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MOTHER TONGUE-BASED MULTI-LANGUAGE LEARNING IN READING: DEVELOPING PARENT INFORMATIONAL SHEET

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ABSTRACT

Getting data on the mother language for primary students can be challenging in a multilingual setting as Indonesia. There are around 700 spoken languages spoken in Indonesia. It is often challenging to assess a young learner first language directly because of the shortfall of assets accessible in each language. Getting information on every child's mother tongue acquisition is very important for bridging teaching instruction in primary years, as does in reading. This study's objective was to assess the validity and reliability of an adapted parent questionnaire on the first language development of Indonesian learners that is not specific to a particular language or cultural group. This research and development use a 4-D model (define, design, development, disseminate). The defined stage consists of focus group discussion resulting in the need for mother-tongue information to support instruction in reading comprehension. The design stage is the adaptation of the Alberta Language and Development Questionnaire (ALDeQ)'s existing questionnaire leading to the parent information questionnaire design fitted into the Indonesian context. Field tests and data analysis are conducted in the developmental stage. This descriptive quantitative research did not go through the dissemination stage because not being developed wider. The Gregory content validation formula obtained a score of 1, which was categorized as very high, indicating that the instrument is eligible. The Product Moment empirical validity indicates a high validity. Reliability tests using Cronbach's Alpha formula showed a value of 0.86 which means very high.

Keywords: mother tongue, literacy, questionnaire, reading, multicultural

INTRODUCTION

The 21st-century skill that all nations should own in the world is basic literacy. Improving basic literacy skills, namely reading comprehension, is an important skill related to the needs of the 21st-century competency mental revolution. The need for 21st-century competence requires every individual to think critically, creatively, communicatively, and be able to collaborate (Fath et al., 2018). One of the basic literacy skills emphasized in the early classes is reading literacy (Oktarina et al., 2020). Reading plays an utmost important role (Luh & Windy, 2020). Literacy is understood as the ability to read and write and the ability to find specific information in the text and use them. Literacy is the ability to understand the content of a written text, both literal and inferential, and use it to develop knowledge and understanding (Rusniasa et al., 2021)(Myrberg, 2007). Reading for understanding is the core of literacy (Su & Fountas Irene C, 2001). This is following the policies and strategies of the ministry of education and culture. One of the government's efforts to increase literacy has been eradicating illiteracy (Kebudayaan, 2020). The Central Statistics Agency (BPS) census results in 2015 showed that the number of illiterate people in Indonesia is up to 5,629,943 people or 3.9% (Kemendikbud, 2019). This illiteracy rate has decreased compared to previous years. Although various efforts that the government has made to improve literacy have shown results, steps in the form of actual activities need to be developed, sharpened, and strengthened on an ongoing basis.

Many research has shown that Indonesia's reading ability is weak. The results of the literature study also showed the same thing. A report by the Center for Education and Culture Research and Policy, Research and Development Agency, Ministry and Culture (Pratiwi et al., 2020) stated that the results of PISA in 2018 released by the Ministry of Education and Culture noted that the achievement of the ability of Indonesian students aged 15 years for reading literacy is quite concerning. Indonesia is below the OECD average (Minayugie & Syahri, 2020). The cause of low PISA results for reading literacy can be drawn to the early grades of elementary school (grades 1, 2, and 3). Early *Grade Reading Assessment* (EGRA) results in seven provinces show that 2nd and 3rd graders can generally read a word but do not understand the meaning (Pendidikan & Jakarta, 2017). INOVASI presented the same thing in 2018, which concluded that students in grades 1-3 could not read independently (Inspirasi et al., 2021) (Puspendik, 2016). Weak reading ability continues to occur so that more than 55% of 15-year-olds in PISA tests fall into the category of functional illiteracy, which can read the text but cannot answer questions according to the text). Reading is the ability to understand information. The emphasis on reading lies in understanding. The results of the survey and literature review indicate that the interest in reading and literacy of the nation is an issue that must be taken seriously. Therefore, literacy in reading-writing becomes one of the needs that must be instilled early on. The earlier the intervention is done, the more impactful the learning will be.

LITERATURE REVIEW

Early intervention is vital. One way that can be used to improve students' understanding is reading instruction with explicit strategy teaching (Ballou, 2012). In the Indonesian context, which is a multicultural country, teaching reading strategies in Indonesian is a problem. Indonesia is a multicultural country, and it is rich in languages. Around 700 regional languages (Sukoco et al., 2020) are used as mother tongues. Indonesian itself is only used by about 20% of the population (*[Endline Program] Pembelajaran Multi Bahasa Berbasis Bahasa Ibu Di Bima, NTB & Sumba Timur, NTT*, 2021). This means that most early graders enter school and attend lessons with instructions in a language they do not understand. A study from (Sukoco et al., 2020) states that children who are not fluent in Indonesian have lower literacy and numeracy skills than those already familiar with Indonesian. This has a significant impact on students' reading comprehension.

Many early grade teachers only use Indonesian when teaching. This practice is difficult for children who are not fluent in Indonesian when they have not yet entered school. A study by Save The Children stated that only 10% of the total Indonesian population received education in their mother tongue. The impact of this phenomenon is that students' literacy ability in the early grades is low. The community considers that Indonesian as a unified language must be used in various aspects of life, including the education sector. In the world of education, Indonesian is not only found in textbooks but also in teaching instructions. Presidential regulation No. 63/2019 emphasizes that Indonesian must be used as the language of instruction in education. However, Regional languages can be used as a language of instruction to facilitate understanding. Knowing each child's mother tongue ability is essential for assessing the language skills students

bring to the classroom. Students with high mother tongue skills have high language proficiency that impacts higher understanding skills. These language skills can be an essential tool when learning a second language.

Supporting the efforts made by the government to improve reading instruction and considering the results of studies on the importance of bridging student learning in the early grades by using the mother tongue, an instrument is needed that can collect data on each student's mother tongue ability. The instrument used in the early stages is the parent information sheet. The data obtained from this parental information sheet provides an initial picture of students' ability to understand language.

The mother tongue proficiency instrument used in this study is the modification of the Alberta Language and Development Questionnaire (ALDeQ). The ALDeQ is a questionnaire developed by the Linguistics University of Alberta Department. This instrument is designed so it is helpful for speech-language pathologists to obtain information on English language learners' first language development, particularly where the first language cannot be examined directly (Paradis et al., 2010). The information provided by the ALDeQ could be used in conjunction with other measures to identify children with language impairment among English language learners. The existing ALDeQ was modified for this research, in conjunction with the Indonesian context.

METHOD

This study's objective was to assess the validity and reliability of an adapted parent questionnaire on the first language development of Indonesian learners that is not specific to a particular language or cultural group. So, this research is included in research and development with a 4-D model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. This development model consists of 4 main stages, namely: (1) define, (2) design, (3) develop, and (4) disseminate. However, this study did not disseminate because this research was not developed on a broader scale, either in other classes or in other schools. Using the Gregory equation, content analysis is carried out to determine the validity of the instrument's content. For the study of the polyatomic data, the researcher uses Product Moment, while for the reliability.

FINDINGS AND DISCUSSION

The first step is the definition stage. This stage helps determine and define the needs in adapting the questionnaire. In addition, this stage also serves to collect various information related to the questionnaire that will be adjusted. Several steps are taken, including initial or front-end analysis, student analysis, and concept analysis. The initial study was carried out to find out the fundamental problems concerning the understanding and ability of the mother tongue. At this stage, the facts of problem-solving are raised to make it easier to adapt the questionnaire. The student analysis stage is critical in the early stages of planning. This analysis is carried out by observing the characteristics of students, including considering the factors, habits, abilities, and experiences of students in groups and individually. In addition, academic ability, age, and growth are also considered. Concept analysis aims to determine the material's content, which questions are eliminated,

changed, or maintained. Concept analysis is made in the concept map discussed in the Focus Group Discussion and literature study.

The development stage is done by testing the validity of the content. The content validity measures the extent to which the items in the instrument represent components of the entire area in the content being measured and the time to which the items reflect behavioural traits that will be measured (Heri, 2016). Validity is an indispensable term required in an instrument's development. According to Sireci, supported by Lissitz and Samuelsen (Lissitz & Samuelsen, 2007), validating a tool in education must pay attention to the content analysis and empirical analysis of the scores obtained by the instrument itself and the scores of the respondents. The instrument content analysis in this study is associated with content analysis which will then also be analyzed empirically to prove to construct comment. Both of these analyzes are intended so that the instruments made in the world of education are qualified following the standards of instrument development.

The validity of the content in this study was measured using an expert test. Expert tests are also carried out to calculate the domain that determines the content validity satisfaction (content-related). It is necessary to prove an instrument; in this case, a self-assessment is proven valid if the experts believe that the device has measured the mastery abilities defined in the domain or the measured psychological construct. In this study, content validity with expert testing uses the formula suggested by Gregory. An index ranges from 0-1. The calculation is done by making a contingency table on two experts. The consensus index for content validity compares item scores based on two experts who have the relevant category of all items.

Table 1. The relevance category scoring with two validators

		Validator 2	
		We	Stro
Validator 1	Val	A	B
	ak	C	D

Formula 1. Content validity coefficient

$$\frac{D}{(A+B+C+D)}$$

The content validation test by two experts in this study was carried out by linguists, assessment experts, and education practitioners. Experts have knowledge qualifications in assessment, education, and language, and it means that these items are suitable for use in trials. The expert test results were analyzed using the Gregory formula and obtained a coefficient of 1, which is included in the very high category.

After obtaining the validation of a competent expert, a revision of the assessment is carried out for improvement. The two experts re-examine the input and instrument repair results until they state that it is feasible for a limited trial to be carried out. The self-assessment instrument uses a Likert scale with three scales. The third scale is used because this instrument is used by early childhood. Various studies suggest that due to the limited understanding of children in using the Likert scale, the scale should be simplified and words made straightforward.(Mellor & Moore, 2014). Adaptation needs to be done, and a three-scale Likert scale is valid for use by children with the help of words(Royeen, 1985). Using a hierarchy of three in the Likert model can consider the child's capacity to respond to items(Wright & Asmundson, 2003).

Limited trials were conducted on 2nd-grade students at SDN 5 Penatih. A validity test is needed to see how accurately a measuring instrument performs its measuring function(Azwar Saifudin, 1986). In addition, validity is a measure that shows that the measured variable is the variable that the researcher wants to study(Zulganef, 2006). This study's empirical or concurrent validity was analyzed by product moment because the data obtained were polytomies. This analysis correlates each item's score with the total score. The total score is the sum of all things. Question items that are significantly associated with the full score show that these items can provide support in revealing what they want to display. Suppose the r count is more significant than the r table (with a significance of 0.05). In that case, the instrument or question items are significantly correlated with the total score and can be declared valid. The entire column indicates the validity of each item. Based on the r table, because the number of respondents is 32, the minimum Pearson Correlation value is 0.361 (for a significance of 0.05). The calculations using SPSS show that almost all items except item number 28 have met the requirements with a significance of 0.05. The total score is above 0.361. 96% of the questions are declared valid. Table 2 shows the results of the analysis of the validity of all items.

Table 2. Correlation results

Correlation		Correlation		Correlation	
Q1	0.4	Q11	0.141	Q21	0.410
68					
Q2	0.5	Q12	0.416	Q22	0.447
58					
Q3	0.7	Q13	0.473	Q23	0.400
07					
Q4	0.4	Q14	0.392	Q24	0.437
14					
Q5	0.4	Q15	0.451	Q25	0.452
87					
Q6	0.5	Q16	0.389	Q26	0.477
76					
Q7	0.4	Q17	0.507	Q27	0.414
99					
Q8	0.4	Q18	0.375	Q28	0.283

	18					
Q9	0.4	Q19	0.369	Q29	0.403	
	67					
Q1	0.3	Q20	0.471	Q30	0.371	
0	95			Q31	0.540	
				Q32	0.501	

Question number 6 has a total score of 0.253 and is declared invalid. There are three possibilities why the item is invalid. The respondent does not understand the statement, the statement item is not following the objective conditions, or the respondent hesitates to answer so that he answers it carelessly. Statement number six is "I can read some names and words." The 'I can' category may confuse respondents; what base can they state that they can? It is almost the same as statement number 5, although, with a significance of 0.05, it is considered valid, with a significance of 0.01, it is not valid. The choice of the word 'know' is in the form of a statement 'I know most names and letter sounds. The ambiguity of the 'know' indicator makes the respondents hesitate to answer. The reason for this invalidity was also found in Lee's research. J Cronbach stated that many studies show that scores can be influenced by variables other than those that should be tested. In this context, the possibility is a confusion variable, for example, the number of statements that "cannot be explained" and clearly understood, which should be clearly explained between "yes" or "no"(Cronbach, 1946).

The instrument's reliability was tested using the Cronbach Alpha test because the instrument had more than one correct answer. Alpha Cronbach is also used because the research instrument is a questionnaire with a graded scale. High and low reliability are empirically indicated by a number called the reliability coefficient value. If the Cronbach Alpha reliability coefficient has been calculated, that value will be compared with the Cronbach Alpha reliability coefficient criteria to determine a reliable instrument. According to Nunnally(Streiner, 2003), the tool is reliable if the Cronbach Alpha reliability coefficient is more than 0.70. According to Streiner, the Cronbach Alpha reliability coefficient should not be less than 0.9. If the reliability coefficient of Cronbach's Alpha is less than 0.7, Tavakol and Dennick (2011) suggest revising or eliminating items that have a low correlation. If Cronbach's Alpha coefficient is more than 0.9, it is recommended to reduce the number of the same questions(Febrianawati Yusup, 2018). The data obtained were processed using the SPSS program. The data from the instrument test results were carried out on 38 students with ten statements. The reliability value showed an upper value of 0.86; if viewed from the reference described above, the reliability was classified as very high. Considering the results of this analysis, the adapted questionnaires is maintained. It means that the developed instrument grid remains the same before being tested.

CONCLUSION

Knowing the mother tongue ability of each child is very significant for the development potential of children's literacy. In teaching reading in the classroom, mother tongue can be used as instruction in bridging learning, considering Indonesia is

multicultural. The adaptation of the Alberta Language and Development Questionnaire (ALDeQ) parent information sheet can be used to obtain information about the mother tongue ability of each child that is not specific to a particular language or cultural group.

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THE USE OF DIGITAL BOOK *LET'S READ* IN CLASSROOM READING ACTIVITY FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

Reading is an important skill for all students. It is the action of extracting meaning (the message) but in the case of language acquisition, language aspects (pronunciation, structure, spelling, and vocabulary) are also included. The purpose of this research was to find out the process reading activity using digital book *Let's Read* in classroom. Using digital book as text books in schools is a revolutionary technology, particularly in developing countries. The digital book provides students, teachers, and schools with an additional educational tool or instrument that can assist or improve the learning process. The participants of this research were 34 students of 8H in Junior High School of 1 Beji. The data were obtained from students and teachers through observation, questionnaire, and interview. Observation is done by observing directly the reading learning process using *lets read* in the classroom. The questionnaire is distributed online through WhatsApp Group which contains of 10 questions related to the student's response on *Let's Read*. The researcher also conducted interview with English teachers to find out their opinion about *Let's Read* which was used as teaching material for reading activity in the classroom. The findings of this study demonstrated that teachers can help learners because students actively tried to follow teacher guidance during the reading activity by *Let's Read*. During the learning process facilitated by *Let's Read*, students could pique their reading ability by selecting books on their own. Students also give good responses during the process of reading learning using *Let's Read* as a student reading activity media.

Keywords: Digital Book, Reading Activity, *Let's Read*

INTRODUCTION

Reading habit is extremely crucial for learners. It might encourage students to write down their thoughts and opinions. To develop reading habits, we should first improve the reading capabilities that are born with us. Reading habit is such a great behavior since it expresses people's minds in many kinds of reading (Danaei, Jamali, Mansouria, & Rastegarpour, 2020). Reading can be done with printed books but nowadays people use digital books to read. This situation, along with the unavoidable benefits of children reading print books, requires an examination of the benefits and limitations of children's digital books (Kucirkova, 2019).

All readers must be able to understand what they are reading. It is an active process of connecting current information and experiences with new information gained from the text to generate meaning (Grimshaw, Dungworth, McKnight, & Morris, 2007). Improving children' reading comprehension and inference from academic and non-academic information is an essential requirement for preparing them for good ambition and action. As a result, educators and instructors are always attempting to test and increase students' reading comprehension. Reading comprehension is an internal, and so unseen, activity, and academics are studying its aspects and various techniques to improving it (Mulyaningtyas & Setyawan, 2021). According to a research, four important components of reading are word level process, prior knowledge, motivation and attitude, and reading skills. Each component may be strengthened in a variety of ways (Engel, 2014a). Adding

pictures and animations to the text, for example, can assist with word acquisition, and employing technologies can enhance with reading interest.

Despite its significance, reading is one of the most difficult subjects in the classroom setting. The growing need for high levels of educational attainment in our technology world worsened the situation (Furenes et al., 2021). Students' opinions toward the purposes for reading impact their ability to comprehend as well. Students must begin to interpret thoughtfully or creatively if they are to get through the information presented to them. The notion here is that when we comprehend text, we are trying to figure out what the aim is (Huang, Liang & Chen, 2012).

When people read, we come into contact with two levels of representation: one that we're seeing and one that we cannot see. As a result, the aim of this activity is to reveal and clarify the undetectable level, or intended meaning (Jeong, 2012). All readers should strive to comprehend what they read (Dr. Vladimir, 1967). According to research, competent readers regularly participate with the text and are aware of the mechanisms they utilize to comprehend what they read. Teachers can assist students increase their comprehension by teaching them reading methods. Research has demonstrated that predicting, finding connections, picturing, inferring, questioning, and summarizing are effective techniques for improving reading comprehension (Tomopoulos, Klass, & Mendelsohn, 2018). It is critical to teach the techniques by describing the approach and demonstrating how it should be utilized, modeling through the imagine approach, group practice, partnership practice, and individual application of the technique.

Reading comprehension is a type of story comprehension. There are various story comprehension requirements tests available, but two common techniques, retelling and recalling, are more popular among researchers (Cheng, & Tsai, 2016). *Let's Read* offers collections of graded book recommendations that may be accessed through any student's device under parents permission. To address the issue of book availability in Asia, The Asia Foundation's *Let's Read* program has developed and distributed digital books for children (Engel, 2014a). As a result of children's poor reading habits, the government is aiming to stimulate their interest in reading. The government calls it the School Literacy Movement, or Gerakan Literasi Sekolah (GLS). Because it aims to increase students' literacy abilities, the literacy movement is crucial in the country. Furthermore, schools must not only complete the 15-minute reading assignment each day, but also incorporate the learning experience into the classroom (Munzer, Miller, Weeks, Kaciroti, & Radesky, 2019).

Let's Read is a program which provides compilations of rated book recommendations that can be accessed via any student's mobile device while under parental guidance. To solve Asia's book shortages, The Asia Foundation's *Let's Read* program is developing and translating digital children's books. The collaboration of local authors, illustrators, and editors to create high-quality books in regional languages enhances the likelihood that Asian children will acquire enough, if not more, reading engagement through their gadgets (Ermerawati, 2019). The instructor can utilize any gadget in the classroom, such as a smartphone or the school's PC and projector. This program gives useful reading chances for children, especially those learning English as a second language, to measure their reading abilities and, more significantly, to examine the

stories, as local stories are provided in *Let's Read* collections (Christ, Wang, Chiu, & Cho, 2019). It is only one of numerous projects aimed at educating young readers about important problems like as equality, diversity, and the environment. Another social benefit of the Let's Read! activity is that both children and families may consider reading books in Let's Read!, for instance, children who enjoy reading seem to be more able to enjoy learning, succeed in school, and accomplish crucial objectives.

There have been relevant previous researchers who investigated about digital book and their research support this research paper. First, it is the article from (Engel, 2014) which the title is "*Engaging Extensive Reading Practice Mediated By Let's Read Asia In Online Classroom*". The purpose of this study is to discover the system of students' participation throughout extensive reading practice facilitated by *Let's Read*, as well as students' reaction during extensive reading practice at the eleventh grade in one of Karawang's Senior High Schools. The qualitative methodology and a basic explanatory research design were used in this study. Second, it is based on the research which conducted by (Syarifudin, 2020) which the title is "*Literacy Literature Learning With Let's Read Applications In The Pandemic Era*". The goal of this study is to discover how elementary school students can benefit from reading instruction using the *Let's Read*. *Let's Read* is a platform literary digital learning environment that can provide literary nuances that are more fascinating and in line with technological trends and knowledge.

So, based on the previous study above, the researcher wants find out the process reading activity using digital book *Let's Read* in classroom. Using digital book as text books in schools is a revolutionary technology, particularly in developing countries. The digital book provides students, teachers, and schools with an additional educational tool or instrument that can assist or improve the learning process.

In order to investigate the reading comprehension of the students' through the use of digital book *Let's Read*, it was considered the specific research questions as follows:

1. What features of Let's Read that can possibly be used in classroom reading activity?
2. How did the teacher use *Let's Read* to help in learning process of reading?
3. How did the students use *Let's Read* in practicing reading?
4. What the student's response on the use of *Let's Read*?

METHOD

The research was conducted at Junior High School of 1 Beji. The participants of this research were 34 students of 8H in Junior High School of 1 Beji. The data were obtained from students and teachers through observation, questionnaire, and interview. Observation is done by observing directly the reading learning process using lets read in the classroom. In this case, observation conducted by observing students by using observation checklist while teaching and learning reading practice through *Let's Read*. The observation indicators are the implementation of *Let's Read*, teacher's instruction, time limitation, reading frequency/repetition, assignment, discussion, feedback, and assessment. The questionnaire is distributed online through WhatsApp Group which contains of 10 questions related to the student's response on *Let's Read*. The researcher also conducted interview with English teachers to find out their opinion about *Let's Read* which was used

as teaching material for reading activity in the classroom. To support the observation data, online interview were conducted in this research. The data has been obtained will be arranged based on needs which will then be analyzed through the steps of data reduction, data display and data verification.

FINDINGS AND DISCUSSION

The Features of *Let's Read*

In this research, the researcher was used observation and students answer inquestionnaire to answer the first research question that was in what features does *Let's Read* which help students in learning English. Based on the findings data, the researcher found that there are four features that might help students reading comprehension, book level, theme, translation, and audio.

Let's Read is a digital books platform for children's tale literature. The Asia Foundation's Books for Asia built this program (Mulyaningtyas & Setyawan, 2021). *Let's Read* is a bookstore software developed by The Asia Foundation as part of the Books for Asia program. Based on the result from the questionnaire which identifies the use of *Let's Read* website, most of the students stated that it is easy to access that website. *Let's Read* as digital books can be accessed anywhere. The price is more affordable than printed books, even free (Jeong, 2012).

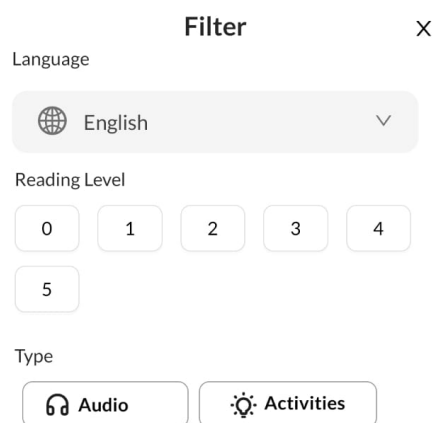


Figure 1. Book Levels in *Let's Read*

There are several features that *Let's Read* has to help students in increasing reading comprehension. This programme includes stories written in several languages (multilingual) and rated levels based on reading difficulties, beginning with my first book, level 1, level 2, level 3, level 4, and level 5. *Let's Read* program displays engaging images on each page. *Let's Read*, according to (Ermerawati, 2019), offers stories at several levels ranging from 1 to 5 and in a variety of languages. The story's material may be modified based on the level of reading difficulty; for example, students can begin reading at the beginning level, i.e. my first book or level 1. Students can progressively increase the difficulties of reading materials.

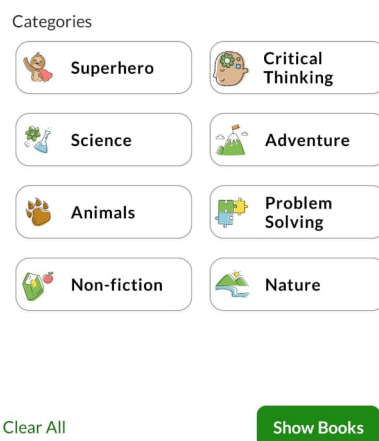


Figure 2. Book Categories in Let's Read

Some other option offered by *Let's Read* is the selecting of book themes. Heroes, critical thinking, science, adventure, animals, art and music, non-fiction problem solving, nature, amazing girls, health, comedy, folklore, community, and family and friendship are some of the reading categories available in the *Let's Read* program. This can undoubtedly improve children's enthusiasm to read about topics they are interested in. According to the questionnaire, some students thought the stories in *Let's Read* were easy to comprehend since they were written in simple and direct language. This is changed according to the complexity of the reading content. As a result, it facilitates students' comprehension of the story's content. Not only are the stories given diversified and contextualized to the child's environment, but they are also not simply fairy tales. In addition, there are attractive pictures/illustrations, and the text may be enhanced to clarify the story's substance and improve learners' enthusiasm for reading.

There were several book categories, and the students enjoyed reading using digital books, particularly *Let's Read*, because the book story contained illustrations. This is consistent with the goal of *Let's Read*, which is to cultivate a reading habit in Indonesian children at a young age by implementing digital illustrated stories, creating folk tales with cultural awareness, and interpreting quality children's story stories written at domestically and overseas into the primary language and native language. *Let's Read* promotes children's literacy in novel and creative methods.

Reading Level	Pages	Available Languages
2	18	20

Figure 3. Available Languages

Let's Read also provides a comparable feature to translation. This feature gives readers with a diverse variety of languages to choose from. For example, based on the given options, we may translate a single book title into numerous languages. This can make it simpler for readers to comprehend the reading based on the language they are

fluent in. *Let's Read* is also accessible in a variety of languages, including Indonesian and local dialects. This indirectly helps to preserve the mother tongue. According to Fitria (2020), *Let's Read* has multilingual functions. The stories in this program are packed in international, national, and regional languages to stimulate children's interest in reading.

The last feature is audio. In addition to learning to read, *Let's Read* also trains us to develop listening skills. This feature can make it easier for readers to know how to pronounce a word. This audio is a recording of a person or group of book readers reading the text of a book. This is beneficial for children since it stimulates their reading interest from a young age. If parents read their children's storybooks on occasion. Parents no longer need to take the time to read books for their children because the story books in *Let's Read* have an audio feature.

Besides the advantages of the *Let's Read* features above, unfortunately the feature of this program is not yet equipped with a quiz feature to test the level of students' understanding of the story books they have read.

***Let's Read* as a Material in Learning Process**

According to the results of the observation and interview *Let's Read* is considered as classroom learning material for learning English. It was discovered that there are several advantages to be acquired by applying *Let's Read* because of its numerous advantages. He stated that the content on the *Let's Read* website is excellent since there are so many books to read. He also stated that most students are still uninterested in reading, particularly scientific texts, because they are bored and the words used are challenging.

Based on the data in observation, the teacher asked students to access *Let's Read* through their mobile phone. The students are asked to read the text that has been selected by the teacher. The teacher also gives a time limitation for reading which is about 15 minutes. During those 15 minutes, it is known that the frequency of the number of words they read is different. In addition, the teacher also discusses the contents of the reading with all students. The teacher also gives assignments related to the story that they have read. the teacher prepares the task for the students because *Let's Read* doesn't have an assignment feature yet. Students are given 1 hour to answer 9 questions related to the story text given. After finishing the assignment, the teacher asked the students to collect their assignments in front of the class. But, the teacher immediately gave an assessment without giving feedback or re-explanation regarding the right and wrong answers.

Let's Read could be an innovative resource for learning English, particularly for those who enjoy reading. According to (Nicholas & Paatsch, 2021) also underlines the availability of internet resources for teachers and students to access and read. It implies that kids may now discover a variety of sources for their reading activities, making it simpler for them to develop an interest in reading.

Based on (Grimshaw, Dungworth, McKnight & Morris, 2007) also claimed that today's young are immersed by computers, the Internet, digital phone, and other technological things that may catch their interest. This shows that students in the twenty-first century seem to be more interested in technology. That is why the *Let's Read* website developed this as an innovative method of reading via digital. Furthermore, an E-book

may be an useful tool for capturing students' attention and motivating them to accomplish the work at hand" (Reid, 2016).

According to the interview, the teacher discovered the student's problem with reading comprehension. Data from observation during the English teacher's class with the students was used to assess their level of English ability. Some students were silent during the class. When the teacher asked a basic question, they did not reply. Some of them were unsure how to execute the assignment assigned by the teacher. They were unable to respond to the reading passage that they had read both orally and written. They frequently remained silent when the teacher told them simple oral tasks. The teacher had to clarify several times before they understood. They frequently inquired about the definitions of any new vocabulary they encountered while reading. This indicates that they did not comprehend the message adequately.

Reading comprehension in English is one of most crucial factors in a student's ability to learn. According to (Poláková, & Klímová, 2019), the purpose of reading is comprehension, although it might be the most hardest ability to achieve, particularly for English language learners. Comprehension is constantly concerned with what would be conveyed or stated in the text, but it is also affected by the reader's prior experiences, goals, sentiments, and current requirements. The same is true for the students, who must grasp the content as well.

Let's Read is also conveniently accessible and operable via the tablet, according to the teacher (Engel, 2014). This application promotes native tongue preservation since it has multilingual characteristics ranging from regional to national. There are also native speakers to help youngsters improve their foreign linguistic competence later in life. As a result, this curriculum enables youngsters to understand tales from inside the nation to overseas by utilizing the national language / culture that they have learnt. *Let's Read* has several advantages, including the ability to be visited for unlimited access offline or online; establishing tales; impressive images and text that can be expanded; short and unambiguous language; convenience since it can be implemented on a gadget; and stories that vary depending on the child life.

In addition, *Let's Read* is beneficial reading instrument, according to the students. The majority of students said the *Let's Read* was simple to read. For instance, they discovered that the letter number and quality were easily understandable, the display layout was visible, and the actions of scrolling upwards, shifting pages, and locating information were simple and comfortable. The recent survey also discovered that the majority of students were pleased with *Let's Read* as a reading book. The outcomes of this investigation complement prior findings indicating students had a positive opinions of *Let's Read*.

Based on the statement above, the teacher also said that the *Let's Read* website is considered an interesting website because there are numerous book themes and it should make students enjoy reading a book more. In addition, there are pictures in each story that provide a special style to this website. Because of these factors, the books in *Let's Read* are thought to be capable of increasing students' reading interest.

Furthermore, the books in *Let's Read* are also still in line with the curriculum. Mr. Huda stated that in addition to using government texts, he also revised other books to help

pupils learn more. If he solely depends on government books, he believes that it is still inadequate since children need to improve vocabulary, and *Let's Read* may be the key to mastering reading comprehension for pupils, especially when it comes to boosting vocabulary.

The Way Student Use *Let's Read* in Practicing Reading

In this study, the researcher observed how Lets Read Asia takes part students in learning English through reading activities in the classroom. It explained the reading activities from stories chosen by the teacher through *Let's Read*.

Based on the data findings, the researcher analyzed the reading process in student involvement through *Let's Read*, and they were able to provide a positive outcome. However, after observing the students, the researcher discovered that reading practice using *Let's Read* may assist them in their reading activities. With some exercise and a way of reading from self-selected books, students may develop a reading practice and be motivated to learn to read with *Let's Read*.

As a result, they will be more enthusiastic to study and will find it simpler to grasp the subject based on their interests. According to (Ulfa & Sudarso, 2020), students who participate in the learning process have a greater understanding, are more attentive in their studying, have a stronger recall, and can comprehend any relation they have learnt. Reading naturally builds students' desire to study and develops their language expertise in their goal that demonstrated students to an engaging environment, according to a similar outcome (Hedge, 1985, cited in Sheu, 2004).

Several students faced problems with their internet connection when practicing reading through *Let's Read* in the online classroom, making it impossible for students to accessing their topic of reading in *Let's Read*. Then, some students struggled to comprehend the story because they lacked language. However, the students were told that if they practiced reading more, this difficulty would be overcome.

Based on the explanation above, it is possible that *Let's Read* can assist students in reading comprehension. *Let's Read* can be an alternate media for learning English, particularly for those who enjoy reading. It implies that students may now discover a variety of sources for their reading activities, making it easier for them to develop a reading habit.

The Student's Response through *Let's Read*

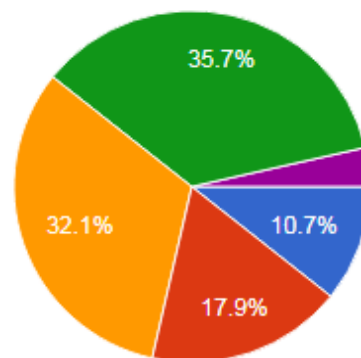
Based on the data findings, the researcher discovered that children can understand reading practice utilizing *Let's Read*, and they responded positively. The majority of them believed that substantial reading practice through *Let's Read* is a fascinating technique for learning English, particularly reading. Based on the findings, children may develop some interest and be motivated to read since the extended reading strategy is straightforward and easy to use. According to (Engel, 2014), an extended reading method planned from this study might have a favorable influence on the learners' attitudes and motivation.

Based on the result from the questionnaire which identifies the use of *Let's Read* website, most of the students stated that it is easy to access that website. *Let's Read* as

digital books can be accessed anywhere. The price is more affordable than printed books, even free.

There are several features that *Let's Read* has to help students in increasing reading comprehension. This programme includes stories written in several languages (multilingual) and rated levels based on reading difficulties, beginning with my first book, level 1, level 2, level 3, level 4, and level 5. *Let's Read* program displays engaging images on each page. *Let's Read*, according to (Ermerawati, 2019), offers stories at several levels ranging from 1 to 5 and in a variety of languages. The story's material may be modified based on the level of reading difficulty; for example, students can begin reading at the beginning level, i.e. my first book or level 1. Students can progressively increase the difficulties of reading materials. This is also supported by the results of the questionnaires that have been distributed to students.

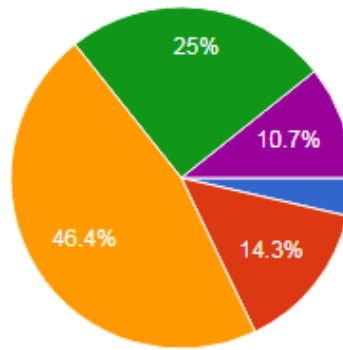
Chart 1. The Availability of Book Levels



According to the survey findings, 35.7 percent agreed that the level placement on the *Let's Read* website is extremely suitable and useful in picking books to read based on the desired reading level. This level modification also seeks to make it easier for children to grasp reading based on their English proficiency level.

Some other option offered by *Let's Read* is the selecting of book themes. Heroes, critical thinking, science, adventure, animals, art and music, non-fiction problem solving, nature, amazing girls, health, comedy, folklore, community, and family and friendship are some of the reading categories available in the *Let's Read* program. This can undoubtedly improve children's enthusiasm to read about topics they are interested in. According to the questionnaire, some students thought the stories in *Let's Read* were easy to comprehend since they were written in simple and direct language. This is changed according to the complexity of the reading content. As a result, it facilitates students' comprehension of the story's content. Not only are the stories given diversified and contextualized to the child's environment, but they are also not simply fairy tales. In addition, there are attractive pictures/illustrations, and the text may be enhanced to clarify the story's substance and improve learners' enthusiasm for reading.

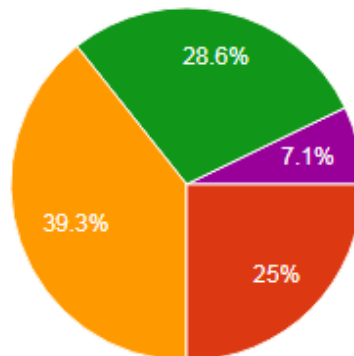
Chart 2. The Book Themes in Let's Read



According to the survey findings, 46.5 percent believe the amount and theme of books on the *Let's Read* website are appropriate. There were several book categories, and the students enjoyed reading using digital books, particularly *Let's Read*, because the book story contained illustrations. This is consistent with the goal of *Let's Read*, which is to cultivate a reading habit in Indonesian children at a young age by implementing digital illustrated stories, creating folk tales with cultural awareness, and interpreting quality children's story stories written at domestically and overseas into the primary language and native language. *Let's Read* promotes children's literacy in novel and creative methods.

Then, students may become interested, and it might encourage them to read because *Let's Read* was a simple and easy program to practice. Practicing reading from this study might also have a favorable influence on the learners' attitude and motivation. This is also supported by the results of the questionnaires that have been distributed to students.

Chart 3. Let's Read is easy to operate



According to the survey findings, 39.3 percent believed that *Let's Read* is easy to operate. Although this media clearly had a negative impact on student's eye health, if they did not use it excessively, it was not a major issue for them. Internet resources for instructors and students to download and read are now available. Students can develop the habit of reading any book they desire to read. Respondent one demonstrated that *Let's Read* may boost students' interest in reading, and she would recommend this online medium to the school teacher.

Reading through *Let's Read* gives students several possibilities to access a variety of stories for their reading exercise. If students were told that *Let's Read* was new to them,

this may be an issue if their school did not supply them with an appropriate reading source. On the other hand, highlights the availability of online resources for instructors and students to download and read. With internet access or online media, we may access various sources of books and tales in our contemporary period, and *Let's Read* might assist students in providing many sources of books for their reading activity.

CONCLUSION

Based on the previous explanation, it can be concluded that the use of *Let's Read* as a book in digital era is considered effective as one of the ways to read online book with many useful features in it students such as book levels, themes, translation, languages, and audio. *Let's Read* is considered as classroom learning material for learning English. It was discovered that there are several advantages to be acquired by applying *Let's Read* because of its numerous advantages. The researcher discovered that reading practice using *Let's Read* may assist them in their reading activities. With some exercise and a way of reading from self-selected books, students may develop a reading practice and be motivated to learn to read with *Let's Read*. Furthermore, the researcher discovered that children can understand reading practice utilizing *Let's Read*, and they responded positively.

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A MOUSE'S COURAGE: THE CHARACTERIZATIONS OF THE BOY IN ROALD DAHL'S *THE WITCHES*

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ABSTRACT

Children's literature have been argued to positively affect children's development. This study aims to analyze the character of The Boy as the main protagonist character in Roald Dahl's *The Witches*. The researcher collected the data by using the method of close reading and note-taking. As the main protagonist in the novel, The Boy was described as cheerful, curious, brave, and intelligent. He was described to be optimistically move on with his life after his parents' deaths and after he was turned into a mouse. He was also a curious child, which lead him to investigate the witches' activity at the resort. As a brave and intelligent mouse, The Boy found tricks to tackle the Grand Witch and her army of witches. As a child who was turned into a mouse The Boy's characterizations enabled him to save other children from being turned into a mouse. These characterizations could inspire children and readers in general to be optimistic in facing life.

Keywords: Roald Dahl, *The Witches*, characterizations, children's literature.

INTRODUCTION

Roald Dahl is a famous English writer concerned with children's stories and short stories for adults (*Roald Dahl Story Company. About Roald Dahl*, 2018). According to Botherson (2009) in Hissan (2012), Roald Dahl's books were the top 100 kids' books in the National Education Association survey. His works that he wrote more or less amounted to about 35 books. According to Sudewo & Munandar (2013), Roald Dahl has been named one of the best children's story writers of the 20th century. Dahl's works have been analyzed widely from various perspectives and approaches, including feminists (Eveline, 2016; Jaber, 2016; Stauri, 2020), psychoanalysis (Bilalia, 2018; Erhart, 2017; Hadju, 2018; Sudewo & Munandar, 2013; Pangestu, 2019; Zatalini, 2018;), linguistics (Martens, 2015; Musita, 2016), their educational values (Priyono, 2017; Dhawan, 2017; Galvan, 2019), and how they are used for teaching (Huan, 2020; Janecek, 2014; Routel, 2009; Putri, 2018; Scriphachan & Scriphachan; 2018).

One of Roald Dahl's most famous works was *The Witches*. The novel has been adapted into feature films by WarnerBros twice, in 1990 and 2020 respectively, which reflects how much the films appeal to global audience. The two film adaptations took very different point of views, which is very normal shifts in the creative process of adapting a novel into the screen (Mellerszki, 2011; Suwastini, 2014). The novel itself was named one of the most influential children's book by BBC in 2019 (<https://thegreatestbooks.org/lists/194>). *The Witches* tells about a young boy who had to live with his grandmother after his parents' death in an accident, and then he was turned into a mouse by the Grand Witch, but he managed to kill the Grand Witch and the member her witch club in England, preventing other children of England to be turned into mice as well. In this novel, the name of the boy was never mentioned. However in its Warnerbros' film adaptation in 1990, the boy was named Luke in the credit, while in the 2020's adaptations by the same company, the boy was named Boy Hero in its credit whole

avoiding the whole naming altogether throughout the narrative (see, i.e., <https://www.imdb.com/title/tt0100944/> and <https://www.imdb.com/title/tt0805647/> for further information on the films adaptation). While In this study, the main character will be refer to as The Boy for analysis' sake.

Priyono (2017) has conducted a study on Dahl's *The Witches* in order to find the didactic values in the novel and revealed that the novel contained values of politeness, responsibility, obedience, preserverance, friendship, affection, tolerance, faith, patience, and cooperation. Eveline (2016) and Stauri (2020) took a different point of view on the novel and employed feminist perspectives. Eveline (2016) analyzed the possibility of transgression in the characterizations of the Grand Witch, the antagonist of the story, while Stauri focused on the gender politics underlying the novel. Dhawan (2017) chose to focus on the layers of political backgrounds in the novel and revealed that the novel includes three layers of politics, namely family, social, and cultural politics. The present study will approach the novel intrinsically, by focusing on the characterization of The Boy as the main protagonist of the novel. Characterizations is the revelation of a character in a story by giving certain behaviours, ways of thinking, and particular physical appearance (Gill, 1995; Kennedy & Gioia, 1995). Study of a novel's characterizations is argued to highlight insights about wisdom from the characters' development in the novel, from where teachers and educators can be inspired on using novels for building children's characters (Artini, Suwastini, & Utami, 2020; Dewi, et al., 2021; Hasby & Islami, 2020; Nurdayanti et al., 2020; Saraswati, et al., 2021; Suwastini, Asri, et al., 2020; Utami et al., 2020; Suwastini, Banjar, et al., 2020; Suwastini, Widasuari, et al., 2020; Yasamahadewi, et al., 2021). Similarly, the present study is expected to provide a deeper understanding of Roald Dahl's *The Witches* while providing highlights on The boy's positive characters. Since The Boy's life-journey changed him from a human-child into a mouse-child, his optimistic point of view about the change could inspire children and readers in general to find silver linings among the clouds in their skies.

METHOD

The subject of the research was Roald Dahl's *The Witches*. The novel was first published in 1983 by Jonathan Cape in the UK and by Frrar, Straus and Giroux in the USA. In the present study took the version published in 2016 by Penguin, Rabdom House, UK (Dahl, 2016). It consists of 22 chapters, and the total page for the novel's narrative in this version was 201 pages, including its illustrations. The object of the research was The Boy's characterizations as the main character in the novel.

The main instrument of the data collection and analysis was the researchers, assisted by filed notes. The study was conducted as a qualitative interpretive study employing McKee's (2003) textual analysis, where the main methods of data collection were close reading and note-taking. The first readings of the novel were aimed for gaining overall understanding of the novel. Further readings were combined with marking the parts of the novel that provide description of The Boy's characterization. Note-taking was conducted to record the descriptions of The Boy's characterizations from the novel. This step was continued with the categorizations of these characterizations, into general themes of the characters. And then, each of the characterizations was elaborated to provide proofs

of the characterizations from the novel, along with explanation how similar interpretation was concluded in previous related studies. This process supports the trustworthiness of the conclusion drawn from the interpretations of The Boy's characterizations.

FINDINGS AND DISCUSSION

After repeated close reading was conducted on Roald Dahl's *The Witches*, the present study found four dominant characterizations of the main character, The Boy. They are cheerful, brave, curious, brave, and intelligent.

The Boy's Cheerful Characterizations

Roald Dahl's *The Witches* position The Boy as a main character who lost his parents during Christmas and then changed into a mouse, The Boy recovered from these tragedies very quickly. According to Ruch et al. (1996, in López-Benítez, et al., 2020), this predisposition to recover quickly after exposed to negative events is called a cheerful disposition. This disposition is strongly reflected in The Boy's characterizations when he lost his parents, when he was turned into a mouse, and when he reconsider his whole life as a mouse in terms of what he could do best about it.

In Chapter 2, "My Grandmother," The Boy described how he and his grandmother coped with the loss of the Boy's parents, which were also the grandmother's daughter and son in law. It was the day after the accident, and it was described that,

Excerpt 1 *"The very next day, so that we might try to forget our great sadness, my grandmother started telling me stories."*

(Roald Dahl, *The Witches*, p. 8)

From Excerpt 1 above, it can be seen that The Boy stated that they had to "*try to forget our* [his and grandmother's] *great sadness.*" As The Boy admitted that their sadness was great, they were determined to recover from the sadness. The Boy explained that "[his] *grandmother start[-ed] telling* [him] *stories,*" as a way to forget their sadness. Because The Boy emphasized on the possessive pronoun "*we*" to refer to their sadness, that means the effort to get over this sadness was their effort together, highlighting The Boy part in the effort. In López-Benítez's et al. (2020) concept, The Boy's refusal to dwell longer on the "*great sadness*" is a reflection of his cheerful character.

The Boy's cheerful disposition was again highlighted was in Chapter 12, "The Metamorphosis" when he was changed into a mouse. The Boy was given five-hundred dosages of the Grand Witch's potion, thus he instantly became a mouse. The Grand Witch instructed the witches to catch and exterminate The Boy. Thus, he had to run for his life. He described his first experience of running away for his life after being a mouse as follows.

Excerpt 2 *“And quite amazingly, the pain had all gone now. I was feeling quite remarkably well. It is not a bad thing, after all, I thought to myself, to be tiny and speedy when there are a bunch of dangerous females after your blood.”*

(Roald Dahl, *The Witches*, p. 111)

As described in the above excerpt, The Boy initially felt pain all over his body when he drank the poison formula. However, as he tried to escape the witches, he felt it was not so bad to be a mouse. In his words, *“I was feeling quite remarkably well”* as he recognized how easy it was for him to run when he was being a mouse. He appreciated that as a mouse he was tiny and he had a speed that was necessary for his survival. The way The Boy saw the incident was a remarkable positive mind if viewed from Guerin’s point of view (in Ermalina et al., 2015). He focused on the good things about being a mouse, instead of the bad things on not being able to be a human anymore. Similar perspective in looking at misfortune was identified to be reflected by the main characters in C.S. Lewis’s *Narnia: The Lion, the Witch and the Wardrobe* in a study conducted by (Suwastini, Widasuari, et al., 2020) and in John Green’s *The Fault on Our Stars* in a study conducted by Patmarinata et al. (2016). In both texts, the main character was described to be cheerful because they put aside their sadness and choose to move on with life.

Later on, when The Boy met his grandmother as a mouse for the first time, he explained how he felt on being a mouse to her grandmother as follows.

Excerpt 3 *“...but the funny thing is that I don't honestly feel especially bad about it. I don't even feel angry. In fact, I feel rather good. I know I'm not a boy any longer and I never will be again, but I'll be quite all right as long as there's always you to look after me.” I was not just trying to console her. I was being absolutely honest about the way I felt. You may think it odd that I wasn't weeping myself. It was odd. I simply can't explain it.”*

(Roald Dahl, *The Witches*, pp. 119-120)

The excerpt above is The Boy's answer to his grandmother's question about what happened to him. The Boy expressed that he accepted what happened to him, by emphasizing that he was doing well with the changes. He stated that he did not *“feel especially bad about it”* and he did not *“even feel angry,”* about the fact that he had become a mouse. He went on to ensure his grandmother that he did *“feel rather good”* about being a mouse. And then, The Boy spoke as the narrator that he was *“not just trying to console her”* about all the positive emotions that he felt, emphasizing further that he was *“being absolutely honest”* that he felt good about being a mouse. By changing switching from a character talking to another character into a narrator talking to the novel’s readers, The Boy was ensuring the readers that he had accepted the fact that he was now a mouse and chose to be happy about it. The studies from Fasikh & Indriana (2022) and Am et al. (2017) revealed that a cheerful disposition can lead a character to accept his own conditions, and from this acceptance grew a more positive attitude about life that allows him to focus on better things in life than the negative events that had happened to them.

At the end of the novel, after The Boy had succeeded in conquering the High Witch, he and his grandmother was talking about what they should do next. It was on the last chapter, “It’s Off to Work We Go,” that The Boy found out that the Grand Witch’s death does not end the threat of other children from being changed into mice or other animals by the witches. His grandmother explained that a new Grand Witch would be appointed, and the witches would proceed with their wicked agenda. Upon finding this out, The Boy was very disappointed, fearing that he had “*become a mouse for nothing at all*” (Roald Dahl, *The Witches*, p. 191). However, his grandmother had anticipated the issue, and she told The Boy that she had found out about the address of the Grand Witch’s headquarters. Together they planned to end the crimes of the witches by attacking the headquarters of the grand witch in a castle in Norway, and kill the the new Grand Witch and every witches in the world. Below is the excerpt from when they concluded their plan:

Excerpt 4 “*My grandmother picked me up off the table and kissed me on the nose. ‘Oh, my goodness me, we’re going to be busy these next few weeks and months and years!’ she cried.*
‘I think we are,’ I said. ‘But what fun and excitement it’s going to be!’
‘You can say that again!’ my grandmother cried, giving me another kiss. ‘I can’t wait to get started!’”

(Roald Dahl, *The Witches*, p. 201)

Excerpt 4 above shows the excitement shared between the grandmother and the grandson, about changing the rest of their life together to hunt and exterminate evil witches from the world. As a mouse, The Boy had only several years left to live, while his grandmother who recently had very bad pneumonia attack had just about the same approximate time left. However, instead of mourning their loss of time, they focused on what they could do together to fill all the years left purposefully and meaningfully. The Boy is revealed as very excited about the plan, as he considered the tasks of hunting evil witches as “*fun and excitement.*” The Boy’s attitude reflects cheerful disposition because they decided to make the best of their situations (Suwastini, Widasuari, et al., 2020; Ermalina, Erupiddin, & Rahayu, 2015) and quickly moving on with their life purposefully (Fasikh & Indriani, 2022).

The Boy as a Curious Character

Curiosity is the psychological trait that affects a person’s need to seek information and experiences through self-directed behaviour (Kashdan et al., 2018). According to Pluck & Johnson (2011), curiosity facilitate learning process. In Dahl’s *The Witches*, The Boy was revealed as a curious child, because he wanted to know a lot of information and he asked a lot of question to get answers for those questions. Some of The Boy’s most important questions was about how to recognize a witch, the children who fell victim of witches, how long he would live as a mouse, about what happened to other witches after he defeated the Grand Witch in England, and he was curious about how to conquer the new Grand Witch in her castle in Norway.

Excerpt 5 “‘Are you really being truthful, Grandmamma? Really and truly truthful?’
‘My darling,’ she said, ‘you won’t last long in this world if you don’t know
how to spot a witch when you see one.’
‘But you told me that witches look like ordinary women, Grandmamma. So
how can I spot them?’”

(Roald Dahl, *The Witches*, p. 8)

From excerpt 5 above, it can be seen that The Boy used repeated question “Are you really being truthful, Grandmamma? Really and truly truthful” showing his doubt towards his grandmother’s story. His curiosity was intensified even after his grandmother answer the question. The Boy tried to gain more information by asking “So how can I spot them?” referring to the witches that disguised themselves as ordinary women. As curiosity facilitate learning process (Johnson, 2011), the excerpt above shows that The Boy intended to learn about the witches to keep himself safe as the grandmother said “you won’t last long in this world if you don’t know how to spot a witch.” His self-reliant to gain information by asking to the grandmother reflects the curiosity traits mentioned by Kashdan et al. (2018). Similar exemplification of curiosity is related to gaining more information and revealing mysteries as presented by Bakti (2016) and Dewi et al. (2021).

The Boy curiosity was further highlighted in Excerpt 6 as shown below.

Excerpt 6 “‘Didn’t they search for her?’ I asked.
‘What happened to the other four children?’ I asked.
‘How, Grandmamma? How did they vanish?’
‘But how did they vanish?’ I asked.”

(Roald Dahl, *The Witches*, p. 10)

The utterances above illustrate how The Boy is interested in the Witch's story. Suwastini et al. (2020) stated that the desire to ask questions is because of an interest in something he wants to know more broadly. He even constantly interrupts every sentence his grandmother speaks when telling stories with various questions. It was shown in the dialogue "How Grandmamma? How did they vanish?" He did not wait or let the grandmother continue the story directly. He kept spitting out what was on his mind in line with Bakti (2016) and Utami et al. (2020) who stated that frequent questioning on certain topic prompts one’s curiosity.

Excerpt 7 ‘Go on, Grandmamma,’ I said.
‘You told me there were five altogether. What happened to the last one?’”

(Roald Dahl, *The Witches*, p. 6)

Besides being very curious, the boy is also a figure who can be said to be forcing. He always encouraged his grandmother to continue telling stories. He often said, “Go on, Grandmama.” It shows that he cannot wait any longer for the story to continue. When the grandmother was taking a little time to smoke, he told her to continue the story about the

Witch. The Boy's refusal to take a pause is similar to those curiosity value reflected in the characterization of Lucy Pevensie as identified by Suwastini, Widasuari, et al. (2020) where Lucy kept asking questions even those that are answered before, to get deeper information. Esianita & Widyawati (2020) also identified such characterization from Arthur in Aquaman movie who kept asking question due to his arrival in an unfamiliar place.

Later, when The Boy had turned into a mouse, he began to ask about a mouse life span as shown in excerpt 8.

Excerpt 8 "... *'How long do we live, us mice?'*

....

'If you really want to know,' she said, 'I'm afraid a mouse doesn't live for a very long time.'

....

'A mouse-person will almost certainly live for three times as long as an ordinary mouse,' my grandmother said. 'About nine years.'

'Good!' I cried. 'That's great! It's the best news I've ever had!'

...

'Because I would never want to live longer than you,' I said. 'I couldn't stand being looked after by anybody else.'"

(Roald Dahl, *The Witches*, p. 188)

The utterances above in the excerpt was the grandmother's conversation. Elga with The Boy returned to Norway. The Boy asked how long a mouse could live. He asked again and again for the details, as shown in the line "how different and how much longer?" Even though the grandmother answered doubtfully, he was still curious about the information He was waiting for.

From the explanation above, The Boy is a curious child concluded from dialogues within the novel. When he wants to know something, he always insists on asking his grandmother. His curiosity remained so high even though he had turned into a mouse. Similar research on Amanda Collier's characterization by Dewi et al. (2021) found that when someone feels curious, they will start to interview someone to get detailed information. Previously, Suwastini, Widasuari, et al. (2020) also stated that Lucy Pevensie in the Narnia film has a curious character with her actions that are always determined to find new things more broadly.

The Boy as a Smart Mouse

Smart is a character where someone can totally do something. Solve problems with good planning. According to Salombe et al. (2013), intelligent people are inquisitive, organize or plan things well, has strong self-control, and also full of exciting ideas. The Boy is described as a smart boy. Even when he has turned into a mouse, he becomes a figure who is so ingenious with brilliant ideas. The smart idea from The Boy first presented in excerpt 9.

Excerpt 9 *“I decided to seek a safer place where I could carry on with the training. There must surely be an empty room in this enormous hotel. I put one mouse into each trouser pocket and wandered downstairs searching for a secret spot.”*

(Roald Dahl, *The Witches*, p. 22)

The text above was The Boy's idea when he wanted to train the rats he had in a hotel. According to Hasby & Islami (2020) intelligent people have a broader mind than other people. He was on vacation with his grandmother in a hotel that forbade the existence of a mouse in it. The idea to put the mice in his trouser pocket was a clever idea for kids. He also thought about "seek a safer place" to find a safe place away from the crowds so that he would not be known to bring a mouse into the hotel. He found an empty ballroom to train two mice where he previously predict *“There must surely be an empty room in this enormous hotel.”* According to Utami et al. (2020), the ability to think logically accompanied with observant and creative ideas reflect one's intelligence. It is also reflected in The Boy's action in hiding the mice, looking a secret place, and utilizing his surrounding to his benefit.

The Boy's creativity to gain benefit was also identified in excerpt 10 when he ran away after turning into a mouse.

Excerpt 10 *“However, I wasn't going to wait for that. I was off across the platform like a streak of lightning! I was astonished at my speed! I leaped over witches' feet right and left, and in no time at all, I was down the steps and onto the ballroom's floor and skittering off among the rows of chairs. What I especially liked was the fact that I made no sound at all as I ran. I was a swift and silent mover.”*

(Roald Dahl, *The Witches*, p. 110)

The description above is an excerpt showing that The Boy think quickly to take an action. The word “streak of lightning” emphasized how he managed to escape quickly with his flash idea shortly after being turned into a mouse by the witches. He did not need to think long to plan a way to run. He is very agile in taking advantage of the opportunities he has. Utami et al. (2020) mentions that effective and efficient decision making also a part of one's intelligence.

In excerpt 11, The Boy planned to consult his problem to his grandmother as shown below.

Excerpt 11 *"I suggest we both go first of all and consult my grandmother," I said. "She'll know exactly what to do." I moved towards the doors which were standing open. When we get out into the corridor," I said, "we'll run like mad. Stick close to the wall all the way and follow me. Do not talk, and do not let anyone see you. Don't forget that just about anyone who sees you will try to kill you."*

(Roald Dahl, *The Witches*, p. 116)

The dialogue above is a conversation between The Boy and Bruno. It happened after the Witches turned them into mice. The Boy is telling his idea to be able to escape and go to the grandmother's room by saying, "go first and consult grandmother." He even told Bruno not to be caught by the hotel staff in detail. He instructs them to "run like mad" and "Stick close to the wall all the way" to ensure that no one will see them run. Hopefully, other hotel visitors could not feel their existence. In urgent situations, he can think well. Within a limited time, he can think things through to detail so as not to endanger them both in stepping to escape from the ballroom. The Boy's ideas from consulting to his grandmother, avoiding danger, and showing concern to Bruno is similar to the identification of Matilda who was full of ideas (Perkins, 2018). Meanwhile, The Boy who remembered his grandmothers room even his perspective was much different from that of a human indicated his strong memory, as mentioned by (Putriwana & Yustisia, 2021).

Excerpt 12 *"What an idea!" she cried. "It's fantastic! It's tremendous! You're a genius, my darling!"*

(Roald Dahl, *The Witches*, p. 127)

Excerpt 11 contains Elga's praise for The Boy. The Boy has an idea to steal the poison potion from the Grand High Witch's room. Then he would steal it by descending from the balcony of his room to the room of the Grand High Witch. The Boy idea was unexpected for his grandmother. She even praised The Boy for it by saying, "It is fantastic! It's tremendous! You're a genius, my darling!".

Excerpt 13 *"I wasn't thinking of doing it in the Dining Room," I said. My grandmother stared at me. "My darling child," she said slowly, "I believe that turning you into a mouse has doubled your brainpower!"*

(Roald Dahl, *The Witches*, pp. 147-148)

The dialogue above is where The Boy tells his grandmother about the next idea to poison all the witches in the hotel at dinner. The Boy planned to infiltrate the hotel kitchen, where only a mouse can do it. It is the line of what his grandma said as proof that The Boy is brilliant "I do believe that turning you into a mouse has doubled your brainpower!". Here the grandmother realized that her grandson's grew smarter. Unexpected ideas from a 7-year-old boy just popped out of his grandson's mind, who had turned into a mouse. The Boy made plan and the execution was successful due to his good timing. The ability to

follow a plan thoroughly indicates a smart person (Blangsinga et al., 2021; Dewi et al., 2021).

Excerpt 14 displays the grandmother's compliment towards The Boy which in turn highlight The Boy's creativity.

Excerpt 14 *"You're a magician!" my grandmother shouted, starting to wave her stick about once again.*

(Roald Dahl, *The Witches*, p. 199)

The dialogue above is The Boy's conversation with his grandmother when discussing the plans they would make in the future. They plan to enter the castle in Norway to exterminate the remaining witches. "You are a magician," The grandson's idea was highly praised by his grandmother. She felt her grandson was a genius. The discussions above it show that A boy is an intelligent person. He always has a brilliant idea for every situation they face in the story. Each of the plans that he did ran smoothly. It is also shown as the mission is complete to destroy the witches at the hotel. Dewi et al. (2021), Hasby & Islami (2020), and Salombe et al. (2013) found that the ability to think quickly is one of the advantages of intelligent people.

The Boy as a Brave Mouse

Kugel et al. (2017) and Rate et al. (2007) define brave as a trait of being fearless despite of the existence of pressure or threat. While being synonymous with courage and heroism, brave is related to taking dangerous action to gain desired result (Kugel et al., 2017; Rate et al., 2007). The Boy was described as a brave child. The Boy's courage was prominent, especially during the incident of his plan, his first encounter with a witch, his encounter with the frogs in High Grand Witch's room, and his attempt to put the potion.

The Boy's brave characterization was also identified when encountered a witch for the first time. He was fixing the roof of his tree-house when a strange woman approached him. Knowing how to differentiate a witch from an ordinary woman, The Boy recognized the strange woman was a witch. His reaction was described as,

Excerpt 15 *"Then I panicked. I dropped the hammer and shot up that enormous tree like a monkey. I didn't stop until I was as high as I could go, and there I stayed, quivering with fear. I stayed up there for hours, and I kept very still."*

(Roald Dahl, *The Witches*, p. 39)

The excerpt in the story above describes a sense of panic experienced by The Boy when he met the witch. It was the first time he had seen the Witch. Even though he was panicking, he managed to escape. He said that he *shot up that enormous tree like a monkey*. He could even take advantage of the situation by climbing a higher tree. Dewi et al. (2021) stated that courage or bravery would come in a particular situation. A sense of courage remains in him even in situations that urge him. As taught by his grandmother, he

should avoid the witch at all cost. The line “*there I stayed, quivering with fear. I stayed up there for hours, and I kept very still*” represents his determination to keep himself away from the witch despite of his fear. In Rate et al. (2007) concept, The Boy’s action to stay safe in a dangerous situation is a reflection of being brave.

The Boy’s courageous act was identified later when he sneaked into the Witch’s room to steal the mouse-maker formula. While searching for the formula, he encountered three frogs which were there before him.

Excerpt 16 “*Three frogs came hopping out from under the bed staring at me with large black eyes. I stared back at them. I stood there clutching the bottle and staring at the frogs.*”

(Roald Dahl, *The Witches*, p. 134)

The Boy entered the room of the grand high Witch to steal the formula for the potion. It was a very challenging and dangerous act. He even saw a frog in the Witch's room. "*I stared back at them*" shows that he faced the frogs boldly. He also found the Witch had returned to her room. But he did not let his guard down and looked for a place to hide himself. Despite of the fact that the witch had turned him into a mouse, The Boy remained fearless to enter her room and risked himself to run into her again. This interpretation is supported by Rizakiah et al. (2018), who found that a brave is a character who know the consequence or the risk of their action but still choose the chance to do it.

After stealing the formula, The Boy had to put himself in another danger to put the potion into the Witches’ meals. He was described to sneak into the kitchen as put in Excerpt 17.

Excerpt 17 “*I was, swinging to and fro upside down. It was terrific. I loved it. This, I told myself, is how a trapeze artist in a circus must feel as he goes swishing through the air high up in the circus tent. My trapeze (my tail) could swing me in any direction. Perhaps I would become a circus mouse after all.*”

(Roald Dahl, *The Witches*, pp. 156-158)

The excerpt above is what The Boy said when he was in the kitchen. He uses his tail to act to put a poison potion in the soup the chef makes for witches at dinner. He is courageous and even feels happy about the new things he can do. "It was terrific; I loved it," he said; taking a risky action is a courageous action that he loved to do. A similar character shown by Lucy Pevensie in Suwastini, Widasuari, et al. (2020) research, The courage of a lucy, while sitting on the back of Aslan the lion and the boy who dared to go to the hotel kitchen with himself as a mouse.

In planning a mission to destroy the witches, The Boy then had an accident. It happened in the kitchen when he tried to pour the poison recipe into the soup chefs make for witches at dinner. He was caught red-handed, and one of the chefs cut off his tail as it was described,

Excerpt 18 “Even as I fell, I knew just what had happened. I knew that the tip of my tail had been cut off and that I was about to crash on to the floor and everyone in the kitchen would be after me.”

(Roald Dahl, *The Witches*, p. 162)

The excerpt above describes the incident happening in the hotel kitchen. When The Boy's body changes into mice, he continues the mission to pour the poison formula into the witches' soup. In the sentence " *I knew that the tip of my tail had been cut off,*" proves that The Boy had sacrificed his tail to fulfil his mission. Meanwhile, the line “*everyone in the kitchen would be after me.*” implies the danger awaiting for The Boy. However, The Boy managed to pour the potion into the Witch’s soup making him accomplished his mission. He was not sad and forgot the incident immediately. It is mainly shown when his grandma said, "*just try to forget about it,*" and changed the topic of the conversation to how the plan was done. He immediately switched topics by discussing the mission he had successfully carried out with his grandmother. He even asked for his place to be able to see the witches to his grandmother by saying, "*could you put me where I can watch them?*” It highlights his main concern was the plan to destroy the witches. The Boy’s action which put himself in danger for the sake of achieving goals complies with the definition of physical bravery as presented by Kugel et al. (2017) and Rate et al. (2007).

CONCLUSION

The Witches is a novel that tells the story of a boy who is bewitched into a mouse. Previous research examined educational characters, while the present research focuses on the prominent character of the protagonist, The Boy. Four characters stand out from the boy, namely, curious, intelligent, cheerful, and brave. The boy always looks enthusiastic and curious about the story of the Witches conveyed by his grandmother, Elga Eveshim. He even often forced his grandmother to continue the story about the Witch every day. Then, The Boy is described as an intelligent child even when he turns into a mouse. Brilliant ideas to destroy wizards he can come up with so quickly from his little brain. He is also a figure who is so tough in dealing with the realities of life when he loses his parents, turns into a mouse, and even loses his tail. He does not dwell in sadness, and he can carry himself or support himself by being grateful for his current situation. The Boy is brave boy. He has very little fear for his age. He dared to enter the chambers of wizard leaders worldwide to steal the poison formula. The results of the study show where the character can make The Boy the main protagonist, achieve the goal of the story to fight the witches themselves. This latest research only focuses on The Boy's character as the main protagonist. Future research expected to be able to dig deeper or more broadly about other elements in *The Witches'* novel.

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ACTION SONG: PROMOTING A JOYFUL AND ENTERTAINING VOCABULARY LEARNING FOR KIDS

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ABSTRACT

This research aims to describe the best implementation of Action Songs in improving young learners' body parts vocabularies mastery at ACCEL Kids Center Ubud. This is a CAR which has done in ACCEL Kids Center Ubud. There are 6 children who participate in this study because they have low vocabulary mastery especially in term of Body Parts. The findings of this research indicate the use of action songs as the best implementation of action songs as a media to improve young learners' body parts vocabulary mastery was the action songs that (1) could encourage young learners to focus and concentrate during the activity, (2) less of the materials that could distracted young learners coordination and concentration,(3) has the list of enough body parts vocabularies based, and (4) not too much words of intro lyric that not highlight to the core of vocabulary being taught. The teachers should use Action Song because it makes the situation of learning is enjoyment and entertaining. And enjoyment is the best primary modal that must be noticed as a way to get young learners' interest in learning. If the young learners have a high interest in the use of action songs, it might no longer be too challenging for teachers to carry the object lesson. Additionally, young learners may be able to open their thoughts on accepting the object lesson without problems.

Keywords: action song, TEYL, body parts, and vocabulary mastery

INTRODUCTION

Currently, we are facing a global problem in which we are dealing with Covid-19, which has paralyzed all activities in all circles. All activities are currently carried out on a limited basis and at home from work to study. In terms of education, students around the world will face different habits, parents will change the role of being teachers at home for their children, where the burden as parents will increase because the obligations that should be done by teachers at school will be taken over by parents currently at home. Furthermore, after various polemics and long debates took place about the request to re-apply direct learning in schools, the Ministry of Education and Culture Affair provided a policy from a joint decision in Surat Keputusan Bersama 4 Menteri (SKB 4) tentang Panduan Penyelenggaraan Pembelajaran Tahun Ajaran 2020/2021, dalam Keputusan Bersama Menteri. Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri Dalam Negeri Nomor 01 / KB / 2020, Nomor 516 of 2020, Nomor HK.03.01 / Menkes / 363/2020, Nomor 440-882 of 2020 tentang Panduan Penyelenggaraan Pembelajaran Tahun Ajaran 2020/2021 dan Tahun Akademik 2020/2021 di Masa Pandemi Corona Virus Disease 2019 (COVID-19). According to Nadiem Makarim, face-to-face learning is permitted but not required. Not only that, the authority is handed over to local governments, schools and parents. Teaching young learners is one area that heavily affected by this situation, because young learners rely more on contact with their teachers and are not independent learners. Thus, many Pre-school-level of education would select in-person teaching and learning process. One of the subjects that requires highly communicative contact is language teaching.

Language teaching practice in ACCEL Kids Center are mainly for the students whose non-native English speakers, i.e., Russian. There are 3 classes, named KG Rainbow, KG Younger Rainbow, and Toddler Little Stars, and each class consisted of 5-8 kids per class, which every class was led by 1 main teacher and 1 assistant teacher, who is mostly locals. Therefore, even in introducing the simplest vocabulary, i.e., body parts, teachers have to give more effort which would be doubled its burden if it was done online. During the preliminary study, through a direct observation, most of the young learners have a very limited body parts vocabulary, and they have a difficulty in locating and naming their bodyparts at the same time. Only 1 out of 6 students can do 70% of the instructions. Other teachers also found similar problem regarding this vocabulary teaching. Therefore, the reasearcher, as a teacher in this school, would investigate the best strategy that can be applied in teaching vocabulary for the young learners.

The considerable numbers of strategy have been applied about improving vocabulary mastery such as, the text message (Fatma, 2016), online games (Ashraf, 2014), word attack (Hashemi, 2011) and song (Millington, 2011; Vinyets, 2013). The various of previous researches have claimed that by using numerous strategies could be done to improving English vocabulary mastery, however, songs might be the most suitable strategies that can be applied for the young learners to improve young their body parts vocabularies mastery.

For a long time, the song has been a part of human life. Everywhere it can be heard; on radio, television, family events, such as wedding parties, funerals, etc (Kusnierek, 2016). Studies also showed the efficacy of using the song to develop the vocabulary of young learners, as Millington (2011) states that song can add a variety to the daily routine of the classroom and establish a comfortable and enjoyable environment that makes the classroom non-threatening. As young learners like to imitate, combining song with movement would be more effective in helping young learners to learn. In this study, song that is combined with movement is called action song. Action song is inspired from the tennets of both Total Physical Response (TPR), and Audio-Lingual Method (ALM) in learning language. This combination the researcher has chosen to apply because young learners aged 1-3 years have the attraction to move when accompanied by a song that is familiar to them and also sounds interesting. Action song would enable the language teaching methods that built around the coordination of speech, action, and repetition, it attempts to teach the language through physical activity (Richard & Rodgers, 2001; Rokhayati, 2017) and also the sounds.

Using an action song in teaching and learning process would persumably enhance the young learners' vocabulary mastery. Therefore, this research aims to describe the best implementation of Action Songs in improving young learners' body parts vocabulary mastery at ACCEL Kids Center Ubud.

METHOD

A. Research Design

This research was designed by applying classroom action research (CAR). The classroom Action Research (CAR) research is done to improve the quality of learning in the classroom. The activities in the classroom action research were based on planning,

action, and observation, then, the researcher could make a reflection to determine the next cycle. On Planning, the researcher identifies an issue or problem in this process and creates an action plan to bring about changes in a particular area of the research context. Meanwhile, on action, the researcher arranges the strategy is carefully considered, requiring the same intentional interventions in teaching circumstances that bring an agreed period into effect. Users are critically aware that the strategies challenge assumptions about the current situation and intend to do things in different and alternative ways. The next is Observation, this stage includes periodically evaluating the outcomes of the operation and recording the past, actions, and views of those involved. The last is Reflection; the researcher concentrates on the assessment and clarification of the results of the intervention at this point to make sense of what has occurred and to explain more clearly the phenomenon that has been discussed.

B. Research Setting

The research setting of this research is at ACCEL Kids Center Ubud Bali. This learning center is one of the best learning centers in Ubud Bali. ACCEL Kids Center Ubud is Located in the middle of Parq Space Building. The research was conducted in a group of toddlers (1-3 yo) at ACCEL Kids Center Ubud Bali in the year 2020/2021.

C. Participant

The researcher researches in a single classroom of a toddler group containing 6 kids as participants because they are beginner level foreign learners at ACCEL Kids. The learners consist of 3 girls and 3 boys in the toddler group and the background of the learners in ACCEL Kids Center is non-English native speakers who come from Russia and live in Ubud Bali. The age range of those learners who choose to study at ACCEL Kids Center Ubud, especially in the toddler group, is around 1.5 to 3 years old.

D. Data Collection and Analysis

The data of this study was collected from observation and vocabulary tests to gain the answers to the research questions. There are two instruments in collecting the data namely an observation sheet and vocabulary checklist form. Observation used to collect data about the situation in the classroom while the combination in teaching vocabulary to young learners using action songs. To observe the students' responses in the implementation of the action songs strategy, the researcher acts as an observer and teacher. The subject observed is the problem of teaching and learning vocabulary. While, the researcher used a vocabulary checklist form to find out how young learners improve in vocabulary achievement and how many questions/instructions can be performed correctly by young learners. In this vocabulary checklist form, the researcher gave it before treatment and after treatment to find out if songs are used to improve the young learners' body parts vocabulary mastery after the implementation of the action songs to young learners at ACCEL Kids Center.

The researcher analyzes all data gathered from the observation sheet, vocabulary checklist form by using certain indicators. The researcher fills the observation sheet from the reality in the classroom during the implementation of body parts song to young

learners and fills the score that young learners got from the vocabulary checklist form that was given by the teacher. There are two instruments of data analysis, such as observation sheet and observation checklist. The data gained from the observation sheets were in the form of descriptions which have been used to provide some information about the research. Whereas, The observation checklist was given in every cycle to know the improvement of the achievement of the young learners. The formula that will be used to analyze during this research it is the form of percentages.

From the result, the researcher analyzed to find the improvement of young learners. The young learners will be asked to perform a number of instructions related to the questions of the body parts, and if 4 out of 6 young learners can perform more than (70%) of the instruction this research will be stopped. This criteria of success is selected because the baseline of students performance is very low. Based on the preliminary result, only 1 out of 6 students can do 70% of the instructions.

FINDINGS AND DISCUSSION

The aim of this study is to improve young learner's vocabulary mastery by using action songs in combination of Total Physical Response (TPR) and Audio-Lingual Method (ALM). The findings and discussion shared in the following sections; they are:

A. Pre- Cycle.

In the preliminary study, researcher do the first attempt of action song and tried to give the students instruction to mention and locate their bodyparts. It was found that only 1 out of 6 young learners can do 7 of 8 (70%) tasks according to the instructions, 3 young learners do less than (70%) of the instruction, 2 young learners cannot do the instruction at all and prove that there is a problem because only 1 young learner can do more than (70%). Therefore, the researcher concluded that the treatment was necessary to improve young learners' vocabulary achievement. Thus, n the next cycle, researcher would do more action song repetition because during the pre-cycle there was only a single repetition of the action song which is only demonstrated by the researcher and followed by young learners, and also becomes a new experience for the kids.

B. The first Cycle on the 1st song

The first cycle, the researcher acts as an observer and teacher, while the collaborator acts as an assistant teacher. The teaching and learning process focused on introducing bodyparts using "Head, Shoulder, Knees, and Toes" song using movement which is repeated 2 times during the classroom process. From the whole data of vocabulary checklist form in first cycle that consist 8 vocabularies, data obtained 4 out of 6 young learners in qualifications can do 8 of 8 tasks and could reach the instructions more than (70%) than the pre-cycle as they have been listened many times and young learners has the opportunity to demonstrate the song in turns as the repetitions in the first cycle as well, and 1 young learner started to improve, and 1 young learner had not improved. The percentages score in the Cycle 1 showed 4 out of 6 young learners can do more than (70%) of the instruction, however as the target research that the researcher has been stated that this research will be confirmed to stop if it is repeated 3 times with the addition of

vocabulary mastery. That means the cycle 1 score percentages of young learners can be classified as good because the results of cycle 1 are greater than (70%) in the first action song. The score indicates an increase from the previous pre-cycle.

In addition, the weakness of head and shoulder song in the first cycle has uncompleted based of body parts vocabulary to improve young learners' vocabulary mastery as a media of teaching process, however, the strength of head and shoulder song has easy lyric and rhythm that match to young learners aged 1.5-3 years old. As the English body parts vocabulary in the first cycle was limited than the researcher decided to continue the next cycle as second cycle to improve their vocabulary through another body parts action song that has more of body parts vocabulary and to get the consistent result in second cycle.

C. The Second Cycle on the 2nd song

The teaching and learning process in second cycle on second song, entitled Body Part Song consist of 13 vocabularies. When the song started, young learners gathered by researcher to stand on their circle mats. Encourage them to move like what the researcher did in front of them. However, they were running in and out of the line and laughing as reactions were still the same as in the previous cycle, however, in this meeting some of them could show the improvement and were still excited to follow the activity.

From the whole data of vocabulary checklist form in the second cycle with the addition of task in the same method, data obtained from 5 out of 6 young learners can do 12 of 13 tasks and could reach more than (70%) of instruction and 1 young learner started improved. When compared with the first cycle, there has been a significant improvement in the second cycle as in the second cycle had not learner without improvement. In second cycle the young learners would stick 13 body parts vocabulary, more vocabulary list than the previous cycle, and they matched it according to the body parts vocabulary list in the second song. The percentages score in the cycle 2 showed 5 out of 6 young learners can do more than (70%) and that can be confirmed that the second research has been carried out. The score of young learners in second cycle can be classified as very good as the results in second cycle exceed (70%) in second action song. The score shows improvements from the previous cycle.

However, the song in the second cycle was too long and too much words of intro lyric that not highlight the body parts vocabulary itself. Besides, the towel as the material that needed in the second song could distracted the concentrations of young learners. Therefore, the researcher decided to continue the next cycle as third cycle to improve the coordination and concentration of young learners and provided less material and focus with the body part vocabulary itself through another body parts action song that could highlight the vocabularies and also to get the consistent result.

D. The Third Cycle on the 3rd song

The teaching and learning process in third cycle on third song, entitled My Body song consist of 18 vocabularies. The purposes to conduct the third cycle is to get the numerous body part vocabulary and body parts song that in the song highlight full of the

body parts vocabulary itself, less tools or materials that could distract the young learners' concentration and coordination during the implementation of action song in the classroom.

After getting the data of vocabulary checklist form in third cycle with the addition of tasks in the same method that consist 18 vocabularies, data obtained 5 out of 6 young learners can do 16 of 18 tasks and reach more than (70%) of the instructions and 1 young learner improved. The improvement in each cycle as young learners get used with the action song in the classroom which young learners trained to focus and concentrated in following the activities, recall the vocabularies and trained the memorization in remembering the vocabulary and the pattern of each body parts. The teaching approaches and strategy in delivering the media and the type of action song also suit and hit the mark of expectations that could make the young learners able to concentration during the implementation of action song in the classroom. According the direct observation sheet in the third cycle, young learners' reactions are calmer in observing the song and the researcher's movement. Although each song has its own difficulties, however, the score of young learners in cycle 3 that consisted of 18 body parts vocabulary mastery can be categorized as excellent and could exceed (70%) of the standardized score for the third song, and this research had been successfully done as the best implementation of the third song was suit in the term of the standard based body parts vocabulary mastery for the young learners as the song doesn't need any material that could distract the young learners concentrations, not too much words of intro lyric that not highlight to the core of vocabulary itself. In accordance with the indicators of achievement, the learning outcomes of more than 4 young learners in the treatment are more than (70%) in each song of the target standard. The improvement is not only in the teaching and learning process but also in the results of the treatment.

The use of action songs had improved the young learner's vocabulary mastery more. In fact, action songs might be a selection in teaching vocabulary activities. Right here the young learners had been actively involved within the learning activity. The teachers gave the real objects as something familiar and common. It could be seen immediately by the young learners, and from it, the young learners could memorize their vocabularies less complicated. As action songs, in particular, could enhance young learners' English vocabulary abilities, motivation, and attitude with regard to using songs in the classroom and teacher's and young learners' perception of the use of songs. It suggests that songs improve memory and recall, increase language abilities and promote social skills and cooperation.

A similar result was also found by (Faizah, 2019) who stated in her research "The Use of English Song in Vocabulary Teaching to Young Learners: A Case Study on Kindergarten B at PAUD Asalam Trik Sidoarjo ". That the students were interested in teaching and learning vocabulary using English songs. The song can represent a situation that helps them to memorize a lot of the vocabulary. In another research (Rifayanti,2013) who wrote "A Portrait of Teaching English Vocabulary through Songs to Young Learners (A Case Study in TK Gagas Ceria Bandung)". In her research she found teaching vocabulary through songs to young learners gives positive responses to children's language development. Songs that have simple wordings and clear vocabulary target learning can help children to learn a language better.

From the similarity study above, it could be proved that the used of songs in the teaching and learning process was really effective to teach and improve vocabulary development. It could make the young learners be more motivated in improving and memorizing the vocabulary better and easier. Thus, as the theory of the action song that action song as a media and a media can act as a store in delivering the information. Media in the process of learning often used by others research to improve the comprehension learners towards the lesson and make a process learning become more entertaining. Action song is a versatile medium for language learning. All the features in the song can support the progress learning, and all language skills (listening, reading, speaking, and writing) can be obtained taught by using song. Song is an alternative media to facilitate language learning, and song have a number of advantages.

CONCLUSION

From the result from the pre-cycle until the third cycle can be said that the implementation action songs could help the young learners following the activities well and improve their vocabulary mastery. The effectiveness of the implementations action songs in the classroom because young learners starting to get used to a rule in the learning process. Based on the findings, the best implementation of action songs as a media to improve young learners' body parts vocabulary mastery was the action songs that could encourage young learners to focus and concentrate during the activity, less of the materials that could distracted young learners' coordination and concentration, and has the list of enough body parts vocabularies, not too much words of intro lyric that not highlight to the core of vocabulary itself. In addition, most of the young learners gave positive responses toward the implementation of action songs as a media in teaching body parts vocabulary mastery. They agreed that this media was not only interesting but also easy and made them enjoy being in the classroom. It could motivate them to improve the body parts vocabulary better. Eventually, it could be concluded that action songs could improve young learners' body parts vocabulary mastery.

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THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND UNDERGRADUATE STUDENTS' ENGLISH LEARNING ACHIEVEMENTS

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ABSTRACT

Motivation is one of the factors that determine students' success in the learning process. However, students who are studying English as a compulsory subject has different motivation compare to students who are studying English as their major. Therefore, this study aims to find a relationship between undergraduate students' learning motivation and their English learning achievement. This research is ex post facto research using correlation analysis. The research data were collected using questionnaires and tests, from 54 undergraduate students of a state university in Indonesia. The data were then analyzed using product moment correlation analysis. The present study concludes that there is a positive and significant relationship between learning motivation and students' English learning achievement.

Keywords: learning motivation, ex post facto, learning achievement

INTRODUCTION

English is one of the important international languages to learn because it is spoken by almost two thirds of the world's population. Many books and references are in English. This means that by mastering English we will be able to communicate internationally. Furthermore, English plays an important role in today's era. Hence, the government is very concerned about the development of this language, namely by trying to introduce English through the school curriculum. English has begun to be introduced at the elementary school level, and must be given to junior high and high school students. Even English is one of the subjects tested nationally. Even at university, English is given in the form of General Basic Courses (Mata Kuliah Dasar Umum).

Among many factors affecting English learning success, motivation is one of the factors that determine students' success in the learning process. Etymologically, motivation comes from the word "motive", which is considered as a power possessed by humans, and it causes humans to do something (Uno, 2008: 3). This means that a person is willing to do something if he has the motivation. Likewise in terms of learning, a student will want to learn if he has a motivation. Motives cannot be seen directly, but it can be interpreted in a person's behavior in the form of stimuli and various behaviors.

According to Brown (1987: 114), motivation is commonly thought of as inner drive, impulse, emotion, or desire that moves one to a particular action. Furthermore, Kleinginna and Kleingenna (1981) in Huitt (2001), motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. Based on the opinion above, motivation is an encouragement both from inside and outside that causes someone want to do something without any coercion or sincerely so that what he does will always be done with passion.

Sardiman (2009) says that motivation is an important condition in learning. Learning outcomes will be maximized if there is motivation and motivation will also determine students' success in learning. Students who are motivated to learn will be very

enthusiastic or interested in learning and they have a lot of energy during the teaching and learning process. Motivation and learning are two things that influence each other. In learning activities, students really need motivation. Learning motivation is a force that can provide encouragement to students to carry out learning activities (Daien, 1973). This means that the existence of learning motivation will cause students to enjoy learning, and they can focus during the teaching and learning process.

There are several relevant studies related to the relationship between learning motivation and learning outcomes. The first is a research by Novalinda et. al, entitled "The Influence of Learning Motivation on Learning Outcomes of Accounting Subjects Class X Accounting Department Odd Semester SMK PGRI 5 Jember Academic Year 2016/2017" (Novalinda, Kantun, and Widodo, 2018). This research is a quantitative study using an associative correlation approach. The result of this study is learning motivation has an influence on students' accounting learning outcomes in Class X 2016/2017 academic year.

The second is Soleha's research (2010) entitled "The Influence of Learning Motivation on Mathematics Learning Outcomes". This research is a quantitative research using simple regression analysis. The result of this research is there is a significant influence between the motivation to learn mathematics on the mathematics learning outcomes of eighth grade students of State Junior High School 1 Bingin Teluk in the academic year 2008/2009.

The result of this study is learning motivation variables have a significant effect on learning outcomes in accounting subjects for class X accounting majors in the odd semester of academic year 2016/2017. Based on the phenomena above, the author is very interested in conducting research on the relationship between learning motivation and students' learning achievement in English Subject of the STAHN Gde Pudja Mataram.

METHOD

This research is an ex post facto research using correlation analysis. According to Sukmadinata (2006), ex post facto research is research that examines causal relationships that are not manipulated or treated (designed and implemented) by researchers. Research on cause-and-effect relationships is carried out on activities or events that have taken place or have occurred. The purpose of this study is to determine the relationship between learning motivation and Students' English learning achievement of third semester of STAHN Gde Pudja Mataram.

The sampling technique was carried out using simple random sampling, namely the taking of sample members from the population was carried out randomly without regard to the existing strata in the population (Sugiyono, 2007). The total populations of the third semester students of STAHN Gde Pudja Mataram academic year 2012/2013 who take English courses is 54. To determine the number of research samples used the Krecjie Table. Based on the Krecjie Table, the number of samples used in this study was 44 students.

FINDING AND DISCUSSION

Data Description

Based on the calculation of SPSS version 17, the average of students' motivation is 95.80, the median value is 96, and the standard deviation is 12.51.

Table 3.1 Summary of Students' Motivation Scores

No	Score	Number of students	category
1	113-130	3	Very high
2	96-112	21	High
3	61-95	20	Medium
4	44-60	0	Low
5	26-43	0	Very low
Total		44	-

Based on the table above, it can be concluded as follows: 20 students (45.5%) are categorized as having moderate learning motivation, 21 students (47.7%) are categorized as having high learning motivation, and 3 students (6.8%) categorized as having very high learning motivation.

Based on the calculation of SPSS version 17, the average of students' English learning achievement of the third semester of STAHN Gde Pudja Mataram was 17.75. the mean (median) is 16, and the standard deviation is 5.52.

Table 3.2 Summary of Students' English Learning Achievement Scores

No	Score	Number of students	Category
1	26-30	4	Very high
2	21-25	9	High
3	11-20	28	Medium
4	6-10	3	Low
5	0-5	0	Very low
Total		44	-

Based on the table above, it can be concluded as follows: 3 (6.8%) third semester students are categorized as having low English learning achievement, 28 (63.6%) third semester students are categorized as having moderate English learning achievement, 9 (20.5%) students are categorized as having high learning motivation, and 4 (9.1%) students are categorized as having very high learning achievement in English. So it can be concluded that the classification of Students' English learning achievement of the third semester of STAHN Gde Pudja Mataram is categorized as having moderate learning achievement.

3.2 Hypothesis Testing Prerequisites

Normality of the data can be tested in several ways, such as by using the chi square formula, using SPSS help by looking at the skewness value, or by using the normal P-Plot. In this study, the normality of the data was analyzed using the Kolmogorov Smirnov test with the help of SPSS 17, with the following criteria: 1) if the two-tailed significance test

value (α) > 0.05 then the data is normally distributed, while 2) if the two-tailed significance test value < 0.05 then the data is not normally distributed.

Based on the results of calculations with the help of SPSS 17, the summary of the results of Kormogorov-Smirnov is divided into two variables, namely: 1) learning motivation of 0.65, and 2) English learning achievement of 0.297. Based on the results of the summary of the data above, the three variables have a significance value (α) greater than 0.05. Based on the significance test criteria, it is concluded that the data has a normal distribution so that it can be continued for further analysis. To find out the significance value (α) of each variable, it can be seen in the following table.

Table 3.3 Normality Test Results using Kolmogorov-Smirnov.

		Motivasi Belajar	Prestasi Belajar
N		44	44
Normal Parameters ^{a,b}	Mean	95.7955	17.7500
	Std. Deviation	12.51340	5.52426
Most Extreme Differences	Absolute	.111	.147
	Positive	.080	.147
	Negative	-.111	-.121
Kolmogorov-Smirnov Z		.736	.975
Asymp. Sig. (2-tailed)		.650	.297

3.3 Hypothesis testing

The hypothesis is tested by using product moment correlation.

The alternative hypothesis (H_a) states that there is a positive and significant relationship between learning motivation and Students' English learning achievement for third semester of STAH Negeri Gde Pudja Mataram.

The relationship between learning motivation (X1) and Students' English learning achievement (Y) was analyzed using product moment correlation. Based on the results of calculations using SPSS 17, the correlation coefficient r_{xy} is 0.527. Based on this correlation value, to find out the contribution of the X1 variable (Learning Motivation) to Y (Students' Learning Achievement), it is calculated by the formula $r^2 \times 100\%$, which is $0.527 \times 0.527 \times 100\%$ is 27,77%. So the contribution of English learning achievement in semester III STAHN Gde Pudja Mataram is 27,77%. It means that there is 72,23% of students' learning achievement determined by another factor. The results of calculating the relationship between learning motivation and learning achievement in English based on SPSS 17 can be seen as follows.

Tabel 3.4 SPSS Calculation Results between Learning Motivation and Students' Learning Achievement

Correlations

		Motivasi Belajar	Prestasi Belajar
Motivasi Belajar	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	44	44
Prestasi Belajar	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	44	44

Discussion

Based on the results of the calculation of the hypothesis testing, it can be concluded that the hypothesis stated in this study is to accept the alternative hypothesis (H_a) and reject the null hypothesis (H_o). This means that the variable of learning motivation contributes to the Students' English learning achievement of STAHN Gde Pudja Mataram.

The results of the hypothesis testing indicate that the null hypothesis (H_o) which states there is no relationship between learning motivation and Students' English learning achievement of third semester of STAH Negeri Gde Pudja Mataram is rejected. It means that there is a positive and significant relationship between learning motivation and students' English learning achievement. The correlation coefficient between learning motivation and English learning achievement (r_{xy}) is 0.527, while the contribution of learning motivation is 27,77%.

Learning motivation has an impact on students' learning achievement. These findings are supported by Sardiman (2009) who states that learning motivation is an important learning condition. Learning outcomes will be maximized if there is motivation and motivation will also determine students' success in the learning process. This statement is also supported by Setiyadi (2006) which states that the role of motivation in learning is unquestionable; If students have high learning motivation, of course they will be successful in learning.

Thus, learning motivation has a relationship with learning achievement in English. The higher the student's learning motivation, the higher the learning achievement. Or in other words, the smaller the students' learning motivation, the smaller the learning achievement.

CONCLUSION

There is a positive and significant relationship between learning motivation and Students' English learning achievement of third semester of STAHN Gde Pudja Mataram. The correlation coefficient r_{xy} is 0.527, and the contribution of learning motivation is 27,77 %. It can be concluded that the higher the score of learning motivation, the higher the students' English achievement will be.

This study has provided a correlational evidence between students learning motivation and their English learning achievement. Therefore, it is vital for teacher to not only teach English, but also try to increase students' motivation. By increasing students' motivation along with teaching them English, their results of learning will even be better.

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“TEACHER, YOUR VOICE.....”

EXPLORING STUDENTS PERCEPTIONS ON THE USE OF AUDIO FEEDBACK

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ABSTRACT

The purpose of this study was to examine students' perceptions of audio feedback for assignments in their writing class. Data were collected through interviews. The findings highlight the fact that the students would like to see more of this type of feedback across their courses. The findings also indicate that providing feedback to students via audio files is feasible despite some pitfalls of this format. Guidance for teachers concerning the effective use of audio feedback and suggestions for further research are presented at the end of the paper.

Keywords: audio feedback, students' perception, writing class

INTRODUCTION

Feedback, defined by Narciss (2008) as “[the] post-response information which informs the learners on their actual states of learning and/or performance in order to help them detect if their states corresponds to the learning aims in a given context” (p. 292), is one of the fundamental tools in teaching-learning contexts. It is an indispensable component of every writing course as it plays the role as “the most important aspect of the assessment process in raising achievement” (Bloxham & Boyd, 2007, p.20).

In writing courses, high quality feedback may motivate students, inform them of their strengths and areas to improve, and guide them on how to develop (Brown, 2001). Effective feedback has a significant powerful influences on student learning and attainment (Rodway-Dyer et.al. 2011) and that this in turn promotes language improvement (Hyland, 1998; Ferris, 1997) and the learning process as a whole (Balzer et al., 1989; Kluger & Denisi, 1998).

Research shows that high quality feedback should connect to performance in terms of objectives, criteria and anticipated standards (Nicol & MacFarlane-Dick, 2006) and has to comply with some features: manageability, meaningfulness, timeliness, and constancy (Hartshorn, 2008; Shute, 2008). The first feature (manageability) refers to time the teacher spends on giving feedback. The second one (meaningfulness) proposes that feedback on writing should put more emphasis on content over form to help students focus on the communicative purpose of their written work. The third feature, timeliness, has to do with the promptness with which feedback is given, for example, the sooner a written text is commented on, the better. The fourth one, constancy, refers to the continuous practice of one's knowledge to improve his/her writing skills.

Feedback is central to one's learning experience, and giving feedback on student papers may be the most important activity a writing teacher does. When teachers give comments to their students on writing assignments, they typically do it in the text form (Silva, 2012) and will generally be no more than a few hundred words in length (Hennessy & Forrester, 2014). The provision of written comments on students' assignments appears to be a crucial component of feedback procedure (Nicol, 2010) and that delivering written

comments to students on their papers is perhaps the most time-consuming task of a writing teacher (Bardine et al., 2000; Ferris, 2007).

Feedback has remained one of the least satisfying areas of students' experiences even though there is a lot of published writing about how important feedback is (Gould & Day, 2013). For many students, feedback is often presented in a manner which is unclear, irrelevant, and inconsistent (Glover & Brown, 2006; Weaver, 2006). In addition, feedback is sometimes difficult to comprehend due to teachers' illegible handwriting or florid language (Price, 2007; Walker, 2009). Many students also find feedback provided as impersonal and hard to relate to (Bond, 2009). The time lapse between students' submission and teachers' return of work is also a problem; and as academic workloads increase, the issue of timeliness becomes more challenging (Cann, 2014). When students have negative perceptions towards their teacher feedback, there is a danger that the potential learning benefits related to feedback might not be fully realized (Duncan, 2007; Hounsell et.al., 2008; Marriott & Teoh 2012; Gould & Day 2013).

In response to the issues outlined above and given the context of the use of technology which permeates people's life and work these days, I believe that teachers need to consider the use of audio feedback, defined as "a digital sound file containing formative or summative verbal feedback given by the tutor" (Hennessy & Forrester, 2014, p. 778), as an alternative to traditional written comments. In the past few years, studies have been conducted to find out the use of audio in delivering teacher feedback. In many cases, a growing body of research indicates the benefits and limitations of such alternate feedback mechanism.

Among feedback methods, audio feedback is often overlooked by teachers. As Sommers (2013, p. 22) believes, "even today, audio-recorded commentary continues to fly beneath the radar of most writing teachers". Furthermore, according to Xu (2018), more empirical data is needed to fully grasp the value of having audio feedback, which for the time being remains an under-researched area.

The purpose of this study is then to contribute to the growing body of literature on audio feedback. This paper reports on a small study exploring the perceptions of university students studying at an English Department of a private university in Surabaya, Indonesia, towards audio feedback provided by their teachers. Currently, the teachers in the department use a standard feedback sheet pre-printed with headings on different aspects of student writing, namely content, organization, language, and mechanics. The teachers can also write comments on the assignment itself. Many students at the department have said that this current practice is ineffective, hence, the consideration of alternative feedback mechanism is timely. This study thus attempts to explore the perceptions of students who received audio feedback from a teacher in one of their writing classrooms. Using audio files is clearly an attractive option if it means giving better feedback and getting students' more positive responses.

METHOD

The study was conducted in the first and second semesters of 2020/2021 academic year within two different writing courses for English Department students who were in their 3rd year. The two courses were taught by the same teacher and attended by 25

different students. Within each course, the students were asked to submit four writing tasks depending on the course objectives. Before each submission, the teacher asked the students to submit their draft. This was done to give the students an opportunity to practice and to give the teacher a chance to provide feedback. The students submitted their writings via *Google Classroom*.

The teacher of these two courses volunteered to participate in the study. She had over 15 years of experience in teaching writing classes and was skilled with the use of the technology. The teacher had no prior experience of giving and receiving feedback in audio format. Therefore, before the first course started, I had offered her a guidance on how to create an audio file using *Talk & Comment* but I did not prescribe how long each audio recording should be. The free online application allows its users record their voice from the widget inside their browser, and share the generated link that will then turn into a play button for playback.

For this study, it was decided that audio-only feedback would be provided for each draft developed by the students as the intention was for the audio feedback to replace the written comments. I asked the teacher to address the same generic issues related to language, mechanics, organization, and content which had been set out on the standard feedback sheet.

The feedback process required a review of all student submissions to attain an understanding of the overall quality of work, followed by an evaluation of each individual submission. The process of evaluating each student's draft took 30-60 minutes and included the teacher viewing the student's work several times, recording, reviewing the audio feedback, and returning the draft to the student. Each audio recording lasted for one to five minutes and was delivered in English.

None of the students in these two writing courses had previously received feedback in audio format. Therefore, the teacher informed the students in advance as to why audio feedback would be used, how to get the teacher's voice remarks, and how to resolve any potential technical challenges.

At the end of each writing course, after all scores had been released, all students were invited to share their experience in using the audio feedback. The benefits of the study and why the students were asked to share their experience were all explained in advance. The students were not incentivized or induced to participate; and their participation was voluntary. There were 12 students in total who were willing to share their experiences.

A semi-structured online interview via *Zoom* or *WhatsApp* was conducted with each student participant (interviewee). Each interview lasted on average 30 minutes, was conducted in English or Indonesian in face-to-face mode, and audio-recorded (with permission). The semi-structured mode was selected as it provided a more open platform to discuss the students' perspectives in depth. Some questions asked were:

1. Did you have problem in getting the audio feedback?
2. Did you understand your teacher's spoken comments?
3. Were you able to improve your writing as a result of the comments you received?

In general, the interview questions tried to examine student perceptions of the audio feedback that they had received in their writing class.

All students' (or interviewees') responses were confidential; and there was no way to identify any individual responses. In addition, the participants were assured of data confidentiality, in that the data would be solely utilized for the purposes of the research and would not be shared with third parties.

The interviews were then transcribed verbatim and some parts in Indonesian were translated into English for the purpose of analysis. Then, the English version of the transcripts were read and coded before salient themes and patterns were identified and grouped together. The interview transcripts were basically analyzed using thematic analysis (Braun & Clarke, 2006).

FINDINGS AND DISCUSSION

Several issues emerged from the qualitative data analysis. Those are presented in the subsections below.

Perceived Benefits

All students in this study were very positive about the use of audio feedback. All students said they would like to receive more feedback in this format because of three major benefits as described in the following subsections.

Better Engagement

The students interviewed viewed audio feedback as more personal and indicated an increased feeling of personal connection with their teacher through audio feedback.

“I believe the teacher would say the same things in her audio files and in what she wrote as her written comments. But there was this distinction when she used the audio feedback.. yes, she was really saying those words” (Student 1)

“The teacher feedback seems alive while text might feel dead”. (Student 5)

“It was good just like having a one-to-one discussion with the teacher... as good as sitting down with the teacher for an individual discussion. I guess this is something that all teachers should use in their classes.” (Student 10)

Some students also said that their teacher's voice created an impression that she was interested in the student's work.

“Audio feedback is more personal and sympathetic than written feedback. I can sense my teacher's sincerity in expressing her thoughts on my writing draft.” (Student 8)

“In my view, the most important feature of audio feedback is related to the voice tonality used by the teacher. It gives the feedback a more human touch and improves my confidence”. (Student 4)

However, it is also important to note that a student found it harder to deal with criticism or negative feedback when it was spoken.

“I did not want to hear what I had actually done wrong. Actually hearing my teacher telling me my mistake is worse than seeing it written down.” (Student 9)

The findings are in line with the results of previous studies which showed that students perceive audio feedback to be more personalized resulting in the higher degree of engagement between teachers and students as individuals (Rowe, 2011). The findings also

corroborate the findings of several previous research which indicate that the voice delivered via audio feedback may be used to communicate meaning and personal connectivity (Rust, 2001; Rockinson-Szapkiw, 2012; Parkes & Fletcher, 2019).

As Sipple (2007) mentions, audio comments are usually more extensive, more thorough, and more helpful in the content delivered to students. By using audio feedback, teachers could be more verbose in their remarks, leading to detailed explanation or clarification. Teachers could speak to each student as if they were in a face-to-face conference while delivering audio feedback, as opposed to having to reduce their feedback into a single sentence in the margin when offering written feedback. Tone, pronunciation and emphasis also add to the depth of this means of communication (Rust, 2001; Swart & Hertzog, 2018).

Audio feedback is viewed as transmitting more than mere words (Middleton et al., 2009; Parkes & Fletcher, 2019). It can present learning conversations in a more personalized way. Other feedback methods may not be able to accomplish this.

Better Quality

All students interviewed for this study agreed that audio feedback provided opportunity to receive more feedback.

“We got a lot more feedback. The teacher can say a lot into two minutes” (Student 2)

“With written feedback, it might be a circle with a question mark, but with audio feedback, the teacher told us exactly what it was. I learned a lot within 10 minutes of feedback”. (Student 1)

As a rough estimate, Ice et al. (2007) observe that the audio feedback took the teacher 3.81 minutes per assignment, while written feedback took 13.43 minutes per task. With more new applications or software, Lunt and Curran (2010) notice that one minute of audio feedback is equal to six minutes of writing feedback. For teachers, it clearly takes less time to provide audio feedback than written feedback. However, it does not mean that teachers provide less quantity of feedback. Trimingham (2009) found in their research that teachers were in fact giving more, and higher quality, feedback to each student. Similarly, a large scale American statistical studies comparing written and audio feedback have found that using the latter reduces the time required by “approximately 75%”, and that “this reduction in time was coupled with a 255% increase in the quantity of feedback provided” (Ice et.al., 2007, p. 19).

All students interviewed for this study also admitted that audio feedback they received was clearer and easier to understand. There were more details on complicated concepts and the teacher’s vocal emphasis conveyed the highlight of particular points or issues.

“I found it was easy for me to understand where the teacher wanted me to go with my paper. I had a chance to improve my writing.” (Student 3)

“I don't see any problems with the audio feedback. In fact, it was more detailed than most feedback I've gotten before. Please use again and ask other teachers to do so.” (Student 7)

The results of previous studies (e.g. Ice et al. 2007; Merry & Orsmond 2008; Parkes & Fletcher, 2019) also showed that the majority of students found audio feedback to be both clear and easy to follow. A study by Swart and Hertzog (2018) highlighted the fact that more than 90% of their subjects (students) had a clearer understanding of how to improve their grades in the future, and indicated that the feedback was enough for them to spot mistakes. Clearly, audio feedback is valuable and essential to enhance one's learning.

Practicality

All interviewees commented that receiving audio feedback is quick and easy. *Talk & Comment*, the online application that the teacher in this study used, helps audio feedback be efficiently created, delivered, and received.

“The audio comments were embedded into our documents. I like it. It is an efficient and quicker way of receiving feedback “. (Student 6)

“The most useful feature is that I can access the feedback wherever and whenever I want to.” (Student 4)

It is also worth noting that some students interviewed reported that they often did not read written feedback. However, they all reported that they were comfortable with audio feedback.

“Sometimes, I find that the written comments are a bit hard to follow. I mean when the teacher puts comment that applies to a sentence or word... their placement in blue on the side of the margin ... well, it confuses me sometimes. I like the audio format better”. (Student 12)

According to Lunt and Curran (2010), students are up to ten times more likely to open audio files online compared to collecting written feedback. This may be due to the fact that students these days are more accustomed to hearing information than reading it, perhaps as a result of their daily extensive use of multimedia technology.

All students in their interviews said that that they re-accessed or re-listened to their teacher audio feedback several times. The audio feedback enabled them to pause, rewind, and listen again to areas or items that were difficult to understand.

“The best benefit is that the audio feedback can be paused especially for sections that are hard to difficult to understand. It gives me some time to think or do a Google search”. (Student 9)

“I would listen to it and write my own notes and then I would go back through it a second time looking at the notes I had written. I like it.” (Student 10)

In their studies, Merry and Orsmond (2008) and Middleton and Nortcliffe (2010) also found that when students listened to their feedback more than once, they engaged the feedback multiple times by, for example, taking notes and interpreting the teacher's remarks. As Hepplestone et al. (2011, p. 120) claim the use of audio feedback allows students to “receive [the feedback] in privacy, enabling them to respond to their feedback in different ways and at different times”. Students learn at their own pace as often as they wish; an important foundation for learner autonomy.

As discussed on the previous paragraphs, audio feedback has a feature on practicality which is different that written feedback. This makes audio feedback has potential for improving the quality of feedback delivered in writing classes.

Perceived Technical Challenges

Many students interviewed for this study agreed that they experienced initial technical difficulties when trying to access their audio feedback. The primary problems were identified as the degradation of the audio quality due to background noise, and depending on the internet connection, the sluggish opening of audio files.

“There were some issues with the quality of some of the comments since the sound was not very audible”. (Student 3)

“Sometimes the audio feedback took quite a long time to load on my home computer because of the poor internet speed.” (Student 8)

Other studies such as Merry and Orsmond (2008) and Hennessy and Forrester (2014) indicate similar problems. However, once these concerns are identified and worked through, they are relatively easily resolved.

CONCLUSION AND RECOMMENDATIONS

The findings of this study indicate that overall, the students responded very positively to audio feedback. All students said they would like to receive more feedback in this format.

There is a need to anticipate some potential issues in advance. The following list suggests good practice for teachers that would like to try bringing audio feedback into their classrooms.

- a. Use a reasonable quality microphone or headset with a USB connection. Test the audio equipment before proceeding.
- b. Find a quiet place to record. This is to ensure that the teacher’s voice is clear.
- c. Ensure that the comment is well-paced. Spoken feedback should not be rushed.
- d. A scrip might not be necessary. People pause, stumble, and say ‘errr’ in real life, therefore it is not an issue if they do so in the recording.
- e. Personalize the feedback by, for example, referring to the student by his/her name.
- f. Stay positive by praising good points of the work submitted and adopting an encouraging tone especially when the comments are addressed towards the parts that need improvements.
- g. Listen to the feedback and double check the content and voice before sending it to the students.
- h. Inform the students beforehand as to why audio feedback is being used, how to get the teacher’s voice comments, and how to address possible technical issues.
- i. Try out audio feedback to begin with small cohorts either with small groups of students or for a component of a task, and see how it goes.
- j. As people say, practice makes perfect. It might take a while to record the first time, but it will get easier and faster over time.

While this study examined students’ perceptions towards the audio feedback that they received in their writing class, future research in this area might look at the relationship between the use of audio feedback and the users’ satisfaction levels. Further examination of how students with varying abilities or performance levels engage with audio feedback might also be useful. A better understanding of the value of audio feedback on different types of assignments and at different times within the course is also needed. In

addition, a study measuring grade differences between students who received audio feedback versus written feedback might shed light on the type of feedback that students more readily implement.

Despite of its importance, feedback is still seen as an often underemphasized component of teaching (Brown et al., 2003), where “day-to-day effective assessment and feedback practice is rarely reported in the literature” (Hepplestone et al., 2011, p. 124). Ongoing research across schools, universities, and courses is clearly needed to test the potential of feedback especially the audio feedback.

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UNCOVERING HIDDEN MEANING IN IKEA ADVERTISEMENT “HOME IS A DIFFERENT WORLD”: A SEMIOTIC ANALYSIS

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ABSTRACT

Advertisement has a function to create brand awareness, products, services and ideas, that can convince customers if the company's services or products ideas are best to buy. The IKEA advertisement aims to provide information to the people about how to make furniture with good function and design affordable for everyone. Furthermore, this study combines verbal and visual signs to give the advertisement a certain effect. This study is aimed to describe the hidden meaning that can be found in IKEA advertisement "Home is a Different World". This study uses Semiotics theory by Saussure cited in Chandler (2007) and theory of meaning by Barthes (1967) that is supported by the theory of color terms proposed by Wierzbicka (1996). The data were collected through the observation method. The descriptive qualitative method is used to analyze the data in this study. The study concludes that both verbal and visual signs found in each data carry a hidden meaning. In general, the advertisement conveys the meaning to encourage the audience to promote their product by giving a nice ideas to make a good home design and get better life at home by creating meaningful moments with our family at home.

Keywords: *Semiotics, Signs, Verbal, Visual, IKEA advertisement*

INTRODUCTION

The study of symbols or signs is known as semiotics. According to Pierce, as cited by Noth (1992: 37), semiotics is the study of signs or the science of signs in humans. Semiotics is primarily concerned with understanding how humans perceive reality around them. In general, the sign is divided into two parts. They are verbal and non-verbal. The verbal sign is associated with the word, which implies meaning. Non-verbal sign is regularly referred to a picture or visual. Signs can be present in many aspects of life, and one of them can be found in mass media such as advertisement.

According to Dyer (1982), advertising is like a language, a system of differences and oppositions that are critical in the transfer of meaning. Advertisement has a function to create brand awareness, products, services and ideas, that can convince customers if the company's services or products ideas are best to buy. Generally, there are two kinds of advertisement: commercial and non-commercial. Commercial advertisement is used to promote or sell something. Meanwhile, non-commercial advertising is used as a form of media to educate or inform people. One of commercial advertisement is IKEA advertisement.

IKEA used to make many attractive advertisements that contained with a message. The goal of IKEA's messaging is to show their target audience that good design does not have to be expensive, and that anyone can afford a beautiful interior. Regarding the explanation above, the purpose of this study was to determine the verbal and visual signs contained in the advertisement and the meaning in the verbal and visual signs in IKEA's video advertisement "Home is a Different World". From the general overview on this advertisement, many signs are used in this ad and contain various meanings.

Some previous studies which are related to this study. One of them was about

semiotics analysis found on Covid-19 advertisement that carry the message from the advertisement. This study is study by (Trisnayanti, et al. 2021). And analysis of semiotics found in facial wash advertisement that focused on finding the verbal and visual sign and the meaning contained in the advertisement (Andriani, et al. 2021). Other latest related research was about discovering the meaning of verbal and visual signs in Loreal Paris advertisements (Andina, et al. 2021). The advertiser makes a good displayed and attractive design without omitting the essential message of the advertisement itself, it can be supported the advertisement delivered well toward the audience. This study aims to analyze the verbal and visual signs as well as the meaning of signs itself that portrayed in IKEA video advertisement “Home is a Different World”.

METHOD

In conducting this study, the data was taken from IKEA Singapore YouTube Channel entitled “IKEA-Home is a Different World” with duration 1 minutes 30 seconds. It was published on November, 5 2020. The video advertisement is a great combination of verbal and visual signs to maintain that people enjoy being at home. The data are collected through observation, searching, and downloading IKEA video advertisement “Home is a Different World” from IKEA YouTube channel, note-taking the verbal and visual signs of the advertisements, and classifying the data regarding verbal and visual signs by implementing Saussure’s semiotics theory cited in Chandler (2007). Then, it continued by examining the meaning of verbal and visual signs by using the theory proposed by (Barthes, 1967) and supported by the theory of color term proposed by (Wierzbicka, 1996). Thereafter, the data are analyzed by using the descriptive qualitative method. The data was presented by the informal method.

FINDINGS AND DISCUSSION

IKEA video advertisement “Home is a Different World” was evaluated based Semiotics theory by Saussure cited in Chandler (2007) as well as the theory of meaning by Barthes (1967). IKEA video advertisement “Home is a Different World” consist of verbal and visual signs. The verbal signs consist of words and sentences. Meanwhile, the visual sign is the form of a figure combined with facial expression, gesture and color.

FINDINGS

This study shows there are 20 verbal signs and 9 visual signs found in the IKEA video advertisement “Home is a Different World”. The table of data finding regarding the verbal and visual sign in the IKEA video advertisement “Home is a Different World” is provided in the section below.

Table 1. The Occurrences of Verbal and Visual Signs Found in IKEA’s Advertisement “Home is a Different World”

NO	ADVERTISEMENT	Occurrences of Verbal Signs	Occurrences of Visual Signs
1.	IKEA’s “Home is a Different World”	20	9
Total		20	9

Table 2. The Meaning of Verbal and Visual Signs Found in IKEA’s Advertisement “Home is a Different World”

NO	ADVERTISEMENT	Denotative Meaning	Connotative Meaning
1.	IKEA’s “Home is a Different World”	8	17
Total		8	17

According to the table of data finding, the type of verbal sign that often appears in form of sentences. Meanwhile, the type of visual sign that often appears is in the form of pictures and colors. The meaning of verbal and visual sign found in IKEA video advertisement is divided into two, the denotative and connotative meaning. The connotation meaning was found to be more dominant than the denotation meaning in this study because the advertisement used more hidden meaning to convey the message to the customer rather than the true meaning. Furthermore, the verbal and visual signs that have been found is analyzed according to the theory of Semiotics by Saussure, as cited by Chandler (2007) and theory of meaning by Barthes (1967) that is also supported by theory of color term proposed by Wierzbicka (1996).

DISCUSSION

In this section, the data regarding verbal and visual signs found in IKEA video Advertisement “Home is a Different World” are analyzed to describe the hidden messages contained in the advertisement. The analysis of each data is presented as follows.

1. The Analysis of Scene 1



Figure 1



Figure 2



Figure 3
Picture of scene 1 IKEA video advertisement “Home is a Different World”

The Analysis of Verbal Signs

The first verbal sign in this scene is *"The world is full of rules and regulations."* This verbal sign is categorized as a declarative sentence and is classified as having a denotative and connotative meaning. Denotatively this sign has an obvious meaning. Meanwhile, this statement has hidden meaning that conveys that we live in this world full of rules and decisions. According to collinsdictionary.com, "rules" refers to unwritten norms, whereas "regulations" refers to an official rule made by a government or other authority or written law, where these two things must be obeyed and implemented. This advertisement should inform people that all rules and regulations are in place to protect the lives of all people on the planet. It means that we live in a governed world and are governed by rules in our daily lives. These guidelines show us what is and is not appropriate to do.

The second verbal sign in this scene is *"But my home is full of joy and fun"*. In this context, the advertisement describes a house that is filled with joy. This advertisement should inform everyone if the house provides joy as an emotion that they experienced during their stay. The words "joy and fun" refer to a sense of great happiness and enjoyment in the activities we do at home with our beloved family. This verbal sign has connotative meanings because it represents spending time with family and relaxing together at home. When the people surround us we care about, we can feel joy.

The last verbal sign in this scene is *"It's lovely, so lovely."* In this context, the advertisement describes a house filled with joy. This advertisement should inform everyone if the house provides joy as an emotion they experienced during their stay. The words "joy and fun" refer to a sense of great happiness and enjoyment in the activities we do at home with our beloved family. This verbal sign has connotative meanings because it represents spending time with family and relaxing together at home. When the people surround us we care about, we can feel joy.

The Analysis of Visual Signs

The first visual sign in this scene is forbidding playing football on the wall near the pool. It represents a prohibition sign, indicating that football is not permitted here. This sign has meaning: people are not allowed to play football there. This visual sign signifies

that it is forbidden to play football in the swimming pool area because the floor is wet. The sign, which is located in the center of the wall, will immediately draw the attention of anyone who enters the swimming pool area. The use of white on the background of the signs increases the visibility of the signs. The black color represents someone kicking a ball at a sign. The sign is designed in such a way that it emphasizes this image even more. The red circle that frames the sign is meant to clarify its meaning, and the red line that marks the picture is meant to be a prohibition. According to Wierzbicka (1996: 315), red symbolizes danger or warning in general. Because red is a very striking color that can quickly focus attention, the use of red in this sign aims to emphasize the meaning of the prohibition on the sign.

The second visual sign is the picture of a bench in a park with the cross “X” sign on one side. A park bench has an X on one side, indicating that that section is not available for use. This picture denoted the park's background, which included big trees and grass that appeared to be less dry. The bench with the yellow X sign represents social distancing. During the COVID-19 pandemic, these signs are frequently found in many different locations. The park also appears deserted because it is still in the grip of the pandemic. The X on the bench is yellow with a black stripe. According to Wierzbicka's (1996) color theory, Yellow represents caution. The black line on the mark is intended to emphasize the X sign and make it more visible. This black and yellow combination makes the X sign clearly visible as a sign that indicating a caution.

The advertisement used that sign to inform the audience that some numerous rules and prohibitions must be followed. This life is not as liberating as we would like. There are some constraints that we must be aware of. This sign is actually related to the verbal sign next to it, which says, "The world is full of rules and regulations." This symbol emphasizes the meaning of the verbal sign. Furthermore, real life is not as liberating as we would like it to be because it is overly complicated.

The third visual sign in this scene is shows two people, a man and a woman, who are both excited and smiling. They appear to be very eager to do something based on their body gestures. The women wear a white shirt and a blue shirt as the outer. According to the theory of color from Wierzbicka (1996), white refers to goodness and creativity. White paves the way to the creation of anything the mind can dream up. It has connotative meaning because the women bring positive energy from within themselves to the people around them. The shirt's blue color can be interpreted as trust, loyalty, peace, and a positive aura. The woman in this scene represents positive energy, which the man behind her can sense as well. This advertisement demonstrates that doing fun things at home, such as decorating a room with our loved ones, can make us happy.

The analysis of scene 2



Figure 4

Picture of scene 2 IKEA video advertisement “Home is a Different World”

The Analysis of Verbal Signs

The first verbal sign in this scene is “*The world is waits for no one*”. This verbal sign tried to tell us the reality that the world never waits for anyone. The word "waits" here means that the world never expects to have all of its inhabitants. The term "no one" refers to all of the people who live on this planet. This verbal sign indicates that the world will never be ours, and it is true. It means that the world will continue to exist no matter what happens. It makes no difference whether we are happy, sad, tired, or upset. This verbal sign has a connotative meaning, which tells us about the reality of what is happening in the world and what will happen in the future. Everyone must concentrate and prepare for anything that may occur in this world, and thus dare to face it.

The second verbal sign in this scene is “*But my home always waits for me*”. It emphasizes that the house is always waiting for us to return. Home does not cease to be home for us no matter what circumstances we leave it in. "My home" can also refer to our family. Because home is more than just a physical location; it is also the people who live there. The following phrase is "always waits for me." The word "always" means "on all occasions," and this phrase means that the home will always be there for us, on all occasions. This verbal sign is classified as having a connotative meaning because the intended meaning of this sentence is that the door is always open if we want to return home in any condition. This advertisement tells us that no matter how far we travel or under what conditions we return home, our family will greet us with love.

The Analysis of Visual Signs

The visual sign in this scene is a woman who is sitting on the sofa while working and a man who comes with food. As demonstrated by the woman's expression, she was taken aback when the man arrived to deliver her food. This advertisement exemplifies concern and care. It can be seen in the man is care and attention by giving food to women who are busy doing their jobs. The room is comfortable and the quiet atmosphere facilitates the woman in her work. The woman in the IKEA advertisement is wearing an orange t-shirt, which is a good color to demonstrate communication with others. This color is also associated with optimism. Orange also represents happiness and warmth for the wearer. The man is dressed in soft purple and green pants. According to Wierzbicka's

(1996) color theory, purple is associated with loyalty and empathy. In this advertisement, the man appears to be loyal and cares deeply about the people he loves by bringing food to his partner, who is busy doing her homework. This advertisement is classified as connotative, which means that the man who used the green color is for those who want to highlight their charisma and feel more at ease at home.

The analysis of scene 3



Figure 5

Picture of scene 3 IKEA video advertisement “Home is a Different World”

The Analysis of Verbal Signs

The first verbal sign in this scene is “*The world gets heated*”. In this verbal sign the word "world" refers to all of the people, societies, and institutions on the planet in this sentence. And the term "heated" refers to being inflamed with passion or conviction. The full sentence is, "The world gets heated." It has connotative meaning because it emphasizes how the world or people become enraged. The speaker intends to convey to the audience that the world can become heated as a result of people's enthusiasm for their daily activities.

The second verbal signs in this signs is “*But my home is chill*”. This verbal sign emphasizes that we can still unwind at home no matter how heated the world becomes. The word "chill" refers to the unpleasant sensation of being relaxed at home. The full sentence is "But my house is chill," which has a connotative meaning because it implies that the house is a relaxing place to live by creating a peaceful and calm home environment that can save energy and reduce stress.

The Analysis of Visual Signs

The visual sign in this scene is a woman doing yoga in her living room. The woman is seen making a movement to raise one hand forward and backward. One leg is bowed forward, while the other is straight back. This is known as the "warrior pose." Because the floor was hard and cold, the woman used the rubber mat to allow her to move more freely and without pain. This movement has therapeutic and meditation benefits, allowing us to relax while also increasing our focus and awareness throughout the day. It deeply relaxes the mind and body and can even relieve muscle pain. This movement demonstrates the woman's balance.

The signifier represents the fact that we can do anything in the house with a limited amount of space, but we can do something relaxing. This also demonstrates that we can use the limited space in the house to carry out any activity. The woman is seen doing yoga in the living room, which is filled with small plants and gives the impression of a beautiful and fresh home. The room's windows are also seen to be open, allowing fresh air from outside to enter.

The gray color of the curtains can be interpreted as conveying a simple color. The woman's gray long-sleeved shirt represents balance and neutrality. This advertisement is connotative, which means that the woman who used the gray color represents those who want to emphasize their simplicity and become more balanced and relaxed when performing yoga movements. According to Wierzbicka (1996), white trousers are associated with neutral color. They can be matched with any bright clothes, categorized as connotative meaning, because the woman who wears white trousers is open and confident.

The woman does yoga in front of the window, aiming for good lighting because natural light from outside can help to create a calming environment when doing yoga indoors. Aside from that, ventilation is essential for yoga practice because it allows for oxygen replenishment in the room. The woman in the advertisement is portrayed as a simple person who can use the available space in her home to do something relaxing. IKEA gave the audience the idea to do the same thing, which is to be able to use all of the space that we have at home and make it useful for us.

CONCLUSION

The current study focuses on describing the hidden messages in IKEA video advertisement on YouTube. In this study found 20 verbal and 9 visual signs in which of those data carries a hidden message. The analysis of the IKEA video advertisement “Home is a different world” proves that the verbal and visual signs are closely related. When visual sign communication complements and accentuates verbal communication, the communication becomes more effective. The use of visual communication in this advertisement adjusts the meaning of any message delivered through verbal communication. As a result, the two components work together to make the advertisement interesting and appealing to the audience. Semiotics theory is used to conduct in depth analysis of signifiers and what they represent. The models encouraging expressions dominates this advertisement. Is to demonstrate to their target audience that comfort and functional design do not have to be expensive. They try to persuade their audience that they can have a beautiful home by using their idea from this advertisement.

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MULTIMEDIA IN PICTURE SERIES AS A TEACHING STRATEGY TO ENCOURAGE ENGLISH LEARNING MOTIVATION OF BENGKALA ELEMENTARY STUDENTS

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ABSTRACT

This research is motivated by observational data which shows the lack of students' motivation and desire to learn English. In the response to the actual situation, classroom action research is conducted with the purpose to increase students' motivation and learning outcomes. The aim of this research is to know the implementation of the experimental method with multimedia in picture series in increasing students' motivation and learning outcomes. This study uses a qualitative method. This research was conducted in grade 5 SD No.2 Inklusi Bengkala Buleleng. Methods of data collection using direct observation and interviews. The data analysis techniques proposed by Miles and Huberman include data reduction, data presentation, and conclusions or verification. This study measured all domains of learning outcomes, namely: cognitive, affective and psychomotor. The results showed an increase in each domain in each cycle. With the experimental method using the Multimedia in Picture Series, students got a hands-on learning experience so that learning is more interesting and increase student's motivation. From the data, it is recommended for teachers to use Multimedia in Picture Series in learning English to improve student learning outcomes.

Keywords: multimedia, picture series, learning concentration

INTRODUCTION

The importance of motivation in language learning is what causes students to act or gain the knowledge. Motivation in learning is the process that initiates, guides, and maintains goal-oriented behaviors. It is frequently used to describe why a student does something. It has the goals of eliminating boredom, laziness, and confusion of students. It makes teaching strategy is holding a big role, so that the teaching and learning process becomes fun, satisfying, and easy to understand. The problem found on observational data of fifth grade students of SD No.1 Inklusi Bengkala Buleleng, which showed the lack of students' motivation and desire to learn English.

According to (Kayi, 2006), Picture series is a number of Pictures which representation of anything (as a person, produced means of painting, drawing, engraving, photography, etc) in applying a strategy of teaching. (Sardiman, 2001) also stated that picture series is a number of pictures that show events and have correlation from one to another. It means, from the picture series can create a story from beginning to the end. As (Setyani, 2018) stated that concentration of learning is really needed in any learning process. This is because the aspect that supports students in learning is concentration. If students cannot concentrate on the ongoing lesson, then the impact will be detrimental to the students themselves because they do not get anything from the lesson.

In the response to the actual situation, classroom action research is conducted with the purpose to increase students' motivation and learning outcomes. Based on the urgency above, the usage of Multimedia in Picture series as teaching strategy had a great affect in the learning activities. The motivation in language learning showed the positive change behavior of student's concentration in learning activities.

Multimedia in teaching process

Various advantages can be obtained from learning using multimedia compared to markers and whiteboards. The multimedia learning method stimulates and triggers all elements of the student's senses. Multimedia is the provision of information with a combination of more than one media in a form of a communication tool. According to Lancien (1998:7), today's multimedia refers to the merging and integration of media, such as text, animation, graphics, sound, and video into a computer system. In this era, the concept of multimedia is increasingly being discussed with its popularity in the world of education.

Basically, multimedia technologies for educational purposes can be categorized according to whether they are used for teaching or learning. Several different multimedia or digital learning resources are listed in Ready and Lockyer (2013). Furthermore, according to Guan et al. (2018), several studies have established the importance of multimedia technology for education and the widespread adoption of multi-media devices. Multimedia generally uses technology and the application of multimedia widely in education because of its many benefits (Almara'beh et al., 2015). Multimedia application tools have benefits for teaching and learning which are summarized as follows:

- 1) Ability to turn abstract concepts into concrete content
- 2) The ability to present large amounts of information in a limited time with little effort
- 3) Ability to trigger students' interest in learning
- 4) Provide the ability for teachers to know the position of students in the learning.

Picture Series

According to (Daryanto, 2016) Picture Series is a learning method that uses images and is paired/sorted into a logical sequence. In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk. There are many things that can be done to fortify them to talk. For this situation, visual boosts as a photo arrangement were utilized as a part of instructing talking. Connecting to visual or aural jolts, (Hill, 1990) says that visuals have the favorable circumstances:

- 1) of being modest,
- 2) of being accessible as a rule,
- 3) of being close to home, that is, they are chosen by the educator, which prompts a programmed sensitivity amongst instructor and materials,
- 4) consequent eager utilizes, and
- 5) of bringing images into the unnatural world of the language classroom.

The unique characteristics of the picture series learning method are Active, Innovative, Creative, and Fun. This learning method forces students to be active in every learning process. This learning method is said to be innovative because every learning must provide something new, and different and always attracts students' interest without them realizing it if it has entered the learning process whether in speaking or writing skills.

Motivation in learning concentration

Learning is defined as the process of creating an environment that produces new experiences. The term learning is often indicated as an educational effort that is carried out intentionally and structured, added with goals that are set before the process is carried out, with controlled implementation. Learning activities can be emphasized that in the educational process often a person learns accidentally, without knowing the purpose in advance, and is not always controlled in terms of content, time, process, and results, but the two terms - education and learning are used interchangeably (Yusuf Hadi Miarso 2009:4).

In learning, the indicator of learning concentration is important to obtain strategies for conveying the material. The characteristics of learning concentration are: 1) Engkoswara (2012) in an article written by Aprilia, et al (2014), with indicators of learning concentration as follows:

- 1) The readiness of knowledge that can appear immediately when needed.
- 2) Able to apply the acquired knowledge.
- 3) Able to analyze the acquired knowledge.
- 4) There is acceptance or attention to the subject matter.
- 5) Responding to the material being taught.
- 6) Able to express ideas/opinions.
- 7) There is proper body movement according to the teacher's instructions.

2) Slameto (2010) in Nuramaliana (2016:25), with indicators that affect learning concentration as follows:

- 1) Lack of interest in the subjects being studied.
- 2) Disturbed environmental conditions.
- 3) Students' minds are confused.
- 4) Student's health condition.
- 5) Tired of the learning process that is going through.

METHOD

Data source is 14 students of 5th grade at SD No.2 Inklusi Desa Bengkala Buleleng. Methods of data collection using direct observation and interviews. The data collection technique used is by using observation technique. Nasution (2003: 56) says that "Observation is the basis of all science. Scientists can only work based on data, namely facts about reality obtained through observation. The researcher enters and sits in that class. Researchers must be in the classroom during the learning process, sitting in their class, listening to the class, observing student movements, seeing and hearing for themselves the complaints of students about the learning process they get. Record what they see and hear, record what they say, think and feel.

According to Danial (2009: 77-79) when viewed from his work, observations can be categorized into direct observation, participatory observation, and indirect observation. Direct Observations are observations made directly by observers on the objects observed in this study. The researcher observes directly how the classroom atmosphere, student character, learning materials, learning process, and student interaction. By doing direct

observation the author can obtain the necessary data in accordance with field conditions. The results of observations for qualitative data require categorization, a description of the observed phenomena, by arranging in detail, chronologically, and structurally, so that the data becomes a unified whole as it is. Observations were used so that researchers obtained data on 5th-grade students of SD No. 2 Inclusion in Bengkala Buleleng Village which showed the level of motivation and excitement in learning English.

At the data collection stage, observations and interviews were used to obtain data. Direct observation was carried out twice to obtain data. Researchers directly follow the activities in the classroom, starting from the initial activities, core activities, and closing activities. The material presented in the first observation was "Transportation" and in the second observation was "Shape". The data was obtained by filling in the observation list that had been compiled by the researcher based on the list of names of 5th-grade students from the teacher.

The initial stage is to conduct interviews with several related parties in this study, after direct observation. After the data from direct observation is obtained, it is continued with the interview stage to get more valid data to be used as a research that will produce useful things for students. The researcher will interview the classroom teacher who is also an English teacher. Interview questions have been prepared based on the results of direct observation, the results of this interview will be continued with the use of multimedia in picture series in teaching strategies. The researcher can ask several questions and explore further answers that are directed to the focus of the research and record them, then the data is analyzed so that the data becomes a study. The purpose of interviewing as a research technique is stated by Nasution (2003: 73) that "The purpose of the interview is to find out what is contained in the minds and hearts of others, how they view the world, namely things that we cannot know through observation". Therefore, the questions asked by the researcher are centered on the research focus that has been defined and structured, although interviews can take place informally. Data analysis techniques are carried out using data analysis techniques proposed by Miles and Huberman (Sugiyono, 2009: 91) which include data reduction, data presentation, and conclusions or verification.

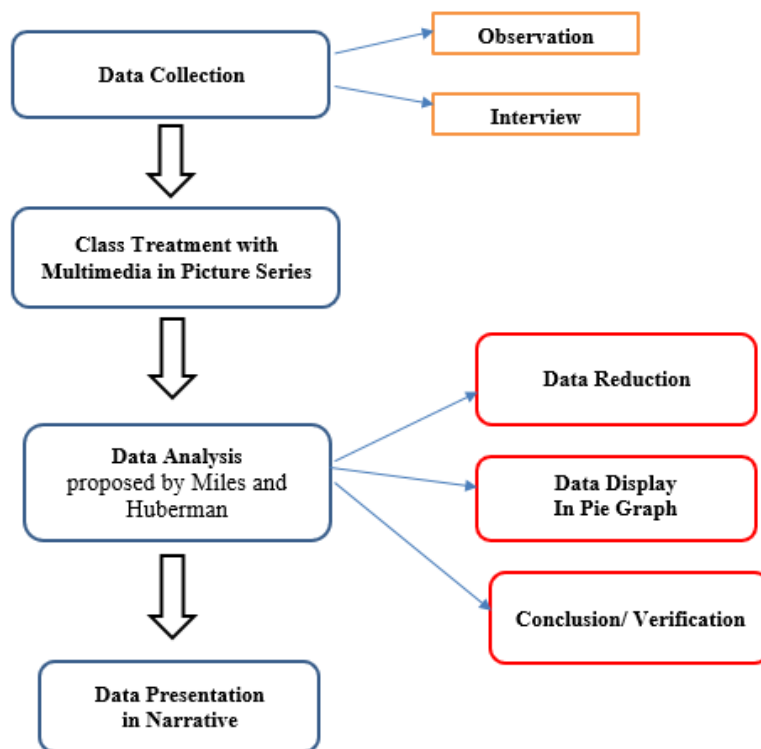


Table 1. The Step of Research Method

FINDINGS AND DISCUSSION

Picture series consists of illustrations, colorful, and eye-catching for catching students' attention in the learning process, moreover combined with the multimedia. (Bailey, K, 2005) Speaking and writing are both beneficial aptitudes and pictures can regularly be utilized as a part of comparable approaches to advance them (Wright, 2004) furthermore expresses that photos can fortify and give data to be alluded to in discussion and discourse as in narrating. Moreover, (Bowen & B, 1991) states that a sequence of pictures is a series of pictures on a single subject. They reveal their story or theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:

- a) Make the titles and captions large enough to read, or omit them altogether and do the describing orally;
- b) Link pictures. There should be continuity of characterization, setting, and subject from picture to picture, with figures of uniform size and recurring landmarks;
- c) If book or magazine representations are replicated, they ought to be disentangled and parts not basic to encouraging points ought to be forgotten;
- d) The pictures themselves should all be the same size and similarly mounted in order to make a set.



Source: *babybusindonesia* youtube channel

Picture 1. Example of Picture Series "Transportation"

Based on the need for research, the researcher will use a modified learning concentration indicator. The learning concentration indicators are seven indicators that come from a combination of seven learning concentration indicators according to Engkoswara (2012) in an article written by Aprilia, et al (2014), and Slameto (2010) in Nuramaliana (2016: 25), namely:

- 1) There is acceptance or attention to the subject matter.
- 2) Responding to the material being taught.
- 3) There is proper body movement according to the teacher's instructions.
- 4) Able to apply the acquired knowledge.
- 5) Able to express ideas/opinions.
- 6) Interested in the subjects studied.
- 7) Not bored with the learning process that is passed.

Observations were made during class treatment by observing student behavior according to learning concentration indicators. The use of multimedia in the form of picture series that are printed and explained to students is shown by the picture below, the motivation of students was increasing in great enthusiastic during the learning process.



Observation: class treatment with multimedia in picture series

No.	Student's Name	Learning Concentration Indicator						
		1	2	3	4	5	6	7
1.	Komang Bagus Suryatris	x	√	x	x	√	x	√
2.	Ni Luh Julia Resmiani	√	√	x	x	x	x	x
3.	Ni Kadek Dinda Marliani	√	√	x	x	x	x	x
4.	Ni Komang Satya Manika	√	√	x	x	x	x	x
5.	Putu Tisya Suyita Sari	√	x	x	x	x	√	x
6.	Kadek Yuli Risma Wati	x	√	x	x	x	x	x
7.	Nyoman Agus Putra Whidi	√	√	x	√	x	x	x
8.	Kadek Agus Sariate	√	√	x	√	x	√	x
9.	Putu Eka Darmasa Putra	√	√	√	√	x	x	x
10.	Kadek Astawa	√	√	x	√	x	x	x
11.	Komang Juni Pastika Dana	√	x	x	√	x	x	x
12.	Komang Kesoman Dewi	√	√	x	x	x	x	x
13.	Wayan Budiarta	√	x	x	√	x	x	x
14.	Gede Ngurah Budi Ratnade	√	x	x	√	x	x	x

Note: x (Not responding), √ (Responding)

Table 2. Observation List 1

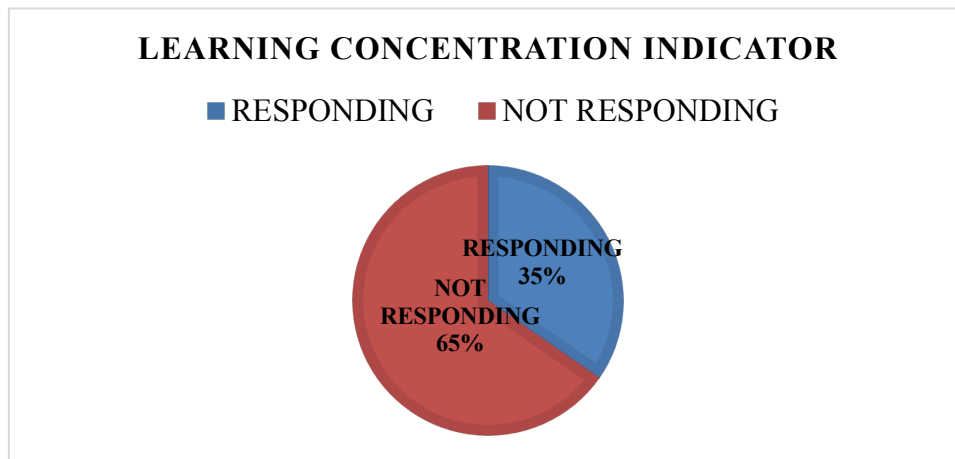


Table 3. Diagram of observation List 1

No.	Student's Name	Learning Concentration Indicator						
		1	2	3	4	5	6	7
1.	Komang Bagus Suryatris	√	√	√	√	√	√	√
2.	Ni Luh Julia Resmiani	√	√	√	√	√	√	√
3.	Ni Kadek Dinda Marliani	√	√	x	√	√	√	√
4.	Ni Komang Satya Manika	√	x	√	√	√	√	√
5.	Putu Tisya Suyita Sari	√	√	√	√	√	√	√
6.	Kadek Yuli Risma Wati	√	√	√	√	√	√	√
7.	Nyoman Agus Putra Whidi	√	√	√	√	x	√	√
8.	Kadek Agus Sariate	x	√	√	√	x	√	√
9.	Putu Eka Darmasa Putra	x	√	√	√	√	√	√
10.	Kadek Astawa	√	√	√	x	√	√	√
11.	Komang Juni Pastika Dana	√	√	√	x	√	x	√

12.	Komang Kesoman Dewi	√	√	x	√	√	√	√
13.	Wayan Budiarta	√	√	√	√	√	√	√
14.	Gede Ngurah Budi Ratnade	√	√	√	√	√	√	√

Note: x (Not responding), √ (Responding)

Table 4. Observation List 6

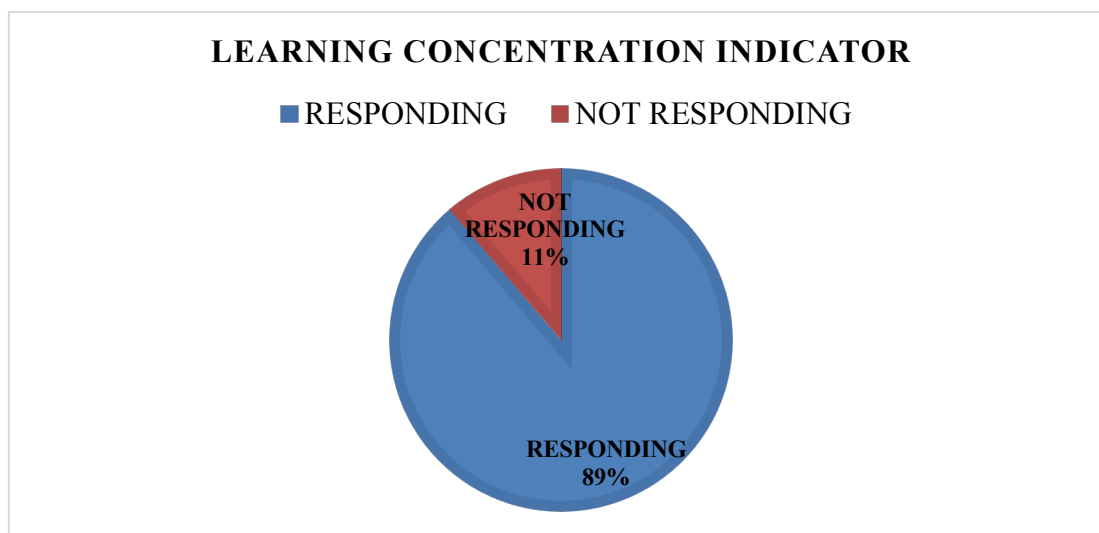


Table 5. Diagram of observation List 6

The following are the results of research obtained from observations and interviews conducted with class teachers and 5th-grade students at SD no.2 Inklusi Desa Bengkala Buleleng. The data analysis is shown on the table of observation list and pie diagram to show the result of this research.

The first indicator of student concentration is "*There is acceptance or attention to the subject matter*". In the initial observation, more students did not focus on the initial presentation of learning. Students are seen opening books and looking around without paying attention to the teacher. In the final observation after using teaching techniques using multimedia in picture series, students seemed to focus on seeing their teacher with high curiosity. Students pay attention to every movement of the teacher because they are seen waiting for what material they will learn.

In the second indicator, the concentration of students is "*Responding to the material being taught*". In the early stages of observation, students did not seem to respond well. Some students chatted with their classmates more often and responded only with the words "*Yes, miss*". The final stage of observation showed a better response than before. Students respond to the teacher with eye contact, nodding their heads and smiling.

In the third indicator, the students' concentration is "*There is proper body movement according to the teacher's instructions*". In the early stages of observation, most of the students did not show movement according to the teacher's instruction. This can be seen in the confusion of students to do what is instructed. Students cannot answer what is conveyed by the teacher. Some students do not focus on the material presented. At the final level of observation, many students tried to raise their hands to answer and follow the teacher's instructions. Students are seen competing to answer and come to the front of the class to point to pictures and tell stories.

In the fourth indicator, the student's concentration is "*Able to apply the acquired knowledge*". At the observation stage, students seemed to have difficulty answering the tasks given by the teacher. They open books and are seen chatting with other friends. At the final stage of observation, students are able to independently try to complete the given task, although there are still some students who still need the help of the teacher for a more detailed explanation. But this point is very good because students' interactions with learning needs have been seen by their efforts to ask the teacher.

In the fifth indicator, the student's concentration is "*Able to express ideas/opinions*". In the early stages of observation, most of the students looked passive and did not want to express their opinion. So that the teacher conveys more material in Indonesian than in English. At the final stage of observation, it was seen that more students raised their hands to state their ideas. Although the ideas they convey are still in the context of Indonesian. But it is clear that their enthusiasm for learning is improved.

The sixth indicator of student concentration is "*Interested in the subjects studied*". In the early stages of observation, interest in the subject studied was quite low, because the subjects were foreign languages that they almost never used in their daily lives. Especially in Bengkala Village, which is located at the upper tip of the island of Bali, which is still far from being equivalent to other schools in big cities. At the final observation stage, students showed their interest in learning English from the multimedia presented. By showing their focus during learning. Student conversations that discuss the lessons and the uniqueness of the pictures that they find fun to learn.

In the seventh indicator, the concentration of students is "*Not bored with the learning process that is passed*". At the initial observation, it was very visible that students were bored with the learning process. Students are seen half-asleep in an unruly learning position. Students stare blankly at the school grounds and look eager to hear the bell ring and end their class. At the final observation stage, students look very happy in learning, their eyes always look forward to the teacher and the multimedia teaching aids used. The cheers of the students' voices filled the classroom, which they didn't realize when the lesson was over. This shows that students' learning motivation increases using multimedia in picture series.

Apsari (2017) "The use of picture series in teaching writing recount text", the results of the study revealed that the teaching writing by using picture series can improve students' ability in writing recount text in junior high school. Specifically, they showed some improvement on the process of writing and vocabulary. On the other way around, the picture series used for fifth grade students in Bengkala Buleleng increases concentration and motivation in student learning.

Setyani (2018) "Analisis Tingkat Konsentrasi Belajar Siswa Dalam Proses Pembelajaran Matematika Ditinjau Dari Hasil Belajar", the results showed that the three research subjects at the Vocational School level had different levels of learning concentration. Subject A with high learning outcomes met 6 indicators of learning concentration and did not meet 3 indicators of learning concentration. Setyani (2018) only analyzes the class using concentration indicators, but in this study the concentration indicators were used to assess the effectiveness of the Multimedia in Picture Series in learning.

CONCLUSION

Referring to the study findings and discussion discussed in the previous chapter, it can be concluded that: First, Multimedia in picture series has a very extraordinary effect in encouraging the learning motivation of Bengkulu Elementary School students. Student motivation can certainly be seen how the level of concentration in student learning and also how the response of students in following the learning process in class. Student responses to the use of Multimedia in picture series showed a very good response to the observation list which was indicated by the motoric responses of students by raising their hands, eye contact, trying to think for themselves, and conveying their ideas to the front of the class. This teaching strategy is very effective compared to teaching methods that do not use multimedia in the teaching and learning process. Second, there is substantial interaction among students in the class who often discuss the material that appears on PowerPoint, compared to before, students often talk and discuss things that have nothing to do with the material presented by the teacher. Third, being on the concentration indicator "interested in the subject studied" makes students happier and more interested in the subjects they learn. This is the most important of all when students are interested and enjoy the subject in class. This strategy should be used by all subject teachers, not only English subjects who can use it. Especially in Bengkulu Village, where the schools are located in the interior of the village, which is almost difficult to keep up with the technology that is developing in this era of globalization. Good teaching and learning strategies are needed to get good student output so that they will form a strong character with skills that can be used to improve the quality in their respective areas. This research is limited in terms of scope and subject size. For these reasons, it is suggested that further research examines the effect of the picture series on different aspects of learning, such as on students' language skills, knowledge quality, attitudes, achievement, etc. Further research also needs to involve a bigger sample size for a more generalizable result.

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AN ANALYSIS OF SPEECH ACT AND POLITENESS STRATEGY USED BY ENGLISH LECTURER OF DWIJENDRA UNIVERSITY IN ONLINE CLASSROOM INTERACTION

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ABSTRACT

Speech act and politeness strategy are widely known as a part of pragmatics in which certain aims are conveyed beyond the words or phrases when a speaker says something. Both apply as acts that refer to the action performed by the utterances produced during an intercourse. The aims of this study was finding out what types of politeness strategy and speech acts used by English lecturer during online class's instruction. The subject of this research is an English lecturer at Dwijendra University. The data were collected through two steps; an observation on politeness strategy and speech act used during the online learning and then an interview to verify the observed data. It is a qualitative descriptive study which was conducted in two steps; first step is to observe how English lecturer apply politeness strategies and speech act in online learning. Second, interview is conducted with research subject to verify the observed data. In addition, there are two theories applied in this research namely Brown & Levinson's theory of politeness strategies and Searle's theory of speech act. The result of the study found out that English Lecturer use four types of politeness strategies during an online learning; bald-on record, positive politeness, negative politeness, and off-record. Besides, five types of speech acts were found to be used by the English lecturer during his online learning; representative, directive, commissive, expressive, and directive. This study also discovered that an English lecturer used more directive speech acts during online learning.

Keyword: Online Learning, Politeness Strategy, Speech Act

INTRODUCTION

Pragmatics is defined as a study which strongly believe that what is communicated is more than what is said. The utterances that the speakers produce in communication convey deeper intention or certain hidden message than the actual meaning of the words or phrases themselves. Yule (1996:3) as cited in Sudarmawan (2018) states that pragmatics has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean. Pragmatics has strongly related with the context or situation when certain utterances are being said; it is very important for the speaker to focus on the context in order to get the interlocutor grasp the idea of the utterances itself. He also argues that pragmatics must consider aspects of context such as who (the interlocutor), when, where, and under what circumstances the conversation takes place since it will determine the way they say and what they want to say. Thus, pragmatics can be said as study of meaning which is related to the speech situations.

There are some factors that need to be considered when it comes to pragmatics, those five factors that establish the very definition of pragmatics itself; Speech Acts, Presupposition, Context, Adjacency Pairs, and also Deixis and Distance. Meanwhile, the application of speech act is the point that is going to be talked more in this study. Speech act; subdivision of pragmatics which also become a variety of verbal communication. Speech acts can be defined as a study concerning on how the speakers and hearers make

use of language. The speech act theory was introduced by Oxford philosopher J.L. Austin in *How to Do Things With Words* and further developed by American philosopher J.R. Searle. It considers the degree to which utterances are said to perform are the act to express something (locutionary act) the act to do something (illocutionary act), the act to affect the conversations of the speaker (elocutionary act). Besides, Bach (1979) as cited in Sudarmawan (2020) explains that an action in verbal communication has message in itself which means that the communication is not only about language but also with action. Thus, speech is the utterance that occurs and act refers to intention of speaker that is expected to be done as an action of the hearer; doing action by words.

In line with that, Speech act can be classified into five; representatives, directives, commissive, expressive, and declaratives. Each type of those five classifications of speech act has its own characteristics and functions. (Searle, 1969) mentions that representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition and also the utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. The second type is directives; kind of speech acts in which speaker uses to get someone else to do something. These speech acts include requesting, questioning, command, orders, and suggesting. The next one is commissive; Commissives are speech acts that the utterances commit the speaker to some future course of action, these include promising, threatening, offering, refusal, pledges. The other type is expressive; speech acts that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. The last type is declarative; it is likely to be declarations where the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra- linguistic institutions. These speech acts include excommunicating, declaring war, christening, firing from employment, and so on and so forth (Searle, 1969). On the other hand, since language has become one of the main devices in communicating with each other in human life, language alone than is not simply only plays as a device to communicate but also a very important part to establish and maintain relationship among others in society. Juliari and Yuniari (2019) state that communication could occurs when there is speaker and hearer who are talking about certain topics. A good communication will influence the success interacting among the member of society. In relation with this, communication also takes an important rules in learning process. In this case, the students communicate with their lecturer in order to share their ideas, feelings, information and opinion (Juliari, 2018). In order to do so, people need to have strategies; One of the strategies that can be used to establish and maintain proper relationship with other is called politeness strategies. Politeness strategies are about to build harmony through well-planned communication. These strategies proposed by Brown and Levinson (1987:61) is merely about "face". They argued that face is the public self-image that every member wants to claim for themselves. Face itself is define as something that should be recognised and be respected in interaction Brown and Levinson (1987:61). Furthermore, Leech (1983) as cited in Juliari and Yuniari (2019) politeness relates the way of speaker makes communicative interaction in order to avoid

insulting to the other or listener. In case of social interaction, people need to be aware on others' faces in order to consider their feelings for the sake of good relationship with them by avoiding an act that may threaten others' faces. Therefore, politeness strategies are the best way that can be applied to fix some rude utterances, to deliver speaker meaning, and to produce utterances acceptable by the interlocutors.

In addition, there are four types of politeness strategy proposed by Brown and Levinson (1987); Bald on record, positive politeness, negative politeness, and off record. First, Bald on-record strategy does not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly, such as giving advice in a non-manipulative way. Using this strategy will shock or embarrass the addressee, and so this strategy is most often utilized in situations where the speaker has a close relationship with the listener; family or close friends. The next strategy is positive politeness. It according to Brown and Levinson (1987) seek to minimize the threat to the hearer's positive face. These strategies are used to make the hearer feel good about themselves, their interests or possessions, and are most usually used in situations where the audience knows each other fairly well, or an individual's positive face needs, or self-worth, have to be met. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, compliments. The Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. As stated by Brown and Levinson (1987), by attempting to avoid imposition from the speaker, the risk of face-threat to the hearer is reduced. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies. At last, there is also another type of politeness strategy called off record. Brown and Levinson (1987) assert that this strategy uses indirect language and removes the speaker from the potential to be imposing. The strategy of doing off-record is to express something general or different than the speaker's true meaning and relies on the hearer's interpretation to have the speaker's purpose get conveyed. The speaker can get credit for not imposing on the hearer or give the hearer a chance to be helpful and generous.

Nowadays, speech act and politeness strategies can be found in daily activities such as in public speaking, selling or buying interaction, novels, movie, and also during teaching and learning process. Both are used properly in certain way to convey certain meaning so the message that conveyed can be understood by the hearer as well as the way they are delivered can also be accepted by the hearer. In this case is the way English lecturer produce utterances to convey the meaning so the students can do what he intends them to do while also maintaining good relationship with them. Thus, it is important to pay attention to those two aspects of language during the process of teaching and learning since would contribute to the success of learning activities.

As a continuance, there is a changing on the learning model due to the spread of Covid 19; a shifting from offline to online learning (Haleem, et al, 2020). This shifting in language learning comes with novel challenges since the language learning is commonly conducted directly and face to face; the lecturer used to deliver the instructions in offline class setting. Therefore, there must be an adjustment made by him in dealing with online

classes. The lecturer should be able to use appropriate language expressions to deal with the students in online class in order to achieve the goal of language learning; to make the students understand what the teacher expects them to achieve and at the same time to get them feel secure by avoiding any possible misunderstandings.

In the meantime, online class has become an usual teaching model yet the challenges still remain due to the limited access of direct communications from the lecturer to the students. In other words, it moves from novelty to necessity. Meanwhile, there are previous studies about the use of speech act and politeness strategy in online teaching in school level; junior and senior high school students. Thus, this research is conducted to find out the speech act and politeness strategy used in higher level, university students, where the students at this level are more critical and more mature in terms of emotions and feeling; it requires the use of language in certain way to address their characteristics in order to make them feel good and appreciated during instruction. It is not just the matter of asking the students to join the online class. Instead, the lecturer needs to be a lot clearer about the instructional goals and corresponding outcomes. To that end, breaking down the instruction into a clear objective; identify a tangible skill, a targeted point of knowledge, and a chunk of learning.

Based on the above problem, this study is conducted to find out what type of politeness strategies and speech act applied by the English lecturer during online classes to achieve the goal of language learning. An English lecturer at Dwijendra University is the subject of this study since an online learning is still conducted there. There are six lecturers who are actively teaching, three of them are having specialty in handling the sociolinguistics, pragmatics, and other related subjects during the semester and only one of them is chosen randomly as the subject in this study. Thus, the politeness strategy and speech act applied by that English lecturer during his online class are the data of this study.

METHOD

A descriptive qualitative research design was used in this study to find out the politeness strategies and speech act applied by English lecturer during his online class' interactions. Descriptive qualitative research design focuses on gaining deeper understanding related to the opinions, feelings, perspective or attitudes of the participants under the study (Lodico et al., 2010; Nassaji, 2015). Moreover, this kind of research has a goal to show a summary of specific event that is experienced by individual or groups of individuals. This study aimed to collect, analyze, and interpret the data that were collected through a 90-minutes English lesson. This study was conducted to investigate the politeness strategies and speech act used by an English lecturer in their online classroom interactions. Therefore, the data in this study were in the forms of utterances which were uttered during the teaching and learning activity.

In addition, non-participant observation and semi structured interview were used to gain the data. The non-participant observation is a kind of observation carried out directly or indirectly involved with the object of observation. Semi structured interview is an interview that are conducted by developing questions but still adjusting to previously made questions. (Nugrahani, 2014). Three types of instruments were used in collecting the data. The instrument used was a video containing learning activities carried out by the research

subject, an interview guide to verify the data, and observation checklist containing the data that has been obtained. In analyzing the data that has been obtained, this study uses data analysis techniques proposed by Miles and Huberman; Data analysis was carried out in three stages, they are data reduction, data display and conclusion drawing / verification (Miles and Huberman, 1994). This study also uses the triangulation method in analyzing the data. This study used two types of triangulation in this study; the first one was the triangulation investigators which carried out in collaboration with experts in the field being studied, they are speech act and politeness strategy. While the other one was triangulation theory which carried out to adjust the data with the speech act theory and politeness strategy.

FINDINGS AND DISCUSSION

The Searle's theory of speech act (1969) is used to define and classify the type of speech act used by the English lecturer and the theory of politeness strategy from Brown and Levinson (1987) became the basis for identifying the type of politeness strategy used during the online class. It is found that the English lecturer used five types of speech acts during his online class; representative, directive, commissive, expressive, and declarative. Meanwhile, four types of politeness strategies study were found to be used by English lecturer during his online class; bald-on-record, positive politeness, negative politeness, and off-record. The data that has been obtained during this study and also its explanation in detail are presented as follows;

1. Speech Act

The following are types of speech act applied by the English lecturer during his interaction with the students in online class.

1.1 Representative

Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation (Searle, 1969). 26 utterances (9.2% of the data) were found as a representative speech acts that were applied during online classroom interaction. Those utterances were in the form of statements, descriptions, classifications, and explanations which were used in stating, informing, explaining, arguing, and also affirming. This is an example of representative speech act found in classroom interaction: "well, narrative text should be done in chronological order". This utterance was produced due to the lecturer intention of informing to the students about the state of affairs; The utterance made by the English lecturer tells the fact which represents the truth as people will believe it.

1.2 Directive

Directives means that speaker direct the hearer to perform some future act which will make the world fit with the speaker's words, or in other words they express what the speaker wants (Searle, 1969). He also stated that it tries to get the hearer to behave in such a way as to make his behaviour match the propositional content of the directive. In this

study, the English lecturer produces 168 utterances (59,4% of the data) were found as a directive speech acts that were applied during online classroom interaction. Those utterances were used in warning, questioning, commanding, suggesting, requesting and inviting. This is an example of directive speech act found in classroom interaction: “I need you all to turn on camera before I start my presentation”. This utterance was produced due to the lecturer intention of commanding the students to turn their camera ON so that the lecture can start the presentations; to make someone do something that he needs to follow, especially when the speaker has more authority over the hearer. Commanding can also mean to control someone or something and tell him, her, or it what to do. In short, commanding is to give someone an order. Thus, every directive is an expression of a desire that the hearer should do the directed act.

In addition, directive type of speech act was found to be the most speech act type being used by the English lecturer in utterances during classroom interaction. It can be seen from the total utterances produced during the 90 minutes instruction; 168 utterances in which covers 59.4% of the total data collected. It is due to the part and function of the lecturer during the class that is to deliver material which demand him to lead, command, warn, question, suggest, request, and also invite the students during the classroom interactions in order to achieve the goal of instructions. Besides, in this case, the lecturer has more authority over the students which set the natural atmosphere that form the believe among them to give and do those language functions in order; the hearer (students) have to follow what the speaker (English Lecturer) says.

1.3 Commissive

In commissive, speakers commit themselves to a future act which make the words fit their words. They express what speaker intends commissive is the utterance is produces to give action in the future (Searle, 1969). The commissive deal with committing to do something so the conditions of satisfaction would be depending on whether the commitment is carried out, kept, or broken. In this study, the English lecturer produces 31 utterances (11% of the data) were found as a commissive speech acts that were applied during online classroom interaction. Those utterances were commonly used in promising and pledging. This is an example of commissive speech act found in classroom interaction: “we are going to do discussions right afterwards” This utterance was produced by the English lecturer to tell the whole class that there is going to be an activity that would be done after finishing the current activity; discussions right after the group finished their presentation. This utterance categorizes as commissive type of speech act since there is the phrase "be going to" applied; it indicates an action that the English lecturer are about to conduct in the future where he will continue to discuss the students' presentation. In line with the previous utterance, the English lecturer also stated that “keep doing great, big fat A would be yours”. This utterance is also categorized as commissive type of speech act since it indicates a promise for giving something (in this case is an A) when the students fulfil certain requirements, terms and, conditions (in this case is to keep doing their best during the whole semester).

1.4 Expressive

Searle makes a category for speech act that focus on primarily on representing the speaker's feeling, it was expressive. Expressive is used by the speaker to make words fit the world (in this case is – of feeling); it represents the speaker feeling through psychological state. In this study, the English lecturer produces 37 utterances (13% of the data) which were found as an expressive speech acts applied during online classroom interaction. Those utterances were commonly used in greeting, complimenting, expressing possibility, thanking, apologizing, welcoming, condoling, pleasuring, like, dislike, joying, etc. This is an example of expressive speech act found in classroom interaction: “good evening my dear students” This utterance was produced by the English lecturer to greet the whole class at the first place; greeting is something friendly and politely used by the lecturer as a sign of welcome which creates a feeling of warm welcome and also recognition. The other one is “I love your paragraph Elys, the way you represent ideas is so smooth”. This utterance is a compliment; an expressive act since the intention is to praise or express admiration to someone, one of his students. The lecturer uttered this as a form of polite expression to congratulate Elys for doing great in writing paragraph.

1.5 Declarative

The declarative speech act is quite special since the words utter have an effect of immediate changes in the institutional state of affairs which tend to rely on elaborations of extra linguistics institutions (Searle, 1969). He observed that successful performance of declarative speech acts brings about the correspondence between the propositional content and reality; in order to successfully perform declarative speech acts, the speaker must have a special institutional role in the specific context, in this case is the lecturer role to the students during the instruction in the classroom context. In this study, the English lecturer produces 21 utterances (7.4% of the data) which were found as declarative speech acts applied during online classroom interaction. The utterances were commonly used in declaring, dismissing, christening, naming, cursing, appointing, sentencing, firing, etc. This is an example of declarative speech act found in classroom interaction: “Unit 5 is finish, so the class today is dismissed. You have your to-do-list. No submission until the third week, then you die!!!” This utterance was produced by the English lecturer to declare the status of the class and also declare some sort of bad result for not submitting the assignment by the due date stated. The term “die” is the word that might represent the effect; the students will not pass the subject and get D score. Thus, by knowing this fact, the students become aware of the situations.

2. Politeness Strategy

The following are types of speech act applied by the English lecturer during his interaction with the students in online class.

2.1 Bald-on-record

Bald-on record in politeness strategy is commonly shocking and embarrassing hearers since it is a direct way to say things (Brown & Levinson, 1987). This strategy does not attempt to minimize the threats to the hearers' face. The speaker who apply of this

strategy usually employed in situations through which both parties are having close relationship; friend, family, colleagues, and frequently the speaker is vastly superior in power than the hearer. In addition, this strategy is applied to show great urgency or desperation, great efficiency, task oriented, welcome, offers, etc. This is an example of bald-on record applied by the English lecturer during his classroom interaction: “Five minutes left eka, do it fast, uumm..skip the introduction, it less important”. This utterances cover urgency and task oriented which were directly aimed to the students. In this case, the lecturer uttered those words in higher tone which means that he had no desire to minimize the threats and the effect that might occur on the students was not currently his concern; the lecturer did not take the students feeling for granted whether they were shocked, embarrassed, got offended, or even felt discomfort.

2.2 Positive politeness

Positive politeness strategy is applied to save the face and positive self image of the hearer (Brown and Levinson, 1987); this kind of strategy expresses concern for others and minimize threats to self-esteem in particular social contexts. The speaker who apply of this strategy usually employed in situations through which all participants are promoting solidarity, closeness, and a conflict-free relationship. Thus, this strategy mostly cover appreciation, optimism, compliment, approval, interest, etc. These are examples of positive politeness strategy applied by the English lecturer during his classroom interaction; “..your presentation is amazing, you must be well prepared, great Tari. Oiya..your paragraph mostly about your own pets, you like dogs a lot right..”. and “...all of you are doing great today, congratulations...”. The utterances by the English lecture categorized as positive politeness strategy since they cover appreciation, compliment, and simply a notice to the students’ interest that make them feel appreciated and comfortable. As a lecturer, he showed that he noticed the student’s interest of a dog right after he gave compliment to her writing in a way that make her feel good about herself and her performance that day. The other utterance has the intention to maintain the students’ optimism on the subject being taught by congratulating; giving positive value to the students’ work, performance, ideas, and other aspects. Besides, positive politeness is all about being optimist.

2.3 Negative politeness

Negative politeness strategies are intended to avoid giving offense by showing deference (Brown and Levinson, 1987); the speaker intends to create distance with the hearer in order to show respect. The strategy includes questioning, hedging, presenting disagreements as opinions, also formality and indirectness. These are examples of negative politeness strategy applied by the English lecturer during his classroom interaction: “...I normally wouldn’t ask you this...” and “..I hate to have to say this, but there is no progress!!!..” Those utterance by the English lecturer were applied as the form of negative politeness. He used utterances that function directly as notice that violates face wants and wanted to indicate reluctance where he impinged on student by using hedges. Thus, they were considered as examples of negative politeness strategy since it conveys pessimism; pessimism put both parties in distance where one did not satisfy the other expectations.

2.4 Off-record

Off-record is one of the politeness strategies that allow speaker to apply hints or statement to convey the intended meaning and then the hearer has to grasp the intended meaning themselves (Brown and Levinson, 1987). It can be defined as an indirect strategy; the speaker wants the hearer to do something yet avoiding the responsibility to do it, so here the speaker leave the hearer to construct the meaning. The application of this strategy possibly done by giving hints or statements, giving association clues, doing presuppose, doing understate, doing overstate, etc. Commonly, this strategy will violate the maxims of quantity, relevance, and others since the utterances might be do not match with the actual meaning and using terms that higher than the actual state. These are examples of off-record strategy applied by the English lecturer during his classroom interaction: “..Hello, Anybody home???.”. This utterance conveyed the meaning that the English lecturer implicates a request that the students should turn the camera ON during the class. The students one by one turn their camera ON right after the lecturer said that hints. Then, another utterance followed: “..thanks, I told you hundred times, keep the camera on during the class..” The students response indicated that they grasp the intended meaning uttered by the lecturer since they turned the camera ON. The other utterance stated an overstate; the word “hundred times” is far beyond the actual state which make the students realize that they repeat the same mistake.

CONCLUSION

Based on the findings, the conclusion can be drawn as follow; five types of speech act were used by English lecturer during his online teaching in total number of 283 utterances. Those five types of speech act that used are representative (26 utterances – 9.2%), directive (168 utterances – 59.4%), commissive (31 utterances – 11%), expressive (37 utterances – 13%), and declarative (21 utterances – 7.4%). Directive types of speech act dominantly used by the English lecturer during the instruction due to the function and intention of the utterances are about to asking, inviting, pleading, ordering, and prohibiting; it gets the students actively involve during the teaching and learning process. Another finding from the data is the four types of politeness strategy that was used by the English lecturer during his online learning; bald-on-record, positive politeness, negative politeness, and off-record. Meanwhile, the result of interview proofs that the use of language during the instruction in online class is more challenging due to several factors; the indirect access to the students which contribute to many communications gap and problem and also the possibility to be recorded for further use. Therefore, the language used during the online class should appropriate and match the needs of students at certain level. Finally, it is hoped that the findings could provide proper data on the application of speech act and politeness strategy during classroom interaction and thus, would be beneficial for consideration in planning instruction process and also for further research in the same field.

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AN OVERVIEW OF ENGLISH LANGUAGE PROFICIENCY INDEX IN EFL-COUNTRIES

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ABSTRACT

The English Proficiency Index (EPI) ranking released by Education First (EF) shows that Indonesian EPI falls under Vietnam in 2016 and commits a decreasing trend since 2011. Besides, other EFL-countries, e.g., Belgium and Argentina, could reach the 11th and 19th world ranking in the same year. These phenomena showed that Indonesian had problems in improving English language proficiency. Therefore, this paper is aimed at; (1) pointing out the factors affecting EPI from social-cultural, legal and educational perspectives, (2) factors affected by EPI, and, (3) recommendations for improving EPI based on the other EFL-countries with high EPI. The present study was a literature study. The results of the study showed that (1) the factors affecting EPI from social-cultural perspective could be caused by the various *mother tongue* interferes, from legal perspective could be caused by limited occasion that give chance for English as a foreign language to be used according to Indonesia regulation, and from educational perspectives could be caused by the changes of curriculum that did not meet the expectation to improve Indonesian English proficiency (2) there are three main aspects that are directly affected by the English proficiency index, namely; economic development, innovation, and technology development (3) to improve Indonesian EPI requires evaluation of educational expenditure support, foreign language education policy and also pre-service and in-service English language teacher education. The results of this study are expected to give contribution to the improvement of Indonesian EPI.

Keywords: *English Language Proficiency Index (EPI), EFL-countries*

INTRODUCTION

English is used to be the language of international trade and diplomacy and the indicator of the well-educated upper class, but then globalization, urbanization, and the internet expansion changed its role becoming the basic skill for the entire global workforce. English has not associated with the United Kingdom and the United States anymore, but becoming the lingua franca of the world (ELF). Each country's English ability is indicated by the English proficiency index (EPI). EPI is a standardized measurement of adult English proficiency that could be used to compare a country's English proficiency with other countries (EF EPI First Edition, 2011). From 2011 to 2016, the countries involved in the comparison raised from 44 to 72 countries. It shows that more people in various countries are interested in taking the test for their English proficiency.

The EF EPI bands cover 5 proficiency levels, namely; very high, high, moderate, low, and very low proficiency. The table below shows the relationship between EPI bands with the sample task of proficiency performance.

Table 1. *Relationship between EPI Band and Sample Task*

EPI Bands	Sample Task
Very High Proficiency	<ul style="list-style-type: none">• Use nuanced and appropriate language in social situations• Read advanced texts with ease

	<ul style="list-style-type: none"> • Negotiate a contract with a native English speaker
High Proficiency	<ul style="list-style-type: none"> • Make a presentation at work • Understand TV shows • Read a newspaper
Moderate Proficiency	<ul style="list-style-type: none"> • Participate in meetings in one's area of expertise • Understand song lyrics • Write professional emails on familiar subjects
Low Proficiency	<ul style="list-style-type: none"> • Navigate an English-speaking country as a tourist • Engage in small talk with colleagues • Understand simple emails from colleagues
Very Low Proficiency	<ul style="list-style-type: none"> • Introduce oneself simply (name, age, country of origin) • Understand simple signs • Give basic directions to a foreign visitor

Source: EF EPI Sixth Edition, (2016:9)

The country's English proficiency is revealed to have a relationship with several aspects, namely; earning power, innovation, and technology (EF EPI Sixth Edition, 2016:10). English helps the people in a country to generate opportunities, strengthen employability and improve the knowledge and skill; therefore, the chance to get better earnings for better living is possible. Several studies conducted by EF shows that the countries with higher EPI tend to produce more high-technology exports and invest more in research and development in fields such as aerospace, computers, pharmaceuticals, scientific instruments, and electrical machinery and also have more researchers and technicians per capita, as well as larger number of research and development, (EF EPI Sixth Edition, 2016:10). High EPI countries also experience a high internet connectivity and mobile technology expansion. This condition would be very beneficial for the English education field where internet technology could facilitate teacher time optimization, instant feedback, personalize learning, innovative classroom interaction, assistance for learning disabilities, and up-to-date material.

This paper would discuss the existence of EPI in EFL-countries. There are 4 countries, Belgium, Argentina, Vietnam and Indonesia, which were compared to raise a finding of the EPI trend. Those countries are chosen because of several reasons, those are;

1. All of those countries are EFL countries. The final purpose of this paper is giving recommendation for Indonesia to improve the English Proficiency Index. Since Indonesia is an EFL-country, comparison should be made from similar EFL countries, so that the context will be similar.
2. Those 3 EFL countries (Belgium, Argentina & Vietnam) are scored EPI above Indonesia. At the same time, those 3 EFL countries represent each continent; Belgium represents Europe, Argentina represents America, & Vietnam represents Asia.
3. This paper was not focussing on the presence of low or high proficiency level. This paper gives more emphasis that there are still countries that could get higher position in EPI compared with Indonesia although Indonesia already get *Moderate Proficiency Level* in 2016.

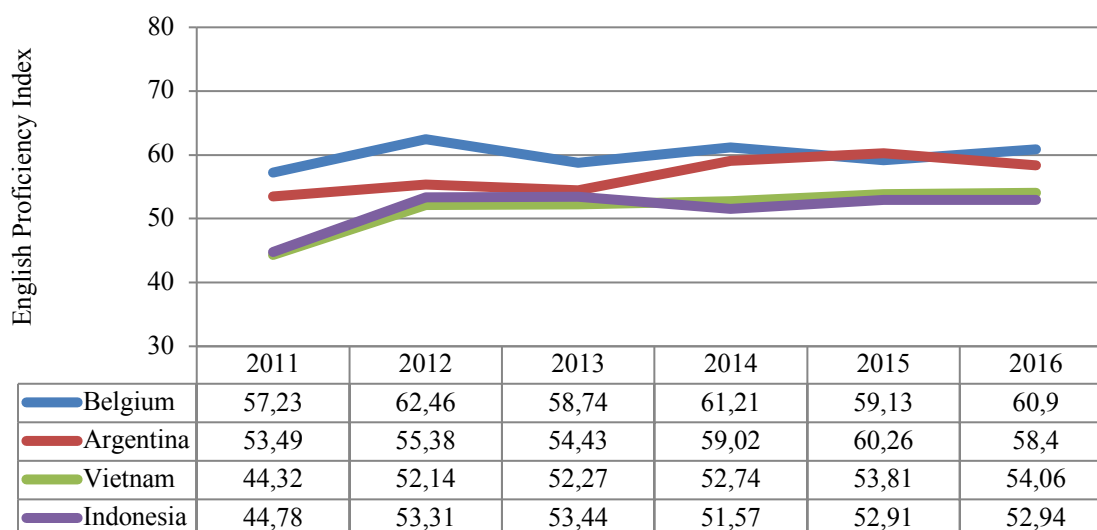
4. Therefore, the countries below Indonesia were not selected to be compared.

Findings on EPI trend from those 4 countries then would be used as the basis of further comparison on several factors that are affecting EPI (seen from; socio-cultural perspective, legal perspective and educational perspective) and affected by EPI (correlated with; economic growth, unemployment rate, research publication, & internet users). The factors that are affecting and affected by EPI would be drawn from Indonesian context. Finally, recommendations to improve EPI would be drawn from the other three successful EFL-countries.

INDONESIAN EPI COMPARED WITH OTHER EFL COUNTRIES

Indonesia is a country with a moderate English proficiency level. Among 19 ASIAN countries that are compared in 2016, Indonesia falls in number 8 under Vietnam in number 7. If Indonesia is compared with the all 72 countries all over the world, Indonesia could only reach the 32nd place far behind other EFL-countries e.g., Belgium and Argentina.

The line graph below illustrates the EPI score trend comparison of Belgium, Argentina, Vietnam and Indonesia from 2011 to 2016.



Graph 1 EPI Scores Trend Comparison
Source: EF EPI 1st - 6th Editions (2011-2016)

The English proficiency index of all countries above showed a rising trend over the period. Belgium was in the highest rank in all years except 2015 but performed the lowest score improvement. The EPI scores only improve 3.67 from 2011 to 2016. Argentina scored 53.49 points in 2011 and improved 4.91 points in 2016 to 58.4. Indonesia improved significantly from 2011 to 2012 but remain flat until 2016 where the total improvement was only 8.16 points from 44.78 to 52.94. Vietnam is the only country that could maintain a steady EPI scores improvement for 6 years. The total score improvement gained by Vietnam was 9.74 point. It starts at 44.32 in 2011 and finished at 54.06 in 2016 and the scores were never decreased for 5 years. In 2015 Vietnam was actually below Indonesia, but then from 2013 to 2014 Indonesian EPI fell below Vietnam, and continued until 2016.

This comparison shows that there is a problem in Indonesian English proficiency. There are factors that affect and affected by EPI itself.

FACTORS AFFECTING ENGLISH PROFICIENCY INDEX IN INDONESIAN CONTEXT

Socio-Cultural Perspective

Indonesia is the biggest archipelago in the world, comprising approximately 17.504 islands, 300 ethnic group, 1.340 tribes and 1.211 local languages (Sekjen Pusat Pengolahan Data, 2013, Kemsekneg RI, 2017, Kompas, 2017). Most of Indonesian would be first introduced to their local language as a *mother tongue* and then Bahasa Indonesia as their second language since it is the Indonesian official language. Bahasa Indonesia is used as the daily conversation especially in the cities where the people are coming from various island and it is the compulsory language at school or any other formal institutions. This socio-cultural condition tends to bring a challenge for Indonesian to be easily successful in learning foreign languages, especially English, because of the *mother tongue* interfere and a very limited English communication chance.

Many researchers discovered that mother tongue gives a negative effect on English performance. Atetwe (2013:81) mentioned that there are several aspects English performances that are affected by the use *mother tongue*, namely; pronunciation, writing, self-confidence, and communication skills. The difference of orthography and pronunciation between English and *mother tongue* challenges the students' ability in spelling, syllable, vocabularies, grammar, and meaning. It makes the students do wrong pronunciation, wrong blending, false constructions, carelessness, etc. (Mamo, 2016:103). In line with those statements, Sriprabha (2015: 299) stated that vagueness, general ineptness, *mother tongue* transfer/interfere, different sound system and spelling symbol, inappropriate example (teacher) as well as fossilization are several influences of mother tongue toward English performance. Those statements strengthen the assumption that the low English proficiency index could be caused by the various *mother tongue* interferes.

Legal Perspective

The development of language policy in Indonesia should be traced back to the post-World War I. Zakaria, (2015:10) states that Indonesia was exposed to Dutch language under the 350 year of Dutch colonization. The texts books language at high school and university were using the Dutch language. Then, the Indonesian youth congress established on October 28th 1928 where '*Sumpah Pemuda*', the Indonesian youth oath of allegiance to Indonesia, was pledged. The last statement of the oath stated that the unity language of Indonesians is Bahasa Indonesia. Simpson (2007) in Zakaria (2015:11) mentioned that the reasons for choosing Bahasa Indonesia (Malay) as the national language are; (1) Malay was used as lingua franca of the archipelago, (2) It was the language of instruction in many areas, and (3) It was widely spoken both by the majority and minority groups. During the Japanese reign, Bahasa Indonesia experienced vast growth. Finally, after the declaration of Independence on August, 17th 1945, Bahasa Indonesia was established as the official language by the 1945 Constitution of the

Republic of Indonesia chapter XV about national flag, language, coat of arms and anthem, article number 36.

In its development, definition, position, and function of other languages, especially foreign language is regulated in the Constitution of the Republic of Indonesia number 24 in 2009 about national flag, language, coat of arms and anthem. Article 1 number 7 mentions that the foreign language is a language other than Bahasa Indonesia and regional/local languages. It shows that English is not considered as a special foreign language. English position as foreign language is equal with Germany, French, Japanese, Arabic, etc. Regarding to its function, any foreign languages could be used as a medium of instruction only to support the students' ability in using a foreign language (Article 29 number 2). Publication of scientific papers for the purpose or field of special studies may use regional or foreign languages (Article 35 number 2). A foreign language may be used to give information on domestic or abroad goods products or services circulating in Indonesia (Article 37 number 2). English can be used in general signs, guide, public facilities, banners, and tools other information which is a public service to complement Bahasa Indonesia (Article 38 number 2). The mass media that has a special purpose or a specific goal may use a foreign language (Article 39 number 2). There is no any special function given to a specific foreign language. Even in Article 31 number 2, which mentions that the bilateral agreement draft is written in Indonesian, the national language of that other country, and /or English, and all texts are the same as the original. It is clear that Indonesian language regulation put Indonesian as the main and official language while English as a foreign language which is optional and purposeful.

This legal perspective then gives a negative impact on the Indonesian's English proficiency, because English is not too important if it is viewed from the angle of legal perspective. There is only limited occasion, according to regulation that given chance for English as a foreign language to be used, and even if there is a chance, the chance is equal to the other foreign language.

Educational Perspective

English language education in Indonesia could not be separated from the development of the curriculum. The table below shows the change of curriculum since Indonesian independence in 1945 and its approaches as well as for purposes to English education.

Table 2. *Indonesian Curriculum Development*

Year	Name of Curriculum	Approaches to English Education	Purpose of English Education
1947	<i>"Rentjana Pembelajaran - Leer Plan"</i> (Dutch Language)	Grammar Translation	Developing English language skills, emphasized on reading skill development *these three curricula are
1952	<i>"Rentjana Pembelajaran Terurai"</i>	Grammar Translation	Planning-oriented
1968	<i>"Rentjana Pendidikan"</i>	Audio Lingual	

	Subject-centred curriculum		
1975	“ <i>Satuan Pelajaran</i> ” Purpose-oriented curriculum	Eclectic	Similar to the previous curriculum with an addition on equipping students with the language’s components (grammar, pronunciation, and vocabulary), the emphasis is on linguistic pattern.
1984	“ <i>Kurikulum 1975 yang disempurnakan</i> ” Process-oriented curriculum	Communicative	Similar to the previous curriculum with an emphasis on the development of communicative competence
1994	Meaning-based curriculum Process-oriented	Communicative-Meaningfulness	Developing reading skill, followed by speaking, listening and writing as a form of communicative competence.
2004	“ <i>Kurikulum berbasis Kompetensi</i> ” Competence-based curriculum Result-oriented *never actually launched	Communicative-Meaningfulness Genre-based	Achieving communicative competence and discourse competence. Addition of culture awareness in KTSP
2006	“ <i>Kurikulum Tingkat Satuan Pendidikan</i> ” School-based curriculum Result-oriented		
2013	“ <i>Kurikulum 2013</i> ” Action-oriented	Scientific Project-based	Similar to previous with an emphasis on the real-life practice.

Sources: Cahyono & Widiati (2011:1-13; Lie (2007:4); Kemendikbud (2014); Putra (2014:64)

The Indonesian curriculum had changed nine times in 66 years. The change showed a well-stratified improvement of a curriculum. The table shows that the changes in the curriculum orientation starting from the planning-oriented action oriented. Approach to English education also gradually shifted from grammar translation to scientific approach. Students used to be expected to master the language competence including; language skills & linguistic pattern, etc. Then, the latest developments in 1994-2013 show that communicative and discourse competence become the priority of English education purpose.

It seems that there is nothing wrong with the changes shown on the table. However, there were several problems in its practice. In 1984, the approaches of teaching and learning process were student active learning and process-oriented approach (Cahyono & Widiati (2011:6). The underlying principle of the foreign language teaching shifted from

the teacher-centred to students-centred. It means that students were expected to give more participation to improve their communicative competence. But the material construction and presentation still put emphasize on language structure (Huda, 1999:145 in Cahyono & Widiati (2011:6). It shows a gap between the programs and the actual realization. English education was actually not improved yet at that time.

The gap in curriculum implementation was also found in 2006. KTSP failed in matching the purpose of the curriculum and the evaluation used to measure the success in English language teaching. Putra (2014:66) mentioned that the main target of KTSP is developing students' intercultural communicative competence which means that students are expected to be able to communicate with people from other countries with different cultures in a foreign language. But, the implementation of national examination (*Ujian Nasional/UN*) for grade 9 and 12 only test students' listening and reading was totally deviated from the goal. Therefore, most of the teachers implement the "teaching to the test" strategies in English to prepare students in answering the national examination where the major portion is given to reading and listening, while students get a limited time to practice speaking and writing. Many research findings on these issues revealed that although students scored high in the national examination, it does not guarantee that they have a high proficiency and communicative skill in English (Lengkanawati, 2002; Setiyadi, 2009; Putra, 2012 in Putra, 2014:66).

The other identified problem from the curriculum development rose when the curriculum 2013 would be implemented. Teachers' readiness and understanding of the 2013 curriculum became the challenge in implementing the curriculum. Teachers found difficulties in selecting a proper method of teaching and evaluation which in line with the curriculum principles. Weak planning on teaching and learning process resulted in a less-ideal instructional process as required by the curriculum. And, the evaluation still put emphasis on non-authentic assessment and given more portion on the cognitive domain only (Kahasanah, 2015:68; Lianawati, 2014:59).

Those evidences above show that educational field plays the main role in the English education in Indonesia. Although there are already several attempts to improve Indonesian English proficiency, the realization often did not meet the expectation which resulted in a bad impact on Indonesian English language proficiency index.

FACTORS AFFECTED BY EPI IN INDONESIAN CONTEXT

Based on the EF-EPI Sixth Edition in 2016, there are three main aspects that are directly affected by the English proficiency index, namely; economic development, innovation, and technology development.

The Relation of English Proficiency and the Country's Economic Development

The changing role of English as a medium of communication of the world makes the people who master English are able to get more opportunities of job offer, strengthen the employability and also broaden the knowledge. This will be resulted in the increase of net income per capita of a country. Data from World Bank showed that Vietnam growth in adjusted net national income per capita in 2015 is 9.6 % from 2014, while Indonesia is only 3.5 %. Research done by EF found that the higher EPI correlate positively with the

income, which contributes to the better quality of life. Besides, the rise in English proficiency lowered the unemployment rate (EF EPI Sixth Edition, 2016:10). According to the latest data from Statistics Indonesia (BPS), the unemployment rate of Indonesia fell to 5.5 % of the nation's labour force, or 7.02 million people in absolute terms, in 2016. In other hand, Vietnam's unemployment rate is 2.1 % in the same year. From those evidences, it is undeniable that English proficiency plays a very significant role in the nation's economic development.

The Relation of English Proficiency and the Country's Innovation

English connects people around the world to share ideas of innovations. EF researchers found that English proficiency contributes to the high number of the inventions in the field of technology, such as aerospace, computers, pharmacy, scientific instruments, and electrical machinery (EF EPI Sixth Edition, 2016:12). It is also mentioned that English skills allow researchers to access the primary sources of scientific literature from all over the world. This will ease the researcher in producing a new and updated publication. The table below shows the country rank based on the publication as adapted from Scimago journal and country rank.

Table 3. *Scimago Journal and Country Rank*

Rank	Country	Documents	Citable Doc.	Citations	Self-citations	Citations per Doc.	H index
19	Belgium	447044	414224	9511708	1276664	21.28	661
88	Argentina	174968	165384	2389147	480251	13.65	337
153	Vietnam	35445	33937	347394	51341	9.8	167
203	Indonesia	54146	51665	380569	50906	7.03	175

Source: Scimago Lab & Scopus, (2017)

The country rank is in line with the EPI rank in Graph 1. Indonesia is far below Vietnam, there are 50 countries between them. Although Indonesia publishes more articles, Vietnam gains a higher citation per document. It is almost 3 points higher than Indonesia. It means that the quantity of the publication was not followed by adequate qualities to be cited by other researcher, while Vietnam's articles show their quality by the number of citations that exceeds the number of citable documents. In other hand, Belgium and Argentina are far away above. Both of those countries are superior in every aspect. High EPI is highly contributed toward the research publication in these countries. These evidences support the proposition that English language proficiency affects the country's innovation in a form of research publication.

The Relation of English Proficiency and the Country's Technology Development

Internet connectivity and mobile technology as a major indicator of technology development is closely related with the country's EPI. The higher English proficiency a country has, the higher number people are able to use internet in their everyday life. The table below show the number of internet users in 4 EFL-countries.

Country	Internet Users	Population	Internet Users by Population (%)
Belgium	10,060,745	11,371,928	88.5 %
Argentina	30,359,855	43,847,277	69.2 %
Vietnam	49,063,762	94,444,200	52.0 %
Indonesia	53,236,719	260,581,100	20.4 %

Source: <http://www.internetlivestats.com>, 2016

Almost 80% of Indonesian population in 2016 is internet-less while more than half of Vietnam population could already access internet. Argentina and Belgium still lead ahead with more percentage of internet users by population. This ranking is also in line with the EPI ranking of those four EFL-countries. It is clear that the increase in internet access is the evidence of the effect of EPI on technology development.

Internet connection also support the language learners from all over the world to easily learn language through a more innovative language learning product in a form of mobile application which can be accessed for free (EF EPI Sixth Edition, 2016:14). Besides, English education practitioner especially teachers who could access internet would be able to update their knowledge about innovative and updated instruction. Besides the integration of technology had widely researched and found that technology facilitate the instructional process in various ways (Ghavifekr & Rosdy, 2015; Ali et.al, 2015; Ziden, et.al, 2011; Aduwa & Iyamu, 2015; Meenaksi, 2013). Students can work in differentiated instruction using the medium of computer or internet connection that would make the learning time more effective. Many instructional systems built to facilitate classroom with a real-time interaction that would be so beneficial in giving feedback or even to administer learning task and assignment, e.g., Facebook group, Edmodo, etc.

RECOMMENDATIONS IN IMPROVING EPI

Therefore, there are several recommendations that could be given to improve Indonesian EPI which are taken from the other successful EFL-countries, those are;

Evaluate the Amount of National Spending on Education

The table below shows the comparison of the average of government spending on education as % of GDP from 2011-2016.

Table 5. *The Average of Government Spend on Education as (%) of GDP (2011-2016)*

Country	(%) of GDP
Belgium	6.45 %
Vietnam	6.00 %
Argentina	5.18 %
Indonesia	3.37 %

Source; data.un.org & data.worldbank.org

The data shows that Indonesian government average expenditure on education from the total GDP is the smallest among the other three countries in 2011-2016. Vietnam even spent more on Education than Argentina, while Belgium is still the highest with 6.45% of the GDP. It means that if Indonesia would like to improve the education quality, Indonesia needs to start from improving the education funding.

Evaluate the Foreign Language Education Policy

The present policy of English language education in Indonesia is regulated in *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013* which mentioned that English education is the subject that is tested in National Examination for junior high school. So, English is mandatory, starting in the grade 7 (age 12) and elective in the lower grades. While, in the context of the countries with higher EPI level, English was introduced earlier. In Argentina, the National Education Law in 2016 mentioned that foreign language learning is mandatory at primary and secondary education levels. Most of the provinces then, tended to teach English at the grade 4 (age 9) and the rest are between the ages of six and 12 (British Council, 2015:15). Intercultural competencies are the main goal of language learning. Besides, Argentina implemented the *Jornada Ampliada* project in 2013, in which aimed at giving three teaching hours each day to teach art and English to the higher grades of primary students.

This situation also happened in Vietnam, where the Decision 1400 in 2008 on the improvement of foreign language teaching and learning in the national education system for the 2008-2020 was declared to spread the introduction of English at Grade 3 (age 8), which is known as Project 2020. Vietnam government also suggest elementary school to have at least a computer, a projector, a CD player, TV, speakers, microphones, flashcards, etc. to support the English instructional process in elementary school (Trang, 2012:116). Based on those evidences, Indonesia should consider introducing English earlier, so that students get more time in learning English both for their communicative competence and also prepare for National Examination test. Besides, the introduction of English in elementary school should also be completed by a clear program guideline and an adequate teaching aids support.

Evaluate the Pre-Service and In-Service English Language Teacher Education

Teacher failure in interpreting the curriculum become the reason of low proficiency level performed by Indonesian, (Kahasanah, 2015:68; Lianawati, 2014:59). Therefore, the continuous education and training for both pre-service and in-service English teacher is required to maintain the teachers' instructional skill and quality. Improving the quality of English language teacher education institution is recommended to improve the quality of pre-service teacher. The table below illustrates the number of accredited ELT department in Indonesia which differ in term of accreditation result.

Table 6. *English Language Teaching Department Accreditation*

Accreditation	Number of Departments	Percentage (%)
A	14	4.68

B	185	61.87
C	100	33.44

Source: BAN-PT, 2016

Indonesia has 299 accredited ELT departments. There are only 14 (4.68%) of them are accredited A. Most of them are accredited B and there are still many departments are still accredited C. Accreditation assess all aspects of department's operation starting from the students' enrolment until alumni organization. Therefore, the score reflects the quality of the department itself. From above table, Indonesia has to struggle more in improving the ELT department to meet the expected standard of quality to assure the output or ELT teacher candidate competency and skill.

One of the effective ways to maintain in-service teachers' competency is doing a Lesson Study program (Sulistiyo, 2016:403). Lesson study is collaborative teachers' studies that would facilitate each of the teacher participants to improve subject matter knowledge, teaching skills/pedagogical expertise, self-awareness, understanding of learners, understanding of the curriculum, develop confidence regarding the selection of proper teaching method materials, and plans for career advancement that will lead to better instructional result (Richards and Farrel, 2005 in Sulistiyo, 2016:404).

CONCLUSION

Finally, it can be concluded that EPI plays a significant role in determining the country's ability to compete internationally. English proficiency index has an ability to reflect the country's economic development, innovation and technology development. However, the internal factor, namely; socio-cultural, legal and educational aspect contributes to the degree of EPI in a certain country.

Indonesian could perform a moderate English proficiency level based on the ranking released by EF-EPI sixth edition in 2016, but it is still below Vietnam, Argentina and Belgium that showed a good improvement during the last 5 years. There are several pieces of evidence that indicate the lag of Indonesia in international competition compared with Vietnam, Argentina and Belgium, such as; (1) lower income power, (2) higher unemployment rate, (3) lower quality of international publication and (4) lower number of internet users. Therefore, evaluation of educational expenditure support, foreign language education policy and also pre-service and in-service English language teacher education are required to improve Indonesian English proficiency index which will support further International competitions.

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