the LMS platforms and other supporting programs and apps. Two, LEAP Ambon has an adapted and revised Curriculum and teaching and learning material tailor-made to the LEAP Ambon online learning setting (Rijoly & Matakupan, 2021).

C. LEAP Ambon monitoring and evaluation reports

The monitoring and Evaluation Reports were prepared at the end of each semester which includes important notes and highlight during the semester and feedback from students after the semester. During the span of 1 year, LEAP Ambon have completed 2 semesters on an online setting. Some of the important highlight from Monitoring and evaluation reports are mentioned below.

1. July – December 2020 Semester

This semester is the first-time online learning was launched. Students and teachers were still adjusting to the new learning system. Some of the important notes from this semester are:

- Teachers were still unsure on how managing and facilitating the class. Students and parents kept reporting troubleshooting and problems in engaging in class.
- Tutorial packages sent to students and parents were not working effectively
- Teachers struggle to adjust themselves with new techniques and approach to teach online. Therefore, sometimes they overload the students or prepared insufficient lesson and activities for the meeting.
- Online Learning was conducted utilizing the free platforms and apps available to help cope with limited operational fund.
- Many errors and mistakes were done by the management such as administration and finance system that were left with no clear management system. This was usually done manually, therefore, there were no system in place.
- Overwhelmed by the sudden switch to online learning in Education sectors, several parents pulled out their children due to the child unable to cope with so many hours spend in front of the computer.
- Many parents also asked for their children to ‘take a break’ during the pandemic and will return after the pandemic is over and face-to-face class is in session.
- Another reason for students to either dropped out or taken out from class was the difficulty in accessing the internet due to connection problem and lack of financial support.
- This semester saw the loss of almost half of the students.

Meanwhile, the feedback questionnaire at the end of the semester indicated that those remaining students who continue their learning were satisfied with the learning that they would want to continue to the next semester.

Apakah Anak masih akan mengikuti Kursus di LKP LEAP Ambon pada semester Baru (February - Agustus 2021)
126 responses

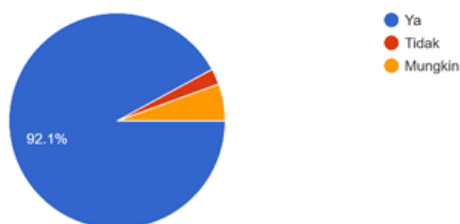


Figure 6:
Students and Parents Feedback and Satisfaction

2. January – June 2021 Semester

It was initially planned for the new semester to begin in February, however based on the lesson learned from last semester, LEAP Ambon begin the semester in January. 2 weeks in January were dedicated for training and familiarization of platforms, approaches and techniques between teachers and students. Some important highlights from the monitoring of this semester are:

- 2 weeks of familiarization time for students and teachers proved to be effective in easing students (old and new students) into learning. Thus, by February, Students and teachers were ready to dive into learning mode.
- Teachers were more comfortable conducting themselves online. They are also much more familiar with the platforms and the teaching techniques.
- Teachers were given more creative space to try-new apps, programs, topic and teaching techniques in class.
- 3 teachers graduated and obtained a full-time job; therefore, they must resign. 2 new teachers were recruited to replace them.
- LEAP Ambon created social media account to stay engaged with current students and parents and to promote the service.
- Some of the old students have returned and many new students were enrolling

LEAP Ambon usually holds Parent-Teacher-Students (PTS) meeting at the end of each semester. Last semester, there was no PTS meeting and was replaced by Online questionnaire for feedback. However, on the second online semester, PTS meeting was conducted albeit online through zoom. Parents, teachers and students got to discuss the progress and challenges they have faced this semester. The feedbacks were generally good and satisfied. Students and parents suggested more diverse activity and learning techniques to be done in the class to make sure students are not bored especially for the kindergarten up to second grader students.

DISCUSSIONS

This paper aims to describe how LEAP Ambon navigate the switch to Online Learning which entails the discussion on the challenges and the strategies employed to overcome the challenges, the reason for the strategic decisions and what are the result of the implementation of those strategic decisions. Therefore, it is best to begin by discussing the challenges and strategic decisions for each of the phase in switching to online learning.

The preparation phase for switching process began by assessing the situation and condition of that time. The initial data from the questionnaire was translated into several key strategic decision on the aspects of teachers' capacity building, online learning platforms and students-parents readiness. The challenges and strategic decisions in this phase were met as follows:

Table 2:
Challenges and Strategic Decision/Action during Preparation Phase Prior to Switching to Online Learning

No	Challenge	Strategic Decision/Action
1	Limited operational fund to purchase paid account for online platforms etc.	Utilizing free LMS such as Google Classroom and Free Zoom Account for online synchronous meeting. Teachers also use combination of various available and free online resources to enrich the learning experience such as YouTube, Live worksheet, Quizzes, etc.
2	Teachers were not familiar teaching and designing online learning	Creating capacity building training for teachers: Workshop and Coaching Clinic
3	Students (and parents) were not familiar with online learning system and platforms	Creating tutorial package: Videos posted on YouTube for easy access and sharing, PDF tutorial files in each Google Classroom and sent to WA group.

Meanwhile the challenges and strategic decisions/action in the first and second online learning semester at LEAP Ambon were handled as follows:

Table 3:
Challenges and Strategic Decision/Action for the 1st and 2nd semester after switching to online learning

No	Challenges	Strategic Decision/Action
1	Teachers do not experience in managing and facilitating online learning class.	Peer Tutorial and Sharing Scheduled classroom observation by main instructor Workshops and trainings
2	Troubleshooting from Students and Teachers	Help desk Updated Tutorial Packages Familiarization Period
3	Administration and Finance staffs were overwhelmed	Creating new workflow and database system Hiring part-time staff for data entry

4	Loss of Students	Social Media Engagement
5	Limitation when using Free Online Platforms	Make the limitation work in favour of the learning process.
6	Teachers Resigning and Recruiting	Initial Training Shadowing Probation

The first challenge was inexperience teachers who are still finding their ground in teaching online. This is understandable because these teachers are still students at the university and they have never had any experience managing and facilitating the class. Therefore, LEAP Ambon employed 3 strategic actions. Teachers were encouraged to share lesson learned or tips and tricks that they find useful from their class to other teachers during monthly team meeting. Main instructors also scheduled an observation at each of the class each month. At the end of the observation, main instructor will debrief the teachers on what they have done well and what need improvement. Should a problem persist or exist in other classes then it will be brought up in bi-monthly team workshop. Main Instructor will introduce new strategy or techniques to overcome the problem.

The second challenge is addressing troubleshoot in terms of technology use. Teachers may face problem when they use the LMS other online apps due to unfamiliarity with the platforms. Students and parents who were using this for the first time were confused and unsure. Therefore, LEAP Ambon set up a help-desk with number that can be called when they need help. The help desk was used intensively by students, parents and teachers during the first semester. Help Desk saw significant drop on the number of troubleshooting report towards the end of the first semester. It was even less to almost none at the end of the second semester. These was contributed by the growing understanding and familiarization by students, parents and teachers on the platforms and apps used as well as a better tutorial package which include video tutorial and PDF tutorials with step-by-step pictures.

LEAP Ambon managed the administration and finance manually. When the online learning begins, the administration (new student application, student data, teaching data) and finance (monthly payment from students, monthly salary to teachers, financial filing) needed to be done online as well. Thus, LEAP Ambon develop its own Administration and Finance Online system. Database was created and was made available for access online by those who needed the information (teachers and staffs). An additional part-time staff was recruited for data entry as the data for the past 1 year needed to be digitized.

The loss of students is inevitable. Parents and students have valid reasons for their decisions. The unprecedented time made people unsure of what will come in the future. Likewise, financial challenges were also one of the many reasons. LEAP

Ambon on the other hand as an educational service provider can only reach out to these students and new students through social media engagement such as YouTube, Facebook and Instagram. The social media engagement helped to inform and encourage students and parents.

Using free apps or platforms online have its benefit and limitation such as: time/duration limit, accessibility limit or feature limit. One of the biggest challenges is the 40 minutes limit on zoom. However, these 40 minutes limit was made to work for the learning process by using these for breaks. When the 40 minutes ended, students are usually allowed to stand up, move around, get some snack, toilet breaks etc. for 5 - 10 minutes before the teacher send another link for the second part of the 90 minutes class. Teachers are also trained to teach in 2x40 minutes timeframe where they must plan what they say and how they say it to make use of the time effectively and efficiently.

Resignation and recruitment are natural flow in the workplace. Teachers at LEAP Ambon are students at English Education Study Program of Faculty of Teachers Training. They work part-time for hands-on experience which add to their skills and their CV as well as earning income from young age. LEAP Ambon have always positioned itself as the stepping stone for its teachers and students to leap to a higher position. LEAP Ambon already has a system for teacher regeneration which follows 3 steps: Initial Training, Shadowing and Probation. In initial training, new teachers will receive 2 days of training on LEAP Ambon system and procedures. Then they will need to shadow the existing teachers assigned to them for minimum of 2 weeks. Then they will be assigned to teach in tandem with the main instructors or senior teachers for 1 month as their probation period. During the probation period, new teachers will be assessed and be given feedback. New teachers will also have the opportunity to decide whether they will continue after the probation period is over.

CONCLUSION

LEAP Ambon is currently in its third semester after switching to online learning. It has survived its first semester after the switch to online learning. It has improved in the second semester. Now, LEAP Ambon is thriving in the third semester. In one year time, LEAP Ambon has managed to establish a teacher preparation scheme, 13 dedicated teachers in the team, an adapted and revised curriculum tailor-made to its need and situation, a systematic administration and finance system and a growing number of students. LEAP Ambon's students now have surpassed the number before the pandemic.

Navigating the switch to online learning in the case of LEAP Ambon entails Investment, Improvement and Quality Control. LEAP Ambon invested those few early months with no income to prepare the teachers, curriculum and system. This enabled LEAP Ambon to be ready to embark on a new journey. LEAP Ambon improve

through-out the semesters by learning from mistakes, adapting and implementing new techniques and strategies. Now that LEAP Ambon has the necessary tools and support system for online learning, quality control and improvement are the main goals.

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**GENDER, FOLKLORE,
AND CULTURE**

10

Language and Gender: Teachers' Perspective on Gender Differences in Learning English Language

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Abstract: Nowadays, sociolinguistic study has involved many important research topics. The relationship between gender and language is one of them. The purpose of this study is to analyze the sociolinguistic elements that have the greatest impact on students' performance as a result of gender differences. It examines how men and women learn English in different ways. The researcher has conducted a questionnaire to record the views of teachers on this issue. The questionnaire is to analyze students' performance on gender differences in learning English. There were 40 participants of teachers who taught English Language who responded the questionnaire. The result of the study shows that girls were better than boys in learning English. Their performance in learning English are difference based on gender differences.

Key words: gender, language and gender, sociolinguistic

INTRODUCTION

Sociolinguistics, according to Wardhaugh (2006:13), is the study of the relationships between language and society through a knowledge of the structure and function of a language in communication. Nowadays, sociolinguistics covers a wide range of academic issues. Gender and language are one of them. Gender and language describe the differences between men and women when interacting with others. The interaction can be done by spoken or written between men and women. There has been a range of approaches in language and gender since the release of

Lakoff's famous book in 1975. The study of gender is important for the research of language.

The difference between men and women is seen as a gender issue rather than a sex one. Gender is a social construct that includes all genetic, psychological, social, and cultural differences between males and females. Sex refers to a large extent biologically, whereas gender is a social construct that includes all genetic, psychological, social, and cultural differences between males and females (Wardhaugh, 2006:315). It means that gender, is something that can't be avoided. Gender is a reflection of human characteristics, and it has occurred in society's community. The use of language for communication can be found in discourse on gender differences, emphasizing that men and women communicate in different ways and should be treated differently as a result.

It's interesting to learn about how gender differences in language and communication are displayed in different formats. 'Gender practices vary considerably from culture to culture, from place to place, and from group to group, living at the intersection of all the other components of social identity,' Eckert (1998:64) writes. As a result, in a given society or community, language and gender behaviors may differ. Problems caused by men and women's differences in using language may be influencing in the field of English Language Teaching, as female and male students interact with each other by using English for communication. Men were more likely than women to choose the abstract conceptualization form of learning, according to Severiens and Dam (2005), who explored the tight relationship between gender differences and learning styles. According to Lakoff, As Lakoff points out, language implements us just as much as it helps us (Lakoff, 1980, p. 239). She argues that gender-related linguistic differences are the result of learning, socialization, and role preparation for women and men in various positions (exercising power, raising children, etc.)

The purpose of this study is to show that male and female learners have distinct learning styles, which can be influenced by differences in language usage from the perspective of teachers, as discussed in the language and gender discourse. Which gender shows better performance in learning English is the main goal of this research.

LITERATURE REVIEW

Gender differences in today's culture are a fascinating phenomenon because they are socially and culturally generated. Gender discourses are extremely numerous and can be seen in many different ways. Studies on it become one of the essential and crucial aspects of society. Gender is "one of the most thoroughly examined constructs of the social sciences," according to James and Berger (1996:273). This correlates with Eckert (1998:64), who claims that gender differences exist in "various cultures, locales, and groupings."

Since Lakoff (1976) and Tannen (1990), in their study on English-speaking countries, revealed the concept of women's language, which shows the existence of men and women differences in communication, this discourse had been debated. According to Lakoff (1976), women have a strong tendency to use lexical hedges or fillers (e.g., you know, sort of, well, you see), tag questions (she's very nice, isn't she?), rising intonation on declaratives (it's really good), empty adjectives (divine, charming, cute), precise color terms (magenta, aquamarine), intensifiers (just, so), hypercorrect grazing, and (consistent use of standard verbs) hypercorrect grammar.

Other research on language and gender has revealed differences in how men and women communicate using language. Women are more polite than men, for example. Hobbs (2003:243) observes that when speaking with female peers of the same sex, women apply a variety of positive politeness methods. Men in similar situations, on the other hand, do not indicate this tendency. Men prefer to communicate with reference to the rules of conversation and straight factual communication, but women tend to speak with reference to the rules of politeness, conversational implicature, and interpersonal exploration, according to Lakoff (1976:74).

Women differ from men not only in terms of verbal communication, but also in terms of nonverbal communication. Griffin et al (1999) looked at the use of nonverbal communication, such as eye contact, gestures, smiles, personal space, touch, and the interpretation of nonverbal cues, and discovered that 67.5 percent of females create more eye contact than males, 75.5 percent use more gestures than males, and 83.7 percent smile more frequently than males. This study indicates that women prefer sensitive communicators than verbal communication.

It's great to consider how gender differences in language and communication are displayed in different contexts. 'Gender practices vary considerably from culture to culture, from place to place, and from group to group, living at the intersection of all the other components of social identity,' writes Eckert (1998:64). As a result, language and gender behaviors may differ depending on the society or community.

Lastly, gender plays an important role as one of the most important learning variables. There is a relationship between gender and language. Men and women communicate in different ways and learn vocabulary in various ways (Haerazi & Irawan, 2020). Understanding gender differences is essential, especially in an EFL class. By interviewing students, Mahmud and Nur (2018) discovered the key characteristics of male and female students in their learning processes, as well as the reasons for the differences. In light of this, the purpose of this study was to determine the Impact of gender differences in English Language Teaching, as well as the gender variations in communication. This study could help to determine how students perform better based on their gender. As the teachers, we might be able to figure out which gender performs better and what factors contribute to this. We might also learn about the tactics that teachers should employ to help the students achieve better.

METHOD

The method used is qualitative research. Qualitative research starts from data and utilizes existing theories to help clarify the results that will be concluded later. The respondents of this study were random teachers who taught English Language at Secondary School, divided into 20 male teachers and 20 female teachers. The teachers were given questionnaires to fill out about how gender differences affect their perspectives of learning English. The questions were in the form of closed statements in order to know the responses of the teachers. The respondents were just required to choose whether they were Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), or Strongly Agree (SA).

FINDINGS

A questionnaire was administered in order to find out about the teachers' perspective on gender differences in learning English Language. The responses and questions can be seen in table 1.

Table 1:
Descriptive Statistics

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
The study of English is an important aspect of the learning process.	100%				
Boys are more confidence in their ability to talk, read, write, and listen in English than girls.	10%	50%		25%	15%
Girls are more confidence in their ability to talk, read, write, and listen in English than boys.	2.50%	17.50%		57.50%	22.50%
Do you believe that parents treat both genders equally when it comes to providing educational facilities?				40%	60%
Girls are comfort with the female teachers		30%		42.5%	27.5%

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Male teachers can better control boys than female teachers.		22.5%		60%	17.5%
When writing English essays, girls follow to the grammatical guidelines properly		17.5%	2.5%	72.5%	7.5%
When writing English essays, Boys follow to the grammatical guidelines properly	5%	45%	2.5%	47.5%	
Boys can make more spelling mistakes than girls.		17.5%		60%	22.5%
Girls can make more spelling mistakes than boys.	32.5%	45%		22.5%	
For creative writing, boys use more appropriate words than girls.	15%	65%		20%	
For creative writing, girls use more appropriate words than boys.		15%	2.5%	67.5%	15%
Girls are more hesitant to speak English than boys.	17.5	60%	5%	17.5%	
Boys are more hesitant to speak English than girls.		40%		50%	10%
Girls perform better in English tests or papers than boys.		25%		57.5%	17.5%
Boys perform better in English tests or papers than girls.	12.5%	67.55		20%	
Boys like the English time more than girls.	15%	57.5%	2.5%	25%	
Girls like the English time more than boys.		22.5%		45%	32.5%

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Teachers' active participation is essential in improving students' performance.				32.5%	67.5%
To make the lesson engaging for the students, teachers must apply a variety of strategies.				40%	60%
Other aspects, such as the students' background, classroom setting, and school environment, have an impact on their performance.	2.5%	22.5%		65%	10%

CONCLUSION

According to the findings of this study, girls perform better than boys in English language class. Gender is just one of the many elements that influence educational success in a variety of courses. As socioeconomic class is such a powerful effect, it's critical to consider family background as well as gender when assisting underachieving students. Teachers play an important role in helping students to improve their grades. Teachers should employ effective strategies and provide the students with a vocabulary list. Teachers must employ some interesting strategies to help the students to learn English effectively. The girls seem to enjoy the English language class more than boys. The girls are more confident than boys. The girls follow the grammatical guidelines properly while the boys are more hesitant to speak English than girls. It can be concluded that based on the teachers' perspective, girls perform better in English class than boys.

SUGGESTIONS

1. Teachers must design interesting strategies based on the students' conditions, especially gender, so that not just girls but also boys perform well in class.
2. The teacher must look for strategies so that boys will be more confident and do not hesitate in class.
3. Teachers must be trained in schools on how to teach English to students so that their performance might improve.

4. Discipline concerns must be addressed, as they are mostly affecting boys' performance.
5. Teachers must use creative methods to help students who come from poor backgrounds to learn English well.
6. Teachers should set up student-centered classes so that students will freely express themselves in learning English.

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[And now We are] Dogs with One Single Bark, [and] horses with One Single Running Track: Metaphors in Sumbanese Marriage Ritual Speeches

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Abstract: *Ritual language is one important cultural expression in many traditional societies in the world. This special use of language is commonly characterized as a high-context ritual in which language registers used are dense with meaning, performed in formal occasion by particular context and special people. Ritual speech is usually constructed in parallel structure with rich metaphors. Therefore, in order to comprehend ritual speeches, someone needs to understand the context of their performances, and adequate knowledge on the culture of the people owning and living them is something inevitable. Sumbanese people living in the eastern part of Indonesia are traditional communities who still maintain their social ties through marriage alliances by cultivating this special kind of language use. While Sumbanese are proud of possessing this “elevated language,” comprehending the meaning of this language poses serious challenge. From the writer’s own field experience in studying the ritual language of Sumbanese, common people usually refer him to ritual specialists when dealing with ritual speeches. There are different degrees of understanding this language, and the ritual specialist (wunangu) sits on the highest level of comprehension. This paper attempts to delineate the metaphorical meanings of 13 ritual couplets commonly presented in marriage negotiations. The ritual couplets are mainly taken from the research’s own collection in 2010, and few others from a compilation by a Sumbanese early researcher, Oembu Hina Kapita, 1987. In analyzing the selected ritual couplets, the writer interview 3 Sumbanese informants by phone. This study concludes that a formalistic approach on the study of Sumbanese ritual speeches can be misleading. In order to really understand the metaphors in the ritual speeches, sufficient knowledge on the social and cultural contexts from where the speeches come from or insider perspectives are a necessity.*

Key words: *ritual speech, metaphor, eastern Sumba*

INTRODUCTION

A particular type of tradition, ritual has been of particular interest to social scientists, especially anthropologists and folklorists. Ritual is a special kind of repeated, patterned performance. As a means of communication, it contains a multimodality of symbolic expressions through words, gestures, and behaviors. Martha C. Sims and Martine Stephens (2005) assert that what attract folklorist to study rituals is that rituals bear complexity and dramatic qualities which “make them dense with meaning: they are significant expressions of a group’s traditions, beliefs, values, and identity.” (p. 95).

“Rituals” are frequently associated with religious, sacred activities. This is understandable since rituals are inseparable parts of religious practices; or ritual as a form of the religious mentality” as Anthony J. Blasi (1995, p. 59) puts it. Someone, however, can find non-religious (secular) rituals which are not directly connoted to sacred or spiritual belief. A national flag ceremony on Mondays for Indonesian high school students or the singing of the Star-Spangled Banner before a final of Super Bowl competition is one example of secular rituals. Another is the so called “access ritual, “the verbal and non-verbal communicative acts that mark boundaries at the beginning and closing phases of social interaction” (Ameka 2009, p.127).” Secular rituals are a means of teaching and expressing rules, beliefs, and attitudes necessary for the functioning in a society when one lives. In practice, the sacred and secular rituals are not rigidly separated. One activity may contain both kinds of ritual. In the degree of formality and framing, rituals can be grouped into “low-context and high-context rituals” (Simms and Stephens 2005, p. 98). Low-context rituals are more spontaneous, less formal, and personal. Their execution are not planned or announced in advance. What make “high-context” rituals different from any other habitual actions are their characteristics of being highly organized, controlled, and formalized. They are performed only on specific events and contexts, and with special preparations, and in many cases, led by specialists. Formality is also shown by the language used in these special occasions, which appears, partly in “... the use of a more limited and rigidly organized set of expressions and gestures, a ‘restricted code’ of communication or behavior in contrast to a more open or ‘elaborated code’” (Bell 1992, p. 139).

This research article attempts to provide a descriptive and contextual analysis of the language used in a high-context marriage ritual of the (eastern) Sumbanese people living in the Sumba island of Nusa Tenggara Province. The high-context of marriage ritual is the formalities of language and delivery. Conveyed in the local language, *Kambiara* (*hilu humba*; *hilu* also means to reciprocate, exchange, replace), Sumbanese ritual speeches, *lawiti luluk*, are marked by richness of metaphors and, like in other parts of eastern Indonesia, formed in parallel structure.

For many Sumbanese people, this ancestral language bears a high degree of unintelligibility for its indirectness and complex metaphors. The ritual spokesmen,

called *wunang* (lit. those who weaving words), ritual advisor (*ma pindi kariaku*), and few common people are the only parties having intelligible access to this special way of communication. While Sumbanese ritual speeches cover a vast array of social life, the ritual couplets analyzed in this study are those related to marriage matters (*li lalei, li manguama*). Descriptive analysis on the ritual couplets refers to an effort to delineate the meanings of the selected couplets by taking into account their contexts of delivery (contextual analysis).

LITERATURE REVIEW

A. Ritual

As mentioned before, ritual refers to a special kind of repeated, patterned performance intended to represent and communicate symbolic meanings. Ritual practice belongs to every culture, or as Catherine Bell (1992) puts it, “a universal phenomenon of human experience.” (p. 15). It is a symbolic act and a particular way of communication which promote social cohesion and equilibrium. Rituals have been closely related more to religious behaviors, although in fact there are in fact rituals secular in nature. However, many rituals are a combination of both sacred and secular elements (Simms and Stephens 2005, p. 103). Burial ritual is obviously religious; OSPEK (new student initiation) ritual, a secular one, while the “rising the flag” ceremony in Indonesian formal schools seems to be a combination of the two.

Ritual performances bring with them several functions. Any group of people, a community holds sets of beliefs and values that guide them in social, political, economic encounters. A community finds itself different from others. Through rituals, common beliefs and values are communicated and reinforced; an identity is accentuated. Ritual performances, as Kapchan (2003) argues, “encode and transmit the core values of society, implanting ideologies such as religion, patriarchy, and social hierarchy in the very bones of children, in their flesh and breath” (p. 130). Through performance people express and articulate their cultural identities and social strategies respectively. Rituals strengthen bonds of people as a collective group, and reinforce rules of conduct that govern how its members should behave. Victor Turner (1997), on the contrary, emphasizes the functions of rituals as a site of resistances and subversion. As special forms of communication, rituals are potential sides where one is able to observe cultural ideologies. Through and with rituals people create and express social values and meanings both verbally and non-verbally (Senft and Basso 2009, pp. 1-4).

As formulaic and repetitive forms of communication, rituals are potential sides where one is able to observe cultural ideologies. Some ritual theorists divide rituals in two categories: those with capital “R” and the others with small “r” or ritualization. (R)-itual includes the “fully observable communicative performance that take place in, and create, a special setting in which other activities are suspended,” while (r)

itual is the “routine, minor actions and formulaic verbal utterances when other activities are going on as usual” (Gnerre 2009, p. 314). The first category includes rite of the passage rituals (for instance marriage ritual), while the second covers day-to-day interactions such as greetings and farewells or street shamanistic performance.

Sumbanese marriage ritual is the one with capital “R.” It is constituted by formality in terms of language registers used and time of performance, by limited accessibility for it is administered by ritual specialist and cultural advisors in which woman’s roles are formally excluded, and by the purpose of achieving a new status (or efficacy) (McDowell 1983, p. 36). In a book written based on his ethnographic study in Sumba, Gregory Forth (1981) briefly explain the nature of Sumbanese ritual language.

Apart from ordinary speech, the eastern Sumbanese have a formal ritual language which ... is characterized by extensive parallelism and oblique, abstruse, and formulaic mode of expression... The words and phrases are regularly grouped in pairs, so that each component has a ‘partner’ (*papa* or *ndekilu*), and then further conjoined to form sets of four, six or more units. Accordingly, many paired terms and phrases comprises synonyms, though other principles, such as complementarity, metonymy, and anti-theses can also be found (pp. 18-19)

As stated elsewhere in article, Sumbanese ritual languages share many common features with ritual registers in eastern Indonesia. Writing about the ideology of unintelligibility and metaphor theories of ritual speeches in Toraja, Aurora Donzelli (2007) explicates the universal characteristics of ritual register in the eastern Indonesia, those are, formality in structure, i.e. parallelism, richness in metaphor usage, being considered as sacred language handed down by ancestors, and having social prestige for those mastering it (p. 534). For Sumbanese themselves, the *lawiti luluk* is believed to be the words from ancestors, and therefore taking care of them and faithful representation are a necessity.

B. Metaphor

Human beings communicate in different ways, and one instance of communication is the use of figurative language. Instead of saying that the Corona 19 virus is frightening and takes the lives of the loved ones without mercy, one can express his feeling about the virus by using a metaphor. He might say with anger “*Corona Virus, you are thief with dirty, cold hands.*” The virus here is paralleled to a thief who takes someone’s possessions with its unclean, senseless hands. This special expression gives certain effects to and brings a particular imagination the listener on how evil the corona virus is.

Metaphor is defined as the kind of “language which departs from the straight forward use of the words. It creates a special effect, clarifies an idea, and makes writing [utterance] more colourful and forceful” (Giroux and Williston (1974, p.

10); or “a conspicuous departure from what users of a language apprehend as the standard meaning of words, or else the standard order of words, in order to achieve some special meaning or effect” (Abrams 1999, p. 96). In other words, metaphor is one kind of figurative of speeches directly comparing one thing to another for rhetorical effects. Metaphor is a kind of figurative languages uses both in day-to-day communication and especially in literary works.

METHOD

There are as many as 13 marriage ritual couplets analyzed in this study. They are mainly taken from the writer’s personal compilation through interview and recording while doing his ethnographic research in this area in 2010. Few others are derived from the book *Lawiti Luluk Humba* written by Oembu Hina Kapita in 1987.

A. Type of research

This paper was written based on a qualitative research. Research materials were gained from the writer’s own fieldwork and also from a book titled *Lawiti Luluk Humna* (1987).

B. Research objects

Eastern Sumbanese ritual speech covers a broad area of life starting from the passage of birth to that of death. However, it could also be related to various other things such as moral ethics, the life of the ancestors, or social relationship. This paper singled out only 15 ritual couplets related to marriage.

C. Research procedure

Once the writer identified and selected the marriage-ritual couplets to analyze, the research data, originally spoken in Kambiara, were at first literally translated into English. The second step was to reveal their cultural meanings by doing library research and conducting interviews and mail correspondence with some Sumbanese ritual speakers and cultural experts. Interviews were carried out by phone. Mail correspondence was also used when the writer looked for more elaborative explanations from them. The last step was to carry out an analysis by using the information from existing published sources and interviews. The 3 people I interview for the purpose of understanding the ideological meaning and the context of performance of the selected marriage couplets are (late-) Hendrik Pali (68 years old), Balla Ngandung (65 years old) and Frans Pita Lindijawa (44 years old) originating and living in Lambanapu eastern Sumba. Hendrik Pali is widely recognized as a having broad knowledge of Sumbanese Culture, while Balla Ngandung is a well-known ritual expert in the area. Frans Pita Lindijawa is a young man who is concerned with Sumbanese ritual speech and has got adequate knowledge on the special use of the language.

RESULT AND DISCUSSIONS

Before presenting the writer's research finding on the metaphorical meanings of the presented ritual couplets, it is necessary to provide an overview on the nature of ritual language of the Sumbanese people.

A. Sumbanese ritual language

Like in any other areas in eastern Indonesia, People of Sumba believe that ritual language (*lawiti lukul*) is the sacred and "hot" words of the ancestors. Ritual language possesses the character of indirect communication through the uses of metaphors and the special persons (*wunang* and *kandihang*) executing the process. The structure of language is parallelistic as it appears in the pairing of words from the same category. The ritual speech in eastern part of the island is richly characterized metaphoric expression and formality of delivery. In terms of metaphoric expression used in the process of marriage negotiation, most of the words are derived from day-to-day speech but "many of the couplet pairs are formed by introducing synonyms from other Sumbanese languages, and there are a few esoteric terms used only in ritual speech. Nevertheless, the speech is relatively accessible to the experienced hearer because the couplets and metaphors are canonical" (Keane, 1991, p. 318)

Since ritual language is sacred and hot, it must be treated with utmost care, for any error in recounting is potential to provoke wrath of the ancestors which in turn brings problems to the living descendants. Therefore, the delivery of this special register in the context of performance must be carried in special ways such as in terms of time and place of performance and the special performers.

Mastery of ritual language is considered something prestigious since understanding and being able to deliver thread of sacred words demand special gifts. Standing above ordinary language and being complicated in the quality of indirectness. The nature of indirectness is implied in the activity of ritual language exchange as a way of *paninnu-nya la mai, pa maunya la mara* (mirroring it on water, and projecting it under the shadowing). Mastery of ritual language is a special endowment either given by a spirit, bequeathed from an ancestor, or transmitted along specific genealogical lines" (Fox 1998, p. 13).

Form of parallelism is prevalent in this traditional oral communication. Parallelism takes form in a "dyadic language- the phenomenon of speaking in pairs" (Fox 1988, p. 1). Parallelism in ritual speeches occurs in multiple levels: semantic, syntactic and prosodic (also see p. 7). The parallel structure of Sumbanese ritual language appears in the pairing of equivalent words in lines construction such as noun answering noun, verb to verb, or adjective of adjective of what J.F. Davis (1830) also observes in Chinese and Hebrew verses, and then terms this phenomenon as "synthetic or constructive parallelism" (quoted in Fox 1988, p. 7)

Sumbanese marriage ritual is a special event, and regarded as something important and formal by society. It is a "R-itual." Ritual is usually conducted in the afternoon

when the earth is cooling down from the torching sun and when the people are relatively done with their work either as government officials or most of them as farmers. Almost all rituals are done in dry season, especially when right after harvest time (leaving rainy to dry season). The choice of this context is fully understandable because, in dry season daylight is pretty hot, and as a characteristic of Ritual reveals, marriage ceremony is an event of people. As many as people are expected to come since marriage unites or re-strengthens two or more clans.

Ritual is a formal occasion, and for this reason, those in charge of admitting it are particular people. Only some ritual specialists (*wunang* and *ma pindi kariaku*-those picking up right words) from both parties have the authorities to administer the negotiations. Ritual of negotiation also takes place in representative venue, like the main house of the prospective bride or groom. Formality is also signed by the traditional outfits worn by the performer and audience.

In the context of Sumba, ritual is male domain. Ritual speakers are always men, though some women may involve in a group called- those who pick the right word.” In an interview with some ritual speakers, they recall some women who are very good at ritual matters including in dealing with marriage negotiation, however, it remains a man’s business. Although voices of women are occasionally heard in the process of negotiations, they are excluded from the formal process, usually known as “the talk outside the betel nut container” (*kariaku la hambeli tangawatil*).

B. Metaphorical meanings of the selected marriage-ritual couplets

In order to delineate the metaphorical meanings of the selected couplets, the first thing to do is to translate the body of the ritual couplets in their ritual meaning. The couplets are first presented in local language (i.e. Kambira), and then followed by its literal gloss/translation in English. The original text is also equipped with linguistic part of speech and its English gloss, thus *n* for *noun*, *v* for *verb*, and *adj* for *adjective*).

1. *Na uma* (*n. house*) *hakaƆapa* (*adj. a half*) ; *na kaheil nggala* (*n. raised bamboo floor/wuala(a kind of tree representing something easily broken)*): lit. trans. A house with a half part; a raised-bamboo/wood floor supported by fragile *wuala* wood (Personal Collection/PC 2010).

For Sumbanese, marriage or having a partner to support someone in life is a necessity to achieve the state of wholeness. Therefore, being a single, a widower/widow, an orphan, is a condition of incompleteness/weakness is the same as the half-parted house or the fragilely-supported raised floor. The metaphor is that someone being single is compared to half-parted house, and to a bamboo floor supported by easily-broken woods.

2. *Na pingi ai* (*n. tree/trunk*) *papunggu*(*v. to cut down*); *na matawai*(*n. water source*) *pataku* (*v. to take from*): The [right] tree to cut; the [right] stream to fetch [its water] (PC 2010).

Traditionally, the right source of acquiring a wife is mother's brother's family. For an eastern Sumbanese, the prospective groom, the desired /right wife should be the one of one's mother's brother's daughter (*ana tuya*). Mother's brother is considered the source of continuity. Wood represents support while water, life. Thus, the metaphor is the mother's brother's family which is compared to a ready-to-cut tree, and to a water source that gives life.

3. *Na matawai* (n. water source/stream) *amahu* (adj. golden); *na pada njara* (n. horse pasture) *hammu* (adj. good/fertile): The golden water source; the fertile horse pasture (Kapita 1987, p. 16) .

This couplet is synonymous with couplet no. 2. For Sumbanese, the side of wife taker is regarded as source of gold and horses. Gold and horses are the common dowry given by the side of wife taker (*ana kawini*) to the one of wife giver (year). Thus, the metaphor here is the wife taker which is compared to fertile land and giving-life water.

4. *Na ma luata* (v. to cut trees/bushes to make access to another place) *anda* (n. road/path); *na mahurra* (v. to initiate something) *palindi* (n. hill): [The one] who prepares a road, [the one] who opens a new track on hill (PC 2010).

Marriage is a way of initiating or reaffirming social alliance. When a man/woman of one clan unites with another clan through marriage without any previous history of marital tie, then the man/woman is considered as pioneer paving a new relationship between the clans. The metaphor here is a new marriage alliance which is compared to someone who builds new road for a further access between two parties.

5. *Ahu* (n. dog) *hau* (numb. One) *bangga* (v. to bark) , *njara* (n. horse) *hau*(numb. One) *palai* (v. to run): dogs with one bark, horses with one running track (PC 2010).

When two parties-including in marriage negotiations- have made a deal on certain issues, e.g. in a number and form of dowry, the parties should promise to be faithful on the deal. They metaphorically represent themselves as dogs barking in unison, and horses running on the same track.

6. *Mbuala* (n. container made from palm leaf) *ma pa mbulung* (v. passive. to be united), *lipit* (n. a type of container) *ma pakahang* (v. to be made dense): Mbualas which are united and lipits which are compacted (PC 2010).

The meaning of this couplet is synonymous with no. 5. When two sides just negotiating have made a deal, both need to unite in implementing the agreement. Both parties are metaphorically described as containers fitting to each other perfectly.

7. *Liti* (v. to step on) *li* (n. matter) *pabanjal* (v. passive; to have been agreed upon) , *pangga* (v. to walk on) *li* (n. matter) *pawulu* (v. passive; to have been created): to step on the matter having been agreed upon, to walk on the matter having been created (Kapita 1987, p. 30)

When a Sumbanese violates an agreement having been agreed upon, he/she is considered as a violator breaking his/her promise metaphorically described as someone stepping on or walking over on the matter having been settled. In marriage negotiations, the number of dowries should be dealt with before the marriage ceremony is held. In any circumstance, the agreement can be fixed after the ceremony. This situation is then open for deal-breaking.

8. *Ambu* (adv. So it will not) *na harunggu-nya* (v. to tighten feathers usually used for bird or fowl) *manu* (n. fowl), *na hanggiti-nya* (v. to prickle its hair) *wei* (n. pig): so then fowl doesn't tighten its feather [as a sign of ailment], pig doesn't prickle its hair [as a sign of anger] (PC 2010).

A marriage ritual is a process that must be carried out to its end. A dead end of marriage ritual (for example due to complicated dowry or escalating negotiations) is undesirable for it will bring negative consequences to the coming newlyweds. The process must be conducted in such a decent way to ensure the welfare of the couple. Welfare is materialized in the healthy reproduction of livestock such as fowl and pig. A fowl with tightened-feather or a pig with prickly hair metaphorically represents an undesirable situation or a bad luck life.

9. *Banjalu* (v. to put aside) *ma mbotu* (n. something heavy); *Piti* (v. to pick up) *ma halimu* (something light): to put aside something which is heavy, and to pick up something light instead (PC 2010)

Sumbanese marriage negotiation is a commonly regarded as an expensive and complicated ritual. In one hand, it is true sense, this ritual may take weeks, and even months to end. As a high-context ritual, marriage negotiations should comply with some requirements such as the people involving in the negotiations, the degree of formality, or the families participating in the event. One major element which potentially makes this negotiation complicated is the negotiation of the dowry (*wili tau*, lit. the price/dignity of the bride). In the eastern parts of Sumba, the common dowry given by the wife-taker is horses. While there are a single-agreed number of horses given, the writer himself ever witnessed a number of horses given was as many as 100 horses. There were also different numbers of horses, 40, 20, and even 6. The above couplet is expressed when the negation of dowry is in a dead-end, for instance in a situation when the wife-taker party states that they are only able to provide 10 horses, while the wife-giver party still demands for more horses. Since the negotiation should arrive at a conclusion, the ritual speakers, on the behalf of the parties involved, can offer a compromise, which is, by temporarily accepting the dowry offering for the sake of completing the negotiation process. This is metaphorically described as an act of "putting aside the heavy, and picking up the light."

10. *Pahurutu* (v. to dry up) *kalungu* (n. banana leaf); *Panyukka* (v. to lean) *au mbappangu* (almost falling down bamboo): drying up like banana leaf, leaning down like an old bamboo (PC 2010).

This pair is used to express powerlessness. When the wife-taker party is not able to meet the dowry demanded by the wife-giver, the ritual speaker represented the wife-taker may humbly recognize their inability to meet the demand. This state is metaphorically described as an old and dying banana leaf and near-falling bamboo.

11. *Karuduku* (v. to bow down) *ndakku* (cannot) *pitti* (v. to take); *panjualangu* (v. to extend one's hand) *ndaku* (cannot) *tuama* (v. to touch): I bow down to take something [but find nothing]; I extend my hand to touch something [but touch nothing] (PC 2010).

This expression of powerlessness by the side of wife-taker (similar to no. 11) is to convince the one of wife-giver, that they have no more horses or any other dowry to offer.

12. *Tibu* (n. sugar cane) *ma walla* (adj. blossom); *kalu* (v. banana) *ma ihhi* (adj. ripe):

The ready-to harvest sugar cane, the ripe banana (then ready to eat) (PC 2010).

When a couple of Sumbanese parents- having a grown-up boy- thinks that it is the right time for their son to have a wife, they will talk with the member of his clan, and then find out a desired ritual speaker to be their representative in applying a girl. In the past time, a boy had the right to marry his mother's brother's daughter (ana tuya) but at present, marriages most frequently happen are based on choice. When a boy has already determined a girl he wants to be his partner, the one he already pints with his finger, and aims with his lips (*na pa patuji limma, na pakamujur ngaru*), the ritual speaker will depart to the girl's house to have an initial proposal. The girl is metaphorically described as sugar cane and banana.

All ritual speeches in Sumba, including the ones uttered in marriage ritual negotiations are the people's ideas of how life must be governed. They are figuratively used to express facts of life, to give ethics of and teach moralities in social encounters. They need to be digested and weighed in one's self, "to be digested one' Stomach, and to be weighed in one's Chest" for the sake of attaining social harmony.

CONCLUSION

This research finds that ritual speech can be an interesting research topic. Sumbanese ritual speeches used in marriage negotiation are special way of communication delivered in rich metaphorical expression. Characterized by parallel structure, these ritual couplets can be understood if the researcher takes into a serious account of the social-cultural contexts from where the speeches originating from.

More and more Indonesian researchers are expected to do more researches on the "oral literature" of Indonesian People. It is a common knowledge that Indonesia is very rich in culture, that Indonesia is widely known for the diversity of culture. When

voices are frequently heard that Indonesian people are surely losing their identity for traditional culture is negatively understood as a sign of backwardness, a state which is contradictory to the spirit of moving forward under the umbrella of modernity, social researchers need to take side in empowering traditional communities.

Indonesian ritual speeches and other cultural wealth of Indonesia need more appreciation, and doing research and writer about this wealth are necessary action to do. Traditional performers and actors need support and encouragement for those having power, and in the writer's opinion, doing researches and involving them in the process of research and analysis are a way of articulating the importance of their culture.

This research only focuses on very limited number of ritual speeches, while in fact, there are lot more of orally ritual expressions to be studied. The coming researches may venture more on other ritual speeches, or speeches used in different ritual occasions.

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12

The Usage of the Song “*J’ai Trouvé Des Amis*” by Tryo in French Language Teaching Concerning the Story Telling at Level A1 in *Institut Francais D’indonesie*

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Abstract: *This study aims to describe the use of songs as teaching material in learning French related to the experience of students at the A1 level. This research was conducted at the Institut Francais d’Indonesie with the aim of describing the stages of using songs as teaching material in learning French related to sharing experiences which were divided into several stages, called planning and implementing. There is also a description of the problems encountered during the implementation of learning and possible solutions offered in the learning activities. This research uses descriptive qualitative method with a strategy in the form of embedded case study. The data obtained in this study are in the form of an institution syllabus called decoupage, a teaching plan in French called fiche pagagogoque, field notes and some additional learning media such as exercises and games of ladder snakes (jeu de pari). The results of this study indicate that songs can be used to introduce French culture in a way that is fun and motivates students in learning French. In addition, the song can be used as a means of student discussion that can enhance interaction between students aimed at developing students’ language abilities in accordance with the principles of Communicative Language Teaching (CLT).*

Key words: Songs, French Language Teaching, Communicative Language Teaching

INTRODUCTION

Currently, we know that the Indonesian nation is in the era of the industrial

revolution 4.0. This era requires the younger generation to compete globally in accordance with the goals of Indonesian education. One way for the younger generation to be able to compete is by mastering foreign languages. In this era, mastery of foreign languages is a priority for the Indonesian people. Mastering a foreign language can provide an advantage for understanding the culture of another country. This ability makes it easier for someone to connect with the wide world and compete in various fields. One of the foreign languages that has many speakers in the world is French.

According to the official website of the French Embassy <https://id.ambafrance.org/>, the current number of French speakers is estimated at 200 million speakers worldwide. For this reason, French began to be in great demand by foreign language learners with various purposes, ranging from professional, academic, and tourism purposes. This is the reason for the emergence of various linguistic institutions, one of which is the *Institut Français d'Indonésie* (IFI) which is a French language institution under the authority of the French Embassy in Indonesia. This institution offers various types of courses, ranging from regular, courses for continuing studies, children's courses, university courses, conversation courses, cooking courses to courses for professional purposes which are divided into levels A1, A2, B1, B2, and C1. IFI teaches four basic skills that are integrated with French grammar according to the level offered.

In language learning, grammar has an important role because it is integrated with the four language skills of students, both listening, speaking, reading and writing skills. One of the grammars that must be mastered is grammar related to the past. Mastery of this grammar is often a frightening specter for students because they are required to memorize various sentence structures. Not only that, students find it difficult to memorize verb conjugations which vary greatly in French and do not have a pattern to memorize these conjugations. Therefore, foreign language teachers, especially French, must be creative in developing teaching materials related to grammar. Teachers can choose teaching materials according to the analysis of student needs. Of course, there needs to be a variety of teaching materials so that foreign language learning, especially French, is not monotonous and maximizes students' abilities.

As teaching materials, teachers can use various literary works such as novels, short stories, dramas, films, poems and songs as adaptations of poetry that has aesthetic song lyrics. Talking about the song, of course you need to know what the definition of a song is. (Trévoux in De Surmont, 2010) argues: *le mot chanson vient de l'Italien canzone qui veut dire la même chose, ou de ciancone qui approche encore plus par la manière dont on le prononce le mot chanson*. From the statement given, it can be said that the word "chanson" comes from the Italian "conzone" or closer to the word "chanson" itself, namely "ciancone".

Roland Barthes in (Tomlinson, 2003) also states that the purpose of a literary work, instead of making readers become consumers, is to make them a part of the literary work. This can be related to the preparation of language teaching materials. Interpreting song lyrics in class can then be a brilliant opportunity to exchange views,

to see how much community members have in common and also to learn to see the world from someone else's point of view. Nowadays, almost all students enjoy listening to songs in various situations. There are even some students who like to sing. Therefore, the use of songs as a French language teaching material is considered appropriate for high school students.

Talking about language learning in the classroom, of course, it cannot be separated from the teaching method. One of the teaching methods that can support students' communication skills is Communicative Language Teaching (CLT). Rodgers, Theodore, Jo, & John (1999) defines CLT as an approach to foreign language or second language teaching that emphasizes that the goal of language learning is communicative competence. In the classroom, students can acquire the desired skills quickly and with fun. In CLT, students do not use their mother tongue (van Lier & Larsen-Freeman, 1987). Target language is used both during communicative activities and for classroom management purposes. The students also learn from this classroom management exchange and realize that the target language is a vehicle for communication. CLT focuses and aims at communicative competence. Thus, it allows learners to use language in communicative situations to meet their needs. Moreover, real-life communication is a priority in CLT (Rodgers et al., 1999)

Several studies in this field have been carried out, one of which is a study entitled "English Learning Using Song Media at School Based on Local Culture at SMK Negeri 8 Surakarta" (Sulistianingtyas, 2015). This study aims to describe the planning, implementation; barriers and solutions in learning English using songs at local culture-based schools at SMKN 8 Surakarta. This research is a qualitative research.

The data obtained are field notes and photographs. Sources of data are teacher administration documents, interviews, and it happened at SMKN 8 Surakarta. Data collection techniques through observation and documentation. The difference with the research that will be carried out lies in the source of the data used, namely in the form of French songs and the topic of learning that will be discussed is telling of experiences in the past. From several situations that have been described, the problem formulation of this research is: How is the use of Tryo's song "J'AI TROUVÉ DES AMIS" in teaching French related to telling past experiences to A1 level students of the *Institut Français d'Indonésie*?

The novelty in this research is the use of songs to teach material which is relatively a frightening specter for French language learners. The existence of a combination of appropriate teaching materials and interactive learning methods, namely CLT is considered to be able to maximize students' abilities. This study aims to provide an overview to French teachers in compiling teaching materials that can create a pleasant learning atmosphere for students so that learning objectives can be achieved optimally.

METHOD

This research was conducted at the *Institut Français d'Indonésie* in the A1 level regular class with the aim of knowing the use of Tryo's song "J'ai trouvé des amis" as a teaching material in French learning related to telling past activities of A1 level students at the *Institut Français d'Indonésie*. This study has a specific purpose, namely to describe the planning of learning English using Tryo's song "J'ai trouvé des amis" in class A1 level at the *Institut Français d'Indonésie*. The use of this song aims to make it easier for students to learn how to tell past experiences. The theoretical benefit of research in general is as a contribution to formal and informal educational institutions, especially regarding good language learning with the right media in accordance with technological advances that have an impact on improving the quality of foreign language learners, especially French.

In this study used descriptive qualitative research. Qualitative descriptive research is research that includes a purely descriptive problem of the program or experience of people in the research environment (Emzir, 2008). The research technique used is case study research. According to Gay & Mills (2012) case study research is a qualitative research approach in which the researcher focuses on a unit of study known as a bound system, for example individual teachers, classrooms, or schools. A number of researchers will first discuss the definition of a case. Merriam explains, the case is "an object, a single entity, a unit around which there is a limit.

Similarly, Miles & Huberman in (Gay & Airasian, 2000) describe a case study as an investigation of a phenomenon that occurs in a particular context. In other words, if the phenomenon you want to study is unrestricted, cannot be identified in a particular context, it is not properly studied as a case study. Yin in (Gay a& Airasian, 2000) goes beyond the definition of Case strategy which is an overarching method that includes design, data collection techniques, and a specific approach to data analysis. The resource persons in this study were French language teachers at the *Institut Français d'Indonésie* with data collection techniques in the form of observation methods.

RESULTS AND DISCUSSIONS

A. French learning planning related to telling experiences in French at level A1

From the observations made in preparing teaching materials, the A1 level teacher at the *Institut Français d'Indonésie* first carefully reads the syllabus that has been determined in teaching for one cycle. This syllabus is usually called a *découpage* which contains indicators that students should achieve in learning French for one cycle. Then, the teacher prepares a lesson plan related to the indicators that students want to achieve in the lesson. This learning design is commonly called "*fiche pédagogique*".

In the “fiche *pédagogique*” there are usually learning steps starting from “mise en route” or taking students into the topic of learning that day, “entrée en matière” which is how students begin to enter into the topic of learning that day by observing authentic documents, listening to songs, or watching videos.

The purpose of this stage is to hone students’ listening and reading skills. Then, there is *conceptualisation* where students are given a grammatical concept that will be used to produce language (written or spoken at the meeting). The next step is *systématisation* where students will do reinforcement and repetition with grammar games and grammar exercises language that supports students’ language skills. When students’ abilities are deemed adequate, then students can proceed to the production stage which allows students to make mini projects in the form of writing, conversations or monologues related to the themes that have been studied.

Another thing that the teacher prepares is to choose teaching materials that are in accordance with the competencies to be achieved. In this case, the teacher prepares teaching materials in the form of songs. After choosing several songs that matched the theme, namely telling of experiences, the choice fell to Tryo’s song entitled “*J’ai trouvé des amis*”. The reason for choosing this song is that the rhythm attracts students’ attention, the singer’s pronunciation is quite clear and easy for early-level French learners to understand and many parts of the song’s lyrics contain sentences with the past tense (*passé composé*). The song is considered an appropriate medium because it can arouse students’ enthusiasm, be close to the rest of the world and make students more interested in the learning that will be carried out.

B. Implementation of French learning related to telling experiences in French level A1

From the observations that have been made, it is known that in the implementation of French language learning at the *Institut Français d’Indonésie* the teacher conducts learning in 5 main stages, namely *mise en route* (introduction), *entrée en matière* (entering the material) *conceptualization* (exposure of grammatical concepts), *systématisation* (enrichment) and production (language production). The French teaching method used is the CLT (Communicative Language Teaching) method.

The teacher starts the learning activities as usual by greeting and asking how the students are. This is done to build a good relationship with students. After that, the teacher showed photos on Instagram related to the last vacation. The teacher can start to lead students towards today’s learning topic by asking “*C’est qui dans cette photo?*” Who is in the photo, “*Ils sont où?*” where are they? “*Is sont avec qui?*” with whom do they do this activity? “*Les activités sont au présent ou au passé?*” do their activities occur now, in the future or in the past?

The next step is the teacher divides the students into 4 groups consisting of 4 people each. Then the teacher distributed the lyric pieces of Tryo’s song “*J’ai trouvé des amis*. The teacher asks students to arrange song lyrics in a predetermined group. Students

are also allowed to have discussions with their group friends. The teacher plays the song as an authentic French learning document twice with a pause in each playback for approximately 5 minutes.

During the break, students were asked to compose the lyrics of the song. Then, the teacher and students together corrected whether the lyrics had been arranged correctly according to the requested song. Here are the lyrics of the song from Tryo - *J'ai trouvé des amis*:

J'ai fait des études jusqu'à vingt ans

J'ai esquivé mon regiment

Menti comme tout l'monde à mes parents J'rentrai trop tard au mauvais moment

J'ai fait des p'tits boulots en attendant

Un emploi bien payé à mi-temps

Pour pouvoir profiter gaiement

Des sourires que me donnaient les gens J'ai pris mon temps, j'ai bien plané

J'ai regardé passer mon acné Sans trop regarder la télé

After that, the teacher asked the students' opinion about the song. Then teacher ask the students whether the incident happened in the past, present or past? The answer is the past. The teacher then asked students to explain whether the sentence that indicates an activity in the past. After this stage is done, then the next stage is "Conceptualisation" or teaching related to the grammatical concepts used to tell the experience in French, namely "Passé Composé". With the help of song lyrics presented in PowerPoint form, the teacher explains the concept, the use of "Passé Composé", how the structure sentences of "Passé Composé" as well as the verb conjugations used in this grammatical concept. Grammar presentation is in French with the help of gestures and expressions. The teacher asked whether the students had any difficulties related to this material. After that, students are asked to practice their language skills related to recounting experiences with the grammatical concept of "Passé Composé". In this case, students are given games that hone their skills in conjugating verbs in "Passé Composé", namely "Jeu de L'oie" or commonly known as "the game of snakes and ladders". Students are asked to return to groups of 3 to 4 people.

The teacher prepares "Snakes and Ladders" game board on the blackboard and prepare 2 dice will be used to determine the subject and the number of steps they will take as well as several magnets of different colors as pawns per group in this game. Students must conjugate the verbs in "Passé Composé", to be able to continue their move. The game becomes the more exciting with the stairs and holes that can make groups they fall or rise. The group that is declared the winner is the group that can reach the finish line first. As for the shape of the snake game board. After the game is over, don't forget to give students a grammar exercise related languages recount

experience with “*Passé Composé*”. Exercises are done individually to measure students’ abilities and understanding students to the material that has been given. Correction exercises are carried out simultaneously and will produce scores that measure students’ abilities. Not forgot the teacher asked whether the material given was understood enough or not yet.

When students understand the material provided, the next step is language production. The ability requested is the oral production or the ability to speak. Students are asked to share their experiences the last vacation they had in the form of a 1 minute monologue. The teacher creates a learning atmosphere like this: “Imagine you are in a contest “telling a unique holiday experience. Tell your experience in front of your friends, your friends as judges will decide the most unique story that will be the winner.” Not just a monologue, but when someone recounts their vacation experience, another student can ask questions and give appreciation, so this forum is discussion forum which is one of the characteristics of Communicative Language Teaching (CLT), namely the existence of discussions conducted in the target language with the aim of improving students’ communication skills according to the required context.

The preparation time for this monologue is 25 minutes with a student monologue presentation of 2 minutes. Before making a presentation, the teacher will come to the student’s desk one by one to get proofread their work and make sure they use grammar “*Passé Composé*” has complied with the rules taught or still needs more practice. Students engage in active discussions in response to presentations other students. When all students have performed, the teacher can conclude today’s lesson and close the lesson.

C. Obstacles encountered during the implementation of french language learning at the Institut Français D’indonésie by using songs as learning media.

In learning French using song media, students are very happy and enjoy the learning activities, but considering “*Passé Composé*” is one of the difficult linguistic materials because it has a complex structure and complicated verb conjugations, students find some difficulties in conjugating verbs automatically in 1 meeting. They tend to always look at notebooks when playing games, doing individual exercises or when making mini projects.

Using song media at the *Institut Français d’Indonésie* is a good idea but we cannot deny the fact that the students are not too familiar with French songs. For them, it is still the English song that occupies the first position in their song list. This at the beginning of the lesson had created confusion from students. They were also surprised by the French accent in the song, but in the second round of the song they were able to understand the song.

D. The solution offered during the implementation of french language learning at the Institut Français D'indonésie by using songs as a medium of learning

The teacher understands very well that grammatical concepts with complex sentence structures and very diverse verb conjugations cannot be memorized by students instantly in one meeting. Students need at least several revisions of the material so that they can understand the material optimally. It is recommended that at the next meeting the teacher provides revisions related to this material, both with interactive games and grammar exercises. The teacher can start the next lesson with the question: "*Qu'est-ce que vous avez fait hier?*" which means "What did you guys do yesterday? This allows for reinforcement in terms of the use of grammar in specific contexts. Regarding the use of songs, teachers can use songs that are more familiar to students. Teachers can use songs that have an English version, as well as with the genre of pop songs with bits of songs that excite students so that students are more motivated in learning French.

The discussion of the results of this study stated that students were initially very interested in using songs as teaching materials, even though the songs used were less familiar to them, but they enjoyed every learning process, especially when group discussions and interactive games were held. They become competitive as the game progresses and can practice the language skills they have just learned. In contrast to previous studies, fortunately this research was held in a place that was supported by facilities such as projectors, speakers and game aids, so learning could go according to plan.

CONCLUSION

Songs as part of literature can be used as teaching materials in French language learning related to telling experiences at A1 level students. Songs can be used to introduce French culture in a fun way and motivate students in French learning activities. In addition, songs can be used as a means of student discussion that can increase interaction between students which aims to develop residual language skills. In learning related to telling past experiences, teachers can use songs at the beginning of learning by creating activities such as compiling song lyrics in groups and then taking parts of the song lyrics as examples of sentences for grammatical explanations related to the past tense. Furthermore, the teacher can make games and grammar exercises to strengthen students' language skills. Next, students will create a mini-project in the form of a monologue telling the most memorable holiday experience. To make the classroom atmosphere lively, the teacher creates a discussion forum. Students can respond and choose the best monologue. Students must speak and interact, one of which is in the form of group discussions so that their language skills can develop optimally in accordance with the principles of Communicative Language Teaching (CLT) which emphasizes students' communication skills.

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Javanese Virtual Communication and Its Politeness Performance in Cyberpragmatics Perspective

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Abstract: *The long COVID-19 Pandemic affected a shift in the use of communication channels and its politeness performance. The phenomenon contributes to a lucrative object of research in cyberpragmatics. Concerning this, the research aimed to explore the virtual politeness of the Javanese netizens in social media based on the cyberpragmatics approach. The discussion focused on how Javanese adopted the Javanese politeness principles in WhatsApp Group (WAG). The observation method was employed to collect the data from the 3 WAGs of Javanese netizens of the 40s of age. All the conversational data were transcribed for textual analysis. The data classification was based on the types of speech acts. The semi-structured interview was applied as well to comprehend the perception of Javanese towards virtual politeness in WAG. The occurrence of virtual tokens was taken into consideration in the cyberpragmatics analysis. The result showed that Javanese politeness maxims were adopted in WAG conversations in a particular way. To this extent, the implementation of politeness maxims among Javanese netizens was not only a communicative strategy but also a representation of their cultural personality marker. Therefore, the violation of the politeness maxims would trigger a conflict. Perhaps, the result of the research would give insight into cultural communicative strategies in social media that is applicable for cross-cultural communication involving Javanese.*

Key words: *social media, politeness, cyberpragmatics, Javanese*

INTRODUCTION

The rapid development of information technology contributes to the massive

change in the communication lifestyle. People are no longer engaged in face-to-face communication only, but also virtual communication by using various social media applications. The global pandemic situation makes the use of cyber communication more intensive than before. Therefore, it contributes to the massive change of politeness strategies in virtual communication. This study explored how the traditional basic politeness principles cope with virtual communication on WhatsApp Group (WAG).

According to the latest data of the Ministry of Communication and Information of the Republic of Indonesia taken from Antaranews that is published on the ministry's website in 2019, WhatsApp is the most used instant messaging platform in Indonesia. The internet users in Indonesia are 171 million and 83% of the 171 million are WhatsApp users. The huge number of WhatsApp users is the abundant data that is interesting to analyze in the field of Pragmatics. To this extent, the study discusses the application of Javanese politeness principles in WAG and the motivation of the members to violate or obey the principles.

The previous study on politeness in WAG of the Spanish family members shows that the disagreement expression is not considered as impoliteness and it is even evaluated in positive terms by some of the participants (Fernández-Amaya, 2019). Politeness and impoliteness perception is contextual. Therefore, the social relationship of the members of the WAG would contribute to the perception of (im)politeness. Meanwhile, the study of politeness in WAG based on gender shows that women are as aggressive as men in delivering their argument towards socially sensitive topics such as religion and sexual behavior disorientation (Junita, 2020). The study did not include specific contexts in analyzing the conversational data. Since politeness study is attached to pragmatics, the study on politeness based on the virtual external context of cyberpragmatics would enrich the previous studies on a similar topic.

Previous studies on Javanese politeness contributed significant particular aspects. However, it needs more exploration due to the shift of communication channels. In his research of Javanese politeness political discourse, Santoso (2015) claimed that political discourse is significantly shaped by basic principles of Javanese culture and that the concept of *rukun* 'social harmony' is important even in a political debate where conflict cannot always be avoided. The significant role of Javanese politeness maxim in establishing harmonious communication is seen in the compliment response of Javanese. Sukarno (2015) stated that Javanese utilize the concept of *andhap-asor* by denigrating himself and having a sense of *tanggap ing sasmita* 'understanding the hidden meaning' while responding to compliments. Consequently, failure to apply one of the cultural factors can be detrimental to the speaker and reduce the harmony of the conversation. Both studies prove that Javanese politeness maxims are essential factors in establishing harmonious communication among the members of the speech community. The current research on Javanese politeness on a gender basis shows that phatic communication is the essential strategy of performing politeness among Javanese women (Widiana, Sumarlam, Marmanto, Purnanto, & Sulaiman, 2020).

Furthermore, Javanese phatic communication has more functions than just the ice-breaking tool. The functions are initiating a conversation, intensifying camaraderie, pleasing others, expressing happiness, and consoling others (Widiana et al., 2020). The study strengthens the importance of phatic communication in performing politeness in the Javanese speech community.

This study offers an insight into politeness performance in the virtual context of Social-Media-Communication (SMC) from a cyberpragmatics perspective. The description of the implementation of Javanese politeness maxims in a virtual context is the main goal of the study. Perhaps, the result of the study would contribute to the current study of virtual pragmatic politeness among Javanese that is interesting to explore since there are not many studies that discuss this matter.

LITERATURE REVIEW

A. Cyberpragmatics

Cyberpragmatics is the current discussion of pragmatics that occurred in the virtual communication era. Cyberpragmatics is a pragmatic analysis of internet-mediated communication (Yus, 2011). The special interest of the cyberpragmatics analysis is the role of sender intentions and the quality of addressee interpretation when the internet-mediated interactions take place along with the employment of virtual politeness. This fact leads to the case of how politeness shifts from direct communication to virtual communication. To this extent, Locher (2013) said that identity and politeness in Computer-Mediated-Communication (CMC) are interesting starting points for researchers to explore. The analysis of conversational data from the cyberpragmatics perspective requires particular contexts with their particular features due to the physical limitation of virtual communication. The elements and functions of the context might shift and change so that the meaning of speech intentions in cyberpragmatics might also change (Rahardi, 2020). One of the significant features of cyberpragmatics contexts is the use of virtual elements, e.g. smileys, emoji, emoticon, avatar, GIF, and virtual stickers, to replace physical contact, express feeling, and clarify meaning. Those elements should be taken into consideration in analyzing the virtual textual data. The effectiveness of the virtual elements to replace physical contact and expression would be a lucrative object of research to explore.

A previous study on cyberpragmatics discussed the typographic alterations from an informal Computer-Mediated-Communication (CMC) to a more formal context. The result shows that variation is less versatile in the formal context than in the informal one (e.g. chats) where other types of variation like capitalization, abbreviations, acronyms, or imitations of a register (e.g. *kinda*) are pervasive (Maíz-Arévalo, 2015). This prior study applied the cyberpragmatics approach since it included typographic variation –e.g. emoticons, repetitions, and onomatopoeia in

the analysis. The next study discussed the compliment response of Balinese women on social media (Sartini, 2019). The result described the strategies of compliment response without explaining much about the importance of virtual elements in the virtual context concerning the response. The current research of cyberpragmatics concerning politeness in virtual public communication shows that positive politeness is the polarity of politeness that is mostly used whereas negative politeness is still outnumbered even with the bald strategy (Zainurrahman & Mintesya, 2020). The more specific study on cyberpragmatics concerning Javanese cultural politeness is interesting to discuss since Javanese is the dominant population in Indonesia. Therefore, this study aims to explore more about the use of Javanese politeness maxims in a virtual cyberpragmatics context.

B. Phatic speech acts

The early theory about phatic communication was introduced by Malinowski (1923) with his concept of ‘phatic communion’ as a type of speech in which ties of union are created by a mere exchange of words. Accordingly, phatic communication is a conversation for its own sake or comments on what is perfectly obvious. In other words, phatic communication is an informal type of discourse that does not cover any functional topics of conversation or any transactions that need to be addressed. Kreidler (1998) supports Malinowski’s opinion by defining phatic communication as a speech act to sustain social relations among members of a speech community by using common phatic utterances such as greetings, farewells, and polite formulas in everyday conversation. Meanwhile, Holmes (2013) reinforces Kreidler’s definition that phatic communication focuses more on the affective aspect than the referential aspect of communication as its emphasis is on spreading social messages instead of specific informative messages.

In the more specific context among friends, phatic communication often supplies a minimum of information, but a maximum of the supportive chat (Aitchison, 1996). Although it is not very obvious, phatic communication plays an important role in establishing social rapport and managing interpersonal distance among members of a community with its various functions. Phatic communication, in general, is used to start a conversation, to break the silence, to gossip, to keep a conversation going, to show hospitality, to create harmony, to build comfort, to express empathy, to express friendship, to show respect, and to express politeness (Jumanto, 2014; Kreidler, 1998; Malinowski, 1923).

The various purposes of phatic communication in building social rapport are likely related to politeness principles. In Malaysia, for instance, hospitality, especially towards foreigners is continuously campaigned for by the call for “Budi Bahasa Budaya Kita” (Politeness is our Culture) campaigns (Kuang, David, & Lau, 2013). Phatic communication is supposed to be part of performing hospitality concerning politeness convention in each culture. Therefore, the discussion of phatic communication is related to politeness.

C. Pragmatics politeness

An important concept in pragmatic politeness is 'face'. The concept of face is a reputation or self-esteem of a person (Goffman, 1967). Moreover, Brown & Levinson (1987) explained that the face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, people cooperate (and assume each other's cooperation) in maintaining face in interaction, such as cooperation based on the mutual vulnerability of face. Thus, Goffman (1967) emphasized that conversation will work if the participants consider politeness as the main thing to make the communication run smoothly. The pragmatic study of face emphasizes how we use language to acknowledge the fact that people have face 'needs'. The concept of face in communication and interaction elaborates that face deals with the 'positive social value' that we should maintain in social interactions. In such a conversation, each of the participants has a certain face so that each of them will produce utterances that take notice of each other's face in such a particular situation. However, an individual's face can suddenly change during a single interaction.

One of the most prominent concepts of the face is 'positive face' and 'negative face' (Brown & Levinson, 1987). A positive face reflects the need to be accepted and respected. A negative face refers to the need for freedom to do what we want and to be independent. The concept of the face which is proposed by Brown and Levinson is closely related to the cooperative principles since the participants of such a conversation will cooperate in maintaining each other's face needs. However, intentionally or unintentionally, speakers often produce utterances that are possible to threaten one or both types of face. This is what Brown and Levinson called 'face-threatening acts' (FTAs). Insults or expressions of disapproval are examples of utterances that are very potential in giving harm to the addressee's positive face. Less dangerous utterances such as requests might be face-threatening to negative face if it is against people's need to be free to do what they want to do.

The concept of face in pragmatics is closely related to politeness. Mey (1998) found that politeness is considered as a conversational maxim, a face-saving activity, or a conversational contract. Moreover, Mey (1998) explained that the politeness principle is a complement to Grice's cooperative principles. Consequently, the principle of politeness is employed to reduce potential friction in such an interaction. In other words, politeness has a role to save each other's faces.

The pragmatics of politeness is introduced by Leech (2014) by the concept of General Strategy of Politeness (GSP). This concept is related to his previous politeness maxims (Leech, 1983). Previously, negative politeness and the positive politeness theory of Brown & Levinson (1987) are a breakthrough in politeness study. The theory has similarities to Javanese politeness maxims but it could not accommodate all politeness performances in Javanese tradition.

D. Javanese politeness maxims

Javanese is culturally a collective society whose members are connected by social norms established by history, tradition, and religion (Endraswara, 2005). Therefore, solidarity and connectedness within a community, known as *Guyub* is a crucial aspect to establish a social bond. The Javanese are connected with everyone in the community and willing to share a brotherly bond. In performing phatic communication, Javanese put *rasa* (feeling) as the priority in keeping social rapport. Hence, what Geertz (1976) calls ‘dissimulation or pretence’, or what the Javanese themselves call *étok-étok* is used as a politeness strategy to avoid imposition. This cultural norm of concealment, of not telling people any ‘gratuitous truths’ applies to the truth about one’s personal feelings, wishes, and intentions (Wierzbicka, 2003).

Javanese politeness strategies in phatic communication are closely related to the traditional politeness maxims consisting of *Kurmat* (Respect), *Tepa Selira* (Tolerance), *Andhap Asor* (Humility), and *Empan Papan* (Self-Awareness) (Gunarwan, 2007). The maxim of *kurmat* suggests speakers give high respect to the addressees. In so doing, the speaker is supposed to select the appropriate Javanese speech level and use the appropriate term of address based on the hearer’s social status. The *tepa selira* maxim expects speakers to place themselves in the addressees’ situation to comprehend what they feel in such circumstances. In *andhap asor* maxim, speakers are supposed to behave modestly and avoid showing off. The maxim of *empapan* is a suggestion for the speakers to be aware of the circumstances of the setting and the addressee’s social status or position to behave appropriately. The other essential maxim of Javanese politeness proposed by Poedjosoedarmo (2009) is *sumanak* (friendliness). The maxim suggests Javanese be friendly and treat his interlocutor as *sanak* ‘relative or family’ to establish a close relation and smooth communication, despite the status and power. The formulation of politeness maxims is guidance for Javanese to avoid conflict. Therefore, the maxims are strictly obeyed to mitigate imposition.

A similar concept of politeness in Chinese tradition is formulated by Gu, (1990). Both Javanese and Chinese politeness maxims are more than just a strategy of communication but the maxims are the moral principles attached to every member of the speech community. Therefore, it is interesting to explore how Javanese politeness maxims are applied in the virtual context of Social-Media-Communication (SMC).

METHOD

The data were obtained through the non-participation-observation method and semi-structured interviews. The textual analysis procedure was conducted within a cyberpragmatics framework to make the research valid. The analytical procedure was the adaptation of Leech’s (1983) means-end method and a heuristic method. The means-ends analysis has a goal to gain a problem solving both from the speaker’s point of view and the hearer’s point of view. From the speaker’s point of view, problem-

solving is a plan (illocutionary act) to get the most likely result (perlocutionary act) by producing certain utterances (locutionary act). The problem-solving from the hearer's point of view refers to the interpretation of the hearer's mental state to comprehend the most likely reason for the speaker's saying certain utterances. In addition to the goal, the speaker might perform the act of preserving the politeness principles (G^{PP}) to maintain good social relations. In other words, the G^{PP} could be the main goal such as in phatic communication interaction. The effect of the speaker's speech act (perlocutionary act) is seen based on the response of the hearer to the speaker's phatic utterances. The cyberpragmatics context comprising the social status of the interlocutors, the form of utterances, and virtual symbol of expressions are taken into consideration to analyze the politeness maxims conducted during the phatic conversation. The politeness maxims utilized by Javanese in phatic communication were discussed based on Javanese politeness principles of *Kurmat* (respect), *Tepa Selira* (tolerance), *Andhap Asor* (humility), *empan papan* (self-awareness), and *sumanak* (friendliness).

A. Type of research

This research makes use of a qualitative type since qualitative research is particularly appropriate for examining the process through its attention to context and particularities (Holland, Thomson, & Henderson, 2006). Moreover, qualitative research finds out about people's experiences (Silverman, 2021). Therefore, this type of research is appropriate for pragmatics study since the result would give an understanding of human experience.

B. Research subjects

The data of this research were 246 virtual conversations in WAG. This study involved 25 Javanese netizens aged between 25 and 50. All respondents were native speakers of Javanese who were raised in a Javanese cultural environment. The similar Javanese cultural background of the respondents is an important aspect to obtain a valid result of the implementation of Javanese politeness maxims in virtual contexts.

C. Research procedure

1. Observation

The conversational data of phatic communication is obtained through the non-participation-observation method by passively observing the conversational texts on five WAGs whose members are Javanese. Then, the transcription of the virtual texts was made for the textual analysis.

2. Interview

The primary conversational data was complemented by the result of the semi-structured interview. The semi-structured interview was conducted on 25 respondents to elicit detailed information on their perception of the

importance of performing virtual politeness in social media communication. The respondents were taken randomly out of the 81 respondents from 3 WAG with similar criteria.

RESULTS AND DISCUSSIONS

The findings of this study provide information on the implementation of the four Javanese politeness maxims by Javanese in their daily virtual phatic communication on WAG. The types of Javanese politeness maxims found in this study are *Kurmat* (Respect), *Tepa Selira* (Tolerance), *Andhap Asor* (Humility), and *Empan Papan* (Self-Awareness).

The result based on the non-participation-observation method shows that *Tepa Selira* maxim was the most frequent maxim used by the Javanese netizens in WAG whereas *Kurmat* maxim was the least. The following table shows the result in more detail:

Table 1:
The Usage Frequency of Javanese Maxims

No.	Maxim	Frequency	Percentage
1	<i>Kurmat</i>	14	5.79%
2	<i>Tepa Selira</i>	112	46.28%
3	<i>Andhap Asor</i>	61	25.20%
4	<i>Empan Papan</i>	55	22.73%
	TOTAL	242	100%

The maxim of *Tepa Selira* was frequently used by Javanese netizens to support each other since Javanese is a communal society that considers togetherness as a priority in life which is known as *Guyub* (solidity). *Kurmat* maxim was rarely implemented by the respondents since they were peer acquaintances. *Kurmat* maxim occurred merely to respect each other due to the social status based on occupation or profession.

The *Kurmat* (respect) maxim occurred when there was a different social status between the interlocutors. Unlike the traditional Javanese principles, deference is implemented in the form of the term of address such as *Mas*, *Kang*, *Den Baguse* for male interlocutors; and *Mbak*, *Jeng* for female interlocutors. The terms of address were not only used among the interlocutors with the age differences but also among peer acquaintances. The following excerpt of virtual conversation explains this matter.

R05: *Piye Kang Nardi? Suk Riyaya isa mudik ora?*
'Kang Nardi, would you be back home on Eid?'

R06: *Durung entuk mudik ki...mudah2an September isa njupuk cuti.*
'I cannot go home....hopefully I could take a vacation in September.'

The term of address *Kang* is used by R05 to refer to R06. Both were classmates at the university and currently live in different cities. Both are from the same hometown. R05 lives in his hometown but R06 works in another city. Although both are of the same age, R05 used *Kang* to refer to R06 for respect since R06 has a high rank in his job. R05 is the online taxi driver whereas R06 works at the governmental institution as the head of the department. Another example is as follows.

R17: **Kang Nardi**, *piye efekmu bar vaksin? Tambah kereng* (emoji of angry giant mask with a thick moustache) *apa tambah keren?* (emoji of a handsome man with a hat, coat, and sunglasses)
'Kang Nardi, how is the side effect of your vaccination? Do you become more fierce or more handsome?'

R18: *Sing pertama wingi ana mumet sithik Jeng...yen sing kedua iki mau lanciiir jaya alias aman terkendali.*
'The first one, I felt a bit dizzy, Jeng...but the second one is fine and smooth.'

R17 and R18 were classmates at the university. R17 is a university lecturer and R18 is the head of the department at a governmental institution. Both are at the same age but they called each other by the addressee terms *Kang* for male acquaintance and *Jeng* for female acquaintance. Based on the interview, both use the terms to respect each other since they had already been the important person in each career.

The maxim of *tepa selira* (tolerance) was implemented by the Javanese netizens to support each other. During the pandemic, supports were related to health, perseverance, and endurance to get through a difficult situation. The excerpt of the phatic conversation is as follows.

R21: *Selamat pagi. Salam sehat selalu* (written in stickers)
'Good morning, Stay healthy.'



R22: *Semangaaat...* 🍊
'Keep going on.'

R23: *Wis ngopi bos.*
'I had my coffee already.'

R21, R22, and R23 were old friends. They were at the same company a long time ago but they resigned and got different jobs. To keep in touch, they made the WAG whose members are the ex-workers at the company. In the conversations, they

greet each other and support each other to keep going on the good life. Based on the interview, both agreed that the use of stickers is more attractive than just writing a text. Therefore, both used eye-catching stickers instead of writing a text. Supports by utilizing *tepa selira* maxims were also seen when one of the members of the WAG was confirmed COVID-19 positive. The conversation text is as follows.

R43: *Assalamu'alaikum kanca-kanca kabeh. Mohon doa ya, aku karo anakku loro karo positif. Padahal bapaké lagi wae mari, saiki wis negatif. Malah genti aku karo anak-anaku sing positif.*

'Assalamu'alaikum friends. Please pray for me, I and both my children are confirmed positive. The father had just recovered and had already been negative right now. However, now, I and the children are confirmed positive.'

R44: *Semangat Jeng. Pasti sembuh. Pokoke mangan sing akeh terus aja lali ditambah vitaminé. Tak dungakna awakmu karo bocah-bocah ndang mari, ndang cepet negative maneh.*

'Don't give up, Jeng. You will be recovered. You've gotta eat much and don't forget to take some vitamins. I pray for you and your children to get well soon and be confirmed negative quickly.'

R43 and R44 were members of the same WAG. Both were classmates at the university. R43 needs support from her WAG friends since she and both her children were confirmed COVID-19 positive. R44 performed *tepa selira* maxim to give support to R43 not to give up. He also prayed for R43 and her children to recover soon. In this case, R44 tried to feel his friend's circumstances by giving support since he knew that his support would be a great consolation for R43.

Traditionally, Javanese are expected to be humble since the act of showing off is an inappropriate and impolite manner in the Javanese community. The previous study proved that Javanese tends to denigrate themselves in responding to compliments (Sukarno, 2015). Concerning this matter, the *andhap asor* maxim is one of the essential politeness principles to establish smooth phatic communication. The example of the implementation of *andhap asor* maxim is provided in the following excerpt of the conversation.

R47: *Piye kabare, boss. Tambah makmur saiki*
'How you doing, boss. You look greater now.'

R48: *Iki dudu boss...tapi bis (grin emoji) 😊*
'This is not boss...but bus.'

The excerpt of the conversation was taken from the WAG of the ex-co-workers. R47 called R48 'boss' since he considered that R48 lived a prosperous life. Responding to R47, R48 implemented the *andhap asor* maxim by saying that he is not a boss but a bus. The response contained a joke to make the conversation more cheerful

and warm. The respondents' answers in the interview showed that being humble is important to avoid conflict. However some Javanese responded to the compliment by thanking instead of denigrating themselves. They believe thanking is polite and would not create a conflict. Here is an example of the conversation.

R13: *Wah...apik men suaramu. Gitaranmu ya keren.*
'What a beautiful voice you have. You're also good at playing guitar.'

R14: *Suwun, Mas* (folded hand emoji) 🙏
'Thanks, Mas.'

Thanking is a common politeness strategy in responding to compliments in a virtual context. It could be performed by writing a text or utilizing an emoji or sticker. Both thanking and self-devaluation strategies were used by Javanese netizens in responding to compliments virtually as the implementation of *andhap asor* maxim. The interviewees in the interview session considered thanking is not less polite than self-devaluation-strategy. The employment of folded hand emoji or other virtual tokens represents *Andhap Asor* (humility) maxim in responding to the compliments.

Capability to do self-adaptation in the different atmospheres of communication is the goal of *empan papan* maxim. Based on a traditional concept, Javanese are suggested to be aware of the context with whom, where, and what about the conversation takes place. The concept is related to the stereotype of Javanese as polite and delicate people (Tiarawati & Wulandari, 2015). Self-awareness includes the capability to select the appropriate speech level to which it fits. The ability of a speaker to use the degree of Javanese speech correctly reflects the politeness degree of the speaker's behavior (Nuryantiningsih & Pandanwangi, 2018). However, speech level selection is no longer significant for nowadays phatic communication. The selection of the speech level is limited to certain diction. Here is the example.

R61: *Aja fotone thok sing di-share. Nomor WA ne barang kudune.*
'Don't just share the pictures. The WA number must be shared too'

R62: *Tiara: 081803422254*
'Tiara: 081803422254.'

R61: *Mangga Mas Dodik, jajal langsung ditelpun.*
'Please try to call her, Mas Dodik.'

The conversation was taken from the ex-co-workers WAG. One of the members, R62 shared the flyer of the next performance of the female Disc Jockey. Then, R61 commented on the flyer by asking the sender to share the WA number of the female Disc Jockey. After R62 shared the WA number, R61 asked another male member in WAG to try to call the female Disc Jockey since he was single. The formal term

mangga of high level Javanese *Krama* was used by R61 to another member of the group that he called *Mas Dodik*. R61 used the term *mangga* since he realized that *Mas Dodik* was the one who deserved respect due to his role as the WAG administrator. However, the rest of the utterances were at low *ngoko* speech level. Another example of the implementation of *empan papan* maxim is as follows.

R95: *Kuwi lho ana jajan ning kulkas. Jupuken cah. Dienggo kanca-kanca kabeh kuwi.*
'There are some snacks in the refrigerator. Have some. It's for everybody.'

R96: *Maturnuwun, bro* (Thumb up emoji and folded hand emoji) 👍🙏
'Thanks, bro.'

Both R95 and R96 are members of co-worker WAG since they work at the same company. R95 left some snacks in the refrigerator in their office and shared the information in WAG. R96 gave a response to the information by thanking him with the formal term *maturnuwun* from high-level Javanese *Krama*. The choice of the formal thanking expression is a politeness performance since both interlocutors are at a similar social status level. Furthermore, the conversation occurred on the office WAG so R96 considered that it was the formal context. It made R96 chose the formal *maturnuwun* 'thank you' instead of the colloquial *suwun* 'thanks'.

The result of the semi-structured interview showed that 20 out of 25 interviewees consider politeness maxims are essential in establishing harmonious communication and building a social rapport in all contexts of virtual conversations. The rest of the 5 interviewees argue that politeness maxims should be implemented in a formal atmosphere only. The implementation of Javanese politeness maxims is not only a strategy of creating smooth communication but also the representation of Javanese cultural identity. Therefore, the violation of the maxims would create a conflict.

However, there is a shift in the implementation of *Andhap Asor* maxims. It is seen in the response to compliments. Traditionally, Javanese should perform self-devaluation to respond to compliments. However, they tend to thank for the compliments instead of performing self-devaluation. Eventually, the politeness shift is accepted by the Javanese speech community as an appropriate attitude.

Even though Javanese politeness maxims have similarities to the concept of Brown and Levinson's politeness, the concept could not explain the shifted use of Javanese speech level concerning politeness. The positive politeness of Brown and Levinson that focuses on the condition of the hearers are related to the *andhap asor* maxim and the *empan papan* maxim. To this extent, *andhap asor* maxim suggests the speakers praise the hearer more than praise themselves. Meanwhile, the maxim of *empan papan* expects the speakers to consider the social status of the hearers to select the appropriate manner and speech level. Selecting the suitable manner and speech level is a particular feature of the Javanese politeness concept. The concept does not exist in Brown and Levinson's positive politeness.

CONCLUSION

This research described the implementation of Javanese politeness maxims in social media. The maxims are a guide to establishing smooth communication among Javanese. *Kurmat* (respect) maxim and *Tepa Selira* (tolerance) are almost similar to Brown and Levinson's negative politeness since the focus is on the addressee. On the contrary, *andhap asor* (humility) and *empan papan* (Self-awareness) that focus on the speaker's manner resemble Brown and Levinson's positive politeness. However, the four Javanese maxims have their peculiar characteristics since they are not only a communicative strategy but more about a moral identity representation of Javanese. Consequently, the violation of the maxims leads to the risk of being excluded from the community.

The implementation of the Javanese politeness maxims in virtual communication contributes to effective and warm communication based on the Javanese philosophy of *semanak* (friendliness). The particular virtual expression symbols like emoji, GIFT, and stickers contribute to the lively and cheerful virtual conversation. Eventually, guidance on the appropriate use of virtual expression tokens is needed to avoid the inappropriate use of the tokens. Yet, the guidance of the appropriate use of virtual expression symbols is not formulated. Thus, it probably triggers the use of inappropriate symbols that potentially create a conflict. More exploration of virtual tokens concerning virtual politeness would be a lucrative object of further research in the field of cyberpragmatics.

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APPENDICES:

Daftar pertanyaan wawancara

1. Apa pendapat Anda tentang pentingnya budaya Sapa Aruh atau tindak tutur fatis?
2. Dalam situasi apa saja Anda melakukan tindak tutur fatis dalam bahasa Jawa?
3. Apa saja fungsi tindak tutur fatis menurut pendapat Anda?
4. Topik obrolan apa saja yang biasanya Anda gunakan dalam melakukan tindak tutur fatis?
5. Bahasa dan sapaan apa yang Anda gunakan untuk melakukan tindak tutur fatis dengan lawan bicara yang sebaya?

6. Bahasa dan sapaan apa yang Anda gunakan untuk melakukan tindak tutur fatis dengan lawan bicara yang lebih tua?
7. Bahasa dan sapaan apa yang Anda gunakan untuk melakukan tindak tutur fatis dengan lawan bicara yang lebih muda?
8. Bahasa dan sapaan apa yang Anda gunakan untuk melakukan tindak tutur fatis dengan lawan bicara yang bergender sama?
9. Bahasa dan sapaan apa yang Anda gunakan untuk melakukan tindak tutur fatis dengan lawan bicara yang berbeda gender?
10. Hal-hal apa saja yang harus dilakukan dan dihindari dalam melakukan tindak tutur fatis sesuai dengan nilai-nilai kesantunan budaya Jawa?

Wardah's Encouragement of Moslem Beauty Image for Indonesian Women

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Abstract: *Wardah's advertisement was chosen to be the subject of this research because it often displays the figure of Muslim women in its advertisements. Beauty is used as a medium to promote cosmetics and other beauty products. The purpose of this research is to show what Wardah's encouragement of Moslem beauty image is for Indonesian women. Qualitative analysis was used to answer the research question. From the research result, the five beauty products advertisements from Wardah is found to display the image of moslem female beauty standard Through advertisements for each product, Wardah wants to convince Muslim Indonesian women who use the hijab, that even if their hair and entire body are covered, this will not affect their beauty because according to Wardah, beauty can arise from within. Wardah also assured Indonesian Muslim women that they could take care of themselves using Halal products from Wardah and look beautiful but still uphold the values of Islamic teachings. Through the advertisements, Wardah tries to convince indonesian women that their products can help to meet the existing beauty images, by still upholding the values of Islamic teachings.*

Key words: *moslem female beauty, beauty image, Wardah, beauty products, advertisement*

INTRODUCTION

Talking about women means there will be talk related to beauty and make up, which nowadays has become a part of women's lives. Make-up is now rampant, and the purpose of using make-up is also diverse, either to beautify oneself or to attract attention from the opposite sex. According to Elianti & Pinasti (2018) make-up is

the art of applying makeup or changing the original shape with the help of cosmetic tools and materials that aim to beautify and cover imperfections so that the face looks ideal.

Of the many beauty products in Indonesia, one of the famous products is Wardah. Wardah is a halal cosmetic brand originating from Indonesia which was established in 1995 under PT. Paragon Technology and Innovation (PT. PTI). Founded by Nurhayati Subakat who currently serves as Commissioner of PT. PTI, Wardah always prioritizes quality to support women to look beautiful according to their character. In addition, through their products, Wardah also emphasized that beauty does not always have to be seen through physical beauty, beauty can also appear from within or what is commonly called inner beauty. According to Elianti & Pinasti (2018) inner beauty relates to the whole personality and psychological and spiritual dimensions that are more eternal.

Wardah's advertisement was chosen to be the subject of discussion for this article because it often displays the figure of Muslim women in its advertisements. The display is considered to be a complement to the halal label carried by Wardah, in order to make potential buyers feel confident about the halalness contained in the cosmetics. Fathamsyah et al. (2019) argue that the use of hijab, closed clothing and the halal tagline has made wardah advertisements a special place in the hearts of Indonesian people, especially Muslims. This is because Indonesia is one of the countries with the largest Muslim population in the world.

Beauty is used as a medium to promote cosmetics and other beauty products. The close association between women and their aspiration to youth and beauty causes beauty products producers to make advertisements that promise those who use the products to look much younger than their actual age and be more beautiful. Saputra (2018) confirms that the public's view of beauty is mostly shaped by what has been portrayed by the mass media, especially advertisements or films. The standards set by the media is making women always look at their beauty only from the appearance. The advertisements on television, radio, magazines and newspapers mostly use beautiful models or artists who have a slim body and white skin for their Brand Ambassador. This is done so that the viewers who watch the advertisements can be attracted by the product and aspire to become beautiful or slim just like the female model. According to Winarni (2010), advertisement is like a propaganda agent that influences people's lifestyles. The public watched beautiful women using beauty products in advertisements and advertising companies using beautiful women so that people would be interested in using the same beauty products.

Many scholars have done studies on advertisements in Indonesia. One of the studies is done by Worotitjan (2014). She did research on beauty in Wardah advertisements. In her research, she found that the female models in Wardah advertisements always wear hijab, a veil worn by some Muslim women in the presence of any male outside of their immediate family, which usually covers the head and chest. It seems that women

wearing hijab and their beauties are the characteristics of Wardah advertisements. According to Asis (2017), the meaning of wearing hijab to the Muslim community are modesty, closeness to God, and maintaining the perspective of a Muslim woman to continue to behave well according to religious rules. What is meant by maintaining perspective here is how women maintain their morals not to do anything that is outside the Islamic teaching. Wardah seems to want to show beauty in accordance with Islamic teachings, because the Wardah advertisement usually shows the life of a woman who wears a hijab, with closed clothes that does not show curves, but can still look beautiful. This article will discuss how Wardah advertisements found in some Indonesian TV channels are giving women a unique beauty image standard.

LITERATURE REVIEW

A. Women beauty image in advertising

Beauty image refers to personal construction and public projection of our bodies. Kuntjara (2001) stated that the image of woman beauty is usually imposing an unachievable standard of physical perfection on women. Women are eager to spend money and time on cosmetics since beauty is something that emanates from the outside. They go to tremendous measures to manipulate and transform their features and bodies when they cannot comply with ideal and unrealistic standards.

Indonesia is a country that has various ethnic groups with different cultures and geographic features. This difference continues on the difference in the meaning of beauty. According to Rizki (2014) beauty standards in Indonesia are very much influenced by the mass media. A book entitled *Branded Beauty: How Marketing Changed the Way We Look* addresses the standards of beauty, of being “helped by Hollywood, television, and fashion magazines” that “successfully globalized standards of beauty” for having women who are “taller, thinner, and fairer” (Tungate, 2011, p. 261). This shows that beauty product companies desire to create a certain image of women’s beauty standards and use media such as television and magazines to shape these standards in society.

Beauty companies and media have constructed the perception that beautiful women are those who have white skin (Syata, 2012). This of course can cause anxiety considering that “It is socially constructed that being beautiful is white” (Syata, 2012, p.7). Initially, Indonesian women are said to be beautiful if they have a tan or fair-complexioned skin, have thick black hair, and have good behavior. However, because of the influence of the media, now women are said to be beautiful if they have white skin like western women.

Advertising holds an important control in how a product represents the image of female beauty. The media has its own interests which in this case is the interest of commercialism in every advertisement they load. The media also tends to

direct the image of women into a consumptive image, because “In beauty product advertisements, the advertiser show woman that represents the image of beauty according to the company’s standard” (Noeryani, 2008, p.2).

B. Media as a promotional media

Advertisement is a media to help marketing to communicate effectively between companies and consumers to face competitors. According to Lukitaningsih (2013), an advertisement is a form of information about a product or service from a producer aimed at consumers through a medium such as magazines, internet, newspapers, or television. Through advertisements, producers want to introduce the advantages of their products to the public, as well as provoke people to be interested and buy these products.

The stiff competition in attracting potential customers has forced advertisers to employ vigorous advertising strategies techniques such as, construct a problem that can only be solved by using their products. Similarly, beauty product companies advertise their products to convince women. (Kaur et al., 2013, p.61).

The sentence quoted above shows that, because of the increasing number of beauty products in society, the companies are doing various ways to sell their products in the market. One way is by using advertising services. Through the advertising media, beauty companies influence consumers that all beauty problems will be resolved if they buy and use the products. Consumers will look beautiful, like the models used in beauty advertisements.

Beauty product companies use technological advances in Indonesia to promote their products. They cooperate with advertising service providers to attract public attention through advertisements on television. Mutoharoh et al. (2015) stated that currently television is very easy to find in every household in Indonesia, making marketing activities of a product through ads on television quite effective. The number of television stations in Indonesia also makes it easier for companies to promote their products on television.

Television is used as an advertising medium because it can display visuals and audio like a film. Febriana et al. (2015), stated that through television, the advertised product is considered to be well visualized and effective. Also, through television, the public can easily remember the brand of a product being advertised. The better the advertisement displayed on television, the higher the consumer’s interest in buying. Television is considered the most effective way to advertise a product and become the top media for advertisement. Through television, consumers can see and hear information about the product’s usefulness or service and influence customers to be interested in buying a product. When consumers are watching television, they are forced to watch the advertisements that appear during the television program breaks. Inevitably the consumers watch the ads, because the “rapid growth of information

technology and electronic media, television has topped the list among the media of advertising” (Durmaz, 2011, p.3).

METHOD

A. Type of research

Data in this study is analyzed by use of applied qualitative research. According to Creswell, “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems” (2014, p. 32). In analyzing the advertisements, Chandler’s (2007) semiotics analysis is used. Therefore, the images of Moslem female beauty have taken into consideration the words, pictures, sounds, body language, and objects as signs to analyze and become findings for the research data.

B. Research subjects

In this study, five beauty product advertisements from Wardah that are shown on ANTV, INDOSIAR, and TRANS TV channels are discussed. The Wardah materials taken for data have the following details:

Production Company : PT. Paragon Technology & Innovation
Founder : Nurhayati Subakat
Distributor : Wardah Indonesia
Country : Indonesia
Language : Indonesia

Products advertised on TV:

a. The first Wardah product advertisement

Title : Wardah Perfect Bright Series
Duration : 15 Seconds
Date : Friday, 16 October 2020
Time : 18:27
TV Channel : TRANS TV

b. The second Wardah product advertisement

Title : Wardah Lightening Series
Duration : 30 Seconds
Date : Saturday, 17 October 2020
Time : 15:00
TV Channel : ANTV

c. The third Wardah product advertisement

Title : Wardah UV Shield: Aqua Fresh Essence

Duration : 15 Seconds
Date : Tuesday, 20 October 2020
Time : 19:35
TV Channel : INDOSIAR

d. The fourth Wardah product advertisement

Title : Wardah Lightening Whip Facial Foam “Feel the Light”
Duration : 15 Seconds
Date : Wednesday, 21 October 2020
Time : 10:00
TV Channel : TRANS TV

e. The fifth Wardah product advertisement

Title : Wardah Hydra Rose #WardahRiseWithRose
Duration : 30 Seconds
Date : Wednesday, 21 October 2020
Time : 16:25
TV Channel : INDOSIAR

C. Research procedure

Several stages were done to collect the data for research. First, the three TV channels were watched: ANTV, INDOSIAR, and TRANS TV to select the advertisements. While studying the advertisements, the product’s name, broadcast time, and duration of the advertisements were noted. Next, images of Moslem female beauty found from each advertising video was then analyzed by using the semiotic method.

RESULTS AND DISCUSSIONS

A. Wardah beauty

Wardah is a local Indonesian cosmetic brand that was founded in 1995 by Paragon Technology and Innovation (PTI). Ever since then, Wardah has been known as the only cosmetic brand that claims its products as being halal. The following are discussions on the five Wardah advertisements shown on TV.

1. Wardah lightening series

This product advertisement shows two women, one person is wearing a hijab and one other person is not wearing a hijab. The two women are depicted as spending their daily lives in front of the gadget screen. The ads states that the blue light from their gadgets can cause the face to become dull.

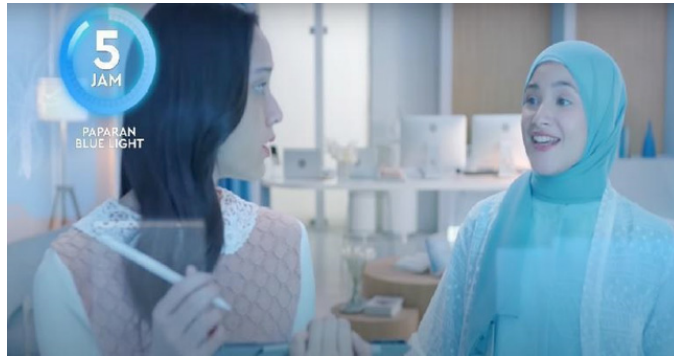


Figure 1:
Wardah lightening series advertisement

Therefore, Wardah offers a solution to treat dull skin through its lightening series. This series consists of a Micellar gentle wash with SPF 30 PA +++ which protects against blue light and UV rays. The Lightening Day and Night Cream promises to brighten facial skin in a healthy, protected and optimal way.

Regarding the existing beauty image, the advertisement shows that women in the advertisement fits Wulan's (2017) explanation of the women's beauty image, where beautiful women are those who look perfect. Perfect here are those who have tall, white, and slim bodies. The criteria mentioned by Wulan that cannot be found in the advertisement is blonde hair. In the advertisement, one woman has black hair and the other is wearing a hijab, the typical representation of Indonesian women.

Uniquely, this beauty product advertisement does not only offer products to make women's skin fairer or whiter, but also offers the idea that women's skin has to be healthy and beautiful. So, in this advertisement, women's beauty image is not limited to a woman who is tall, fair/white, and slim as mentioned by Wulan (2017), but women should have healthy and beautiful skin as well.

The idea that women's healthy skin is important in advertisement is supported by Angouw et al. (2019). Angouw proposes that the beauty of a woman starts with healthy facial skin. The health and beauty of facial skin is very important for humans, especially women because the skin is the outer surface layer that can be seen by others. Skin health that is not properly maintained can cause skin problems; this can certainly affect a woman's self-confidence if she has skin problems. Therefore, skin health is so important for women's beauty.

2. Wardah UV shield: aqua fresh essence

Aqua Fresh Essence is the newest sunscreen product from Wardah. Unlike the previous advertisement, in this advertisement there is only one model who wears a hijab.

This product is advertised as having broad-spectrum protection, 50 times more

optimally to protect the skin from UV A / UV B rays and excess blue light emission. It has an innovative formula of 0% alcohol but still light without feeling sticky, and Aqua fused Technology that makes the sunscreen feel fresh like water and continuously hydrates the skin.

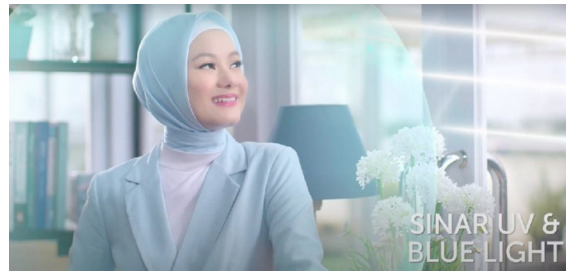


Figure 2:
Wardah UV shield: aqua fresh essence

Following the beauty image, the advertisement shows that the woman in the advertisement fits Ulviana (2016)'s explanation of beauty image, that facial skin that always looks fresh, moist and also not dull are the characteristics of beautiful and healthy facial skin. Furthermore, as mentioned by Wulan (2017), beautiful women have slim bodies, white skin, and are tall, and Wardah demonstrates this image of female beauty through this advertising. Because the woman in the advertisement is an Indonesian wearing a hijab, one of Wulan's beauty image requirements that cannot be noticed from the woman in the ad is blonde hair.

3. Wardah hydra rose

Wardah recently released new products, the Hydra Rose Series. This wardah product is advertised on Indonesian TV stations. As a product that upholds the value of halal, in its advertisement, Wardah uses a model wearing hijab again, but there is also the model that does not wear hijab.

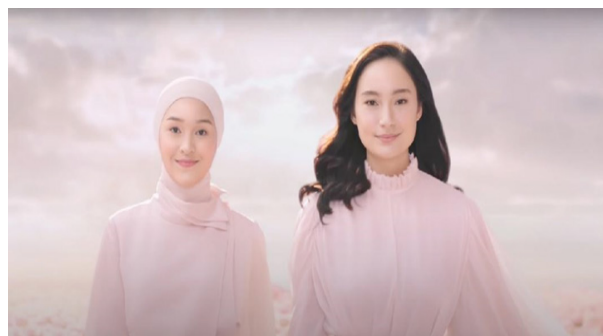


Figure 3:
Wardah hydra rose advertisement

The product advertises the innovation of new ingredients, Avalanche Rose Oil and 72 hours of Hydrating Actives, which can increase the moisture in the skin, lock in hydration, and have a soothing effect to treat dehydrated skin. In the advertisement, there are two products being promoted, namely Petal infused Toner and Micro Gel Serum. Petal Infused Toner with 93% pure rose water and real rose petals which are rich in antioxidants are claimed to be able to restore moisture and make skin more supple. In this toner there is also Allantoin which can soothe the skin that is reddish due to irritation. The Micro Gel Serum containing Hydra moist granules is said to break apart when applied to the face. This serum is enriched with Avalanche Rose Oil with high antioxidants, and also contains Trehalose (a natural sugar found in many plants and fungi) to protect the skin from external stressors and strengthen the skin barrier.

From the advertisement, it can be seen that Wardah uses a model that matches Wulan's (2017) description of the image of women's beauty, that they all have slim bodies, white skin, and tall. Even though the female model in the advertisement does not have blonde hair as mentioned by Wulan because one of them has black hair and the other wears hijab, the black-haired woman appears to have thick and healthy hair. This is suitable with the description of the Indonesian beauty image mentioned by Syata (2012), that Indonesian women are actually categorized as beautiful if they have healthy black hair and have good behavior.

In addition, this advertisement also shows that having a slim body, tall and white skin is not enough. Because in accordance with the existing beauty image, the advertisements also refer to Kristy (2015)'s description of the image of beauty, that a woman is said to be beautiful if she has clean, supple and moist skin; the characteristics of healthy skin.

4. Wardah lightening whip facial foam

Like the previous Wardah advertisements, their product is again advertised on local TV using two models. Although the concept of the model in the advertisement is always the same, one person wears the hijab while the other does not, Wardah always uses a different model for each advertisement.

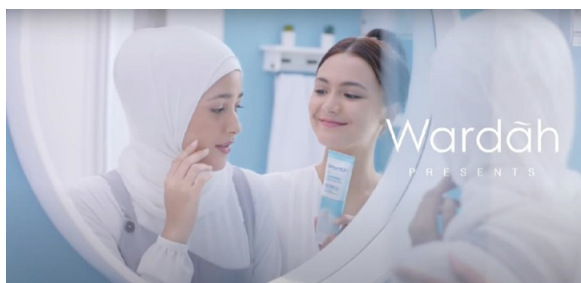


Figure 4:
Wardah lightening whip facial foam advertisement

This facial foam from Wardah's newest series has a texture that is said to be five times softer than regular foam. This facial foam from the local brand is claimed not only to be very gentle but also able to do deep cleansing that can cleanse the face down to the skin pores. To maximize skin brightening, Wardah is advertised to formulate a new series containing advanced niacinamide (a part of the vitamin B3 group that can treat acne scars and prevent wrinkles on the face). This local product is formulated with a blue light protection formula that protects the skin from the harmful rays of the gadget. This product is non-comedogenic, non-acnegenic and alcohol free. The two women in the advertisement above are the embodiment of the image of beauty according to Wardah which refers to Wulan (2017)'s for the image of women beauty, that women must look perfect without the slightest flaw - have a slim body, tall and white skin. Other women's beauty image mentioned by Wulan (2017) that are featured in the advertisement is that women want not only white skin, but also soft, smooth, healthy and radiant skin. Because like what Ulviana (2016) has also said, beautiful and healthy skin is bright skin and not oily, because excess oil on the face can cause the face to become dull.

5. Wardah perfect bright series

Not only producing decorative makeup products, Wardah also launches a series of skincare; one of which is Perfect Bright Series. This product series was first launched in 2018. As can be seen in the advertisement, Wardah shows two models with different dress styles. One of the models is seen wearing a hijab while the other one is not wearing a hijab.



Figure 5:
Wardah Perfect Bright Series Advertisement

As seen in the advertisement, there are two products being advertised, micellar water and creamy foam. Claimed to instantly make faces 3 times cleaner and brighter, micellar water from one of the Wardah Perfect Bright Series products contains cucumber extract which can refresh and brighten the skin. In addition, there is also Niacinamide to moisturize and treat acne problems. The benefit of Wardah Perfect Bright Series is said to clean makeup with only one or two wipes.

Through the advertisement above, although the hair of the two women in the advertisement is not blonde, Wardah again refers to the image of women's beauty according to Wulan (2017)'s criteria, because both have slim bodies, white skin and

are tall. In addition to offering products for brighter skin, through this advertisement Wardah offers products that can cleanse facial skin, because according to Kristy (2015), clean skin will maintain its health and beauty.

Wardah wants to show that they uphold Islamic values in each of their products. In addition, they put forward products that are halal and safe for use by anyone. It is interesting to note that Wardah tries to present something that is different from other standards of beauty in advertisements. However, although Wardah already has their own beauty standards that women can still look beautiful while upholding the values of Islamic teachings, Wardah still shows a cliché image of beauty that fits Wulan (2017)'s explanation, that beautiful women have slim bodies, white skin and are tall; Kristy (2015)'s, Ulviana (2016)'s, Angouw et al. (2019)'s, explanations that women should have beautiful and healthy skin; and Syata (2012)'s explanation that beautiful (Indonesian) women should have healthy black hair.

CONCLUSION

Beauty is the thing most often associated with women. Beauty can also be defined as something attractive to someone who sees it. Beauty in Indonesia is often identified with white skin, tall, slim bodies and black healthy hair or brownish hair. The public's view of beauty is largely shaped by what has been portrayed by the mass media, especially advertisements or films. Therefore, Wardah uses television advertising media to promote their products.

From these advertisements of Wardah cosmetics that are aired on television, it is seen that in almost all of their advertisements this local brand always uses two models in which one of the two models always wears a hijab. It seems that these five advertisements represent Wardah products that show beauty according to Islamic teachings. The advertisements always show a female figure wearing a hijab, and full-covered body clothes that do not show body curves. Through the five advertisements, Wardah wants to show the image of female beauty that Muslim women can still be beautiful even if they wear the hijab, because beauty does not always come from outside or physically, beauty can also radiate from within.

Through advertisements for each product, Wardah wants to convince Muslim Indonesian women who use the hijab, that even if their hair and entire body are covered, this will not affect their beauty because according to Wardah, beauty can arise from within. Wardah also assured Indonesian Muslim women that they could take care of themselves using Halal products from Wardah and look beautiful but still uphold the values of Islamic teachings.

The five product advertisements from Wardah display the image of female beauty that displays the characteristics of each product. Wardah represents the image of beauty by using a female model wearing hijab because Wardah wants to show that beauty does not always come from outside, but beauty can also come from within.

According to Wardah, Muslim women can still look beautiful while still upholding religious teachings.

Through television, Wardah use these five products advertisements to convince Indonesian women that their products have been tested and can help Indonesian women to meet the beauty Images.

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Word Formation of Sundanese Food Names in Instagram Hashtag: A Morphological Study

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Abstract: *Sundanese food names are not only popular in practical social life but also in social media. Sundanese food names are usually found on many social media and one of them is on Instagram. This study aims to identify the word formation in the Instagram hashtags. This paper is also aimed to investigate the most dominant types of word formation in the Instagram hashtags. All of the Sundanese food names used in this research are related to the meals. This paper employs a qualitative method that deals with words, not numbers. The results show that blending is the most dominant type in findings. It indicates that blending is mostly used by Instagram users in their posts.*

Key words: *word formation, Sundanese food, morphological process*

INTRODUCTION

Sundanese is the second largest ethnic group after the Javanese with a population of 45,000,000 million people spread throughout Indonesia, based on data from Indonesia's central statistics agency "Occupying the Second Position is the Sundanese by 15.50 Percent." Nov 18, 2015. Sundanese is very famous for cultural customs but also very famous for the richness of culinary traditions with strong flavors, so it is not wrong west Java is widely used as a culinary tourist destination by many people.

The development of the times also affects Sundanese typical food with the existence of social media today, so the name of Sundanese food can easily be found on social media. One of them is Instagram as the largest social media platform in the world that provides a lot of information about culinary, especially Sundanese culinary. Instagram users are mostly millennials who predominantly use social media

to promote or share information about culinary. On the other hand, they do not always from Sundanese but they use and know the familiar terminology of Sundanese food names. That phenomenon is reflected in hashtags that are followed by many users. Instagram users certainly convey terminology that refers to different types of word-formation.

There are many researchers in the field of morphological processes, but currently, there are still few researchers who conduct research, especially on Sundanese food names of morphological perspective. In fact, there are many patterns that build word formation found in everyday activities. Those patterns reflect the dynamics language and language users.

Morphology is a branch of linguistics that appears to identify and categorize the patterns of words in its research. “Morphology is the study of the form(s) or word structure or sometimes called as the study of morphemes (Sujatna, et al, 2016).” It can be in the form or structure of words or even sometimes called morphemes. Starting from the smallest unit that can be identified as a free and bound morpheme. Free morphemes can stand on their own but are different from bound morphemes that bind themselves to other morphemes.

Meanwhile, this study discussed one of the topics in morphology is the formation of words against social media phenomena. All of the Sundanese food names used in the study were related to meals, the purpose of the study was to identify the word-formation in the Instagram hashtag and also to investigate the most dominant types of word-formation in the Instagram hashtag.

The authors hope the study can add to the researcher’s knowledge and horizons in the word-formation of Sundanese Food, especially on the social media platform Instagram.

LITERATURE REVIEW

This chapter consists of explanation from types of word formations that will be discussed in data analysis. It only contains the theory related to the findings as the table 1 in theoretical outline. They are compounding, blending, and reduplication.

Table 1:
Types of word formations discussed in this paper



A. Blending

Blending words such as brunch, camcorder, and the others are familiarly found in language use. Lieber (2004) remarks that blending is a process of word formation in which parts of lexemes that are not themselves morphemes are combined to form a new lexeme. Words in blending words have no relation to each other such as the words *aci* and *dicolok in cilok*.

B. Compounding

Compound words refer to two words that mostly reflect new meanings. It is different from the phrase that contains two lexical meanings. The words such as *White house* and *white house* refer to different references. *White House* as the compound word is associated with government officials in United State. *White House* as phrase refers to the house that is basically white. In compounding, two or more lexemes are combined into a new word (Booij, 2005).

C. Reduplication

Spencer states that (2001) reduplication is a morphological operation that is followed by copying of that stem and association to the template. Similar to that statement, Lieber (2004) remarks that reduplication is a morphological process in which all or part of the base is repeated. The word such as *zigzag* is an example of this word-formation.

METHOD

This paper employs qualitative method that deals with words, not numbers. Qualitative methods consist of three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observations; and (3) written documents (Patton, 1990), also according to Sutopo (2002), descriptive research refers to a detailed and in-depth description of a phenomenon that happens in the field of study. Sutopo (2002) also stated that the data in qualitative research are words, sentences, or pictures that have stronger meaning than number and frequencies.

Sutrisno Hadi (1983: 3) says collecting the data, classifying the data, analyzing the data, interpreting the data, and finally drawing conclusions without making generalizations carry out the descriptive method. Narbuko and Achmadi (1997: 44) also state that a descriptive method is a research method that tries to give the solution to a problem based on the data.

Based on the definition and criteria such as collecting the data, classifying the data, analyzing the data, interpreting the data, and drawing conclusions about the data, this type of research can be classified as a descriptive method. It is called qualitative since it is a type of research that does not include any calculation or enumeration (Moeleong, 2002: 2). Moreover, Subroto (1992: 6-7) states that qualitative research is a kind of

research that is not designed to use statistical procedures. Then, he mentions that the data used in qualitative research are in the form of words, sentences, discourses, pictures, diaries, memorandum, and video.

In this paper, the writers firstly search the data in the Instagram hashtags to gain the different types of word forms. Second, the data obtained are categorized into different types of word formations. Third, the most dominant type is provided in the chart. The data are taken from the Instagram application, a specific Instagram hashtag that is followed by many Instagram users. The writer searches some words to gain the most frequent word in the Instagram hashtag to know the use of words in posts. The data are randomly collected in December 2020 to gain the actual use of words.

RESULTS AND DISCUSSIONS

This chapter provides the types of word formations in the Instagram hashtags. The words are familiar in Indonesian culinary which is shown in table 2 below. The explanations are served after data is presented in the table. Each data will be described by conveying its frequency in the hashtag.

Table 2:
Findings of word formation in Instagram hashtag

Blending	Compounding	Reduplicating
Cireng	Nasi liwet	Arem-arem
Cilok	Tutug oncom	Bala-bala
Cipuk	Empal gentong	Awug-awug
Cimin	Genjer oncom	
Cilung	Nasi timbel	

A. Blending

1. Cireng (aci digoreng)

This word is found in the hashtag #cireng that is posted about 232.000 times. This word contains two different syntactic categories namely aci as noun and digoreng as a verb. Both two words refer to the form and process of a Sundanese food name.

2. Cilok (aci dicolok)

This word is discovered in the hashtag #cilok that is posted about 211.000 times. This word contains two different syntactic categories namely aci as noun and dicolok as a verb. Both two words refer to the form and process of a Sundanese food name.

3. Cipuk (aci kurupuk)

This word is found in the hashtag #cipuk that is posted about 43.700 times. This word contains two syntactic categories namely aci as noun and kurupuk as a noun as well. Both two words refer to the form of a Sundanese food name.

4. Cimin (cilok mini)

This word is discovered in the hashtag #cimin that is posted more than 5000 times. This word contains the blending word cilok which is combined in a word. This word contains two different syntactic categories namely aci as noun and mini as an adjective. Both two words refer to the form of a Sundanese food name.

5. Cilung (aci digulung)

This word is found in the hashtag #cilung that is posted more than 1000 times. This word contains two different syntactic categories namely aci as noun and digulung as a verb. Both two words refer to the form and process of a Sundanese food name.

B. Compounding

1. Nasi liwet

This word is discovered in the hashtag #nasiliwet that is posted about 109.000 times. This word refers to two same syntactic categories, namely nouns. The combination of two words becomes one new meaning in this data. Both two words reflect the form of a Sundanese food name.

2. Nasi timbel

This word is found in the hashtag #nasitimbel that is posted about 22.600 times. This word refers to two same syntactic categories, namely nouns. The combination of two words becomes one new meaning in this data. Both two words reflect the form of a Sundanese food name.

3. Empal gentong

This word is discovered in the hashtag #empalgentong that is posted about 21.900 times. This word refers to two same syntactic categories, namely nouns. The combination of two words becomes one new meaning in this data. Both two words reflect the form of a Sundanese food name.

4. Tutug Oncom

This word is found in the hashtag #tutugoncom that is posted more than 5000 times. This word refers to two same syntactic categories, namely nouns. The combination of two words becomes one new meaning in this data. Both two words reflect the form of a Sundanese food name.

5. Genjer oncom

This word is discovered in the hashtag #genjeroncom that is posted more than

100 times. This word refers to two same syntactic categories, namely nouns. The combination of two words becomes one new meaning in this data. Both two words reflect the form of a Sundanese food name.

C. Reduplication

1. Arem-arem

This word is found in the hashtag #aremarem that is posted about 11.600 times. If words are separated as arem only, people mostly cannot recognize it anymore.

2. Bala-bala

This word is discovered in the hashtag #balabalahaneut that is posted more than 500 times. The writer uses the diction haneut in hashtag because the terminology bala-bala can refer to something different. If words are separated as bala only, people mostly cannot recognize it anymore.

3. Awug-awug

This word is found in the hastag #awugawug that is posted in more than 100 times. If words are separated as awug only, people usually can recognize it.

Figure 3.
The frequency of word-formation in Instagram hashtag

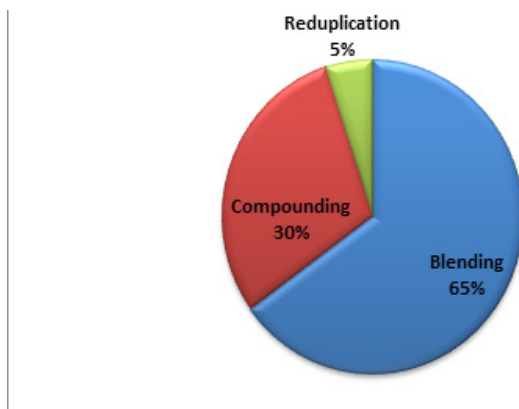


Figure 3 represented by the chart shows that the most dominant type of word formation in findings is blending. Blending represented by blue color in pie exists in 65% proportion in findings. Compounding represented by red color in pie takes 30% proportion in findings and reduplication represented by green color has 5% proportion in findings.

CONCLUSION

The results show that Instagram users mention the Sundanese food names in their daily posts. The posts can contain information about Sundanese foods or promotion

of foods. Blending has the biggest proportion based on the hashtag. It indicates that blending is mostly used by Instagram users in their posts. The blending words such as *cireng*, *cilok*, *cupuk*, *cimol*, *cilor*, *cilung*, and the others are familiar in Instagram users.

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Code-switching Between Two Indonesian YouTubers: A Case Study of a Podcast Talk Analysis in Deddy Corbuzier's

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Abstract: *This article investigates the phenomenon of code switching that occurs in video podcasts on Youtube. This study aims to reveal the types and reasons for code switching found in YouTube videos “Nessie Judge, Loe Tau yang Nonton Gue Cuma 100 Orang?!” on Deddy Corbuzier’s YouTube channel. The speakers in the video are Deddy Corbuzier as the host and Nessie Judge as a guest. This study uses a qualitative approach. The data were taken from transcript of the podcast conversation. Hoffman and Poplack’s code switching theory was used to analyze the generated data. The analysis identified three types of code switching found in the videos: inter-sentence switching, intra-sentence switching, and tag switching. There were seven reasons why speakers use code switching. They are talk about a certain topic, interjection, being empathic about something, revealing group identity, intent on clarifying the content of the interlocutor’s speech, quoting others, and repetition used for clarification. The results showed that the most common type used in video was intra-sentential switching, and the most common reason why speakers used code switching was to talk about a specific topic.*

Key words: *code-switching, YouTube, podcast*

INTRODUCTION

In this modern era, many people spend most of their time using social media. The phenomenon of code switching is interesting to discuss because it has become a social trend in Indonesia. According to Hidayati (2011), Indonesian people who master more than one language tend to use several different languages in communicating. This means that Indonesia is a multilingual country that affects the occurrence

of code switching anywhere and anytime in society. Many Indonesians, especially entertainers who are used to code switching, tend to choose certain languages for certain purposes and reasons. They like to do code switching on social media such as videos on YouTube, Instagram, and Twitter.

Podcasts, originally, are a series of spoken word digital audio files that users can download or stream on their personal devices for easy listening. Recently, podcasts have been adapted into video formats. In this version, listeners can see and listen to the podcaster while talking to their partner. Deddy Corbuzier is one of the YouTubers who brought podcasts into the new digital era. Deddy Corbuzier has gained around 11 million subscribers and has uploaded more than 660 videos, while Nessie Judge has more than 6 million subscribers. This research will use one of the podcast series entitled “Nessie Judge, Loe Tau yang Nonton Gue Cuma 200 Orang!?” This video has been viewed by more than 2.7 million people and received more than 13,000 likes. The duration is 41 minutes 21 seconds.

Deddy Corbuzier’s podcast presents a different side of the interview, which is different from what people see on TV. In podcasts, conversations run smoothly without being cut, edited, or restricted by some viewing rules. So the conversations people watch on YouTube happen naturally. Deddy Corbuzier usually invites a guest to be his partner to discuss something. These guests usually come from entertainers, such as presenters, singers, actors or actresses, celebrities, or even other YouTubers. In this study, the author will take one of Deddy Corbuzier’s podcasts in collaboration with a YouTuber, Nessie Judge.

Deddy Corbuzier and Nessie Judge’s YouTube video is interesting to be researched on because it shows how these people are bilinguals because they often use code-switching when they are talking to each other. The following questions becomes a guideline for this study:

1. What types of code-switching happen in Deddy Corbuzier’s podcast?
2. What are the reasons for code-switching used in Deddy Corbuzier’s podcast?

By finding answers to the questions, the results of this study are expected to contribute to the teaching-learning process in the Sociolinguistics class, particularly in the field of code-switching.

LITERATURE REVIEW

A. Code switch

Code is a system used by people to communicate with other people. It is also used to refer to any signal system, number, word, which carries a concrete meaning (Harya, 2018). Meanwhile, code switching is the switching between two or more specific codes whenever a bilingual or multilingual person chooses to speak. Switches can include a single word or just a short utterance (Wardhaugh, 2006).

Different researchers have defined code switching in several ways. They also spell it differently, such as code switching, code switching, and code switching. However, the spelling “code switching” was adopted in this study. Wardhaugh (2006) defines code switching as a process in which a person who has access to two codes decides to switch from one code to another in the same conversation. The switch can be a word, phrase, or sentence.

In addition, Holmes (2013) classifies code switching based on its type. Metaphor changes occur when the topic of conversation changes, such as formal-informal, serious-humor. Situational switching occurs when speakers find that they speak a certain language in one situation, but the topic of conversation remains the same. Although people may know more than two languages, usually only one language is spoken at a time (Romaine, 1994).

B. Code switching and code mixing

Code switching and code mixing have strong similarities. According to Maghfiroh (2018), code mixing refers to mixing several parts of another language such as words or phrases in a particular topic without violating any grammatical rules and can involve different levels of language. Meanwhile, code switching is defined as a process in which a bilingual who has access to two codes, decides to switch from one language to another in the same conversation. Furthermore, in code switching, switching between two languages usually occurs in the form of sentences or clauses. Code switching is called switching when there is a change in topic or situation that causes the speaker to switch the code to another language while code mixing occurs without changing the topic or situation in one sentence. Another difference can be seen from the situation that occurs. Code switching can occur in both formal and informal situations, while code mixing is more common in informal situations.

C. Code switching types

Poplack (1980, pp. 613-615) as quoted in Wibowo et al. (2017) classify code switching into three categories: Tag Switching, Inter-sentential Switching, and lastly Intra-sentential Switching.

1. Inter-sentential switching

Inter-sentential switching is a transition between sentence boundaries where one clause or sentence is in one language, and the next clause or sentence is in another language. Code switching between sentences occurs when the speaker completes one sentence in the first language and switches to another language in the next sentence.

2. Intra-sentential switching

Intra-sentential code-switching is code-switching that occurs within a sentence or clause. The switch can be a foreign language word, phrase, or clause inserted in the base language sentence. This means that speakers use two languages in one sentence.

Where the transition occurs within the boundary of a clause or sentence.

3. Tag switching

Tag-switching is when tags and specific set phrases in one language are inserted into an utterance in another language. It means that the speaker started the sentence with one language and inserted a short-expression (tag-like switch) in another language at the end of the sentence to emphasize his/her opinion.

D. Reasons of code-switch

According to Hoffman as cited in Novianti (2013) namely the occurrences of code switching types, languages used, and the reasons why the respondents switch their language in communicating in Twitter. The study involved the students of English Education Department who had already signed up as Twitter users as the respondents. In this study, the data were the tweets used by the respondents and the responses of the questionnaires. To identify code switching types in the tweets, Poplack's framework (1980) there are seven reasons why people use code-switching in their conversation.

1. Talking about a certain topic
2. Quoting others
3. Be empathetic about something (show solidarity)
4. Interjection (Inserting sentence filler or sentence connector)
5. Repetition is used for clarification
6. Intention to clarify the content of the speech to the interlocutor
7. Expressing group identity.

METHOD

A. Research design

This study uses a qualitative approach. Azwar (2009) as quoted in Rahayu & Herudjati (2015) states that qualitative research analysis focuses on the logic used to conclude. So, data were collected from YouTube downloaded from YouTube channel Deddy Corbuzier and notes made by the author while observing and listening to YouTubers.

B. Data collection elicitation

1. Source

According to Yin (2011), the relevant subject for observation may be the individual

characteristics of people, including their clothing, gestures, and nonverbal behavior or interactions between or among people. Specifically, the focus of this research is code switching that occurs in the interaction between Deddy Corbuzier and Nessie Judge in their video entitled “Nessie Judge, Loe Tau yang Nonton Gue Cuma 200 Orang!?” The authors use and analyze the video in the first 30 minutes.

2. Procedure

The author uses video transcription as a support to get more accurate data. The following is a data collection procedure.

1. Watch the video
2. Transcribing data
3. Mark the data

3. Data Analysis

Hoffman’s theory is used to analyze why speakers use code switching when speaking. All data is taken randomly from the conversation. Then, the authors calculate the percentage of the overall data obtained and presented in a table.

RESULTS AND DISCUSSIONS

The analysis focuses on the code switching found in the conversation between Deddy Corbuzier and Nessie Judge. The data is then analyzed based on the theory of Poplack and Hoffman. In this section, the author will present the results of the research. Here’s the analysis:

A. Types of code switching

1. Intra-sentential switching

Speech 1:

Deddy Corbuzier: “Iya gitu.. karena kalo gua lihat konten lu *itu* **research nya gila loh kan.**”

Nessie Judge: “*Lumayan lumayan.*”

Deddy Corbuzier: “*Maksudnya* **you do research for that.**”

The above utterance can be categorized into intra-sentential switching. This is because the speaker starts his sentence in Indonesian, then he changes his language to English in the middle of the sentence. Here the switching happened because the speaker wanted to show his emphasis. Deddy Corbuzier showed his amazement by saying, “you do research for that” in English. His emphasis can be seen from his intonation.

Speech 2:

Nessie Judge: “Iya kita **compile**, kita nggak mungkin ketika kita riset, sourcenya tuh less than ten sources itu nggak mungkin. Kayak pasti bakal lebih. Kita nggak mau kelihatan kayak “Oh ini kayaknya **copy** dari **list** ini deh.” itu tidak mau. Kita punya **list** kita sendiri.”

This utterance above can be categorized into intra-sentential switching because the switching occurs within sentence boundaries. The reason in this utterance is classified into talking about a particular topic. Because, in this utterance, the switching happened when the speaker inserted some terms in English related to the research process.

Speech 3:

Nessie Judge: “Kayak maksudnya mestinya kita sebagai **creator**, juga punya tanggung jawab itu gak sih. Kayak apakah kita mau lima tahun dari sekarang ketika orang **look back**, “Wah ini kan yang dulu wik wik video..video wik wik.”. **No. We don’t wanna be that.** Seorang **creator** adalah kalau dalam artian **creator** aku, adalah seorang **artist**. Seorang yang membuat sesuatu. **Create something. Creator.**”

In the utterance above, the speaker seemed more comfortable using the English word “creator” and “artist” rather than their Indonesian word which is “*pencipta*”. So, the speaker switched her language several times by inserting English word in the middle of her sentence. Since the switching occurred in the middle of the sentence, this utterance is intra-sentential switching. The reason in the above utterance is expressing a group identity. She switched her language when she wanted to identify herself as a YouTube creator. She switched her language when she mentioned “creator” several times. The word “creator” usually refers to a person that creates a video on YouTube.

2. Intra-sentential Switching

Speech 1:

Nessie Judge: “Hahaha iya. Aku hampir selesai sekarang. **I’m just doing my thesis. Hopefully.**”

In the above speech, there is a transition between sentences. Nessie Judge had done her first sentence, “*Iya. Aku hampir selesai sekarang*” in Indonesian before switching her language into English to say, “I’m just doing my thesis. Hopefully”. Because transitions between sentences occur, these utterances can be categorized into inter-sentential switching. The code-switching in the example above happens when there is a change of the topic in the conversation. So, the reason for this utterance is talking about a particular topic.

Speech 2:

Deddy Corbuzier: **“You love doing it?”** *karena banyak YouTuber YouTuber yang kepengen jadi gitu ya yaudah dia bikin nggak pake research, nggak pake apa, dia cuma..”*

This utterance is included in inter-sentential switching because the speaker has done his first sentence in English and uses Indonesian in the next sentence. The reason for the switching is being emphatic about something. In this case, Deddy Corbuzier used English to express his amazement toward Nessie Judge. It can be seen from his intonation.

Speech 3:

Deddy Corbuzier: **“Asal gak merugikan orang lain. Oke. Do you do col-labs with a lot of people?”**

In the above utterance, the speaker wanted to end the previous topic by saying “okay” in the same code as his first sentence. In the following sentence, he wants to start a new conversation topic by asking an English question. He switches between the two sentences so that this example can be categorized into intra-sentential switching. Here, Deddy Corbuzier was using code-switching to talk about a particular topic which is content on YouTube.

3. Tag Switch

Speech 1:

Nessie Judge: **“Well... em... menurut aku dalam sisi apa nih?”**

In the example above, the speaker switches to English by inserting a sentence filler. She uses “well” before continuing her sentence in Indonesian. Inserting short-expression is classified into a tag-switching. The speaker has used code-switching for an interjection purpose.

Speech 2:

Deddy Corbuzier: **“Lu nggak pernah mencoba untuk mencari orang yang ngata-ngatain lo apa engga? oh ya really?”**

From the example above, there is a switching in the form of a short expression. The speaker switches from Indonesian to English by inserting short English phrases “oh ya benar-benar”. A question mark also follows the insertion. Therefore, this example is included in tag-switching. Here, the speaker used code-switching for interjection purposes.

Speech 3:

Deddy Corbuzier: **“That’s not artist kan?”**

There is a switch in form insertion as a short expression. The insertion is a short

Indonesian expression “*kan*” as the last word that appears in the form of a question mark “?”. The transition occurred from English to Indonesian. Therefore, it can be categorized into tag switching. In the above example, the speaker code-switch by inserting a short expression in Indonesian while the entire sentence was in English. Inserting a short expression is classified into interjection purpose.

B. The percentages of the type of code-switching used in the YouTube

In this research, the writers found that Intra-sentential switching is the most common type used in the video. There are 39 examples of inter-sentential switching, 86 examples of intra-sentential switching, and 13 examples of tag switching from the data analysis. The result of the data analysis is shown in the table below.

**Table 1:
Type of Code-Switching**

Speaker	Inter-sentential		Intra-sentential		Tag switching	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Deddy Corbuzier	19	13.8%	43	31.15%	6	4.3%
Nessie Judge	20	14.5%	43	31.15%	7	5.1%
Total	39	28.3%	86	62.3%	13	9.4%

The table above shows intra-sentential switching is the most common type used by the speakers rather than inter-sentential or tag switching. It might be because intra-sentential seems easier than inter-sentential. In intra-sentential, the speakers only insert a word from another language (English) that they know, while in inter-sentential, they have to speak the whole sentence. It is also related to the speakers’ educational background who have ever studied abroad. Deddy Corbuzier and Nessie Judge do a lot of code switching because both of them are bilingual and they can understand each other. Their ability to speak English fluently influenced them to mix their language when they are talking by inserting a lot of English words. Switching from one language to another when they are talking seems to have become their habit, especially when they talk to other bilinguals.

C. The percentages of the reason why the speakers used code-switching in YouTube

The following table shows that the most common reason which makes Deddy Corbuzier code-switching is talking about a particular topic (27.9%), followed by repetition used for clarification (25%). Same as Deddy Corbuzier, the most common

reason which makes Nessie Judge code-switching is also talking about a particular topic, which is followed by interjection (20%). The most common reason is talking about a particular topic because, according to the YouTube video, the topics they discussed were mostly about Nessie Judge’s journey of career. It makes them focus on some particular topic like education, experience, and career of Nessie Judge, and the switching occurs within their conversation.

Table 2:
Reasons of Code-Switching

Reasons	Deddy Corbuzier		Nessie Judge	
	Frequency	Percentage	Frequency	Percentage
Talking about a particular topic	19	27.9%	29	41.4%
Being emphatic about something	15	22%	12	17.1%
Quoting somebody else	1	1.5%	2	2.9%
Interjection	14	20.6%	14	20%
Expressing identity of the group	1	1.5%	4	5.7%
Repetition used for clarification	17	25%	7	10%
The intention of clarifying the speech content of the interlocutor	1	1.5%	2	2.9%
Total	68	100%	70	100%

When talking about a particular topic like career or education, the speakers inserted some English words related to the topic. Inserting some words from English language that are related to the topic they discuss seemed to make their conversation run more smoothly. Sometimes, the speaker also code-switches when they have difficulties to find the exact words in the language that they use. Moreover, the switching also happened when the speaker wanted to start a new topic of the conversation. So, it can be concluded that talking about a particular topic becomes the most common reason because the speakers need to find the original form of some terms related to the topic they discussed and also the intention to switch when there is a change of the topic of the conversation.

CONCLUSION

In analyzing the data containing the utterances or sentences made by the above two speakers, Poplack's theory of code-switching (1980, p. 613-615) as cited in Wibowo et al. (2017) was employed. There are three types of code-switching. They are intra-sentential switching, inter-sentential switching, and tag switching.

The findings revealed that there were 86 utterances categorized into intra-sentential switching, 39 utterances categorized as switching between sentences, and fourteen utterances categorized as tag switching. It can be concluded that code switching occurs in the speech made by two speakers, Deddy Corbuzier and Nessie Judge, in the video podcast. Furthermore, intra-sentential switching is the most frequently used in conversation.

Regarding the reasons for using code-switching, the study also found the reasons which make the two speakers used code-switching in their utterances. In analyzing the data, Hoffman's theory of code-switching was applied. The writer found that there are seven reasons for code-switching happened in the conversation between the two speakers. They are talking about a particular topic, being emphatic about something, quoting somebody else, interjection, expressing identity of the group, repetition used for clarification, and intention of clarifying the speech content of the interlocutor. It can be concluded that the most common reason which makes the two speakers use code-switching is when talking about a particular topic which occurs 19 times by Deddy Corbuzier and twenty-nine times by Nessie Judge. When they were talking about a particular topic, sometimes they lack the exact word for the concept they want to express in the language being used which leads them to code-switch. Switching from one language to another when they talking seems to have become the habit of bilinguals, such as Deddy Corbuzier and Nessie Judge.

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Tiktok as a Product of Popular Culture

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Abstract: *Pandemic Covid-19 in 2020 has made us unable to do activities in public places. We were forced to keep in a distance with society by staying at home. Unfortunately, staying at home can make people feel bored because they cannot have fun outside. Yet, there is one social media that assists us to stay connected to people. It is TikTok. It is an application, created in China in 2016, that has drastically increased in its number of members since the pandemic. The high number of members and its scattered popularity in various countries makes this application a Popular Culture. This paper discusses how Tiktok qualifies as a Popular Culture. The criteria are found to having the characteristics of creating satisfaction, is cheap, easy to get, and massively produced.*

Key words: *Tiktok, popular culture, social media*

INTRODUCTION

In 2020, the whole world was hit by the Covid-19 pandemic, which gave a big impact to people's lives. One of the impacts was the physical distancing that people need to do. This distancing was forcing people to stay at home and minimize social activities with others. With limited interactions outside, people increase their use of social media at home. People were using social media not only for work and education but also for entertainment to decrease the boredom and fatigue caused by sitting at long hours in front of the gadgets. For students, this can affect their mental condition and academic results (Herdiana, Rudianta & Suprianta, 2021). To reduce boredom, people are advised to look for activities so they can stay productive at home. Those activities can be done by exercising, cooking, making or just watching videos, such as on Tiktok.

Tiktok is a video application that has been popular application, during the pandemic of Covid-19. It was reported in 2020 that there were already 800 million

members and it has attracted people from all over the world (Massie, 2020). Because of this, Tiktok experienced rapid development and became a popular culture (Hasiholan, 2020). Kusumawardhani & Sari (2021) also considers TikTok as an attractive mass culture.

Actually Tiktok is not a new social media application. It has existed since 2016 in China and have been used by Indonesians since 2017. At first, Tiktok was considered as a media that gave a bad influence for children (Adawiyah, 2020) who imitated Tiktok stars who danced sexy moves or sing adult lyrics, which are not suitable for children. Therefore, in 2018 Tiktok was once blocked by the Indonesia Ministry of Communication and Informatics for a week. Yet, in 2020 Tiktok became a platform that was sought by people as a media for entertainment and self-expression. The popularity of Tiktok relies on its simplicity and user friendly characteristics. Tiktok users can create short videos with the choices of 15 seconds, 60 seconds, and the newest update is 3 minutes. The video is then created by providing various features such as music and several other interesting filters according to the user's wishes. People can make any kind of video they want. The video that can be found are also various. For example, people can upload a dance video, cooking recipe, music cover, tutorial for daily life hack, parody, and many more. With this function Tiktok is providing entertainment in an exciting compact version.

LITERATURE REVIEW

A. Tiktok application

An application that became the grounding for Tiktok's popularity was an application called Musical.ly. Merged with the developer of Tiktok, Byte dance made the application popular in China in 2016 (Jaffar, Riaz & Mushtaq, 2019). As an application to creating a short video, users can choose many kinds of music provided in Tiktok as the musical background for the videos. This feature makes Tiktok different from other application because it also trains people to show their creativity. If someone creates his own song, he can record his music and put the video on Tiktok. Then someone else can use the music as the background music. This unique feature makes Tiktok continually used by its members.

In addition, Tiktok has a main page, called *ForYouPage*, which allow users to scroll for many other videos to watch. The videos are limitless, so people will feel as not running out of videos. Ngangom (2020) reports that Tiktok's algorithm succeed in providing videos that often matched with user's interests. Although fun, this feature can give a negative side for users because users may be addicted to using Tiktok and forgot about their time for other obligations

Until August 2021, the most followed account in Tiktok is Charli D' Amelio with more than 120M followers. Charli is the first Tiktok star who reached 50M followers

(Kennedy, 2020). Her contents are mostly about dance, because basically she is a dancer.

In Indonesia, Tiktok came in 2017. In its first debut, two names, Bowo and Nuraini, became TikTok stars. Bowo Tiktok or Bowo Alpenliebe was a boy who uploaded videos of himself doing lip-sync. Although he became a TikTok star, he was considered as giving a negative impact to young viewers who were below 17 years old. This is because the lyrics that he used in his lip-sync were considered inappropriate for youngsters. Although there were haters, as a TikTok star who became viral, Bowo continues to hold a meet and greet with his fans and collect fees from fans, who want to have photographs with him.

Tiktok in Indonesia has also made Nuraini, a star. Her famous video is her parody of the song entitled “*Lagi Syantik*” by Siti Badriah. She changed the lyrics into a verse about Iqbaal Ramadhan, a popular Indonesian male actors. Her parody became viral because she showed interesting her facial expressions when singing the song on Tiktok.

There are several motivations on why people are using Tiktok. According to Omar & Dequan (2020) this study investigated how people use TikTok in terms of consuming, participating and producing behaviors, and examined the role of personality traits and users’ motivation as predictors to this integrated usage behavior. An online survey was conducted to recruit 385 TikTok users using online network sampling technique. Our findings suggest that it was users’ motivations, not personality traits, that have significant influence on TikTok use. Results show that users’ motivations-namely archiving, self-expression, social interaction and escapism-are significant predictors to TikTok usage behaviors but differ in levels and influence. This study contributes to both the theoretical and the empirical understanding of media use in a user-generated media (UGM):

1. To have an interaction

TikTok provides a social interaction by giving features such as follow, comment, like, share, upload and duet the video. The duet feature is unique because it allows a user to do a duet with another singer by making a video side by side.

2. To save or archive memory

Tiktok provides a facility where users can save their videos privately just to remind users about a special occasion in their lifetime.

3. To express themselves

By expressing themselves, people can show their individual beliefs and needs, in addition to validating their self-concepts.

There are also some functions that Tiktok can provide. Kim & Barbara (2015) informs that Tiktok fulfills the following functions:

1. Entertainment

In general, Tiktok has become popular because of its entertaining content. The lip-sync or dancing videos and many DIY (Do It Yourself) or tips, cooking, language learning, and life hacks video facilities are found in Tiktok. There is also a For You Page in Tiktok which provides unlimited videos.

2. Education

Tiktok has a mission to capture and provide creativity, knowledge, and precious moments from the mobile phone (Massie, 2020). Through this mission, people can see that Tiktok wants to not only give education but also a way out for users to show their creativity. The hashtag #*samasamabelajar* in TikTok, which means #*learningtogether* intends to allow users to upload positive videos that can add people's insight.

3. Marketing

Tiktok can be used as a stall to market products or businesses virtually. For example, if someone has a product, they can promote their product through Tiktok. When people are scrolling through their Tiktok account, the product might be passing through the main page, so Tiktok can be an effective platform to promote people's products (Baquita, 2021).

In other words, Tiktok is not only a video platform application for entertainment but also gives a lot of other benefits to users if they use the application wisely.

B. The popular culture of TikTok

The rising number of Tiktok users has made Tiktok a Popular Culture. The word culture according to Humaedi (2013) is a particular view of the life of a particular society, period, or group that experiences a process of intellectual, spiritual, and aesthetic development. Meanwhile, the word popular means how famous or widely known a particular product is to some people.

Popular Culture is defined as a culture that many people adore without looking onto a particular social class of origin (Kurniawan, 2018). It is sometimes referred to as a product of mass culture as an affirmation that commercial culture can be expected from it. This is because products of popular culture are formed to be sold and consumed by a community. Producers of popular culture products often make use of the opportunity of manipulating their consumers to buy more of their products by creating something which is unique or does last for long periods. Ever since Tiktok appeared and spread all over the whole world, it has turned Tiktok into popular culture.

A popular culture product is usually born as a result of the development of information technology, thus, it is supported by the cultural industry that constructed

a society that is not only based on consumption but also makes all cultural artifacts as industrial products and into commodities (Hamid, 2012). Products that are considered a popular culture usually fulfill the following criteria:

1. creates a sense of satisfaction or pleasure for the users
2. is easily obtained because it is massively produced
3. is manipulative in its promotion
4. is cheap or affordable to buy
5. creates a global-local or/and local-global lifestyle
6. reflects people's daily life
7. reflects a specific period or phenomenon
8. is temporary in its popularity
9. is practical in its usage
10. creates a brand image (Dukut, 2018).

METHOD

To analyze Tiktok as a product of popular culture, the qualitative method is used. As an instrument for the analysis, a questionnaire is used to collect the data.

A. Qualitative research

Creswell (2009) informs that qualitative research is a type of research that explores and understands the meanings of people's social problems. Qualitative research aims to explain phenomena deeply through in-depth data collection. Therefore, Creswell suggested that qualitative data can be collected through observation, interviews, documents, or audiovisual materials that deal with the phenomena.

B. Research subjects

This article reports the data taken from 15-25 years old participants, who became data of this TikTok study. In the study, convenience sampling was used to collect the data. Included in non-probability sampling, convenience sampling is suitable for small research because this will not require a wide population (Etikan, 2016). According to Cohen (2007) convenience sampling is also a sampling which only needs respondents who are in reach and close to the researcher. As many as 40 questionnaires were distributed, where 35 respondents agreed to become the subjects of the research data.

C. Research procedure

In doing the analysis, there were several steps taken. First, the problem formulation

of why and how TikTok became a popular culture was formulated. Second, a questionnaire was devised to find out the answers to the problem formulations. Because of pandemic Covid-19 a Google Form was used to create the questionnaire for the respondents. Third, after the respondents answered and returned the questionnaire, the data were analyzed and interpreted and become the data result discussed here. Fourth, to strengthen the research results, some respondents were also interviewed by using an online chat application.

RESULTS AND DISCUSSIONS

Through the questionnaire and interview results, it was found that Tiktok can be a product of popular culture because, first, it created a sense of satisfaction or pleasure for the users (Dukut, 2018). Hasilohan (2020) supports that Tiktok can be a product of popular culture because of that reason. As many as 97% of the respondents agreed that Tiktok was entertaining. Thus, TikTok did satisfy its users.

Second, Tiktok as a short video platform is believed by 69% of the respondents, who opened Tiktok every day, to show what people were experiencing in real life with their living situations. This means that TikTok was reflecting a certain phenomenon in people's lives. Examples were the selfie people uploaded whenever they would go out to special places, or have special occasions during one's lives, or just having an eat out in a certain restaurant, café, or food stall by showing people what they were eating.

Third, TikTok is regarded easy to obtain because people can download it for free from a Google App Playstore application store. This was supported by the confirmation in an interview where respondents agreed that the application was practical to use because many kinds of facilities in TikTok were provided for people to easily make many kinds of videos with Tiktok. This easiness has helped increase the number of TikTok users quickly in Indonesia.

Fourth, Tiktok helped people become popular because once someone created and shared their videos, the Tiktok artificial intelligence (AI) engine would recommend the video to other users based on viewers' habits and likes. It is believed that this becomes the key to Tiktok's success in making itself a popular application. It has facilities that knows what consumers want, and thereby, help the steady growth of TikTok users each day.

Fifth, Tiktok managed to make a brand image by massively making celebrities, who became their brand ambassadors viral. The AI that TikTok has become the engine to make people easily find celebrities' accounts. It is this fact that helped paved the way for TikTok's popularity. It has successfully market itself to a larger society, via celebrities, who already have a lot of followers.

Through that way, TikTok has realized the sixth criteria of popular culture that is

creating a global to local lifestyle and at the same time a local to global lifestyle. For example, when an Indonesian follows a popular Western celebrities' lifestyle, that Indonesian is elevating his/ her local lifestyle into a global one. Yet at the same time, the result of following the celebrity, is also making that Indonesian to be followed by others, which makes his/ her local lifestyle of wearing batik clothing or playing traditional Indonesian angklung, for example, exposed will eventually become a global lifestyle that is enjoyed by people from many parts of the world.

CONCLUSION

This article has discussed that Tiktok is indeed a product of popular culture because it fulfills a number of the criteria stipulated by Dukut (2018). Tiktok is a product of popular culture because it is easy to obtain. It is also easy to use. It has facilities that pleases people, so people feel entertained when using TikTok. It is also an application that makes users not only find celebrities easily, but by following those celebrities, TikTok users could equally become followed by others, thus gaining popularity, too. In addition, by following celebrities, local Indonesian TikTok users can become global by following the celebrities' lifestyles. Similarly, the Indonesian's local lifestyles were also helped by TikTok to equally become global.

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The Impact of Online Media on English Language Acquisition of Indonesian Student

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Abstract: *In these recent years, with our constant usage of social media we unconsciously acquire new things from it, such as new information, cultures, trend and new language which in this case is English as it is the international language of science and technology. It significantly affects our education including English language learning. The objective of this study was to find out the impact of social media on students' English language acquisition. The participants of this study were 58 students from four Indonesian schools; SMAN1 Manado, SMA UNKLAB Airmadidi, SMAN1 Tomohon, and SMA YADIKA Kopandakan, Kotamobagu. Both qualitative and quantitative analysis were employed to analyze the data. The data were obtained through online questionnaire using Google Forms. The questionnaire uses both English and Indonesian language. The finding showed positive respond of the participants toward the usage of social media for their English learning. 100% of the participants is familiar with accessing online media in Indonesia such as, Facebook, Twitter, Instagram, Tik-tok, online games and other online media. The most used application for the participants to improve their English language is Instagram (62.1 %). 4% of students considered that social media doesn't help them learning English, 6% thinks that it might be useful, and the majority (90%) believe that online media is very beneficial for them in improving their English proficiency. The English skill that is most influenced by learning from online media is reading (70.7 %), then followed by listening (51.7 %), speaking (44.8 %) and writing (32.8 %).*

Key words: *second language acquisition, social media, Manado*

INTRODUCTION

In this century which is marked as communication and technology era, technology has become something essential on our daily basis. The usage of digital media with internet and many useful applications has become very important, especially with the emergence of Covid-19 pandemic this year, we are forced to do almost everything online, from home. Quoted from Statista.com, Indonesia is one of the countries with the highest number of internet users in the world; as of June 2019, 171.26 million out of the country's total population of over 260 million were active internet users. As we all can experience personally these recent years, even before the pandemic of Covid-19, online media has become a new trend of socializing among the user of internet, or what people commonly called Netizen. It helps us easily connect, socialize and even share data with people. Moreover, the usage of these online media has placed its own vital role in education including in language teaching and learning. It has created a flexible learning environment and consequently, gave student more control on their own learning process. There have been a lot of studies of online media and its role on the education field, in this study specifically, the researcher wants to find out about the impact of online media on Indonesian students' English language acquisition.

REVIEW OF LITERATURE

A. Technology

Technology plays a significant role in the learning process and outcomes in higher education settings (Gumport & Chun, 1999). It does not only provide access to the information we use, but also influences the product and by extension the process of learning. Moreover, Alm (2006) stated that various technologies have been employed in the area of education. One of the systems is Web 2.0 which was developed after the existence of Web 1.0., which commonly contains web pages, text, pictures, audio, photos, video, authentic materials, discussion forums, chats, emails and music. Web 2.0 on the other hand consists of live materials, podcast, video cast, Flickr, wikis, blogs, online discussion boards, and social networking. Also, the technology can provide platforms that can be used in learning atmospheres in which its applications may provide new channels for learners to receive informative and constructive feedback.

B. Educational and social network sites

Many teachers and educators remain uncertain about how to meaningfully integrate this technology or assess its impacts (Crook, 2012). Assessing the processes and products of students' thinking in projects involving the Internet or identifying how online applications could aid them in developing their capacity for such assessment, can be especially difficult even for experienced content- and technology-using teachers (Greenhow, 2006). Web-based social networks introduce tools, people, and materials to school culture that could help to break up established routines and

assist teachers and students in getting feedback on their performances (Bransford, et. al. 1999). Leveraging social networking capabilities may give teachers and students access to a different culture that helps them clarify their beliefs about teaching with technology and revise their behavior (Greenhow, 2006)

C. Language of the gadgets

Gadgets, such as mobile phones, desktops and, notebooks offer their users the r option for the language which they prefer to use. Such choices definitely benefit all users in many ways but interestingly, new users may significantly benefit from such options. As it has been reported in a number of studies many individuals in various language learning settings have le improved their second language learning by opting for English as their preferred language of their gadgets (Kaplan & Haenlein, 2010).

D. Social media

Social media refers to the social software in the form of websites and other online groups such as social networking and micro blogging which are created by a sizable group of folks (known as users) to share conversations, personal messages, ideas, information or to grow social and professional contacts. Social media tools created a platform for the improvement of the educational process. To enrich the learning and teaching process with text, videos, and audio materials, the social media tools are useful, also it supports learning process of students and supports teachers in addition to the evaluation process (Urista, M.A., Dong. Q, & Day. K.D. 2009).

E. Types of social media and social networks sites

There are various kinds of social media which may be used in several ways. It should be noted that things around us can be used if we know how to use them. For instance, most people have smartphones, but they barely use all the application available in it. Sometimes they are not appropriately directed and at times they don't have the chance or time to spend on learning new things. However, this is not the case for English learners, because software and applications available on smartphone may assist English learners to connect with others, (Mubarak, 2016)

1. Facebook

Blattner & Fiori (2009) stated that Facebook is the primary social network that takes pride in its more than billions followers and it is one of the fastest growing and well known situations on the Internet.

2. Instagram

Instagram was launched in October 2010 and rapidly gained popularity, with over 100 million daily active users as of April 2012 and over 500 million as of March 2018 (Hatch, 2018). A recent survey affirmed that Instagram is still the most popular social media network for undergraduate students at the age of 18-

24 (NapoleonCat, 2017). Instagram is an online web-based and mobile photo-sharing, video-sharing, and social networking service. Therefore, it enables its users to take pictures and videos, and share them either publicly or privately on the application. For now, Instagram can take many functions: create accounts, post content (pictures or 15-60 seconds videos), apply filters, add captions, tag users, add locations, hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Ali:2014).

3. Twitter

Twitter is a multi-platform Social Networking Site (SNS) available to users from a range of devices, mobile or not. Users can post short messages (tweets) made up of up to 280 characters (the limit was 140 characters until November 2017). Twitter supports sharing photographs and video (including live streaming), hyperlinks to online resources, and creating short polls. Since Twitter was launched in 2006, the microblogging tool has gone from being a little-known service to a world-wide phenomenon with massive impact on news, politics, business, entertainment, sports, and education among many other fields. By 2017, Twitter had 330 million monthly active users, with 80% of users accessing the tool from mobile devices (Twitter, 2017). Users utilize hashtags to make the topics of their tweets more visible and searchable, and Twitter lists the most popular issues being discussed as trending topics, with geographical variations.

4. TikTok

Tik Tok is a music creative short video social software. It is a 15-second music short video community dedicated to young people. Through this software, users can select songs and shoot 15-second music short video to form their own works and release. Compared to other short video apps, it has several advantages. Firstly, Tik Tok focused on the music; it is the first short video app which promoted the music and the content is much more vertical. Since the content is based on the music, it is more original and interesting. It differs from the other types of short video apps that have similar and repetitious contents. Secondly, the shooting steps are simple and easy to operate; any people can take part in the simple video creation. Additionally, the interface is simple and the users only need to scroll up and down to select video content, hence it increased the user stickiness. Thirdly, Tik Tok applied the big data algorithm, so it can follow the users' browsing content analysis and preferences and then recommended content to different users, (Hou, Liqian, 2018)

F. Second language acquisition

According to Ellis (2007), second language acquisition can be defined as a way in which people learn a language other than their mother tongue, inside or outside of a classroom. At first sight, the meaning of the term “second language acquisition”

seems transparent but in fact, it requires a careful explanation. For one thing, in this context, “second” can refer to any language that is learned subsequent to the other mother tongue. Thus, it can refer to the learning of a third or fourth language. Also, “second” is not intended to contrast with “foreign”. Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction, it is customary to speak generically of “second” language acquisition.

METHODS

Qualitative and quantitative methods were both used in this study. A questionnaire was administered in order to find out about the impact of the usage of social media on English language acquisition of Indonesian students. The number of participants involved in this study were 58 students 1from SMAN1 Manado, SMA UNKLAB Airmadidi, SMAN1 Tomohon and SMA YADIKA Kopandakan, Kotamobagu. The age of participants ranges from 14 to 17 years-old. Furthermore, due to Covid-19 health procedure, the participants were only asked to fill out an online questionnaire using Google form. The questionnaire consisted of 4 questions that use both English and Bahasa Indonesia.

RESULT AND DISCUSSION

The figures to follow are the research result of the study, which based itself on the following questions given to students as respondents.

Question 1: Have you ever used Facebook, Twitter, Tik-tok, Instagram or other online media in Indonesia?

As many as 4% of students considered that social media doesn’t help them to enhance their English skill, 6% thinks that it might be beneficial and the majority of the students (90%) believe that online media is very helpful for them in improving their English proficiency. Their reason mostly because the Applications use English language and also there are a lot content they see and hear in online media such as videos, songs, memes, news, pictures, jokes, that were made using English language by native English speaker and It is very helpful to them.

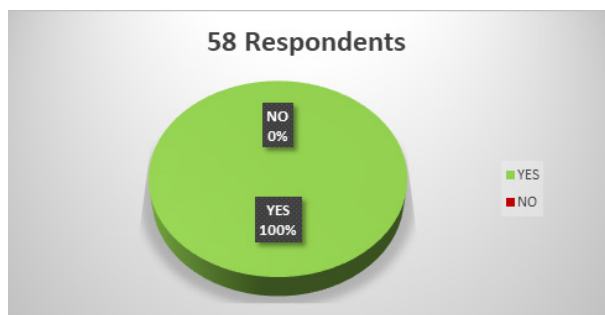


Figure 1

Question 2: Which online media do u use to improve your English skills?

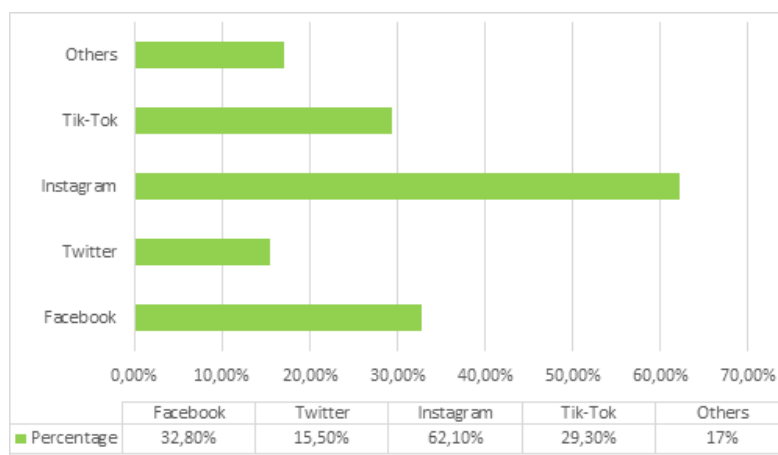


Figure 2

Question number 3: Do u think those apps make your English better? If so, why?

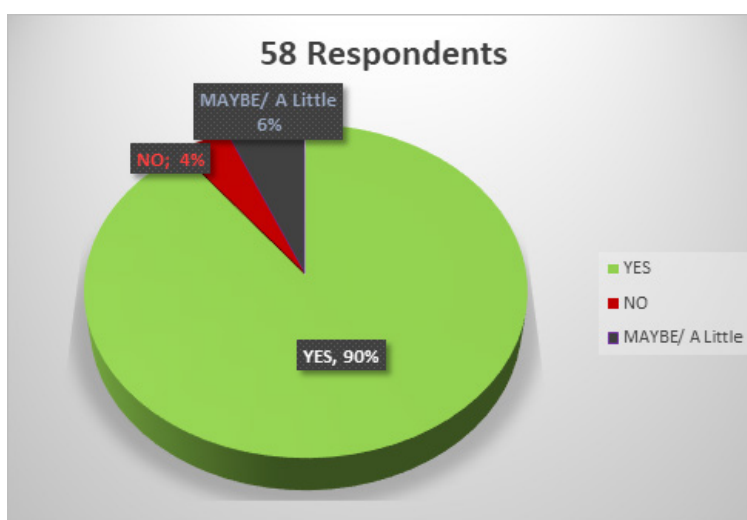


Figure 3

Some students also stated that they like using online media because they are able to connect with foreigner whose language is English and they can learn from them. Here are some of the reasons they wrote in the questionnaire:

“I think so, because i learn alot from those Apps. For example, i saw so many content videos on Tiktok and Instagram that made by someone who used that western jokes, at first i didn’t get it well but after playing the video again, i got it. I feel better using those apps”.

“Yes, because through those apps sometimes i find new words and there are also some English videos and advertisements that can help me develop my listening and speaking skills”.

“lewat aplikasi tersebut, saya dapat mempelajari tentang suatu bahasa dengan mendengarkan dan membaca apa yang mereka katakan atau tulis”

“Ya karena saya banyak membaca dan mendengarkan hal-hal yang ber bahasa Inggris”.

“Ya, karena melalui aplikasi tersebut saya dapat melihat postingan (kata-kata)/video dalam bahasa Inggris, saya juga dapat berkomunikasi dengan orang yang berasal dari luar negeri”

“Facebook, and Snapchat help me a lot completing those tasks by joining international group because it’s providing people from different nations to communicate with”

“Yes, because in game we can meet with many players from different countries and we can teach each other about English or another language”.

“Ya, karena saya bisa tahu percakapan-percakapan sehari-hari dan kata slang”.

Question 4: Which of your English skill is improved thanks to online media?

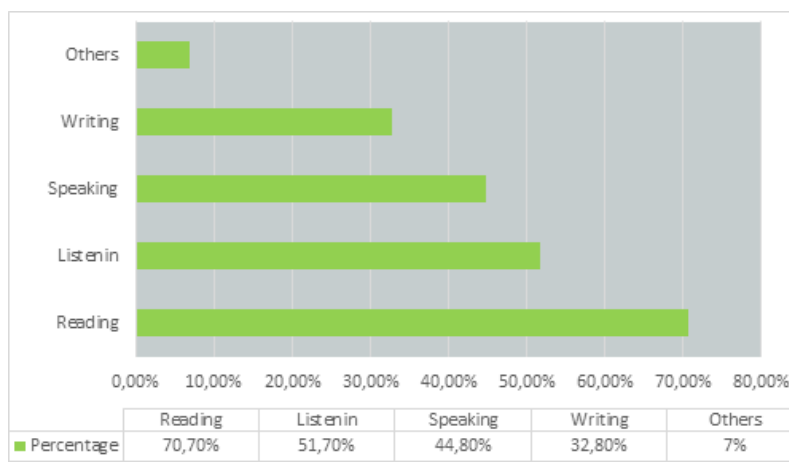


Figure 4

CONCLUSION

The purpose of this study was to find out the impact of social media on students’ English language acquisition in Indonesia. The students who participated in this study showed a positive respond toward the usage of social media for their English learning. Thus, after having applied the questionnaire and calculating the data, the following conclusions are listed below:

1. 100% of the participants is familiar with accessing online media in Indonesia such as, Facebook, Twitter, Instagram, Tik-tok and other online media.
2. The most used application for the participants to improve their English language is Instagram (62.1 %), followed by Facebook (32.8 %), Tik-tok (29.3 %), Twitter (15.5 %), and other apps 17%.
3. 4% of students considered that social media doesn't help them learning English, 6% thinks that it might be useful, and the majority (90%) believe that online media is very beneficial for them in improving their English proficiency. The reason is because they use it very often and they get used to it and its language, the applications and the content they get is in English, and they connect with native English speaker through those applications and they learn the language.
4. The English skill that is most influenced by learning from online media is reading (70.7 %), then followed by listening (51.7 %), speaking (44.8 %) and writing (32.8 %).

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Covid-19 has changed our educational landscape. It has created distances, yet at the same time it has also created borderless classrooms. Any student can now jump from one classroom to another classroom – not only from their own department but also to faculties and even to universities from all over the world in seconds. An Indonesian student can take courses not only from his/ her university but also take courses from a Pilipino, Malaysian or U.S.A. university during the course of their studies. This is possible due to the Indonesia's *Kampus Merdeka* program, which has promoted that education is now free to take, anyway we like, insofar as the requirements of taking the desired class are met. Students want to learn how to become creative and innovative beings. How can the School of Arts and Language Studies, such as the English Study program prepare their curriculum? What kinds of arts and entrepreneurship skills can universities and schools offer, so the would-be graduates can become competitive individuals? This book contains insights and results of research done by students, lecturers, teachers, and practitioners, who writes on the theme: “Arts and Entrepreneurship in Language Studies”.

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