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“HOW I LEARN ENGLISH IN EFL CONTEXT”: A PSYCOLINGUISTIC ANALYSIS ON SECOND LANGUAGE ACQUISITION OF ADULT LEARNERS

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ABSTRACT

This study explores the psycholinguistic phenomenon in the context of second language acquisition of adult learners who work in hospitality industry at tourist destinations, with a case study at popular tourist sites in Bali. The main goal of this research is to identify and analyze the strategies and challenges faced by workers in learning and using a second language in their daily interactions with foreign tourists. This study utilizes primary data collected from direct observations and interviews with 55 workers at various tourist sites in Bali. Respondents were selected based on criteria such as having regular interactions with foreign tourists and at least one year of work experience in the tourism sector. Additionally, secondary data was obtained from a literature review of previous studies on psycholinguistics and second language acquisition. The methodology employed is a qualitative descriptive approach, in which the collected data is analyzed to understand the psycholinguistic aspects of second language acquisition. The results indicate that factors like a multilingual work environment and customs, personal motivation, age, and social support play a significant role in the process of acquiring a second language. Three main types of strategies identified in second language learning are cognitive, social, and affective strategies. This research provides new insights into second language acquisition in the tourism setting and recommendations for second language learning for tourism practitioners.

Keywords: Psycholinguistics, Second Language Acquisition, Adult Learner

INTRODUCTION

In this era of globalization, cross-cultural communication is becoming increasingly crucial. It is in a high interest due to world borderlessness that enables somebody to directly in contact with other people instantly (Kosareva et al., 2019). Specifically in the tourism industry, English serves as a facilitator to language barrier problems caused by different cultural background (Lifintsev & Wellbrock, 2019). In the tourist destinations like Bali, known for its natural beauty and cultural richness, serve as meeting points for international tourists from diverse linguistic backgrounds. This demand influences many people to master a universal language to provide them with wider opportunity to connect to other people (Adipat, 2023).

In the context of workers who are primarily adult, the acquisition of a second language becomes both a necessity and a challenge for them. Compared to young learners, adult employs different learning mechanism that obstruct them to gain success as close as to their experience in learning first and second language (Colliander & Fejes, 2021). Many believe that adults maintain the ability to acquire literacy in their native language (L1) to the same extent as they did during childhood. Nevertheless, considering the fundamental concepts of neural plasticity and the limited available empirical evidence, it is necessary to

scrutinize this assumption (Martin et al., 2019). Besides, adult's motivation to learn English is frequently influenced by their needs of living (Sabanashvili & Garibashvili, 2022).

Referring to Krashen's theory, the essence of language acquisition is not merely learning grammatical rules but the ability to speak and communicate effectively in the target language. Krashen emphasizes the distinction between language acquisition, which is the process of internalizing linguistic abilities naturally or unconsciously, and language learning, which is more focused on knowledge of linguistic forms and grammatical rules. The language acquisition system is a subconscious process of mastering a second language, where the formulation of rules in the target language occurs internally without conscious attention. The primary focus of this system is Language acquisition occurs when someone masters a language unconsciously and without direct influence from formal language structure teaching in a formal environment. Thus, the natural language acquisition process, as defined by Krashen, takes place without conscious attention to linguistic forms, and the minimal conditions for acquisition are participation in natural communication situations. This allows workers in the tourism sector to acquire the necessary language skills through daily interactions that occur naturally and intuitively.

In addition, a study by Seong et al. (2019) emphasizes that multilingual abilities in the tourism sector not only enrich tourists' experiences but also have a positive impact from the doer perspective. This underscores the importance of second language acquisition for workers in tourist destinations to enhance the quality of service and the tourist experience. Ellis (2004) adds that the second language acquisition process is influenced by various environmental and cognitive factors, including psycholinguistic aspects such as motivation, age, and social support.

This study takes the psycholinguistic phenomenon in the second language acquisition by workers in tourist destinations as the main focus, particularly by examining cases that occur in famous tourist spots in Bali. To achieve this objective, which is to identify and analyze communication strategies and challenges faced by workers, this research applies a qualitative descriptive method. In collecting data, the researcher selected popular tourist destinations in Bali, namely the areas of Sanur, Ubud, Kuta, Seminyak, Canggu, Uluwatu, Nusa Dua, Tabanan, Penglipuran, and Ulun Danu. The research uses direct observation and in-depth interviews conducted to 25 workers from various tourist destinations mentioned earlier. These workers are not only involved in routine interactions with international tourists but also have a minimum of one year of work experience in the tourism sector. Furthermore, to obtain relevant data related to linguistic phenomena such as words and vocabulary, this research employs the observation, survey, and interview methods as the main instruments in data collection. These methods allow the researcher to gain a deep understanding of the dynamics of second language acquisition in this highly interactive environment.

Furthermore, this research aims to deepen the understanding of how multilingual work environment factors, individual motivation, age, and social support contribute to the process of second language acquisition among workers as adult learners in tourism destinations. By basing the analysis on psycholinguistic theory, this research is expected to successfully identify the main strategies adopted by workers in second language acquisition. This research not only provides a theoretical framework but also aims to offer recommendations applicable to the development of language policies and second language

learning programs. Particularly in Bali, these recommendations are expected to enhance the multilingual communication skills of workers, enabling them to welcome international tourists more effectively.

Aligned with the outlined problem background, this research has clear and defined objectives. The research activities are focused on the identification and comprehensive analysis of various factors influencing second language acquisition and learning strategies applied by tourism practitioners. The results of this research are expected to provide valuable insights and practical recommendations.

METHOD

This research employs a qualitative descriptive approach to analyze the psycholinguistic phenomena related to second language acquisition by workers in tourist destinations in Bali. The primary focus of this study is to collect and analyze in-depth data on how a multilingual work environment, personal motivation, age, and social support contribute to the process of second language acquisition. By understanding these dynamics, the research aims to identify and comprehend the cognitive, social, and affective strategies used by workers in the language learning process, as well as the challenges they face during language acquisition.

Primary data was collected through direct observation and in-depth interviews with 25 workers from various tourist destinations in Bali, selected based on criteria such as routine interactions with foreign tourists and a minimum of one year's work experience in the tourism industry. Open observation and interview techniques were employed to gain deep insights into their experiences in learning and using the second language.

Additionally, this research incorporates secondary data through an extensive literature review of previous studies on psycholinguistics and second language acquisition. This helps in comparing and supporting findings from primary data, providing a broader theoretical context. The collected data were analysed using a qualitative approach, employing thematic analysis techniques to extract main themes and patterns related to learning strategies and challenges in second language acquisition. The analysis process followed systematic steps, including the identification of research problems, data collection, data analysis, and drawing conclusions, as explained by Emzir (2012). Findings from the data analysis were presented descriptively, utilizing tables and diagrams to facilitate understanding and interpretation of the results. This research adhered to research ethics principles, including obtaining consent from all participants, maintaining confidentiality and respondent privacy, and handling data with care to prevent information misuse.

FINDINGS AND DISCUSSION

From the collected data, the researchers identify three main strategies in second language learning being used by the tourism workers, Cognitive, social, and affective. Factors such as a multilingual work environment, personal motivation, age, and social support were found to play a crucial role in the process of second language acquisition.

Further analysis indicates that daily interactions with tourists contribute to the enhancement of understanding and usage of the English language by workers. Tourism workers employ cognitive strategies to comprehend and internalize language structures and

vocabulary. This findings is in line with the one found by Suyitno et al. (2018) who explain that cognitive strategies in the context of adult learners often function as the tool to grasp structure and other aspects that require higher thinking process. Social strategies, such as talking to tourists and colleagues, assist them in the practical use of the language. Meanwhile, affective strategies, related to attitudes and emotions towards language learning, influence motivation and learning success (Gay et al., 2022).

Specifically, personal motivation is a crucial factor driving tourism workers to master the English language. This is not only due to job requirements but also stems from a desire to improve communication and social interaction. Social support, both from colleagues and tourists, plays a role in motivating and providing feedback that enables workers to enhance their language skills.

The findings of this research indicate that a supportive work environment for second language learning and opportunities for sustained practice, in the form of social interactions, significantly impact the effectiveness of language acquisition. Recommendations resulting from this research point towards the development of integrative language learning programs that leverage cognitive, social, and affective aspects, while addressing the specific needs of workers in the tourism sector. Creating supportive learning environment is known to be effective in fostering intrinsic motivation that accelerate the learning process (Salmee & Arif, 2019)

Therefore, to enhance the second language abilities of tourism workers in Bali, a comprehensive approach is recommended, considering the psycholinguistic factors identified in this research. As a practical step, second language learning programs for tourism workers can be designed by incorporating interactive elements that increase opportunities to use language in real-life contexts, support learning through social activities, and offer emotional and motivational support for learning.

Table 1. Strategies for Second Language Acquisition by Tourism Workers

No.	Category	Description	Findings
1	Cognitive Strategy	It deals with method and technique employed to internalize language structure and vocabulary	-using flashcards - conversational practices with foreigners -Independent learning
2	Social Strategy	Social interaction that assist adult learners to learn new language	-small practices with coworkers -being a host in a tour
3	Affective strategy	Maintaining motivation of the language learners	-self-motivation -creating an emotional bond with the target language
4	Working environment challenges	External factors that affect learning process in the working environment	-Age gap that influence the learning pace

The presented table illustrate the summary of qualitative data categorized into strategies and challenges identified through the qualitative data analysis in the study of second language acquisition by tourism workers in Bali. Each category is followed by a brief description and specific findings resulting from the research, providing a general overview that can be easily understood and interpreted by readers.

Table 2. Strategies and Challenges faced by tourism workers in Acquiring the Target Language

No.	Learning Strategies	Challenges
1	Cognitive Strategy - Applying grammatical rules while communicating with foreigners	Linguistic problems -incapability to apply the grammatical rules -lack of vocabulary
2	Social Strategy -having regular interaction with foreign tourists -collaborating with colleagues	Sociolinguistic barrier - Difficulties in comprehending culture in communication
3	Affective strategy -personal motivation -attitude toward the language	Psychological problems -afraid to make mistakes -fear of other people judgement
4	Working environment challenges -multilingual working environment -social support	Resisting factor -Limited learning time -lack of relevant sources of learning

Table 2 presents the strategies employed by tourism workers in Bali in second language acquisition, as well as the challenges they face in the process. These strategies are divided into three main categories: cognitive, social, and affective. First, cognitive strategies involve structured language learning methods, such as studying grammatical rules and practicing vocabulary. While these strategies are essential, workers often encounter linguistic obstacles, such as a lack of understanding of language structures and limited vocabulary, indicating the need for a more in-depth and focused learning approach. Second, social strategies consist of direct interaction with tourists and collaboration with colleagues, which not only reinforce language understanding but also help build trust and communicative skills. However, sociolinguistic barriers such as difficulty understanding culture and discomfort during conversations can hinder these interactions, highlighting the importance of cultural training as part of language learning.

Third, affective strategies involve personal motivation and attitudes towards language learning, which significantly influence the success of language acquisition. Psychological barriers, such as fear of making mistakes and concerns about others' judgments, often hinder learning. This underscores the importance of supporting the psychological aspects of language learning through positive reinforcement and a supportive learning environment.

Lastly, environmental factors such as a multilingual work environment and social support are recognized as major drivers in language acquisition. However, inhibiting factors such as limited time for learning and a lack of access to relevant learning resources indicate

a need to adjust working conditions to better support language learning. Through this analysis, the research offers profound insights into the complexity of second language acquisition in the tourism environment. By understanding the strategies adopted by workers and the challenges they face, second language learning can be tailored to enhance its effectiveness, helping workers not only meet their job demands but also enrich their interactions with international tourists.

Table 3. Influencing Factors in Second Language Acquisition

No.	Factors	Case Description
1	Multilingual Working Environment	<p>1. Customer Service: Tourism workers may need to explain facilities and services to tourists in English, providing them with the opportunity to use phrases and sentences they have learned.</p> <p>2. Guided Tour: When conducting tours, tour guides use the second language to explain the history and stories behind tourist sites, helping them develop speaking skills and cultural understanding.</p> <p>3. Bargaining: In buying and selling situations, workers must use English to negotiate prices or explain products, which trains speaking and listening skills.</p> <p>4. Handling Complaints: When tourists have complaints or issues, workers must respond in English, involving problem-solving and the use of more complex language.</p> <p>5. Booking and Reservation: When taking reservations, workers need to understand and use proper English sentences to confirm details and provide information</p> <p>6. Social Interaction: Casual conversations with tourists in restaurants, hotels, or tourist spots provide opportunities for workers to practice English in relaxed and less structured situations.</p> <p>7. Cultural Exchange: Exchanging stories and experiences with tourists helps workers learn new expressions and idioms and deepens their understanding of language use in different cultural contexts.</p> <p>8. Providing Instruction: Giving directions or instructions to tourists on how to use facilities or participate in activities requires clear and precise use of English</p>

2	Personal Motivation	"Every day I meet tourists from around the world, and they all come here to enjoy the beauty of our island. I feel very motivated to learn English because it helps me connect with them on a deeper level. When I can tell them about the culture and traditions of Bali in their own language, it not only makes them happy but also makes me proud of my job. Moreover, I see this as an opportunity to advance my career in the tourism industry and, someday, perhaps start my own business."
3	Age	<p>Young Adults (18-25 years old): Individuals in this age group typically have an advantage in second language acquisition as they tend to have greater cognitive flexibility and can adapt to a new language system more quickly. They may also be more open to new learning methods and technology.</p> <p>Early Adults (26-35 years old): Respondents in this age group are often motivated by professional needs to learn a second language. Their learning may be more focused and goal-oriented, with a practical and applicable approach.</p> <p>Middle Adults (36-45 years old): Individuals in this age group may take longer to learn a new language, but they have the advantage of applying the language to their work context due to their broader work experience.</p> <p>Older Adults (46 years and above): Although they may face challenges in learning due to age-related factors such as declining memory abilities, respondents in this group are often highly motivated to learn as part of personal development or to keep their skills sharp.</p>
4	Social Support	<p>Support from Colleagues:</p> <ol style="list-style-type: none"> 1. Learning Session Together: Colleagues organize study sessions outside of working hours to help each other understand complex aspects of English, such as tenses or phrasal verbs. 2. Sharing Learning Materials: Colleagues who are more proficient in English may share learning materials, such as books, learning apps, or video tutorials that have helped them in language acquisition. 3. Conversation Practice: To boost confidence in speaking, colleagues can practice together through role-playing or informal conversation practice. 4. Constructive Feedback: After communicating with tourists, colleagues can provide constructive feedback on language usage, helping identify and correct mistakes. <p>Support from Tourists:</p> <ol style="list-style-type: none"> 1. Patience and Understanding: Patient and understanding tourists can give workers time to formulate their words, reducing the pressure to speak perfectly. 2. Polite Corrections: Some English-proficient tourists may offer polite and helpful corrections when they hear mistakes made by workers.

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3. **Vocabulary Enrichment:** In conversations, tourists often use vocabulary or expressions unfamiliar to workers, providing opportunities for learning new language in a real-life context.
 4. **Acknowledgment and Praise:** When workers make an effort to communicate in English, acknowledgment and praise from tourists can serve as positive reinforcement, boosting motivation to continue learning.
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The findings of this study highlight the importance of a multilingual working environment as a key factor in second language acquisition. Such an environment naturally facilitates daily interactions in the second language, providing valuable learning opportunities for workers. For instance, in practice, workers often engage in conversations with tourists from various countries, enriching not only their vocabulary but also enhancing cultural understanding and linguistic sensitivity.

Moreover, personal motivation proves to be a primary driver in the learning process. Respondents expressed various sources of motivation, from the desire for career advancement to aspirations for more effective communication with tourists. Quotes from respondents indicate that this motivation often stems from deep personal and professional goals, urging them to overcome language learning challenges.

The age of respondents also plays a significant role in learning, with data showing variations in approaches and learning outcomes based on age groups. For example, younger workers may adopt a new language more quickly and be more open to innovative learning methods, while older workers may rely on their life experiences to enrich the learning process. Social support, both from colleagues and tourists, emerges as another crucial factor. Examples of such support vary, from study sessions to positive feedback and polite corrections of language mistakes. Such support not only aids in the technical aspects of language learning but also helps build confidence and sustain motivation.

Overall, this study indicates that second language acquisition in the tourism context is a multifaceted process influenced by various environmental and personal factors. By understanding these factors, language learning programs can be designed to be more effective, leveraging the natural workplace environment and reinforcing elements of motivation and social support. The results of this research not only provide new insights into second language acquisition in the tourism environment but also offer practical recommendations to enhance language learning practices in this sector.

Table 4. Age Distribution of the Respondents and its Influence on SLA

No.	Age Group	Number	Influence toward SLA
1	18-25 years	5	Adaptation to the new language goes rapidly due to cognitive flexibility
2	26-35 years	10	Language learning is driven by professional needs and career development

3	36 -45 years	7	Language learning process may take longer time but having relevant experience to apply the language in working environment context
4	46 years	3	Facing a lot of challenges in language learning due to attrition and aging, but generally equip with high motivation for self-development
Total		25	

Analysis of the age distribution of respondents in this study indicates variations in how second language learning is influenced by age factors. With a total of 25 respondents involved in this case study in popular tourist destinations in Bali, the findings reveal important insights into the dynamics of second language acquisition based on age groups.

The 18-25 age group, consisting of 5 respondents, showed quick adaptation and acceptance of the new language, which can be attributed to higher cognitive flexibility at a young age. This supports language learning theories suggesting that a young age provides an advantage in language learning because the brain is still in a highly adaptive and responsive phase to new language input.

Meanwhile, the 26-35 age group, with 10 respondents, is the largest among all age groups. This suggests that language learning at this age is often driven by career motivation and professional needs. Individuals in this age group may already have clear career goals and see proficiency in a second language as a tool to advance their professional aspirations.

For respondents aged 36-45 with total 7 individuals, language learning may proceed more slowly compared to younger age groups. However, they have the advantage of relevant experience that they can apply in a work context, providing a rich practical perspective in language learning. The oldest age group, 46 years and above, although consisting of only 3 respondents, indicates that challenges in language learning may be more prominent due to age-related factors. Nevertheless, this group also demonstrates a high motivation for personal development, showing that the drive to learn does not diminish despite facing physical and cognitive barriers.

From these distributions and findings, it can be concluded that motivation for second language learning and effective learning methods vary according to age. This underscores the need for a tailored language learning approach that considers the specific needs, motivations, and challenges faced by learners at different stages of their lives. The results of this research provide valuable insights for developers of second language learning programs in the tourism sector, emphasizing the importance of flexible and responsive learning strategies to cater to the unique needs of learners from different age groups. By understanding how age influences language learning, educators and program developers can design more effective courses, enhance the second language proficiency of tourism industry workers, and ultimately enrich their interactions with international tourists.

CONCLUSION

Based on the research conducted on the psycholinguistic phenomenon in the context of second language acquisition by workers in the tourist destinations of Bali, it can be concluded that: English, as a second or third language for some workers in Bali's tourist destinations, is acquired through various means, adapting to the multilingual work environment and the daily interaction needs with international tourists. Language acquisition occurs both naturally in direct communication contexts and through conscious efforts in formal and informal learning. Observations and interviews with 25 workers indicate that personal motivation, supported by age and social support, plays a crucial role in shaping the cognitive, social, and affective strategies used by workers to learn English. Cognitive strategies manifest in the utilization of systematic learning methods and the use of the second language in the work context. Meanwhile, social strategies are reflected in interactions with tourists and collaboration with colleagues, which not only strengthen language skills but also enhance cultural understanding. Affective strategies emphasize motivation and personal attitudes leading to the courage to communicate and learn from mistakes. Challenges faced, such as vocabulary inadequacy, difficulties with grammatical structures, and barriers in pronunciation and understanding accents, become the primary focus for further learning interventions.

The language-rich and culturally diverse work environment offers a rich context for natural second language acquisition. However, without strong personal motivation, the environment alone is not sufficient to facilitate deep language acquisition. When there is pressure, such as job demands or the need to interact effectively with tourists, motivation to speak in the second language increases significantly.

Ultimately, this research underscores the importance of understanding various factors influencing second language acquisition in the tourism setting. The recommendations derived from this research are expected to support the development of effective language learning policies, not only enhancing the second language proficiency of workers but also improving the quality of interactions and overall tourist experiences. Thus, it can be concluded that the synergy between motivation, work practices, and social support is key to successful second language acquisition for workers in the tourism industry in Bali.

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DIRECTIVE ILLOCUTIONARY ACTS FOUND IN “PETER PAN & WENDY” MOVIE

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ABSTRACT

This research looked at the film Peter Pan and Wendy's directive illocutionary acts. The purpose of this research is to identify the various sorts of directive illocutionary acts. The observation method was used to acquire the data. The data is acquired by watching the film several times while reading the transcript and recognizing the statements that contained directive illocutionary acts. This study employed the qualitative method to analyze the data using Kreidler's (1998) theory, divide the utterance of the directive illocutionary act into three categories: command, request, and suggestions. As a result, this research discovered all forms of directed illocutionary acts according to Kreidler's (1998) theory. There were 86 data found, with command being the most common sort of directive illocutionary act occurring with 61 data, request having 19 data, and suggestion having 6 data.

Keywords: directive, illocutionary acts, movie

INTRODUCTION

According to Rogers & Kincaid (1981) Communication is a fundamental process by which two or more individuals engage in the exchange or transmission of information, leading to the establishment of a deep and shared comprehension. When someone speaks, they are transmitting meaning as well as stating anything. Listeners who comprehend this meaning will be able to carry out the activity specified in the utterance. In everyday communication, pragmatic understanding helps interpret messages according to situations, goals and social norms. According to Yule (1996), pragmatics can be defined as the scholarly investigation of the interpretation of meaning as conveyed by a speaker or writer and received by a listener or reader. In pragmatics, there is a study known as speech act, which is strongly concerned with the hidden meaning of utterance.

Speech acts can be seen as the fundamental or most elementary components of linguistic communication. In general, speech acts perform actions through utterance. More precise terms for doing an action by utterance include apology, complaint, request, recommendation, and command order. According to Austin (1962) there are three parts of speech act theory namely locutionary, illocutionary, perlocutionary act. Illocutionary act is one of the parts of speech act that discusses the meaning of the speaker's utterance. It indicates that when the speaker says something, the utterance proclaimed by the speaker is not always meaningful on its own, but may have a separate or hidden meaning. According to Searle (1979) there are five types of illocutionary act such as declarative, representative, expressive, directive, commissive.

As mentioned above directive is one of illocutionary act. This study only focused on directive illocutionary act. According to Kreidler (1998) the act of trying to persuade the addressee to carry out a certain action or abstain from carrying out a certain action is an example of a directive speech. When using the directives, the speaker tries to make the addressee to do what the words the speakers utter. Directive illocutionary act is frequently used in real situation. Directive illocutionary act can also be found in the dialogues in novel, drama, and movie. Most people in the world spend their time to watch movie as their entertainment. According to Hornby (2006), a movie is a succession of moving pictures combined with sound that tells a

story. A movie becomes a fascinating object to analyzed in a study. The viewer's mind is easily taken over to imitate the languages that are used in the movie, and they may begin to employ such languages in a certain setting as a result. Even though movies do not always convey accurate stories about people's real lives, there are still many age-, social-status-, and relation-specific ways of communication in social life. This is because movies sometimes tell true stories about human beings.

This study aims to investigate the various sorts of directive illocutionary acts present in the film "Peter Pan & Wendy" using theory from Kreidler (1998). According to Kreidler (1998), there are three types of directive speech acts: command, request and suggestion. The film "Peter Pan & Wendy" is about Wendy Darling, a young girl who wants to avoid boarding school, and Peter Pan, a boy who refuses to grow up. Wendy, her brothers, and Tinker Bell accompany Peter to Neverland, where she encounters a terrible pirate captain.

Many previous studies have been conducted on the topic of directives. The first study was written by Pratama and Juniarta (2021). They found four types of directive illocutionary act which used by the main characters in the Maleficent movie. The types that they found are: asking act, commanding act, requiring act, and telling act. This study discusses the types of directive illocutionary acts and provides inspiration for the current study to discuss the same topic, namely the types of directive illocutionary acts by using theories from different experts. Puspasari et al, (2022) also discussed directive speech act especially the types of directive speech acts used in The Adventures of Huckleberry Finn novel. This study found five types of directives speech act, there are: warning, forbidding, asking, requesting, and telling. The most frequently type used was asking act. The current study also discusses the types of directive illocutionary acts. In this study, in classifying the types of directive illocutionary act, this study used theory from Searle and Vandervaken (1985), then the current study used theory fom Kreidler (1998) in classifying the types of directive illocutionary act.

The next researchers who conducted the study of directive are Wiliastini et al. (2021). This study found three types of directive illocutionary act in Moana movie namely: command, request, and suggestion. This study also found the function of directive illocutionary act, namely: competitive, convivial, collaborative, and conflictive. Previous research provides ideas for current research in developing the analysis in the research such as using the same theory in classifying the types of directive illocutionary act. Sudarman et al. (2022) analyzed about speech act and politeness strategy used by English lecturer of Dwijendra University in online classroom interaction. This study found four types of politeness strategy that used by English lecturer during an online learning, namely; bald-on record, positive politeness, negative politeness, an off-record. This study also found five types of speech acts that used by the English lecturer during an online learning, namely; representative, directive, commissive, expressive, and declarative. This study discusses the types of politeness strategies and types of speech acts. For this reason, the current study discusses the types of speech acts more deeply, namely the types of directive illocutionary acts found in the "Peter Pan & Wendy" movie. This study used theory proposed by Brown & Levinson's to analyzed politeness strategies and theory proposed by Searle to analyzed speech act. While, the current study used theory proposed by Kreidler (1998)

The last study was written by Putri et al. (2021) this study analyzed about the kind of speech act used by pre-service teachers and students of SMK Negeri 1 Singaraja in WhatsApp as a learning media. This study found that the pre-service teacher used four types of speech act in learning activity, namely; representative, directive, commissive, and expressive. The

dominant kind of speech act that used by pre-service teacher is directive, because the pre-service teacher want the students active in the learning activity. Meanwhile the students used representative, directive, commissive, and expressive. The dominant kind of speech act that used by the students is representative, because the students need to be active and getting feedback in the learning activity. The similarity this study with the current study is about the context of the language, because every word that students used there must be contains the meaning of the directive illocutionary act.

Those previous studies have similar topic with this study. This study aims to provide an explanation of the types of directive illocutionary and the dominant type of directive illocutionary act found in the "Peter Pan & Wendy" movie. The novelty in this study is from the data source. In this study used the data from the movie entitled "Peter Pan & Wendy". This study is expected to be useful and easy to understand for others.

METHODS

The data analyzed in this study were collected from the movie titled "Peter Pan & Wendy". The reason this movie was selected as the data source is because it contains three types of directive illocutionary acts, which makes it highly interesting to analyze. In analyzed the types of directive illocutionary act, the researcher used the theory from Kredidler (1998). The "Peter Pan & Wendy" movie data used in this study was downloaded via the internet. The observation method was used in this research to guide the writer in collecting data about this movie. According to Barker (2006), observation is a research approach that involves the researcher engaging in various tasks and utilizing different procedures. This includes using their five senses to effectively collect data. The data were collected through a variety of steps. These steps included downloading the movie, watching it, transcribing all of the conversations from the movie, and selecting the words that were part of the directive illocutionary acts in the movie. The data in this research was analyzed using a descriptive qualitative method. According to Creswell (2018), qualitative research is a methodology used to analyze and comprehend the significance that individuals or groups attribute to a social or human situation. In addition, this study also use formal and informal methods to present the result of this study. According to Sudaryanto (1993), the principle of language use can be presented by using formal and informal method. The formal method is a systematic approach to presenting data analysis results in a visually appealing manner, using tools such as tables, maps, graphs, or pictures. Formal method given by showing the tables of the percentage of the directive speech act to make data clear to know how many types of directive illocutionary act found in "Peter Pan & Wendy" movie. The informal method is a means of conveying information through the use of words or lines. The presentation also used the informal method by describing the results in words or sentences of the study of the types of directive illocutionary acts in the "Peter Pan & Wendy" movie.

FINDING AND DISCUSSION

FINDING

This part showed the finding of the directive illocutionary act according to Kredidler (1998) theory, divided into three types of directive acts, namely; command, request, and suggestion. Commands only work if the person giving them has some power over what the other person does. Request is what the speaker wants the other person to do or not do, while suggestion is what we say to other people to tell them what we think they should or shouldn't

do. The frequency of the occurrence of directive illocutionary acts in “Peter Pan & Wendy” movie was shown in the table below.

Table 1. Types of Directive Illocutionary Acts

No	Types of Directive	Frequency	Percentage
1	Command	61	71%
2	Request	19	22%
3	Suggestion	6	7%
	Total	86	100%

According to Table 1, there were a total of 86 data of directive illocutionary acts performed by all the characters in the movie Peter Pan & Wendy. The most dominant type found in the movie was "command," with 61 data appearing; the second was "request, with 19 data and followed by "suggestion", with 6 data occurring. The most dominant type is command because in the movie "Peter Pan & Wendy" there are many battle scenes between Peter Pan, Wendy, The Lost Boy, Captain Hook and The Pirates. The battle occurred because there was a conflict between Peter Pan and Hook. In battle, there are many commands to be found because in battle the leaders always gives instructions to theirs members.

DISCUSSION

1. Command

The movie "Peter Pan & Wendy" featured a variety of different forms of directive illocutionary acts, the most common of which was the command. The 61 pieces of data were interpreted as commands. The act of issuing a forceful order, which is typically carried out by someone who possesses power, is referred to as giving a command. Here are some examples of this type of directive are shown below.

Data 1

Mary : “And, Wendy, please don’t wait to the last minute to pack.”

Wendy : “I won’t, Mother.”

Mary : “The train is at 8 o'clock sharp tomorrow.”

Wendy : “**Mother, I heard you. I’ll be ready**”

(00:01:39-00:01:41)

In this scene, Wendy is seen lifting her suitcase to her room. When Wendy went to her room, Wendy met her mother named Mary. Mary said in her usual gentle tone to Wendy “And, Wendy, please don't wait to the last minute to pack." Mary's purpose in saying this was because she saw that Wendy had not yet packed the things she would bring to the dormitory tomorrow. Wendy replied to her mother's words "I won't, Mother." With the answer given by Wendy, Mary felt that Wendy would not carry out the orders she gave. Then Mary said again "The train is at 8 o'clock sharp tomorrow." Mary's purpose in saying this was to make sure that she returned so that Wendy would not relax and quickly pack things to take to the dormitory tomorrow. Then Wendy replied to her mother's words lazily “Mother, I heard you. I'll be ready”

The hidden meaning of the words that Wendy uttered was not merely that she really obeyed her mother's orders. The purpose of Wendy is to say “Mother, I heard you. I'll be ready" is for her mother to stop reminding Wendy to pack the things she will take to the dormitory. Based on the directive speech act theory from Kreidler (1998), it can be classified that Wendy’s

utterance belongs to command because the speaker employs authority to persuade the listener to do something. The meaning of Wendy's words was to command her mother to be quiet and stop to remind her about packing things to take to the dormitory tomorrow.

Data 2

George: **“Honestly, Wendy, is this how you want to spend your last night at home?”**

Wendy: “It was just a bit of fun.”

George: “Exactly, you are too old for this to be the type of fun that you are having. Nana, come on.”

(00:03:11-00:03:13)

In the scene above, after hearing that there was a commotion caused by Wendy and her two brothers, John and Michael, Wendy's father, George, came to the source of the commotion. The source of the commotion was on the top floor of their house, in their room to be precise. George was surprised to see broken glass scattered as a result of his children's actions. After seeing the result of the commotion made by his children, George then confiscated the items they were wearing so that this commotion occurred, namely a sword and a hat. After confiscating these items George tiredly said "Honestly, Wendy, is this how you want to spend your last night at home?".

The intended meaning of George saying that to Wendy was that George wanted Wendy not to make noise on her last night at home. George's statement can be categorized as commanding because the statement contains an order so that Wendy does not make noise like breaking the mirror earlier. Then Wendy replied "It was just a bit of fun." Wendy explained that she just wanted to play a little before she parted ways with her siblings tomorrow. Then George answered “Exactly, you are too old for this to be the type of fun that you are having. Nana, come on.” The purpose of George saying this was to reaffirm that Wendy would no longer make noise like she did before. Based on Kreidler's theory (1998), George's statement can be classified as commanding. In his statement, George actually wanted Wendy to understand the command contained in his words and do something according to the command contained in his words “Honestly, Wendy, is this how you want to spend your last night at home?”

2. Request

The request moves up to the second of the number of occurrences in the movie. 19 data points are treated as requests. When making a request, as opposed to making a demand, most people would rather ask another person to perform an action or abstain from performing an action in a manner that is more agreeable. The following provides an illustration of an example of this form of data analysis.

Data 3

Wendy: **“You giving up, captain?”**

John : “No. No, you’re just...”

(00:03:59-00:04:02)

In the scene above, the siblings are seen having fun playing in their room. Wendy and John are playing a war. They continued to attack each other with the swords they each carried. Wendy continued to attack and with a little shout she said "you giving up, captain?" and replied

with a little shout too by John “No. No, you're just...” The point of Wendy's statement was that she wanted John to give up because maybe she felt she was smarter in the attack she was doing and she saw John being overwhelmed in this game.

The hidden meaning of Wendy's utterances was that she indirectly requested John to give up. Based on the theory from Keidler (1998), Wendy's statement above is included in the request. Wendy's statement indirectly contained a request addressed to her younger brother, John.

Data 4

Peter : “That it’s high time we go.”

Wendy: “Go where?”

Peter : “To one place where you in the entire universe can really be yourself. Where there are no rules, no schools, no bedtimes, no mothers and fathers, and most of all...”

Wendy: “No growing up”

Peter : “That most of all.”

Wendy: “Oh, you are you talking about Neverland?”

John : “Surely, we couldn't there though?”

Peter : “Of course, you could.”

Michael: **“But how do you get there?”**

Peter : “That's...the fun part.”

(00:05:25-00:05:38)

In the conversation between Peter, Wendy, John and Michael above, after finishing all the business he was doing at Wendy's house he wanted to return to Neverland. Then Wendy asked "Go where?" and Peter also explained about Neverland. Neverland is a place where there are no rules, no schools, no mothers and fathers and the thing Peter and Wendy really want is no growing up. Michael asked happily and hopefully to Peter "But how did you get there?" Michael's statement is a form of interrogative sentence that begins with the question word “How” and is answered by Peter loudly “That's...the fun part.” After that Peter invited Wendy and her two younger siblings to come with him to Neverland

The implied meaning of Michael utterances "But how did you get there?" is, he did not only want to know how to go to Neverland but he wanted to ask to be taken to Neverland by Peter. Michael hoped he could go to Neverland to see the beauty that was in that place. Based on Kreidler's theory (1998) Michael's words can be classified as requests in the directive illocutionary act type. A request is what the speaker wants the other person to do or not do. Michael's utterances contained a request, request to be taken to Neverland.

3. Suggestion

The suggestion has the least occurrences in the movie, with only 6 occurrences out of 86 data. Suggestion occurs when speakers give their ideas to the listener. Several instances of data are presented below.

Data 5

Michael: “Wait for us, Wendy!”

Peter : “Is this everything you've dreamed of?”

Wendy: “I could never have dreamed of this!”

Peter : **“Come on, there's more!”**

(00:14:39-00:14:41)

In the conversation above, they had arrived at Neverland. They flew and saw the beauty that before they had only heard of bedtime stories. Even they feel this is not really real, it is so beautiful. Wendy felt very happy, so happy she flew away leaving the others behind. Then Michael said with a loud scream "Wait for us, Wendy!"

The intended meaning of Peter utterances "Come on, there's more!" is he wants to suggest Wendy, John, and Michael to see another beauty that they have never seen before, a beauty that only exists in fairy tales. Based on the theory from Kreidler (1998) Peter's utterances are categorized as suggestions because Peter suggests Wendy, Michael, and John to follow him to see other beauties.

Data 6

Mary : "Wendy, may I come in? **You really must set a better example for your brothers.** They look up to you so much."

Wendy : "That's what they have you for."

(00:19:19-00:19:21)

In the scene above, Wendy's mother Mary wants to meet Wendy who is in her room. After asking permission to enter and Mary went into Wendy's room. Mary sat on Wendy's bed looking at Wendy with affection. Mary said softly "You really must set a better example for your brothers. They look up to you so much." And Wendy answered emphatically "That's what they have you for."

The intended meaning of Mary's words "You really must set a better example for your brothers" is not just giving advice to Wendy. Mary wants Wendy to be even better by wanting to go to the dormitory. As previously known, Wendy refused to go to the dormitory. And with Mary's statement, Mary hoped that Wendy would realize that she would grow and become more mature. Based on the theory from Kreidler (1998) Mary's utterances are categorized as suggestions because Mary suggests Wendy, to go to the dormitory the next day.

CONCLUSION

The purpose of this research is to identify the various types of directive illocutionary acts and to find the most common directive used by the characters in the Peter Pan and Wendy film. The analysis includes 86 data points relating to the illocutionary act directive. A command is the most common type of instruction executed by the characters, including for 61 (71%) of all situations. In the movie "Peter Pan & Wendy" there are many battle scenes between Peter Pan, Wendy, The Lost Boy, Captain Hook and The Pirates. The battle occurred because there was a conflict between Peter Pan and Hook. In battle, there are many commands to be found because in the battle the leaders always give instructions to their members. Meanwhile, the film's less dominant sort of directive is request, which appears 19 (22%) times, and suggestion, which appears 6 (7%) times.

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ENGAGING VOCATIONAL COLLEGE STUDENTS' LEARNING THROUGH E- PORTFOLIO BASED DIGITAL MODULE

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ABSTRACT

This research aimed at developing an e-portfolio-based learning module integrated with multi-learning media platforms in engaging students' learning. Seventy-seven students were involved in this study. They are sophomores at a vocational college in Business Administration Department in the academic year 2021/2022. This study is a research and development typed research by implementing design-based research (DBR) to develop a digital learning module based on e-portfolio principles. Three things were accomplished as a result of this research's implementation. First, the results of the needs analysis of students who are still getting English lectures at this moment (current learners), followed by the findings of observer observations in the classroom learning implementation. Second, the outcomes of designing and creating e- portfolio-based instructional materials in the form of a digital module that is connected to various digital platforms with the aid of QR codes. The analysis findings about the efficiency of using produced electronic modules come in third. The result of the current learners' perception showed that the implementation of the e-portfolio learning model was able to improve student's learning achievements, however, the urgency in developing a digital module integrated with a multi-learning media platform was necessarily taken into account. Moreover, a digital module was designed based on the students' needs and digitalization era 4.0. Consequently, the outcome of the digital module's development had a favorable impact on students' engagement to learn in a blended learning environment.

Keywords: E-Portfolio, ESP Digital Module, Learning Engagement, Blended Learning, Self- Directed Learning

INTRODUCTION

The "Merdeka Belajar Kampus Merdeka" (MBKM) curriculum program in Indonesia focuses on using the concept of the Student-Centered Learning (SCL) method to implement learning in the classroom and outside the classroom (Amin & Muliadi, 2021). Additionally, according to Laksana et al (2021) the application of student-centered learning has been done properly. This includes the process of changing the habits of teachers who always teach in lectures to support students in the learning process and preparation for good learning, which includes learning strategies, material development, and developmental assessment to enable students to become independent learners or study groups (Laksana et al., 2021).

Current technology advancements make it easier for educators to provide effective quality learning that supports the Student-Centered Learning method using a variety of learning media. This is consistent with Lin and Chen's (Lin & Chen, 2017) assertion that in recent years, the rapid revolution of the Internet and wireless communication technology has resulted in the emergence of various interactive multimedia networks such as Facebook, Instagram, WhatsApp, and YouTube, which are used in the learning process. According to al Yastibas & Yastibas (2015), as well as Guo et al (2020), a constructivist approach that focuses on learners, supports learner-centered activities in the classroom, and defines education as "Learning by

Doing" is the foundation of modern educational methods and techniques, such as problem-solving or project-based methods, and e-portfolios. To assist students in enhancing the quality of their work and achieving their set learning objectives, portfolio development with the use of technology has evolved into an electronic portfolio, or e-portfolio, in the area of assessment and authentic learning (Lukitasari et al., 2014).

The usage of an e-portfolio as a learning technique is thought required for use in online or hybrid-based learning approaches. E-portfolios are thought to be able to assist students develop their soft skills, cultivate critical thinking patterns for problem-solving, and support autonomous learning and ongoing learning processes. Numerous experts agree, stating that e-portfolios enable students to develop their own successful learning strategies and future learning objectives relevant to their employment (Babovič et al., 2019; Klenowski et al., 2006; Gülbahar & Tinmaz, 2006; Bolliger & Shepherd, 2010; Huang et al., 2011; Cepik & Yastibas, 2013; Nurhayati & Sumbawati, 2014; Wetcho & Na-Songkhla, 2019). The incorporation of the E-portfolio into the online learning process is thought acceptable, particularly in the vocational area, which emphasizes student growth through practice and creates professional graduates who are prepared for employment. This is also consistent with certain professional opinions. E-portfolios may be used as a tool to help students build their careers and job skills before they enter the workforce, according to Mobarhan et al (2015) and Ciesielkiewicz (2019). This is also consistent with findings made by Wakimoto & Lewis (2014) in research involving graduate students enrolled in counseling or psychology programs. According to the findings of his study, students are given e-portfolios as resources for both job searching and career advancement. Therefore, it can be inferred that using an e-portfolio can have a long-term effect on students' professional growth in the future, particularly for those who pursue study in a vocational subject.

The goal of this project is to create hybrid teaching materials for English for Specific Purposes that are based on e-portfolios and incorporate a variety of processes, such as curriculum design, evaluation, and methodologies that emphasize mastery-based learning in students. The generated teaching materials center on six aspects or core concepts of (Macías, 2012) e-portfolio implementation: (1) capacity as a source of education; (2) feedback; (3) self-assessment; (4) teacher-student contact; (5) student-platform interaction; and (6) the learning process. Additionally, according to (Nurhayati & Sumbawati, 2014), e-portfolio may employ an evaluation model that consists of three elements: 1) self-assessment, 2) peer assessment, and 3) assessment by lecturers on a specific assignment. Furthermore, online learning that is linked with e-portfolios is stated to be effective if it considers numerous variables such as perception, communication, motivation, and student connectivity (the relationship between two people) (Bolliger & Shepherd, 2010). According to their explanations, (Macías, 2012) fundamental principles encompass the critical elements mentioned by other experts. So, in order to produce instructional materials for e-portfolio-based learning, this fundamental idea must be applied as a guide in practice.

Relying on the e-portfolio concept stated above, this study combines a hybrid learning technique in the classroom process and refers to the course as e-portfolio-based English for specific purposes (ESP). This instructional design was created to assist business majors in enhancing their English language proficiency so they may succeed in the workplace and industry. According to the literature study, e-portfolio-based ESP course implementation is still infrequent, particularly in Indonesia. Depending on this, this research gives a detailed course

description, covering the process of planning, developing, and assessing student participation in the learning process through the use of the generated digital module.

METHODS

Design-Based Research (DBR), developed by Amiel & Reeves (2008), is the research methodology used in this study. Design-based research (DBR) strives to create learning-related products and systems, including learning techniques, learning materials, and learning environments. These components are designed and then developed so that issues in the world of education can be solved and the world of education can advance. The creation of e-portfolio-based teaching resources using the hybrid learning approach is the end result of the Design Based Research (DBR) technique used in this study. Tel Amiel and Thomas C. Reeves (2008) outline the steps of the DBR technique in a journal article titled "Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda" as follows:

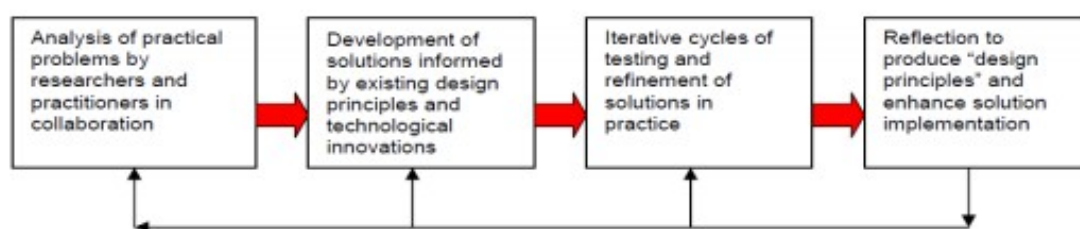


Figure 1. Design Based Research Framework according to Amiel and Reeves (2008)

As seen in the image above, the DBR approach has four general steps, which are as follows (Amiel & Reeves, 2008): 1) Identification and analysis of the issue; Designing a solution; testing and refining it repeatedly; and reflecting to generate design and execution principles. The first is the identification and analysis of problems, which is the first stage of research using the DBR method. The researcher must identify and analyze the problems to be studied before going to the field, starting with his anxiety-related issues, the causes of these issues, and potential solutions. The second step is solution design, in which the solution is created depending on the context of the problem that happens in order to achieve the study objectives. The third stage of testing involves an iterative loop in order to achieve the best final design. In this study, the final stage is the final reflection, which results in design concepts or designs. Typically, this reflection is done by speaking with specialists in domains relating to the issue at hand.

Analyzing students' attitudes regarding e-portfolio implementation and the urgency of creating e-portfolio learning materials is the first stage in creating the e-portfolio based digital module. The data collection tool is a questionnaire with 30 multiple choice questions and 1 open ended question. Designing and creating educational materials that are connected with digital media platforms in the form of electronic modules is the next stage. Once a product is created, it is implemented by using it during the teaching and learning process. Additionally, a product implementation review is done to see how engaged the students are in their learning.

RESULTS AND DISCUSSION

Three things were accomplished as a result of this research's implementation. First, the results of the needs analysis of students who are still getting English lectures at current time (current learners), followed by the findings of observer observations in the classroom learning

implementation. Second, the outcomes of designing and creating e-portfolio-based instructional materials in the form of a digital module which is connected to various digital platforms with the aid of QR codes. The analysis findings about the efficiency of using produced electronic modules come in third. These three concepts are based on the DBR approach, which entails four steps in creating a final product, which in this case is a set of instructional materials packaged as an electronic module and connected to various digital platforms via a QR code.

The findings of delivering questionnaires to 77 students connected to the adoption of the e-portfolio in the classroom that they have experienced will be described in detail in the form of tables and graphs. The table below shows how the six elements are generally applied:

Table 1. Results of Tabulation on Student Perceptions on the Implementation of E-Portfolio

No	Aspect	Score (%)
1	Capacity as a source of education	82%
2	Feedback	86%
3	Self-Evaluation	83%
4	Student-Lecturer & Student-Student Interaction	80%
5	Student-platform interaction	85%
6	Learning process	81%
7	The urgency of developing electronic modules	86%

The e-portfolio development model that had been developed was carried out optimally, as can be seen from table 1 above. This is demonstrated by the fact that more than 80% of all e-portfolio implementation components have been implemented. The accomplishment rate for e-portfolios as a source of education is 82 percent, which is the primary factor. Additionally, the feedback component achieved 86 percent of its goals. accomplishment in the area of self-evaluation is at an 83 percent level of achievement. Additionally, the percentage of contact between students and the lecturer and between students was 80 percent. Additionally, the platform's student engagement component had an 85 percent success rate. Up to 81 percent of the objectives were met in terms of the learning process. This study analyzes the level of urgency in the creation of digital modules in addition to the five criteria for evaluating the use of e-portfolios in the classroom. According to the questionnaire's results, students believe it is crucial to develop the digital module. This is evident from the percentage level in this area of urgency, which exceeds 86 percent. Additionally, the responses to the open-ended questions students were asked reveal and support the reasons why this digital module has to be developed. Furthermore, the students' perspectives on the value of creating an e-module that connected with many learning media platforms varied widely. The majority of students believe that using e-module may help them study in a more active learning environment. Moreover, students also claimed that the learning process would be more flexible and updated with the e-module. In addition, students believe that the learning process with e-module may give a more conducive learning environment, increase their motivation and facilitate self-directed learning.

The urgency and implementation of the e-portfolio learning model, which was previously designed for the hybrid or blended learning process in the classroom (Laksana et al., 2021), may be characterized based on the findings of the requirements analysis in the preceding paragraph. According to the questionnaire's results, students' English learning abilities can be enhanced by using an e-portfolio-based learning approach. The authors create an electronic

module that may be combined with various current digital teaching resources since it is urgently important to construct e-portfolio-based teaching materials using the hybrid/blended approach in light of the heavily echoed digitization process. Students are then able to study the content, complete the exercises, and work on the projects in any location using their mobile device. The development of this digital module used design-based research model. The way the subject matter is presented in this digital module has a great influence on the effective language acquisition and the development of language skills (Ellederová, 2021).

Furthermore, the development of this digital module was also drawn by the theoretical and empirical concepts for general English coursebook design from several potential authors (Harwood, 2010; Harwood, 2014; McDonough et al., 2013; Mishan, 2015; Tomlinson, 2008; Tomlinson, 2012; Tomlinson, 2016; Tomlinson & Masuhara, 2017). The illustration below shows how the instructional module model that will be created is structured:

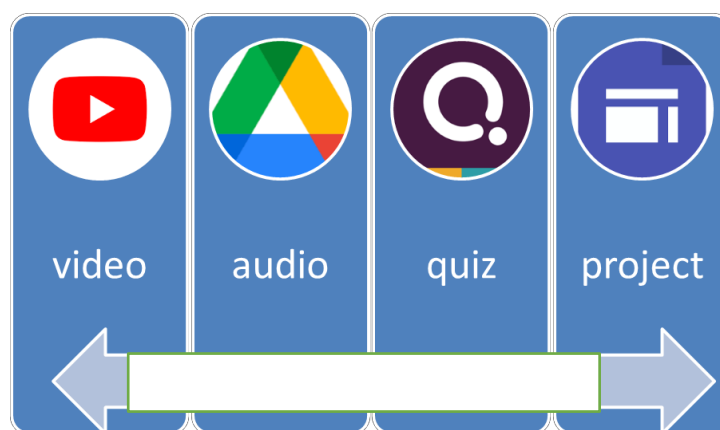


Figure 2. An electronic module design model based on an integrated multi-media digital/hybrid e-portfolio.

The design model will be utilized as a guide in creating electronic modules that are combined with digital multi-media, as can be seen in the image above. With the aid of a QR code, the current digital multi-media is integrated. The constructed electronic module will then display the QR code. The integration of e-portfolio-based digital instructional resources may be accomplished with the help of this QR code function. For additional information, see the method of creating instructional modules, which incorporates digital teaching resources that may be accessed through modern mobile devices. Researchers created an electronic teaching module with 10 chapters using this design.

There are ten chapters in the electronic module that will be addressed, including: 1) The first subject is self- and other-identification. This unit contains 5 activities. The second topic, describing famous people in business, has 7 activities. The third unit, expressing likes and dislikes about online business, has 6 activities. The fourth unit talks about describing and marketing products/services in business and has 6 activities. The fifth unit talks about sending emails in business. Five different activities make up this unit's activities. 6) The sixth unit, which has six activities, addresses career (job interviews). 7) The business presentation, which is subdivided into 8 actions, is covered in the seventh unit. 8) After that, the eighth section covers themes like socializing and fostering cross-cultural understanding in the workplace. There are 6 activities included in this subject. 9) The ninth subject in this e-module is commercial telephone usage. There are 8 different activities available. 10) The final subject is on business achievements and problems. This unit has 5 activities.

Quizzes, audio, video, text, and other material are all included in this electronic module. Several digital platforms, including YouTube, Google Drive, Quizz, Google Sites, and others, are also integrated to support the media utilized in this one electronic module in addition to the media that are already included in it. With the aid of the QR code function, which can serve as a forum for access in connecting all these teaching media, the integration of the aforementioned platforms and media can be made possible. You can examine the images below to better understand the final shape of the electronic module product:



Figure 3. Activity on unit 1 page 5

One of the activities that incorporates audio media and the Google Drive platform in the process of listening activities is shown in the image above. The audio content used is audio from native English speakers that is immediately saved on Google Drive and integrated with the QR code procedure, allowing students to access the audio they require for learning by just scanning the QR code. As a result, learning is made simpler for students because they can directly hear the audio from the activities provided to help them get better at listening. Students don't need to play their educational audio on additional devices when using an integrated system such as this. Students can quickly access this audio media using only one device, namely cell phones. As a learning material, this electronic module offers authentic audio that includes conversational activities.

This module offers the integration of video media in the learning process as a learning resource for students in addition to the QR code integration with real audio media discussed above. Through this module, users can immediately access videos that are available on the YouTube page. See the illustration below for further information:



Figure 4. Activity on unit 1 page 8 and 12

The incorporation of the QR code on the YouTube page's video content is depicted in the figure above. The students can view the video explanation on this electronic module by scanning the QR code that has been provided, and this will provide them access to the material that is provided in some sections. The information covered in some units is directly explained in a video that has been incorporated with the QR code. Because the videos utilized are legitimate and come straight from native English speakers, the integration of this video media is very beneficial for students in learning the topic and learning new vocabulary as well as their learning resources in enhancing their listening abilities. Finding video references for the English for Business subject covered in class no longer needs to be a confusing experience for students.

This module offers written content and text media in addition to the two types of media already described. It also offers extra comprehension through video media, which may be viewed via YouTube by scanning the QR code provided. Additionally, the exercises that are interwoven into the book assist students identify new words and assess their vocabulary knowledge through practice tasks like filling in the blanks from the videos they view using the accompanying QR code. Practice questions are incorporated into the text integration as well, which can aid pupils in expanding their vocabulary in English. Some of the available practice questions include access to the Quizizz platform, giving students a new perspective on their study. See the information below for a more thorough integration of text with the exercises and audio described above:

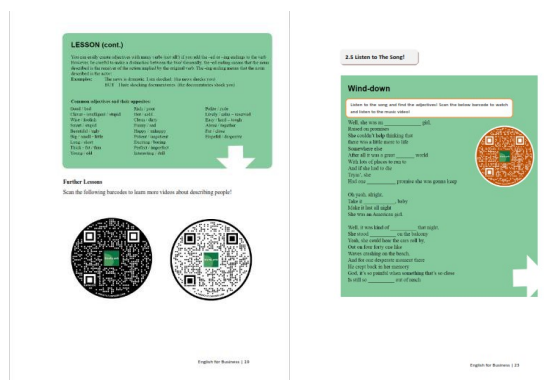


Figure 5. Activity on unit 2 page 18 (textual materials mixed with the addition of visual materials to increase readers' understanding) and page 23 (providing fill-in-the-blank exercises with video media in addition to text media)

Combination of written content with various media, such as video, may be seen in the image above. Video is utilized as both an additional learning tool and a test of students' vocabulary knowledge (figure 6). The YouTube platform is used in Figure 6 to link to a learning video that provides an extra comprehension of what has been stated in the offered text material. This is done in order to promote the e-portfolio component, specifically the viability of online media as a teaching tool. As a result, this component is included in the e-module to assist students in understanding the usefulness, efficacy, and value of the media as a learning resource as well as how to inspire students to study more effectively. Additionally, practice exercises that assist students increase their vocabulary proficiency and listening skills are linked with the video medium. The purpose of this activity's element, which is students' engagement with the learning platform, is to promote the e-portfolio component. The utilization of digital platforms and media in this electronic module ought to promote student engagement with the chosen learning environment, hence enhancing learning outcomes.

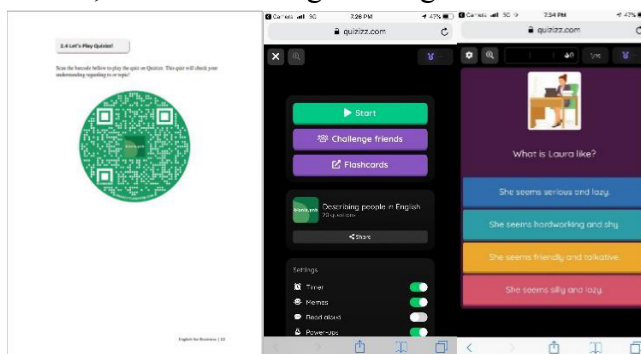


Figure 6. Integration of QR in E-Module to Quizizz Platform

On the Quizizz platform, a QR code integration with the quiz is displayed. By scanning the available QR code, students can immediately access the exercise they are given. Students will be directed straight to the quizizz page on the digital quiz platform after scanning the QR code in the image above, where they can take advantage of hybrid/blended quiz tasks. Additionally, students have the option of inviting their friends to the quiz. In addition, the image above depicts how the Quizizz platform appears after scanning the QR code found on the electronic module. The features offered on the Quizizz platform are really cutting-edge and give the impression of learning while having fun. In addition to allowing students to respond to and complete the quiz questions, this platform also offers extra bonus features similar to those seen in gaming platforms. When using this platform to complete their studies, pupils are further motivated by this. A component that can improve student engagement with the chosen learning platform is the inclusion of the Quizizz platform.

The major platform, which also serves as a way of interaction between students and students with lecturers on projects assigned by lecturers, in addition to the Quizizz platform, which is utilized as a medium for student learning activities, is the usage of Google Sites. The primary component of this electronic module that can offer a forum for the application of this learning e-portfolio procedure is the google sites platform. See the illustration below for more information on the Google Sites platform's e-portfolio feature:

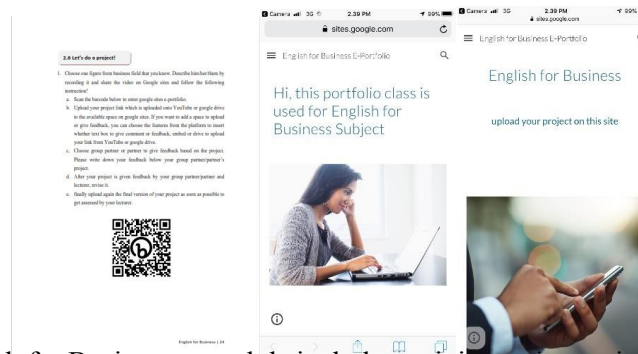


Figure 7. The English for Business e-module includes activity project training that is integrated with the e-portfolio in each course.

The directions and processes that instructors give their students for working on projects are shown in the image above, along with the creation of an electronic portfolio using the Google Sites platform. To access and complete the e-portfolio procedure on the Google Sites page created for this e-portfolio implementation platform, students can scan the QR supplied. Each unit comes with the directions shown in the image, but the projects needed for each unit change depending on the subjects covered in each unit. In real life, students can comment on and have debates about projects created on this digital platform. Additionally, this platform offers a number of tools that students can employ to complete this e-portfolio-based learning process. Moreover, the above images also show the first stage of the e-portfolio learning process deployment. Students can upload completed projects and leave comments and critiques on this website so that dialogue can take place to help students enhance each other's completed learning outcomes. Students can see the work of their friends, which is used as inspiration in the process of self-improvement, after uploading the results of the projects they have completed. This allows them to comment on the outcomes of other friends' projects and provide suggestions for themselves. The deployment of this e-portfolio can take place on this Google Sites platform in a productive and efficient manner. Through e-modules created to enhance English learning for business, digital media/platforms that were previously offered individually in the e-portfolio-based learning process can now be accessible simultaneously and independently.

Implementation in the teaching and learning process in the classroom comes next after the design and development of the teaching materials in the form of electronic modules. The researcher will discuss the usefulness of this electronic module in the context of implementing the learning process over the course of six meetings in the next paragraph. A questionnaire was supplied to gauge the effectiveness of using this e-module after the implementation of the learning process by giving the e-module based on this e-portfolio. Results that will detail and depict the effectiveness of implementing e-modules based on e-portfolios in detail in graphic form were obtained from the results of administering questionnaires to 77 students about the implementation of e-modules based on e-portfolio in the classroom that they had experienced.

Furthermore, the result of the questionnaire demonstrates the favorable effects on students of all aspects of evaluating the execution of the developed e-module based on the e-portfolio. This is demonstrated by the fact that above 85% of all e-module evaluation criteria were implemented, which is a significant achievement. It is clear from the discussion of the five factors used to assess the use of e-modules based on e-portfolios in this hybrid approach that the e-modules that have been created can have a substantial impact on students' learning both online and offline. This is consistent with what the experts had to say about how e-

portfolios let students establish their own independent learning environments. Additionally, experts claim that e-portfolios assist students in developing their own successful learning strategies and future learning objectives relevant to their employment. Rees in (Babovič et al., 2019; Klenowski et al., 2006; Gülbahar & Tinmaz, 2006; Bolliger & Shepherd, 2010; Huang et al., 2011; Cepik & Yastibas, 2013; Nurhayati & Sumbawati, 2014; Wetcho & Na-Songkhla, 2019). From this justification, it can be seen that the e-module was created by combining various digital platforms and other media with the integration of a hybrid method, in this case using a QR code system, so that the platform and digital media integration could be realized in an electronic module that users could access. Students can be accessible dynamically and utilizing a smartphone.

Additionally, generation Z students—those born between 1995 and 2010—were the ones in the international business management study program that benefited from the integration of e-portfolio based digital module in their learning process. This shows that this generation has individuals who are tech-savvy, adaptive, smart, and more tolerant of cultural variety. This generation is also globally connected and networked in a virtual environment. Gen-Z is more independent than the generation before it was. Young people of millennial generation frequently make judgments without taking into account the obligations and concern of others. Additionally, Gen-Z youth want to learn and grow independently. Learning resources that once had to be searched in person at the library can now be easily accessed only through online services. This shows that the e-portfolios built on digital modules and integrated with multiple learning media platforms have been tailored to the needs of millennial students. In addition, using digital media can help students develop strong learning engagement.

CONCLUSION

The study's conclusions place a strong emphasis on designing educational materials as electronic modules with an e-portfolio that use hybrid and reciprocal approaches throughout implementation. With this hybrid approach, the design of the e-portfolio-based electronic module is centered on instructional resources and practice projects that support students in developing their learning skills and learning independence. With this hybrid approach, students can autonomously construct successful learning for themselves and future learning goals relevant to their vocations thanks to e-portfolio-based English learning. Students are given questionnaires to complete as part of a needs analysis process that precedes the design of this electronic program. The findings of the needs analysis in the preceding section can be used to explain the necessity of implementing the e-portfolio learning model that was created before the hybrid or blended learning process in the classroom. According to the survey results, students' English learning abilities can be enhanced by using an e-portfolio-based learning approach. The authors create an electronic module that can be integrated with different existing digital teaching media so that students can study material and project exercises easily, flexibly, and anywhere using the mobile device they have. This is done because the authors recognize the urgency in developing e-portfolio-based teaching materials with the hybrid/blended method given the intensively echoed digitalization process.

Following the completion of the needs analysis, a hybrid e-portfolio-based electronic module is designed and implemented by incorporating a QR code. The e-module is implemented for students after the design is created and it is developed. A questionnaire with 5 features is utilized as a total measure in evaluating this e-module in order to assess and identify the efficacy of the generated e-module. This questionnaire was completed by 77

students in total, and the results demonstrated that students benefited from the use of the produced e-portfolio-based e-module. This is demonstrated by the fact that above 85% of all e-module evaluation criteria were implemented, which is a significant achievement. Moreover, the students who were the research sample were included in the millennials generation category, are also supported this positive result, where this generation is very easy to adapt to technology so it is easy to comprehend the materials from e-module based e-portfolio which are integrated with various media platform in developing their learning engagement.

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TYPES OF CODE-SWITCHING FOUND ON NANA MIRDAD'S VIDEO BLOGS

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ABSTRACT

Code-switching occurs frequently in bilingual and multilingual families' daily communications. One of the bilingual families in Indonesia is the Nana Mirdad family. In Nana Mirdad's daily life, she often does code-switching on her video blogs. Accordingly, the purpose of this study is to determine the types of code-switching found in Nana Mirdad's video blogs on her YouTube Channel, The White's Family. This study employed a descriptive qualitative method to evaluate the data, and the theories of Poplack (1980) and Romaine (1995) were applied. According to the findings of this research, 117 pieces of information about the various forms of code-switching in Nana Mirdad's video blogs were uncovered. The dominant type of code-switching found on Nana Mirdad's video blogs on her YouTube Channel is Intra-sentential switching with occurrences of (49,6%).

Keywords: sociolinguistics, code-switching, nana mirdad, video blogs

INTRODUCTION

Sociolinguistics is a branch of linguistics that discusses the speech community and investigates language and society. According to Holmes (2013), sociolinguists examine how language influences social interactions. In addition, sociolinguistics phenomena could be found in bilingualism, multilingualism, and code-switching. The term "code-switching" refers to the act of switching between languages during a conversation. According to Wardhaugh (2006), code-switching is the phenomenon of creating a new code by switching one code to another. On the other hand, code-switching based on Poplack (1980) is the exchange of two languages in one language discourse, sentence, or constituent. In addition, three types of code-switching based on Poplack (1980) are Tag switching, Inter-sentential switching, and Intra-sentential switching. This result in phenomenon of code-switching is often found in daily conversations on the social life of people from various circles specifically in bilingual families. Moreover, code-switching is also used by some people on social media to express feelings or provide information.

Social media is a digital platform used by netizens to build social relationships in cyberspace. One of the social media that is often used by Indonesian people is YouTube. The public, especially YouTubers in Indonesia, have also changed the language they use in their content or video blogs on YouTube. Video blogs, which are often referred to as vlogs is a blogs created in the form of a video that contains the daily life of the creators. One of the Indonesian celebrities who often makes video blogs is Nana Mirdad. Hanna Natasya Maria Mirdad, who is well-known as Nana Mirdad, is an Indonesian actress who has Javanese, Filipino and Minahasa mixed blood. The 37-year-old woman is married to a man of Australian, Canadian, and Batak descent named Andrew White. Nana Mirdad and Andrew White often upload their personal lives in the form of vlogs on their YouTube channel called The White's Family. In each vlog uploaded by Nana Mirdad on her YouTube channel, Nana and her family often switch languages from English to Indonesian and vice versa.

According to the description above, the researcher is curious about the code-switching phenomenon shown in Nana Mirdad's video blogs on her YouTube channel, The White's

Family. This study aimed to determine the different kinds of code-switching utilized on Nana Mirdad's video blogs. The reason why this study uses Nana Mirdad and her family as data sources is that they are from a bilingual family. Therefore, they use English and Indonesian to communicate in their daily life.

In order to see the findings and viewpoints of other academics who approached the same topic as this study, the researcher additionally looked at five related articles. The first study, "Types and Function of Code Switching Found in The Conversation of Daniel Mananta and Raline Shah on "Daniel Tetangga Kamu" Video Youtube Channel," investigates code-switching in various ways (Andani et al, 2022). The primary objective of their study was to identify the various types of code-switching used in the conversation between Daniel Mananta and Raline Shah and to analyze its functions. For data processing, they used the concepts of Poplack (1980), mentioned in Romaine (1989: 122), and Appel and Muysken (1987). As a consequence of their investigation, they identified three different kinds of code-switching, with intra-sentential switching being the one that was most commonly utilized in the conversation between Daniel Mananta and Raline Shah. In addition, they discovered six functions of code-switching, with metalinguistic being the most prevalent according to the findings of their research.

The following analysis was conducted by Ameliza and Ambalegin (2020) entitled "Code Switching Analysis in English Literature Whatsapp Group." In their study, they tried to find out the types of code-switching and detect the reasons for code-switching on the WhatsApp group of Putera Batam University. The theory of Poplack (1980) has been used in their study. Based on the result of their study, they found that 15 utterances contained the types of code-switching, and intra-sentential switching was the most frequent type of code-switching. They also found three reasons for using code-switching, there are to determine speaker involvement, to fill the linguistic needs for lexical items, and to continue the last language used. The other study that has been reviewed was conducted by Sinaga & Hutahaean (2020) entitled "An Analysis of Code Switching Used by Reza Arap on Deddy Corbuzier's YouTube Channel." The objective of their investigation was to identify the predominant type of code-switching employed by Reza Arap on the Deddy Corbuzier YouTube Channel. They used the theory of Wardhaugh (2006) to determine the types of code-switching. Based on the finding of their study, they found two types of code-switching, there are situational with occurrences of 60% and metaphorical with occurrences of 40%. On the Deddy Corbuzier YouTube channel, situational code-switching was by far the most common type of code-switching employed by Reza Arap.

Moreover, the researcher also reviewed the other study entitled "The Occurrence of Code Switching on Personal Messages of Blackberry Messenger" (Tajudin, 2013). In his study, he tried to find out what languages were used in code-switching on the personal message of BlackBerry Messenger (PM of BBM), what kinds of code-switching there were, and why BBM users did it. Several theories he used were proposed by Poplack(1980), Hoffman (1991, in Tiana, 2009), and Savile-Troike (1986). Based on his findings, Indonesian-English was the switched-languages group that the users tended to use. He also found three types of code-switching, and inter-sentential switching is the most dominant code-switching type (40.63%) in his study. The reason BBM users in using code-switching is because of a lack of equivalent lexicon. The last study reviewed by the researcher was conducted by Fadilah & Parmawati (2020) with the title "An Analysis of Code Switching and Factor Motivation in Nessie Judge Vlog." In their study, they tried to analyze the types of code-switching, and the motivational

factors that influenced Nessie Judge does code-switching. Based on their finding data, inter-sentential switching is the dominant type of code-switching found in Nessie Judge's utterances. In addition, social and linguistic factors or types were the factors that motivated and influenced Nessie Judge to do code-switching in her vlog.

In this research, the researcher was concerned with the types of code-switching only. This study has similarities with those studies that are using Poplack (1980) as the theory to find out the types of code-switching. The researcher also used video blogs on YouTube channel as a data source. However, there are dissimilarities between all five kinds of research and this research. All five of that research not only examine the types of code-switching, but also focused on the functions of code-switching, the reasons for using code-switching, the switched-languages group used in code-switching, and the motivation factors that influenced someone to do code-switching. While this research focused on identifying the types of code-switching found in Nana Mirdad's video blogs on her Youtube channel named The White's Family. The differences are also in the data sources and the theories that are used to analyze the data.

METHOD

The data source in this research was taken from Nana Mirdad's video blogs on her YouTube channel: The White's Family. This channel was chosen because there is a language exchange phenomenon in every content she uploaded. This research used a descriptive qualitative method. Moleong (2010) states that the qualitative descriptive method is a type of research method that produces descriptive data in the form of writing or verbally sourced from observations of the phenomenon of the subject research, behaviour, and perceptions. Observing and note-taking procedures were used to collect data for this study, which employed the observation method. The idea utilized to assess the types of code-switching found in Nana Mirdad's vlogs was proposed by Poplack (1980) and Romaine (1995).

Several steps were taken by the researcher to analyze the data. First, the researcher recognized the utterances on Nana Mirdad's video blog that indicated code-switching. Second, the researcher classified the types of code-switching based on the theory of Poplack (1980). Third, analyzing the types of code-switching that have been classified. The last one made a conclusion based on the result of the data that has been analyzed in this study. Additionally, the researcher presented the findings using both formal and informal techniques. The researcher presented the data in tables for the formal method. In the meantime, the statement will be utilized to clarify the study of the many sorts of code-switching in the informal technique.

FINDINGS AND DISCUSSION

Finding

This part has presented the summaries of the finding of this study. Based on an examination of code-switching kinds found on Nana Mirdad's video blogs, there were 117 data utterances using code-switching which were divided into 3 types of code-switching. The instances of code-switching in Nana Mirdad's vlogs are listed in the table below.

Table 1. The occurrences of the types of code-switching

NO.	TYPES OF CODE-SWITCHING	FREQUENCIES	PERCENTAGES
1.	Intra-sentential Switching	58	49,6%
2.	Inter-sentential Switching	43	36,7%
3.	Tag Switching	16	13,7%

Total:	117	100%
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Table 1 displays the frequency and percentages of the various types of code-switching observed in the video blogs of Nana Mirdad. There were 117 data divided into 3 types of code-switching. According to the table, there were 58 utterances of intra-sentential switching (49,6%), 43 utterances of inter-sentential switching (36,7%), and 16 utterances of tag switching (13,7%). From the data above, it could conclude that the dominant type of code-switching found on Nana Mirdad's video blogs is intra-sentential switching with occurrences of 58 utterances. However, Nana Mirdad's video blogs feature the fewest instances of code-switching (tag switching; 16 utterances).

Discussion

In this section, data analysis is presented by representing the types of code-switching found on Nana Mirdad's video blogs. The types of code-switching found on Nana Mirdad's video blogs on her YouTube Channel called *The White's family* were analyzed by using the theory proposed by Poplack (1980).

Code-switching refers to the use of a second language within the context of a single speech, sentence, or other linguistic elements (Poplack, 1980). Intra-sentential switching, Inter-sentential switching, and Tag switching are the three types of code-switching, according to Poplack (1980), quoted in Romaine (1989).

The following is an examination of the code-switching found on the video blogs of Nana Mirdad:

Intra-Sentential Code Switching

Intra-sentential switching is a form of code-switching that refers to changes that have been made within a single clause or phrase that then include material from both languages (Poplack, 1980). However, this type contains a syntactic risk because, in one sentence or utterance, it will be included in the word or phrase in the first language.

Based on Nana Mirdad's YouTube channel named *The White's Family*, there are 58 data containing Inter-sentential switching of the types of code-switching found on Nana Mirdad's video blogs. Here 2 of 58 data were explained:

Data 1:

Nana: "Say thank you *kakak* for encouraging me."

Based on Nana Mirdad's line of argument above, it has been determined that the usage of a word from another language, especially Indonesian, in an English phrase falls under the category of intra-sentential switching. The insertion of the word *Kakak* between English utterances qualifies as intra-sentential code-switching. Since *Kakak* is the Indonesian word that means sister in English.

The word *kakak* can be translated into English, but Nana Mirdad prefers to pronounce it in Indonesian, because in her video blog entitled, "Sarah's Getting Her Ears Pierced." Nana told her daughter to say thank you to a woman from Indonesia, someone who her daughter should call *kakak*.

Data 2:

Nana: “The very good breakfast option *karena ada* oatmeal-nya *dan ada nutrisi-nutrisi yang lainnya juga jadi kalau kamu lagi* diet or something *ini bisa menggantikan sarapan pagi.*”

The utterance above is also categorized as intra-sentential switching because Nana Mirdad used two different languages in the same sentence, specifically English and Indonesian in her utterance on the video blog entitled, “Green Smoothies Recipe.” Nana Mirdad often alternates between English and Indonesian, where the alternation occurs within the boundaries of clauses or sentences and relates to other languages.

Data 3:

Nana: “*Belanja* nine hundred thirty-six, *berarti sekitar sembilan puluh hampir seratus ribu.*”

The reason that Nana Mirdad's utterance on the video blog titled "Japan Travel Part II" is classified as intra-sentential switching is that she started out using Indonesian, "Belanja," switched to English, "nine hundred thirty-six," and afterwards translated the English words into Indonesian, "berarti sekitar sembilan puluh hampir seratus ribu."

Data 4:

Nana: “So, *harus pakai* seat-belt even *anak-anak di belakang.*”

Since Nana Mirdad frequently switches from English to Indonesian in her video blogs, the above utterance can be classified as intra-sentential switching entitled "New Zealand Episode 2." She inserted Indonesian phrases, "*harus pakai*, and *anak-anak di belakang*," in her English utterance.

Inter-Sentential Code

Inter-sentential switching, according to Poplack (1980), involves a shift at a phrase or sentence boundary, when each clause or sentence is in a different language. In this type, the speaker is thought to need to be fluent in both languages because the speech must follow the rules of both.

Based on Nana Mirdad's YouTube channel named The White's Family, there are 43 data containing Inter-sentential switching of the types of code-switching found on Nana Mirdad's video blogs. Here 2 of 43 data were explained:

Data 5:

Nana: “*Sekarang Andrew mau ke kantor terus aku mau pulang kita lanjut bikin konten lagi.* Bye guys, see you in the next vlog.”

Inter-sentential switching describes the change from one language to another within a dissimilar sentence, as demonstrated by the above utterance. This phrase was found on the video blog titled "Makan Ramen Siang-Siang" by Nana Mirdad. Nana Mirdad's started the utterance using Indonesian sentence, “*Sekarang Andrew mau ke kantor terus aku mau pulang kita lanjut bikin konten lagi.*” After that, she switched her utterance by using the English sentence, “Bye guys, see you in the next vlog.”

Data 6:

Nana: “*Kalau gak salah dia ada seri 600, 900, sampai 1200 deh.* I'm not very sure.”

The previous statement is also classified as inter-sentential switching because Nana Mirdad speaks multiple languages inside the same sentence. Based on Nana Mirdad's video blog entitled, "Blueberry Smoothies for Snack Time," she used the Indonesian clause at the beginning of the utterance, "*Kalau gak salah dia ada seri 600, 900, sampai 1200 deh.*" Afterwards, Nana Mirdad's switched to another English clause in her next sentence, "I'm not very sure."

Data 7:

Nana: "*Pokoknya yang ini.* It works so well for me."

The data above was taken from Nana Mirdad's video blog entitled, "Blueberry Smoothies for Snack Time." According to the presented in the previous information, Nana Mirdad's use of the Indonesian language at the opening of her utterance, "Pokoknya yang ini," and the English language at the completion, "It works so well for me," could be interpreted as inter-sentential switching.

Data 8:

Nana: "He is very kind, and very humble and very down to earth. *Aku kayak gak bisa berkata-kata gitu pas dia mulai datang.*"

Inter-sentential switching can be used to describe Nana Mirdad's usage of two languages in the aforementioned statement, particularly the English-to-Indonesian interpretation. The data above was taken from Nana Mirdad's video blog entitled, "Meeting Brad Pitt in Tokyo." Based on her utterance, she start her first sentence in English, "He is very kind, and very humble and very down to earth," and then she finished her sentence in Indonesian, "*Aku kayak gak bisa berkata-kata gitu pas dia mulai datang.*"

Tag Switching

Tag switching is defined as the most basic kind of code-switching, which involves inserting a tag from one language into another language's utterance and allows for the tag to be moved about freely (Poplack, 1980).

Based on Nana Mirdad's YouTube channel named *The White's Family*, there are 16 data containing tag switching of the types of code-switching found on Nana Mirdad's video blogs. Here 1 of 16 data was explained:

Data 9:

Nana: "Hi, guys! *Kita baru pulang belanja, kita habis belanja sayur-mayur, buah-buahan, susu.*"

The utterance that was just discussed can be categorized as tag switching since it contains a tag from one language that is transformed into speech for another language. On Nana Mirdad's video blog entitled, "Cooking Time," the utterance, "Hi, guys! *Kita baru pulang belanja, kita habis belanja sayur-mayur, buah-buahan, susu.*" She inserted short expressions, "Hi, guys!" from a different language namely English at the beginning of her utterance.

Data 10:

Nana: "So, *sesuai judulnya hari ini, hari ini kita bakalan masak-masak.*"

The data above was taken from Nana Mirdad's video blog entitled, "Masak Soun Goreng Korea Ala Masko!!" Because Nana Mirdad added the short English word "So" into the

Indonesian sentence, "sesuai judulnya hari ini, hari ini kita bakalan masak-masak," it can be classified as tag switching based on the data shown above.

CONCLUSION

The phenomenon known as code-switching refers to when a clause, sentence, or tag is switched from one language to another when two people are speaking with each other. There are several different types of code-switching, some of which include intra-sentential switching, inter-sentential switching, and tag switching. According to the analysis of 117 data from Nana Mirdad's video blogs on her YouTube channel, The White's Family, three different types of code-switching were identified. A few occurrences include tag switching with 16 occurrences, inter-sentential switching with 43 occurrences, and intra-sentential switching with 58 occurrences.

In conclusion, Nana Mirdad more dominantly uses intra-sentential switching on the video blogs she uploaded on her YouTube channel called The White's Family. On the other hand, the most common form of code-switching that can be found on Nana Mirdad's video blogs is known as tag switching. This research is claimed to provide a greater knowledge of how language is utilized in social interactions, particularly in regard to the various types of code-switching. In addition, this study could serve as a resource for gaining a deeper understanding of the many types of code-switching based on Poplack's theory (1980).

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FOSTERING STUDENT'S SPEAKING ABILITY BY USING TIKTOK APPLICATION

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ABSTRACT

This research aimed to find out TikTok application in fostering students' ability to speak in terms of fluency and accuracy. This research was conducted with pre-experimental method. The sample of the research, the respondents are the student grade 8 in Kelurahan Sari Rejo Medan Polonia 2023/2024 which consisted of 15 students. The data were gathered through quantitative. When collecting data, the researcher gave a speaking test, the speaking test was divided into two steps, namely pre-test and post-test, while the researcher used the (t) test to analyze the data. The findings of this research show that the average score on the pre-test in terms of pronunciation is (5) and the post-test is (5.93). The average score for pre-test fluency is (2) and post-test is (5.06). And the total result of pronunciation and fluency or X_1 is (3.5) and the post-test or X_2 is (4.03). So it shows that students have improved in speaking after being taught via the TikTok application, students' English speaking skills are better than before.

Keywords: Fostering, Speaking, TikTok

INTRODUCTION

The effective speaking skills play various roles in communication. Communication process engineering provides guidance to ensure the acquisition and processing of information products. It is an interactive process in which students express their ideas about information. Speaking in this definition is the process of creating and expressing meaning using verbal and non-verbal symbols in different context. English speaking skills can improve students' fluency in speaking. While you are still talking, it will be upgraded. And the skill of speaking English develops motivation to discover new worlds and dialects. Then the ability to speak English allows one to learn from mistakes. If you are talking to someone, and you make a grammatical pronunciation mistake, you can revise it through practice and practice. As an educator, a teacher must determine and choose the right media based on the needs of your students. It is also the highlight of every teachers media selection. Choose the right medium and application support teachers and students in the transfer and delivery of teaching materials to schools student. Choosing the right medium has become a strategy to ensure its effectiveness or no communication. Finding media to teach is easy. Teachers can make them themselves or get them from many sources.

Indonesian student's currently use social media-based applications as their main source of information. Now, Social media developing at a rapid rate, and it is well known that many innovative applications continue to like TikTok. Yet because TikTok allows social media users to access short music clips. TikTok media users in Indonesia now have about 15 million views, more than users of the Instagram and Facebook apps. Most users of the TikTok application are millennials, teens and adults. TikTok social media is used by all circles, especially students in Kelurahan Sari Rejo. Students are facilitated with Smartphone by their parents since the COVID-19 pandemic, which requires learning, entertainment and many activities to be carried out online. Students love TikTok more than other applications, not infrequently found when I researched them scrolling TikTok during their spare time. In fact, many students are learning to speak through TikTok since there are creators who create duet videos and TikTok stitch video

features. Therefore, researchers use speaking skills through videos more interesting. Because videos uploaded by creators are engaging innovative and more uplifting for students. However some students may find it is difficult to concentrate on audio studies because the duration of TikTok videos is very fast.

METHOD

In this study, the researchers used pre-experimental studies. In this study, one group pre-experimental group is used. In the study, the researchers pre-tested the students and then used TikTok video links for the treatment. The researcher given a test to introduce themselves orally. After the treatment was given, the researcher give the student post-test. There are 15 students for represents certain characteristics found in the population where the conclusion will hold. Sample is a part of the population. Researchers may take only a portion of the population to be studied even though the conclusions are the results research will apply to all populations. There are 15 students will become respondents.

FINDING AND DISCUSSION

The results of this study relate to the scores of students before and after the test, the categorization of student achievement, the average score, the significant difference in the scores before and after the test, and the fair sample hypothesis test. While discussions involved interpretation of observations, students found that what they said was accurate in terms of pronunciation and fluent in terms of fluency. To improve the accuracy and fluency of the students' pronunciation, the study used the TikTok app. Judging from the many functions of TikTok, the researcher used a VT sample to help students get a references to introduce themselves or the others and create the new one on their verse.

1. Fostering Student's Accuracy of Speaking

Accuracy adjusting with pronunciation which is the way someone pronounces a word or words the language is clear. It refers to the Oxford dictionaries. It's said that the pronunciation is the process in which a language or specific words or sounds are spoken. Based on earlier findings, it was evident from the description of the data on students' phrase pronunciation accuracy that their speaking abilities had improved. The average score and percentage of the students' results on the pre- and post-tests provided evidence for it. Additionally, the average student speaking score in the post-test was 5.93, which was higher than the pre-test's score of 5, with an increase percentage of 18%.

In treatment process, to fostering their speaking, the researcher found the strategy of pronounce every phrase that students difficult to understand to use save feature, then the students' can do the repetition of the video repeatedly without download the VT into the phone gallery, so the students' pronunciation can be developed. This statement also said by Pop, Tomuletiu, & David (2011), they stated that tools have been introduced and used in language teaching in various ways in an effort to provide opportunities for learners to delay speaking to convey "as they allow language students to practice and enhance their speaking skills outside the classroom while receiving feedback on their performance".

2 Fostering Students' Fluency in Speaking

Fluency is an important aspect in the research reported here, regarding research in the context of international education, Masuram and Sripada (2020) studied task-based learning

develop fluency in speaking. The objective of the study was to improve the students' speaking ability achieving the target language through task-based language teaching. Each and every research in this study have suggested the need for task-based teaching for speaking fluency because tasks give learners the chance to learn and speak the target language fluently. Additionally, communicative task completion activities expose, use and motivate learners. Besides, the quality of the participant's English speaking improved in task performance, sentence structure, grammar and endurance of speech. The TikTok application used were implemented within the classes and did not follow only a specific approach, however, in some classes we adopted the task-based learning indeed.

At the first class, the researchers conducted a pre-test. In pretest, pupils are found lack English vocabulary and lack mastery of the language grammar prevented her from speaking fluently. Turns out they do too much pause, repeat the word many times. It state occurs automatically affect the tone of their speech. The students look stuttering so they fall the ability to speak has declined. So, most of the student's find out was hard to speak fluently. For the result, the average scoring aspect of the speaking students pre-tests are still running smoothly. On the other hand, when the TikTok videos landed, the students were expressive and brave. One of the biggest benefits for the students use video references so the student's could follow the child and do peer correction, discussion ask their friend about the difficult words written during running the dialogue creation.

In treatment process, to enhance their mastery to introduce themselves, the researcher asks the students to take notes and memorize new words, if they don't know how to refer to a word, they look it up in a dictionary. After treatment with sharing video references, researchers conducted a post-test and the students were able to speak. They can speak English fluently and introduce themselves and others. One of the problems faced by students who are not fluent in English is unconfident to speak English in front of classmates, but with TikTok, students can express their sentence-making ideas without meeting their classmates in person. So that they don't know, their English has improved.

After calculating the scores, the researchers determine the students' speaking ability in fluency is an improvement (22%) over the pretest average of 2 and 5.06. on post-test. Based on the research at Bimbingan belajar LK III Kelurahan Sari Rejo, it can be inferenced that speaking by using TikTok application is better than without by using TikTok application. Furthermore, the students who learned speaking through TikTok application and those who are not, having such a significant difference that the students' speaking scores who were taught by using TikTok are higher than those who were not. It can also be concluded that using TikTok application can attract students speaking ability in language learning. Based on (Dewanta 2020), TikTok isn't as it were a media of excitement but moreover as a media of instruction, particularly those related to english dialect. There are numerous substance makers who give English learning substance, such as talking, articulation, lexicon, linguistic use and common botches since talking is one the four abilities in English which may be a prepare of communication by utilizing verbal shape, it isn't as it were for perusing or composing, but too for communicating the thoughts and conclusions (Perdana and Rianti 2021).

However, the student's mean score of the pronunciation in pre-test was 5 and the student's mean score of smoothness in pre-test was 2. While the student's mean score of pronunciation in post-test was 5.93 and the mean score of smoothness in post-test was 5.06. So, the improvement of the students pronunciation of the student's pronunciation in pre-test was

18% and the student's improvement of the smoothness was 22%. It mean, the mean score of post-test was higher than the pre-test.

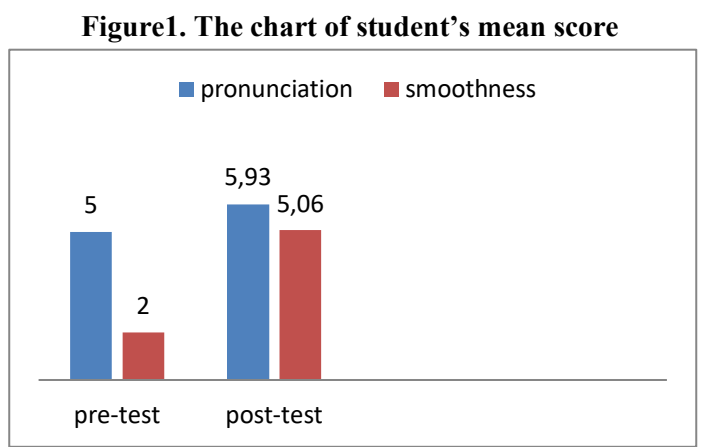


Table 1. The Total of Mean Score of Pre-test and Post-test in Term of Pronunciation and Smoothness

	Score	
	Pre-test (X ¹)	Post-Test (X ²)
Total	52,5	60,5
Average	3,5	4,03

The chart above shows that there was a distinction of the pre-test which is (3,5) and the post-test in term of elocution and moothness was (4,03). For the level of centrality (p)=0.05. it demonstrate that there was a diverse between pre-test and post-test of the talking expertise.

Table 2. The Total of Mean Score and Standar Deviation of Student's Pre-test and Post-test

Data	Mean Score	Standar Deviation
Pre-test	3,5	1,94
Post-test	0,56	3,8

The standard deviation is square root of cruel square deviation from the mean. The standard deviation is sometimes abbreviated the term "Root-Mean-Square ". The calculated standard deviation is the same units as the original value mean. Standard deviation has other properties that make it attractive for summarizing variance, especially when symmetrical distribution of data. Based on the table, the mean score of pre-test is 3,5 and standar deviation is 1.94. the mean score of post-test is 0,56 and the standar deviation is 3,8.

After calculating the scores, the researchers determine the students' talking capacity in smoothness is an improvement (22%) over the pretest average of 1.6.and 5.06. on post-test. Based on the research at Bimbingan belajar LK III Kelurahan Sari Rejo, it can be inferenced that speaking by using TikTok application is better than without by using TikTok application. Furthermore, the students who learned speaking through TikTok application and those who are not, having such a significant difference that the students' speaking scores who were taught by using TikTok are higher than those who were not. It can also be concluded that using TikTok application can attract students speaking ability in language learning. Based on (Dewanta 2020), TikTok isn't as it were a media of excitement but moreover as a media of instruction,

particularly those related to English dialect. There are numerous substance makers who give English learning substance, such as talking, elocution, lexicon, language structure and common botches since talking is one of the four abilities in English which may be a prepare of communication by utilizing verbal shape, it isn't as it were for perusing or composing, but moreover for communicating the thoughts and conclusions (Perdana and Rianti 2021).

CONCLUSION

Based on the result of investigation, the analyst utilized TikTok in cultivating talking at the Kelurahan Sari Rejo Medan is successful to cultivating understudies talking capacity. It was demonstrated by the noteworthiness contrast between students' accomplishment some time recently and after utilized of media TikTok in talking particularly in term familiarity and accuary. There was a noteworthiness move forward in familiarity and exactness for the understudies. It was demonstrated by t-test is higher than t-table was $13.31 > 1.76$. It implies that the invalid speculation (H_0) was rejected and elective speculation (H_1) was acknowledged, where the T=test was greater than t-table.

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CHARACTER EDUCATION OF A LEADER IN THE DANCE THEATRE “THE MERCY OF DURGA DEVI”

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ABSTRACT

The occurrence of moral degradation such as corruption, murder, divorce, etc. that Indonesia is currently facing is the essence of character education in Indonesia. Apart from character education, character education can also be implemented through performing arts in the form of dance theatre. Dance theatre which always contains moral values is certainly very beneficial for the audience which can be measured from character values. This article aims to find the figurative languages used in dialogue for a leader contained in the dance theatre *The Mercy of Durga Devi* as well as the values of national character and moral values contained in the dance theatre. The method used is a qualitative descriptive method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) presentation of analysis results stage. The research results show that the dance theatre *The Mercy of Durga Devi*, which is adapted from *Srimad Bhagavatam*, contains cynicism, sarcasm and assonance which makes the conveying of the character's values easier and more beautiful to understand. The national character values referred to are religion, tolerance, responsibility, and love of peace, which gives the message that every leader must implement the Vedas, doing *yadnya*, and give charity to his people.

Keywords: *Moral values, character values, dance theatre, Srimad Bhagavatam*

INTRODUCTION

The occurrence of moral degradation such as corruption, murder, divorce, etc. that Indonesia is currently facing is the essence of character education in Indonesia. Apart from character education, character education can also be implemented through performing arts in the form of dance theatre. Dance theatre which always contains moral values is of course very beneficial for the audience which can be measured from character values (Gunawan, I., & Sulistyoningrum, 2016). Character education is a very significant need today. Character education is an effort to realize the mandate of Pancasila and the opening of the 1945 Constitution which is motivated by the reality of current national problems, such as shifting ethical values in national and state life (Yulianti, 2019). Moving on from the need for character education in Indonesia, the role of a work of art with the theme of character education is very essential in representing this problem.

The English dance theatre entitled *The Mercy of Durga Devi* contains character values and moral values in it. This dance theatre is adapted from one of the stories in the *Srimad Bhagavatam* book, namely the part in chapter four of the tenth canto which tells the story of Durga Devi who saved Devaki's son from the cruelty and atrocity of King Kamsa. This dance theatre uses language styles in its dialogue.

Apart from exploring the character and moral values contained in this theatrical work of art, it is also discussed how leadership values emerge in *The Mercy of Durga Devi*. A good leader according to Hinduism is a leader who always strives for people's welfare (*suka nikang rat*) and avoids personal pleasure (*agawe sukaning len*). This is confirmed in Arthasastra that the happiness of the leader lies on the happiness of his people. There are many concepts of leadership in Hinduism, one of them is Asta Brata. Asta Brata is implied in Kakawin Ramayana (XXIV, 51-61) when Rama gives advice to Wibhisana. Asta Brata is actually a thought from

Manawa Dharmasastra VII which was composed in a beautiful way so that it became popular in Indonesia. Literally, Asta means eight and Brata means behavior. In this term, behavior refers to deities. A leader is required to have the advantages of the community he leads. The leader must be able to show the bright and shining sainthood, have virtue and power. The figure of King Kamsa in this theatrical art performance ends by showing the policies of a king as a leader. The good leader figure of King Kamsa is implied by how a king does not prioritize his personal matters, namely in this theatre it is shown by King Kamsa apologizing for all his mistakes to Devaki and Vasudeva.

According to Albertine (2005: 51), figurative language is language that originates from language that is usually used in a traditional and literal style to describe people or objects. By using figurative languages, imaginative presentations become fresher and more impressive.

The dance theatre art work with the play Durga Devi gives a gift by saving Devaki and Vasudeva's son aims to present a work of art based on local wisdom, with very deep eastern cultural values, and dialogue with English to present a work of art that has a universal perspective with a paradigm which can be universally accepted by people in various parts of the world.

Dance theatre that presents character education values is to be developed to support national education goals in Indonesia. The story about Durga Devi giving gifts to Devaki and Vasudeva is not as popular as the epic story Ramayana or Mahabharata for the world community, because the Srimad Bhagavatam book which contains this story is a higher holy book than the Bhagavad Gita, and this holy book describes *lila-lila* (holy journey) of the Gods. The character values contained therein are performed in English dance theatres of art, which in these works of art are accompanied by MIDI (Musical Instrument Digital Interface) in the performance.

This work is potential to be useful for society, especially artists who are involved in character education, English, drama, dance and music, to serve as a source/inspiration for creating works which combine elements of drama, dance, music, and English. Based on the description above, there are two main topics discussed in this article, including the following.

1. What figurative languages are used in the dialogue for a leader contained in the dance theatre The Mercy of Durga Devi?
2. What character values and moral values are contained in the dance theatre?



Picture 1: The Performance of the Dance Theatre: Durga Dev advised Kamsa
(Personal documentation: Dewi Yulianti, 2023)

METHODS

The method used was a qualitative descriptive method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) presentation of analysis results stage. The qualitative descriptive method is a research approach used to describe and explain phenomena in depth. This method focused more on qualitative understanding rather than measuring or calculating variables statistically. In the qualitative descriptive method, researchers used qualitative data such as text, interview transcripts, images, or field notes to understand the context, meaning, and perspectives that emerge from participants or data sources (Yusanto, 2020). The qualitative descriptive method focused on describing and interpreting qualitative data without measuring or calculating variables statistically (Adlini., et al. 2022). The qualitative descriptive method includes three main stages, namely the data collection stage, the data analysis stage, and the analysis results presentation stage.

DISCUSSION

The Mercy of Durga Devi is an English dance theatre that uses figurative languages in its dialogue that contain national character values and moral values. This dance theatre is adapted from one of the stories in the Srimad Bhagavatam book, namely the part in chapter four of the tenth canto entitled The Atrocities of Kamsa which tells the story of Durga Devi who saved Devaki's son from the cruelty of Kamsa (Prabhupada, 1993).

This artistic theatre work is a medium for developing character education. This work is also related to teaching because the work created is related to theories and concepts of dance theatre as well as relevant grammatical rules in English.

Figurative Languages in Dance Theatre *The Mercy of Durga Devi*.

Before discussing the figurative language used in the dance theatre *The Mercy of Durga Devi*, it is very important to explain the synopsis of the dance theatre.

It is said that after Vasudeva put the iron handcuffs back on as before, all the prison doors were closed again by the power of Yogamaya, then Yogamaya made a crying sound like a newborn baby. The sound of crying woke up the prison guards, and they rushed to tell Kamsa that Devaki had given birth. Hearing this news, Kamsa rushed to the delivery room. Even though Devaki had begged the child not to be killed, the demon snatched the child from Devaki's hands and then slammed the child onto a rock. However, unfortunately for Kamsa, the newborn child slipped from his grasp, flew up above his head and changed into the eight-armed Durga. Durga then said to Kamsa, "The enemy you have in mind has been born elsewhere. So, your plan to torture children will prove to be a failure."



Picture 1: The Performance of the Dance Theatre: Kamsa get furious to Devaki & Vasudeva
(Personal documentation: Dewi Yulianti, 2023)

According to the prophecy, the eighth son of Devaki will kill Kamsa. When Kamsa saw that the eighth child was a girl and heard that his enemy had been born elsewhere, he was stunned. He then decided to release Devaki and Vasudeva, and confessed his mistake before them. Kamsa knelt for forgiveness at the feet of Devaki and Vasudeva and tried to convince them that they should not grieve over his act of killing their children because the whole incident was predestined.

Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because they were naturally very pious beings. Kamsa then returned to his residence after seeing that his sister and brother-in-law were happy. However, after the night had passed, Kamsa summoned his ministers and told them everything that had happened. His ministers, all of whom were asuras, recommended to Kamsa that all children born within the last ten days in the villages in Kamsa's kingdom should be killed, because Kamsa's enemy had been born somewhere. Although the gods always fear Kamsa, they must not be treated lightly; they are enemies, so Kamsa must try as much as possible to get rid of their existence (Prabhupada, 2011)

In the dance theatre dialogue of The Mercy Durga Devi, the types of figurative languages are cynicism, sarcasm and assonance. An explanation of each figurative language is as follows.

1. Cynicism

Cynicism is a figurative language that is cynical and in other words is irony which is rougher in nature Keraf (2002: 143).

In this dance theatre, cynicism is found in the dialogue "**Hi fallen souls**, you will never understand the significance of Mercy, Cleanliness, Austerity, and honesty, until you surrender to God". Fallen souls or fallen souls is a harsh and cynical statement. This speech was delivered by Durga Devi as a warning to souls who have made several mistakes in the material world.

2. Sarcasm

Keraf (2002:143) explains that sarcasm is a harsher reference than cynicism. It is a style of language that contains bitterness and bitter reproach.

Sarcasm is used in dialogue as follows. "O Kamsa, **you fool**, what will be the use of killing me? The Supreme Personality of Godhead, who has been your enemy from the very beginning and who will certainly kill you, has already taken His birth somewhere else. Therefore, do not unnecessarily kill other children. And now, Kamsa, you must ask forgiveness to Devaki and Vasudeva, and stop feeding your greed!". *You fool* is a bitter statement that was conveyed by Durga Devi to King Kamsa, who was supposed to be someone who was wise and intelligent as a king. He was said to be so because of his stupidity because he had been deceived by Vasudeva, whose son Krishna had been exchanged for a daughter.



Picture 1: The Performance of the Dance Theatre: Durga Devi's mercy to every soul.
(Personal documentation: Dewi Yulianti, 2023)

3. Assonance

According to Keraf (2002:130), assonance is a figurative language that takes the form of repeating the same vowel sounds. Usually used for jewelry or to obtain an emphasis effect or just for beauty.

The assonance found in the dance theatre *The Mercy of Durga Devi* is a fragment of the dialogue "... **Austerity, and honesty**, until you surrender to God". The choice of these two vocabularies is to explain honesty and simplicity. Apart from that, it also shows the beauty of the words spoken by Durga Devi.

3.2 National Character Values and Moral Values of The Mercy of Durga Devi Dance Theatre

National character values are collection of norms, ethics and attitudes that characterize a nation or community group (Daniah, 2019). National character values reflect the identity, beliefs and principles held by society as the foundation for acting, interacting and living together. These values form culture, morality and ethics that guide individuals in making decisions and behaving in society (Ningsih, 2022).

The national character values contained in the dance theatre work *The Mercy of Durga Devi* are religious, creative, tolerant, responsible, peaceful and independent. Based on the values above, it can be described as follows.

a. Religious Values

The religious values in the dance theatre *The Mercy of Durga Devi* reflect scenes of worship, worship or religious rituals to express spiritual values and human relationships with God. Dance theatre can be an effort to explore spiritual meaning or search for the truth and wisdom of life. The religious values contained in it can provide a rich and deep nuance of respect or expression of gratitude to God, which is depicted in the dance theatre work *The Mercy of Durga Devi*.

b. Tolerance Value

The value of tolerance in this dance theatre is that Durga Devi gives King Kamsa the opportunity to improve himself and change his evil ways. The value of tolerance in this story is seen when Durga Devi gives a second chance to King Kamsa, showing the importance of giving opportunities to correct mistakes and change for the better.

c. Value of Responsibility

The value of responsibility in dance theatre can be seen in the decisions taken by the characters in this story. Vasudeva and Devaki responsibly handed over their son, Sri Krishna, to a safe place to save his life from King Kamsa. Vasudeva and Devaki had a great responsibility as parents to protect and care for their son, Lord Krishna. Even though they face many obstacles and threats, they try to protect their child with courage and love.

d. The Value of Love and Peace

The value of loving peace in the dance theatre *The Mercy of Durga Devi* reflects the importance of seeking peace, brotherhood and tolerance in the face of conflict and difficulty.

In this dance theatre, Kamsa knelt for forgiveness at the feet of Devaki and Vasudeva and tried to convince them that they should not be sad for his actions in killing their children because all these events were predestined. Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because they were naturally very pious beings.

Based on the character values above, moral values which are a powerful means of inspiring and teaching the audience can be explained. Moral values are a set of principles, norms or ethical standards that serve as guidelines for individuals or groups in assessing actions and behavior as right or wrong, good or bad, according to the values believed to be true or good (Bisri, M. H., & Asmoro, 2019).

The moral values in the dance theatre *The Mercy of Durga Devi* reflect the teachings and moral messages conveyed through dance theatre works. Dance theatre arts have great potential to teach positive values and deepen understanding of ethics, goodness and morality to the audience. Some of the moral values contained in the dance theatre *The Mercy of Durga Devi* are (1) Kindness and Compassion: Even though King Kamsa was an evil and cruel person, when Durga Devi rebuked him, King Kamsa apologized to Vasudeva and Devaki. Vasudeva and Devaki gave their child genuine love and care, despite facing many obstacles and difficulties; (2) Tolerance and Openness: Vasudeva and Devaki accepted fate and made peace with difficult situations, demonstrating the value of tolerance and openness to the trial's life threw at them; (3) Protection of Truth: Durga Devi stood on the side of truth and tried to stop the evil King Kamsa. This moral value shows the importance of fighting to protect truth and oppose injustice.



Picture 1: The Performance of the Dance Theatre: The closing choreography.
(Personal documentation: Dewi Yulianti, 2023)

CONCLUSION

The Mercy of Durga Devi is an English dance theatre that uses linguistic style in its dialogue and contains national character values and moral values in it. This dance theatre is taken from one of the stories in the *Srimad Bhagavatam* book, namely the part in chapter four of the tenth chapter which tells the story of Durga Devi who saved Devaki's son from the cruelty of Kamsa.

In the dance theatre dialogue of *The Mercy Durga Devi*, the types of figurative languages are cynicism, sarcasm and assonance.

The values of national character contained in the dance theatre work *The Mercy of Durga Devi* are religion, tolerance, responsibility, love of peace, and independence. The dance theatre also contains moral values in it, namely kindness and compassion, tolerance and openness, and protection of the truth.

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CULTURALLY DISTINCTIVE FEATURES IN JOURNALISTIC TEXT: A CASE STUDY ON STUDENTS' VS. AI-GENERATED TRANSLATIONS

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ABSTRACT

The prevalence of Artificial Intelligence (AI) in this modern era has been one of the major interests in translation studies. The ability of AI to produce human-like translations has become an ongoing discussion among scholars. Therefore, this qualitative-descriptive study aimed to investigate the utility of AI in providing alternatives for journalistic text translation results made by English Department students of Universitas Palangka Raya during a Translation Course. Given the communicative nature of journalistic texts, this study explores how culturally distinctive features, such as idioms, collocations, traditional language nuances, and organization names, are translated from Indonesian into English. By referring to translation strategies adapted from Newmark (1988), Hoed (2006), and Baker (2011), this study applied comparative analysis between the translation results made by students and those generated by AI technology, i.e. DeepL and ChatGPT. Through the data tabulation, the results of this study show that AI systems can be reliable tools for demonstrating the same creativity which is one of the key characteristics of human translation. Translation creativity in this study refers to the ability to select the most effective strategies and wording to produce better translation versions of those culturally distinctive features. This study is expected to shed light on the evolving role of AI in the field of translation.

Keywords: artificial intelligence, culturally distinctive features, journalistic, translation strategies

INTRODUCTION

The advancement of artificial intelligence (AI) inevitably reshapes the paradigm of the translation landscape, which includes translation professional practice and training. Traditionally, translation was considered a practice of conveying meaning from the source language to the target language by relying on linguistic competence and skills possessed by the translators. This is why translators have to master both the source and target languages, including the cultural aspects of how the people communicate. Human translators were responsible for the task of transferring the essence, nuances, and cultural context of the original texts in order to be grasped by the target readers. This especially involves culturally distinctive features such as idiomatic expression, cultural references, as well as tone and style. However, the presence of artificial intelligence expands a new area to be further explored and discussed regarding modern translation practice and studies.

Artificial intelligence can be defined as a technology that aims to replicate the intelligence of human beings (Zheng & Zhu, 2020). In the context of translation, the use of artificial intelligence is the advancement from machine translation. Certainly, modern translators are already familiar with the use of machine translations, especially with the release of Google Translate in 2006. This became one of the milestones in the evolution of machine translation, which included dictionary-based machine translation, computer-aided translation, and neural machine translation (Amin & Mandapuram, 2021). As the latest evolution, neural machine translation powered by artificial intelligence is expected to provide a human-like translation performance. It means that neural machine translation is able to process natural language understanding and processing, translation memory, and deep learning toward languages and translations. Moreover, the launching of the Chat Generative Pre-trained Transformer (ChatGPT) in late 2022, DeepL, and other neural machine

translations that can perform translation generated by artificial intelligence has given us easy access to neural machine translation.

The vast availability of translation tools on the internet transforms the ‘culture’ of translation practice. Even, most professional translators nowadays adopt the use of artificial intelligence in their works. There are several considerations to this. The use of neural machine translation helps the translator obtain a general understanding of the text (Kränzler, 2020), or even save more time in making drafts (Škobo & Petričević, 2023). Later, human translators can improve the translation and ensure that the translation product meets its purpose (Eszenyi et al., 2023) by doing some editing. It is reasonable since professional translators may have a high workload. For example, translators who work in media companies may have to race with deadlines in order to publish news or information timely. Hence, the use of artificial intelligence will provide work efficiency (Xiao, 2021) for the translators. Another consideration of professional context is that the use of artificial intelligence in translation can also provide economic efficiency (Xiao, 2021). With faster translation work, the quantity of translation produced will increase in a more efficient time which will lead to more income for the translators.

Considering this shift in the ‘culture’ of professional translation practice, there are impacts on translation training that should be taken into account. It raises the question of how the colleges and universities that offer translation courses prepare their students for the professional field. The transformation urges us to reconsider the methods of training the students since it should reflect the real professional field where the students will become practitioners. In the early presence of machine translation, translation trainers or teachers might not suggest the use of machine translation since it was incapable of providing a reliable and good translation (Pym, 2013). However, they currently confront the presence of artificial intelligence which provides a better innovation compared to the previous version of machine translation. Therefore, the role of trainers or teachers nowadays has been expanded not only to provide theoretical knowledge but also to become facilitators. They guide the students to utilize the available translation tools (Muñoz-Basols et al., 2023; Škobo & Petričević, 2023) while still paying attention to the traditional translation aspects such as nature, category, process, behavior, and ethics (Zheng & Zhu, 2020). It is expected that students can enhance their learning experiences through artificial intelligence tools in translation practices. Therefore, this study aims to explore the role of artificial intelligence in translation training.

Yet, this technology still left us with two polarizations on how we perceive neural machine translation. There are some people who perceive that artificial intelligence which consists of strings of binary numbers in digital computers is able to perform anything assigned by the users including translation, while the opposite says that it is still incapable of resembling the nature of the human mind since it is semantic instead of formal structure (Lin, 2023). Moreover, in the context of translators’ competence, relying only on the use of artificial intelligence could hinder the translators’ language skill development. This becomes the reason why educational institutions should take action to ensure translation training and education work in parallel with current technological advancement and professional landscape. Educational institutions should embrace collaboration with artificial intelligence tools in translation training and education (Wang, 2023) since it can generate an excellent translation result (Khasawneh et al., 2023).

Collaboration between human translators and neural machine translators is needed especially in translating text with culturally distinctive features. Although some scholars even argue that neural machine translation powered by artificial intelligence may demonstrate better performance than human translators in years to come, it is undeniable that in the current state, there are still limitations in neural machine translators. Those limitations included precision, context preservation, and cultural nuance (Yao & Jinfang, 2023). Thus, humans' touch on the translation product is still important in maximizing the quality. One of the text types that mostly contains culturally distinctive features is journalistic text.

Journalistic texts, including news, columns, etc., are one of the interesting subjects in translation studies to be examined more. Besides its common characteristics such as being neutral, objective, and accurate (Lijun & Yingping, 2020) which is referred to as 'journalistic language' (Wahyudin, 2016), journalistic texts must also be concise, smooth, straightforward, informative, and attention-grabbing (Anjani & Rahman, 2022). These characteristics make journalistic texts often contain elements that relate to the target reader, such as idiomatic expressions, sayings, proverbs, or even traditional language mixture that makes the reader interested in reading the text. Indonesia has hundreds of cultures and languages that may affect the writing style of the text. It becomes more challenging when the translator translates Indonesian text into other languages, such as English, because of the extensive amount of culturally distinctive features in journalistic text (Mohammed, 2023). Thus, domestication ideology plays an important role in journalistic translation (Valdeón, 2022).

Journalistic translation is an area in which artificial intelligence may have a good contribution to the process. However, not many studies covered this area yet. One of the studies in journalistic translation and machine translation was conducted by Putri & Dewi (2021) and examined how Google Translate chose the procedure for translating news from English into Indonesian. Therefore, this current study expands the area by exploring how neural machine translation tools, ChatGPT 3.5 and DeepL, choose translation strategies for translating news from Indonesia to English in the Translation Course of English Education Study Program of Universitas Palangka Raya. Hence, the significance of this study lies in providing further insight into how translation courses should be designed and directed amid the current rapid technological advancement, especially artificial intelligence.

METHODS

This qualitative-descriptive study explores the use of neural machine translation powered by artificial intelligence in translating culturally distinctive features contained in journalistic texts. By applying comparative analysis, this study compares the translation version from ChatGPT 3.5 and DeepL with the translation made by the students of the Translation Course of English Education Study Program, Universitas Palangka Raya. There are six texts with different topics with three versions of translation for each (Student-made, ChatGPT 3.5, and DeepL). The text parts examined in this study are only those sentences that contain culturally distinctive features.

The translations are identified based on the translation strategies adapted from Newmark (1988), Hoed (2006), and (Baker, 2011) as follows.

1. Transference. A translator may occasionally use terms straight from the source text if there is no equivalent word in the target text. In the sphere of technology, where innovation is expanding quickly, this instance occurs frequently for new terminology.

2. Naturalization. Naturalization is a translation technique where the translator adapts a word from the source language to the target language. By going through a phonetic system change, a term gets accepted into the target language, which is what is meant by naturalization.
3. Calque. Calque is a type of literal translation where the words are translated into the target text according to their literal meaning. Due to variations in the collocation systems of the source language and the target language, the word may occasionally not be appropriate given the situation.
4. Accepted Translation. Some words may have preset or widely acknowledged equivalents in two separate languages. A translator does not therefore need to search for a different version of equivalence. Terms and conditions, for instance, are the translation of the Indonesian phrase "syarat dan ketentuan."
5. Paraphrase. One translation technique that is focused on the target language is paraphrasing. It reproduces the same messages using various word choices or sentence constructions from the original text. This approach frequently results in a more comprehensible translation but dilutes the author's original style in the process.
6. Modulation. Translations can be modified to reproduce the content and message of the original text from several angles or interpretations. For instance, the transition from English's active voice to Indonesian's passive voice.
7. Transposition. Transposition is required by translators since very few languages share the same system. It addresses changes that might take place in the category, structural, or unit level of the language. For instance, by combining two clauses, two sentences can be converted into one.
8. Cultural Equivalence. When translating, translators frequently deal with culturally specific elements like metaphors, idioms, phrasal verbs, sayings, etc. that mirror a certain society group's style of communication. It is considered cultural equivalency if a translator is able to reproduce that attribute with its equivalent, for example, idioms to idioms.
9. Addition. In order to provide readers with context, additional information may occasionally be required in the target text. Readers will better understand the content if there is additional detail.
10. Omission. In journalistic translation, omission is a strategy that is regularly employed. For the translator, there are several factors to take into account, including the information's importance and relevance to the intended audience. The ideology of the editorial or media team may also have an impact.
11. Explication. Translation professionals utilize the explication strategy to present information explicitly. The implied message that the reader deems relevant is extracted in order to do this.

After the translation strategies for each version have been identified, the translations are compared in order to find the best version. The versions made by neural machine translation were examined whether they were able to provide better translation in terms of strategy choices, accuracy, and acceptability.

RESULTS AND DISCUSSION

Based on the identification process conducted toward the six different Indonesian journalistic texts and their translation versions made by students, DeepL, and ChatGPT 3.5, there are 13 (thirteen) sentences that contain culturally distinctive features. Those features can be grouped into four categories, including language style, cultural term, idiomatic expression, and collocation.

Language Style

Language style becomes the most common category found in the texts. There are 6 (six) sentences using the feature of language style. Language style can be defined as a certain way of expression or word choice and order used by the community. Sometimes, a certain language style cannot be translated using translation strategies that are oriented to the source language. Doing so will result in an awkward and unnatural translation for the target reader. Therefore, some of the translation strategies that may be suitable for this case are modulation, transposition, paraphrase, and other target-language-oriented strategies. The comparison between translation versions can be seen as follows.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Pertama, cegah dehidrasi dengan minum air yang banyak dan tak minum menunggu haus.	First, prevent dehydration by drinking plenty of water and not drinking waiting thirsty.	First, prevent dehydration by drinking plenty of water and not waiting to be thirsty.	First, prevent dehydration by drinking plenty of water and not waiting until you're thirsty to drink.
Translation Strategy	Calque	Omission	Explication

The above comparison shows that neural machine translation produces a better translation version compared to the students' work. The calque translation strategy used by the students may have the original message, but the wording is unacceptable and unnatural for the target readers. The neural machine translations demonstrate their ability to choose the translation strategy that produces more acceptable versions of the translation. DeepL provides a more concise and effective translation by leaving out the second word 'minum' (literally means drink) which makes it not redundant. Meanwhile, ChatGPT 3.5 generates a smoother translation by making the meaning 'you' more visible in the translation. This case shows that ChatGPT 3.5 is able to grasp implicit meaning from a text and make it explicit in the target text.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Perempuan cantik asal Bandung itu tak lain adalah peragawati dan fotomodel era 1970 hingga 1980.	She was a beautiful woman from Bandung who had been a photo model in the 1970s and 1980s.	The beautiful woman from Bandung was none other than a mannequin and photo model from 1970 to 1980.	The beautiful woman from Bandung was none other than a fashion model and photo model from the 1970s to the 1980s

Translation Strategy	Omission & Calque	Calque	Calque
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Unlike the first case, all versions of the translations use calque in conveying the meaning. However, the language style in the source text is very Indonesian, which is not natural for native speakers if it is translated using calque. It would be more natural if translated as "*Originated from Bandung, this beautiful lady was a fashion and photo model between 1970 and 1980*". The student's translation omits the meaning of 'peragawati'. They may consider fashion models and photo models as the same professions, which are slightly different in fact. Only ChatGPT 3.5 preserves the meaning that the lady actually had two different professions. On the other hand, DeepL failed to grasp the meaning, since it translated 'peragawati' into 'mannequin' which has absolutely a different meaning.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Mobilnya ditemukan warga tengah terparkir di pinggir Jalan Dupa, Kalibata, Pancoran, Jakarta Selatan, sekitar pukul 22.00 WIB.	The locals found her car parked on the side of Jalan Dupa, Kalibata, Pancoran, South Jakarta, at around 10 p.m.	Her car was found parked on the side of Jalan Dupa, Kalibata, Pancoran, South Jakarta, at around 10 pm.	Her car was found parked by residents on the side of Dupa Street in Kalibata, Pancoran, South Jakarta, at around 10:00 PM local time."
Translation Strategy	Intrasystem Transposition	Intrasystem Transposition	Intrasystem Transposition & Paraphrase

The above sample shows that all of the translation versions use intrasystem transposition. It can be seen in the time format which is translated from 24-hour based time into 12-hour based time. Indonesians tend to use a 24-hour time format, especially when it comes to formal occasions, while English does the opposite, which is a 12-hour time format. It means that both students and machines can adjust the time format based on the culture of the target text. ChatGPT 3.5 has gone the extra mile by translating 'WIB' into 'local time'. It shows an awareness that the target reader may have a different time zone than the context of the source text. However, in this case, those neural machine translations are still unable to modulate on perspective, namely changing active sentences to passive.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Tapi, karena uang tersebut habis untuk kebutuhan hidup, Pak De nekat menghabiskan nyawa Ditje.	However, the money had already been spent on living costs, and Pak De was convinced to kill Ditje.	But, because the money had run out for the necessities of life, Pak De was desperate to kill Ditje.	But, because that money had been spent on living expenses, Pak De resorted to taking Ditje's life, against all odds.

Translation Strategy	Mistranslation	Calque	Paraphrase
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This case demonstrates that translations made by artificial intelligence have better naturalness compared to the student's work. The wording generated by ChatGPT is more communicative by paraphrasing the word 'nekat' (literally means recklessly) into an expression that sounds natural to the target readers. Meanwhile, DeepL translates well but still maintains the structure of the source language. On the other hand, the student mistranslated the word into 'convinced' which has no meaning relationship to this context.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
"Yang benar, Pak?"	"Is that right, sir?"	"Is that right, sir?"	"Is that true, sir?"
Translation Strategy	Mistranslation	Mistranslation	Mistranslation

The expression '*Yang benar, Pak?*' is a specific way of Indonesian communication that is quite tricky to translate. A translator must have the capability to decipher the meaning, which later requires a more communicative translation strategy. The above case shows that all versions use the calque strategy which leads to mistranslation since the equivalence meaning cannot be found in those translations. There is no translation with meaning that fits the context. The correct translation should be "Are you sure, sir?" because the original context is asking a person's belief about what he is witnessing during an event.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Masa orang pakai helm, begitu ketemu, langsung bisa dikenali?	How come people wear helmets, and when you see them, you can immediately recognize them?	How can someone wearing a helmet be recognized as soon as you see them?	Do people get instantly recognizable when they wear helmets and meet each other?
Translation Strategy	Calque	Paraphrase & Structural Transposition	Paraphrase & Structural Transposition

The source text above also demonstrates the language style of Indonesian. It cannot be translated by maintaining the structure of the text. Otherwise, it will result in unnatural or even hard-to-understand sentences. The student's translation version shows ineffective translation since the structure of the sentence is rather complicated. The artificial intelligences generate translation by utilizing paraphrase and structural paraphrase. DeepL successfully reproduces the meaning of 'masa', which indicates the uncertainty of someone believing something, into 'how can'. However, this meaning is hardly found in the translation generated by ChatGPT 3.5.

Cultural Term

In several cases, the writing of Indonesian journalistic text may be influenced by the cultural background of the writer. With various cultures existing in Indonesia, the translation of the text which consists of cultural terms provides another challenge for translators to deal with. What it means by cultural term in this context is any kind of term that originated from a specific traditional culture. In order to translate this type of feature, a translator must possess adequate background knowledge of the culture and the language. Otherwise, the translator would misinterpret the intended meaning. Several cases of cultural terms in journalistic translation can be seen as follows.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Kuli Nyambi Pengedar Narkoba di Surabaya Ditangkap, 159 Paket Sabu Disita.	Kuli Nyambi, a drug dealer in Surabaya, was arrested and 159 packets of crystal meth were confiscated.	Surabaya's coolie turned drug dealer arrested, 159 packages of methamphetamine seized.	Drug Peddler 'Kuli Nyambi' Arrested in Surabaya, 159 Packs of Crystal Meth Seized
Translation Strategy	Mistranslation	Paraphrase	Mistranslation

Based on the case of 'Kuli Nyambi Pengedar Narkoba', it is shown that artificial intelligence may have a database that already covers several Indonesian cultures. The word 'nyambi' is a Javanese term that means doing something while performing the other. Only DeepL can grasp the meaning of this term, meanwhile, students and ChatGPT 3.5 failed to understand the word. Both of them caught Kuli Nyambi as a person's name which resulted in the inaccuracy of translation.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Menurut polisi, Ditje telah menitipkan uang sebesar Rp 10 juta kepada Pak De, yang merupakan dukun .	According to the police, Ditje had deposited Rp 10 million with Pak De, who is a spiritual healer .	According to the police, Ditje had entrusted Rp 10 million to Mr. De, who is a shaman .	As per the police, Ditje had entrusted Rp 10 million to Pak De, who was a traditional healer .
Translation Strategy	Calque	Calque	Calque

Another case of cultural term can be found in the use of the word 'dukun' as shown in the table above. All versions of the translation use the calque strategy which translates the word into 'spiritual healer' and 'shaman'. Without context, the Indonesian term 'dukun' can be translated into both of them. However, in this context, the equivalence of the message generated correctly by DeepL. It is because the context of the text does not talk about someone who needs healing, either physically or mentally. Instead, it presents a discourse

where someone wanted to multiply her money using the supernatural method, which is commonly conducted by shamans.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Bersyukur dapat Membuat Hati Lebih Bahagia	Gratitude Can Make The Heart Happier	Gratitude Can Make Your Heart Happier	Being Grateful Can Make The Heart Happier
Translation Strategy	Cultural Equivalence	Cultural Equivalence	Cultural Equivalence

There is a difference in Indonesian and English culture in referring to body parts where humans feel emotions. In Indonesia, people refer to 'hati' which is literally translated into English as 'liver'. On the other hand, English has a different way of referring to 'heart' which literally means 'jantung' in Indonesian. Biologically, the liver and heart are two different organs in the human body, but Indonesian and English use them to refer to body parts where emotion emerges. All versions of the translation, even the neural machine translation, are able to generate equivalence.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Badan Geologi sendiri telah menerjunkan tim untuk menyelidiki fenomena semburan api yang keluar dari sumur bor tersebut.	Ministry of Energy and Mineral Resources has investigated the flame burst phenomenon that came out from artesian well.	The Geological Agency itself has dispatched a team to investigate the phenomenon of fire bursts coming out of the borehole.	The Geological Agency itself has deployed a team to investigate the phenomenon of the fire eruption from the drilling well.
Translation Strategy	Mistranslation	Accepted Translation	Accepted Translation

The name of an institution is closely related to the community group to which it belongs. Between community groups, names of institutions may have different constituent words although referring to the equivalent institution. For example, the translation of 'Badan Geologi' as an agency that deals with any geological phenomenon has two different translation results as shown above. In the student's translation, there is a mistranslation since institutions at the agency level are lower than ministries. Institutions that belong to different levels cannot be equal since there are dissimilarities in their jurisdiction. In this case, DeepL and ChatGPT are able to produce translations in appropriate languages which is agency.

Idiomatic Expression

Idiomatic expressions are fixed phrases that are inseparable from the culture where they emerged. They are combinations of words in a language that have meaning beyond the literal interpretation of its individual components. Since they are firmly ingrained in the culture and language, it will be challenging for translators to convey the meaning in the target text,

especially when there is no equivalent expression in the target text. In translating idiomatic expressions, translators should also have adequate background knowledge as well as idiomatic expression repertoire. The following are several cases related to idiomatic expression translation found in the texts.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Warga terkejut mengetahui ternyata di dalam mobil itu terbujur kaku sosok perempuan yang belum dikenal identitasnya.	The locals were shocked to find an unidentified woman lying stiff in a car.	Residents were surprised to find that inside the car was a woman whose identity was not yet known.	Residents were shocked to discover that inside the car lay the lifeless figure of an unidentified woman.
Translation Strategy	Calque	Omission	Paraphrase & Structural Transposition

The idiomatic expression ‘terbujur kaku’ means ‘dead’. When it is translated using calque, the expression ‘lying stiff’ sounds unnatural and unacceptable to express the meaning of someone's death. Therefore, the meaning is not reflected in the student’s translation version. Translation made by DeepL even omits the meaning dead by only explaining the finding of a woman in a car regardless of her condition. Meanwhile, the translation generated by ChatGPT is more communicative since it uses paraphrases and makes several adjustments in the structure by applying transposition.

Source Text	Students' Translation	DeepL	ChatGPT 3.5
Seperti mimpi buruk yang jadi kenyataan , akhirnya Pak De duduk di kursi pesakitan dalam persidangan di Pengadilan Negeri Jakarta Selatan.	Like a nightmare come true , Mr. De finally sat in the courtroom at the South Jakarta District Court.	Like a nightmare come true , Mr. De finally sat in the courtroom at the South Jakarta District Court.	Like a nightmare turned into reality , Pak De finally sat in the defendant's seat during the trial at the South Jakarta District Court.
Translation Strategy	Cultural Equivalence	Cultural Equivalence	Cultural Equivalence & Paraphrase

There are two idiomatic expressions found in this sentence, namely ‘seperti mimpi buruk yang jadi kenyataan’ and ‘kursi pesakitan’. The first expression has a structurally similar equivalent in English, namely ‘like a nightmare comes true’. This expression is presented in the version made by students and DeepL. We can see another version from ChatGPT, which is ‘like a nightmare turned into reality’. The versions used by ChatGPT actually exist, but are not as popular as the versions of Student and DeepL. The second one is ‘kursi pesakitan’

which was translated into ‘courtroom’ and ‘defendant’s seat’. Actually, those two versions have slightly different meanings to the original. The expression ‘kursi pesakitan’ refers to the process of trial. Thus, it is better to translate it into a ‘trial process.’

Collocation

Collocation can be defined as a habitual pairing or grouping of words in language. Words tend to occur together more frequently which later determines the naturalness of an expression. For non-native speakers, collocation often becomes a challenge for them in producing acceptable expressions. Mastery of collocation plays a significant role in achieving fluency and natural-sounding language use. Translators often fall into using words awkwardly paired, resulting in unnatural translation or even difficulty in understanding. Here is the case of collocation translation found in the texts.

Source Text	Students’ Translation	DeepL	ChatGPT 3.5
Dalam 1-2 pekan terakhir, suhu udara begitu panas dan matahari seperti lebih menyengat ketimbang biasanya.	In the last 1-2 weeks, the air temperature is so hot and the sun seems to be more scorching than usual.	In the last 1-2 weeks, the temperature has been so hot and the sun seems to be stinging more than usual.	In the past 1-2 weeks, the air temperature has been exceptionally hot, and the sun feels more scorching than usual.
Translation Strategy	Calque	Calque	Calque

Based on the table above, the ChatGPT translation is more communicative. DeepL is more rigid, especially on the word ‘menyengat’ which translates to ‘stinging’. In Indonesian the words ‘matahari’ and ‘menyengat’ are collocated, but ‘sun’ and ‘stinging’ are not. The word ‘stinging’ is collocated with insects such as bees, wasps, etc.

In certain cases, neural machine translation has better translation results than student translation results. Utilizing artificial intelligence technology in the translation process may provide beneficial results, especially for the students. However, the results of the translation cannot be immediately considered final. The role of human translators is still very much needed because only humans can ensure that the translation is correct and natural for the target reader. From the aspect of creativity in selecting translation strategies, neural machine translation proves that translations do not always use calque strategies. However, neural machine translation is already able to choose translation strategies that require creativity, such as paraphrasing and structural transposition.

Products of neural machine translation still need to be reviewed before it is considered complete because their creativity sometimes does not occur in the ‘right place’. For example, the use of an omission strategy sometimes even removes important parts of the meaning. In journalistic texts, writers also sometimes often include terms originating from regional languages that are already popular. However, neural machine translation still has limitations on cultural terms, especially regional culture. The neural machine translation database is still often unable to recognize these terms so it sometimes fails to understand the meaning of the

text which leads to unreliable translation products. Besides the database, the success of neural machine translation also depends on the prompts instructed by the users. Consequently, the translators should ensure appropriate prompts for certain translation tasks using artificial intelligence.

Neural machine translation has an advantage when it comes to translating common terms such as the names of organizations because it can dig up information via the internet automatically. The same thing also applies to idioms, because idioms are general terms. In fact, neural machine translation is already able to translate idioms using paraphrases. However, the most difficult aspect of neural machine translation to do is identifying language styles. Sometimes a text is considered grammatically correct but does not sound natural to the target reader. This is where the collaboration between neural machine translation and human translation is needed. Translation courses at the university level should embrace the presence of artificial intelligence in their curriculum. Therefore, the students will be able to use it professionally and ethically in translation practices.

CONCLUSION

In present times, the presence of artificial intelligence is inevitable. It certainly reshapes the paradigm in our education system, especially in translation studies and practices. The significance of incorporating AI into translation studies and practices stems from its ability to streamline the translation process, improve accuracy, and increase efficiency. However, as AI-driven translation technologies continue to evolve, translation education necessitates a re-evaluation of pedagogical approaches and skill sets required for future language professionals. By perceiving AI as a complement to human expertise rather than a replacement, we can harness its potential to expand linguistic capabilities.

As shown in this study on journalistic text translation, AI-generated translations still need the human touch to achieve reliable translation results. AI technologies still have limitations in terms of recognizing culturally distinctive features, including language styles, cultural terms, idiomatic expressions, and collocations. Its database is still under expansion towards vast cultural varieties in the world. By understanding the advantages and disadvantages of manual and AI-generated translation, the combination of the two may potentially provide better quality. It can be from the aspect of accuracy, naturalness, and readability.

However, this study is limited by only comparing translation results between students and machines for culturally charged words. This study looks at whether machines are able to provide better translation suggestions to improve student translations devoid of thorough translation quality assessment among the texts. Suggestions for future research are to conduct experimental research that investigates the students' processes in translating texts by directly utilizing artificial intelligence tools without reducing their role as decision-makers and developing their language skills in translation.

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THE USE OF BRITISH PARLIAMENTARY DEBATE TECHNIQUE TO IMPROVE ENGLISH-SPEAKING ABILITY FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this study was to investigate if there was any improvement of English-speaking ability of the high school students using British Parliamentary Debate (BPD) technique in five components of speaking (vocabulary, grammar, pronunciation, comprehension, fluency) and to identify how the students' perception about this BPD technique can improve their English-speaking ability through various sections in BPD technique. This study was used a quantitative method through pre-experimental design. The research used technique simple random sampling to select the participants. In addition, there were any pre- and post-test to find out the improvement of students' English-speaking ability and the Likert-scale questionnaire to find out how their perceptions of this BPD technique improve their English-speaking ability through various sections. Based on the results of the study, the calculation of T-test was the mean score on pre- and post-tests of the experimental class in five components of speaking. The experimental class's pre-test score was 36.00, while their post-test score was 61.75. The score for Sig (2-tailed) is .000 and has a large effect size of .95. Their English-speaking ability has improved start from pronunciation, fluency, vocabulary, comprehension, and grammar. Also, the results of the questionnaire showed that students have positive perceive that their English-speaking ability was improved in various certain sections of the BPD technique. In conclusion, there was significant improvement of high school students' English-speaking ability in five components with the highest from pronunciation, fluency, vocabulary, comprehension, grammar in certain various sections of BPD technique in their extra class.

Keywords: English-speaking ability, British Parliamentary Debate Technique, High school students

INTRODUCTION

Speaking is a communication process to get all the information in social life. Speaking is a skill that should be mastered by students. Solliyah Purnamawati, Sofian, (2018) stated that speaking is an interactive process of students' verbal communication in expressing ideas, feelings and sharing information, build good public speaking and increase self-confidence in the academic field. Speaking is a process where students will express what is in their minds, hearts, opinions, ask questions, seek help, argue, convince, explain, and issue orders to do something to one another especially in school environment. In addition, speaking English is a very important productive skills which requires English learners to have a lot of courage and confidence in delivering messages or opinion to the interlocutor, especially high school students. Andini et al., (2020); Parnawati, (2018) also stated that speaking ability is the most crucial ability since the better the high school students speak English determines how easily they can deliver messages orally, communicate, and compete with people from all over the world. High school students need more English speaking ability to be able to compete nationally or internationally to collaboration, inform, persuade, and obtain information in class activities of life after graduation. (Kurniawat, 2015).

Besides speaking is the most important skill for high school students. However, speaking English is the most difficult skill among other skills (Parnawati, 2018). Many of high school students are reluctant to speak English even though they are expected to be able to use

English verbally to communicate with other people (Fulcher, 2014). Many of the high school students think that speaking English is something that is not easy and requires a lot of effort to be able to give maximum results. High school students who are not used to speaking English either in front of the class or the public will feel nervous, not confident, and cannot work optimally, and eventually, their learning achievement will decline. Many of the high school students think that speaking English is something that is not easy and requires a lot of effort to be able to give maximum results. According to Solliyah Purnamawati and Sofian (2018), there are two of the five components of speaking that students must master when they learn speaking skills. These components are fluency and accuracy. fluency is a process of how someone can speak well without any process of mumbling and nervousness. Meanwhile, the accuracy of language use refers to pronunciation, vocabulary, and grammar. In this case, many of high school students experience difficulties in learning to speak. High school students must be able to speak English interactional, transactional and build their public speaking well.

Therefore, to improve their speaking skills, several strategies or techniques are needed in learning that can train the high school students to speak English. However, currently teachers still frequently misunderstand the nature of spoken English and spoken interaction in teaching speaking (Richards, 2015). The mistakes that teachers make in teaching speaking are still using monotonous, conventional, and imitation techniques. The high school students are only asked to speak based on the topic from the book. They were only asked to imitate and learn from the book. This result in the high school students not being motivated to learn (Kartikasari, 2018). This is proven based on the study conducted by Zainatuddar, (2015) stated that high school students do not have a chance to expand their creativity in the learning process especially in speaking if they just study based on their book. Besides that, many teachers still use the old method in the teaching-learning process such as Grammar Translation Method (GTM) which prioritize written language over spoken language (Nunan, 2015). Therefore, the high school students are not motivated to speak and do not know how to use the language in the spoken form (Richards, 2015). In that case, teachers must have creative and innovative teaching techniques in their teaching, especially speaking. Several techniques can be used to increase the ability to speak English, one of them is debate. British Parliamentary Debate is one of the debate types which used for a competition or learning process.

The British Parliamentary Debate is an academic debate that is used in an institution or university in raising academic topics that have relations with phenomena that occur in the world. According to Morgan (2008), the British Parliamentary debate is a debate that is commonly used in the academic field. This debate is also usually used in the National University Debating Championship (NUDC). Furthermore, British Parliamentary Debating technique has some advantages, it has been selected as the official international debate system. Agustina & Bahrani, (2016) argue that the advantages of British Parliamentary Debate technique extend far beyond the connections that can be established with other debaters all around the world. It means that this debate opens space for the whole world to express opinions about issues that are happening in the world. According to Somjai & Jansem, (2015), in educational institutions, the students' speaking skills has been improved after using British Parliamentary Debate technique in their learning process.

Several previous studies found the use of British Parliamentary Debate can improve students' English-speaking ability. Based on the studies conducted by Lestari & Awalludin, (2018); Nasriandi & Masruddin, (2021); Nurhidayat, (2016) also revealed that the use of the

British Parliamentary Debate style in English department students is effective to improve the high school students' speaking skills. However, those studies only focus on the level of the University. There are still a few studies investigating the use of the British Parliamentary Debate to improve English-speaking ability at the high school level and how their English-speaking ability is improved through British Parliamentary Debate (BPD) technique.

Considering that there are still a few studies investigating the use of the British Parliamentary Debate to improve English-speaking ability at the high school level and how British Parliamentary Debate technique can improve students' English-speaking ability. This study investigates the use of the British Parliamentary Debate (BPD) Technique in improving high school students' speaking ability and identify how this technique can improve their English-speaking ability by using quantitative methods. However, this study is limited to examining 11th grade students who are required to take extracurricular English classes to improve their English-speaking ability using analytical exposition text material for supporting the learning process.

RESEARCH METHODOLOGY

Research Design

This study used a Quantitative research method. Quantitative research is a method of collecting information data obtained through measuring statistical data and starting by stating a problem, raising research questions and hypotheses, conducting research through several works of literature and analyzing quantitative data (Creswell, 2013). Pre-experimental research was used in this study. Pre-experimental research is a research design that only involves one group (experimental group) in determining whether there are differences in the results of the relationship between variables after applying certain treatments (Cohen et al., 2008).

Population and Sample

The total population was 110 students, divided into five classes, such as High one-five classes. In this study, the sample was selected through simple random sampling. Simple random sampling was a process of taking a sample that was randomly selected and all members of the population have the same opportunity in selecting the research sample (Ary, 2010). The researcher was defined the population and wrote down the classes from high class 1-5 in randomization web from "randomize.org". The result was "High Three" class of an extra class consisting of 16 students as the sample. Moreover, the researcher used two research instruments in this study which were the oral speaking proficiency test adapted from IELTS test and Likert-scale questionnaire. The data source was students who will be participants in this study and answers from the questionnaire distributed to students.

Data Analysis

To analyze the data in this study, the researcher was compared the results of the pre-test and post-test using paired sample T-test to determine whether there was any improvement of English-speaking ability in high school students after being taught using BPD techniques. Also, to find out the magnitude of the effect, the researcher used the eta-squared formula from Pallant, (2020):

$$\text{Eta squared} = \frac{t^2}{t^2 + (N - 1)}$$

In addition, the researcher gave a questionnaire which has 20 close-ended questions to know how is the students' perception of using the British Parliamentary Debate technique can improve their English-speaking ability through various sections of BPD technique. The students answered the questionnaire with predetermined Likert scale levels such as (1) Strongly Disagree, (2) Disagree, (4) Agree, and (5) Strongly Agree. The researcher converts the initial data into frequency and percentages using SPSS 26.0. After that, the researcher was interpreted the results of the statement based on the data.

RESULT AND DISCUSSION

Result

The Improvement of Students' English-speaking ability using British Parliamentary Debate (BPD) Technique

This section explains the improvement of students' English-speaking ability using the British Parliamentary Debate (BPD) technique by comparing the mean scores and standard deviations of the Pre-test and Post-test. In addition, Paired sample t-test results have been calculated using SPSS 25.0 to explain the significance improvements of students' English-speaking ability through pre-test and post-test scores. Also, to find out the large effect of BPD techniques on improving students' English-speaking ability, this can be seen through the calculation of eta-squared.

Table 1. Descriptive of Statistics of Students' mean scores

Test	N	Mean	Std. Deviation
Pre-test	16	36.0000	8.76356
Post-test	16	61.7500	7.44312
Valid N	16		

Based on the table 1 shows that the mean score of experimental group in pre-test and post-test. The mean score of pre-test is 36.0000 (SD= 8.76356) and the mean score of post-test is 61.7500 (SD= 7.44312). After that, the researcher analyzed the English-speaking score using paired sample T-test to know there was improvement in the students' English-speaking ability or not after they got the treatment. The finding is presented below:

Table 2. The Result of Paired Sample T-test

Paired Samples Test								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest-Posttest	-25.75000	6.02664	1.50416	-28.95604	-22.54396	-17.119	15	.000

Based on the table 2 shows that the significant (2-tailed) value is .000 which means less than 0.05. It indicates that there is a significant improvement of students' English-speaking ability after using British Parliamentary Debate (BPD) technique in their learning process. The improvement in their English-speaking ability increasing in every component of speaking English such as vocabulary, grammar, pronunciation, comprehension, and fluency.

Furthermore, the researcher also analyzed the effect size of paired sample T-test to know the effect size of the result from the experimental group who got the treatment, the result is below:

$$\text{Eta squared} = \frac{(-17.119)^2}{(-17.119)^2 + (16 - 1)} = 0.95$$

The result above is the result of the effect size in paired sample T-test in students' English-speaking ability. The effect size is 0.95 which is more than 0.14. It indicates that the group has a large effect on English speaking ability after getting treatment.

Students' perception of the use of British Parliamentary Debate Technique in improving their English-speaking ability

British Parliamentary Debate (BPD) has several sections such as Basic of Concept, Case Building, Time of Speech, Points of Information, and Discussion. On the results of this questionnaire, students choose the British Parliamentary Debate (BPD) sections are most agreed in improving their English-speaking ability in five components.

- a. Students' perception about the improvement of their vocabulary in speaking using British Parliamentary Debate (BPD) technique

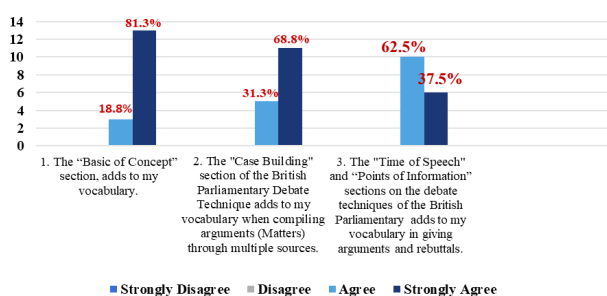


Figure 1. Questionnaire's results of students' perception that BPD technique can improve their vocabulary

Based on figure 1 shows that the 1st to 3rd statements are the British Parliamentary Debate (BPD) sections which can add to students' vocabulary in speaking. In the 1st statement about the "Basic Concepts" section can add to the students' vocabulary. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The 2nd statement is about the "Case Building" section can increase students' vocabulary while students construct arguments (Matters) through various sources. There are eleven students (68.8%) who chose "Strongly Agree" and five students (31.3%) who chose "Agree". Then, the last statement is about the "Time of Speech" and "Points of Information" sections on the BPD technique to increase students' vocabulary in giving arguments and rebuttals. There are eleven students (37.5%) who chose "Strongly Agree" and six students (62.5%) who chose "Agree".

b. Students' perception about the improvement of their grammar in speaking using British Parliamentary Debate (BPD) technique

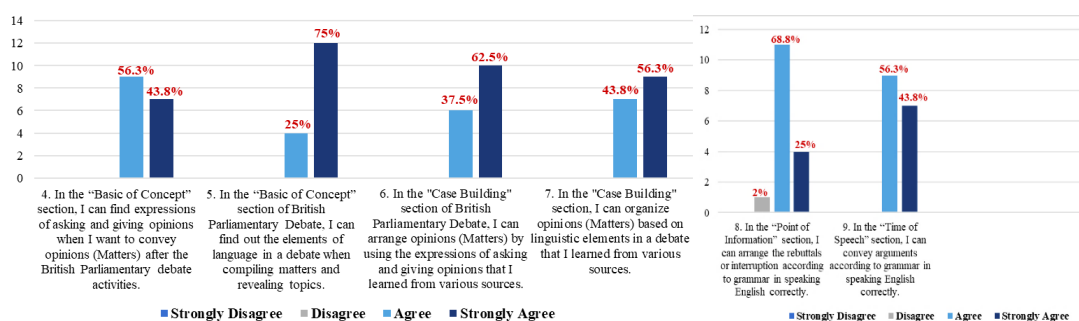


Figure 2. Questionnaire's results of students' perception that BPD technique can improve their grammar

Based on figure 2 shows that the 4th until 9th statements are about the sections of the British Parliamentary Debate that can improve students' grammar in speaking English. In the 4th statement about the "Basic Concepts" section, students can find the expressions of asking and giving opinions when they want to express arguments (Matters). There are seven students (43.8%) who chose "Strongly Agree" and nine students (56.3%) who chose "Agree". The 5th statement is also about the "Basic Concepts" section. In this section, students can find out the elements of language to speak English properly. There are twelve students (75%) who choose "Strongly Agree" and four students (25%) who choose "Agree". Then, the 6th statement regarding the "Case Building" section, students can compose opinions (Matters) by using the expressions of asking and giving opinions that they learn from various sources. There are ten students (62.5%) who chose "Strongly Agree" and six students (37.5%) who chose "Agree". The 7th statement regarding the "Case Building" section, students can find elements of the English language when they want to express opinions (matters) in various sources. There are nine students (56.3%) who chose "Strongly Agree" and seven students (43.8%) who chose "Agree". The 8th statement is about the "Points of Information" section, students can arrange rebuttals or interrupts according to grammar in speaking English correctly. There are four students (25%) who chose "Strongly Agree", eleven students (68.8%) who chose "Agree", and one student (2%) who chose "Disagree". In the last statement regarding the "Time of Speech" section, students can convey arguments according to grammar in speaking English correctly. There are seven students (43.8%) who chose "Strongly Agree" and nine students (56.8%) who chose "Agree".

c. Students' perception about the improvement of their pronunciation in speaking using British Parliamentary Debate (BPD) technique

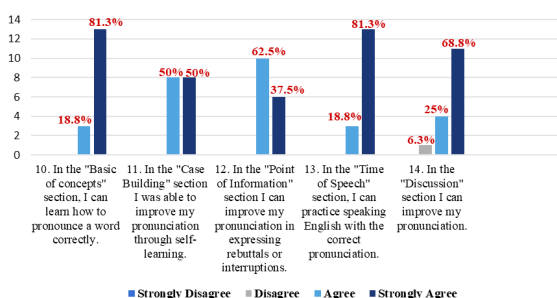


Figure 3. Questionnaire's results of students' perception that BPD technique can improve their pronunciation

Based on graphic 3 shows that the 10th to 14th statements regarding the British Parliamentary Debate sections which can improve students' pronunciation in speaking. In the 10th statement is about the "Basic Concepts" section, students can learn how to pronounce a word correctly. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The 11th statement is about the "Case Building" section can improve students' pronunciation that they learn through self-learning. There are eight students (50%) who chose "Strongly Agree" and eight students (50%) who chose "Agree". Then, the 12th statement is about the "Points of Information" section. In this section, students' pronunciation improves when they give rebuttals or interrupts. There are six students (37.5%) students who chose "Strongly Agree" and ten students (62.5%) who chose "Agree". The 13th statement is about the "Time of speech" which can improve students' pronunciation. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The last statement is about the "Discussion" section which can improve students' pronunciation. There are eleven students (68.8%) who chose "Strongly Agree", four students (25%) chose "Agree" and one student (6.3%) chose "Disagree".

d. Students' perception about the improvement of their comprehension in speaking using British Parliamentary Debate (BPD) technique

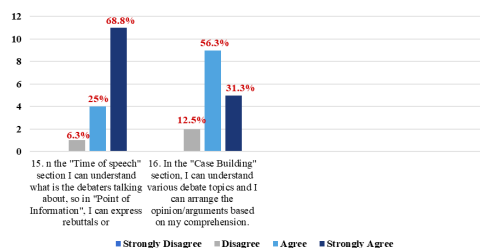


Figure 4. Questionnaire's results of students' perception that BPD technique can improve their comprehension

Based on figure 4 shows that the 15th and 16th statements are about the sections of British Parliamentary Debate (BPD) which can increase students' comprehension in speaking. The 15th statement about the "Time of speech" and "Points of Information" section on the BPD technique improves students' comprehension in speaking during debates so the students can give a rebuttal or interruptions. There are eleven students (68.8%) who chose "Strongly Agree", four students (25%) chose "Agree", and one student (6.3%) chose "Disagree". Then, In the 16th statement is about the "Case Building" section can improve students' comprehension through the various topics of debate and they can arrange the arguments through various sources. There are five students (31.3%) who chose "Strongly Agree", nine students (56.3%) chose "Agree", and two students (12.5%) chose "Disagree".

e. Students' perception about the improvement of their fluency in speaking using British Parliamentary Debate (BPD) technique

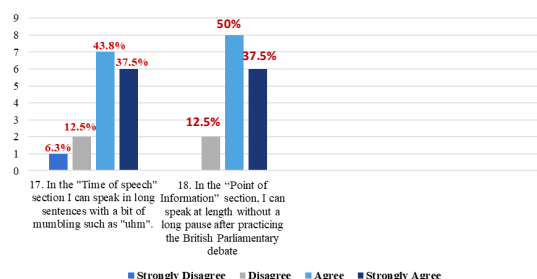


Figure 5. Questionnaire's results of students' perception that BPD technique can improve their fluency

Figure 5 shows that the 17th and 18th statements are about the British Parliamentary Debate (BPD) technique which can improve students' fluency in speaking English. The 18th statement is about the "Time of Speech" section can improve students' fluency in speaking English. There are six students (37.5%) who chose "Strongly Agree", seven students (43.8%) who chose "Agree", two students (12.5%) who chose "Disagree", and one student (6.3%) who chose "Strongly disagree". Then, the last statement is about the "Points of Information" section on BPD techniques to improve fluency in speaking English without long pauses. There are six students (37.5%) who chose "Strongly Agree", eight students (50%) chose "Agree", and two students (12.5%) chose "Disagree".

Discussion

The improvement of students' English-speaking ability using British Parliamentary debate technique

The results of this study indicated that the British Parliamentary Debate can improve the English-speaking ability of high school students. It was proven by the results of calculating of the students' mean score of all components of speaking from the pre- and post-test in the experimental group which was higher mean score of post-test 61.7500 and pre-test 36.0000. It illustrated that there was a significant difference between the pre-test and post-test in the experimental group. This also has the same results as previous studies conducted by Asyifa, H (2022); Nasriandi & Masruddin, (2021) indicated that there were differences between the students' pre-test and post-test after being given the British Parliamentary Debate technique in their learning process. The post-test score was higher than pre-test score.

In this study, the paired sample T-test also showed that the significance (2-tailed) value was .000 less than 0.05. It means that there was any improvement of English-speaking ability of students after taught using British Parliamentary debate (BPD) technique in five components (pronunciation, fluency, vocabulary, comprehension, and grammar) of high school students. It was also supported by the results of the eta-squared calculation. The results of eta squared showed that the value was .90. It indicated that the effect size was large effect. It was supported with the previous study conducted by Lestari & Awalludin, (2018) showed that there was a significant improvement of the students' speaking achievement after taught using British Parliamentary Debate in their learning process.

Students' perception on the use of British Parliamentary Debate Technique in improving their English-speaking ability.

a. Students' perception about the improvement of their pronunciation in speaking using British Parliamentary Debate (BPD) technique

In the various sections of BPD technique, the results of the questionnaire found that the sections that the students most highly agreed with in improving their pronunciation were the "Basic of Concept" and "Time of Speech" sections. This was proven in the results of the questionnaire; the two sections were mostly chosen by students such as "Basic of Concept" thirteen students (81.3%) and "Time of Speech" thirteen students (81.3%). It was because in the process of "Basic of Concepts", students can learn through real videos and direct implementation so that the learning was impressive and understands better than learning on their own. According to Wulandari (2017), the students need appropriate examples in pronouncing words with the real guidance from native speakers through videos because they

are frequently pronouncing words incorrectly. With this, students can find out where the error lies and they can fix it. After they learn at the "Basic of Concepts" section, they immediately practice it when in the "Time of Speech" section. Students felt they understand more when given a theory and immediately practice it, even though they were sometimes in trouble and in a hurry because they are only given 7-15 minutes to debate, they try to improve their pronunciation when speaking English. This was also proven by research conducted by Rumaf, (2018) that it gave positive perceive of students in improving their pronunciation in speaking. There were 13 from 20 students who felt their pronunciation in moderate level and only 7 students who felt poor level in their pronunciation after given the BPD technique.

b. Students' perception about the improvement of their fluency in speaking using British Parliamentary Debate (BPD) technique

From the results of questionnaire, the students felt that their fluency in English has increased in the "Points of Information" section. There were (37.5%) students who strongly agreed and (50%) who agreed that POI could improve their English-speaking fluency. It was because by hearing and rejecting arguments, students try to speak firmly, quickly and precisely to drop other arguments. That was called supportive environment, where the class environment was supportive for students to provide a rebuttal in BPD techniques. The study conducted by Asyifa, (2022) also revealed that students' speaking fluency increases with a supportive environment, such as friends, teachers, and the motion of debates. Therefore, with this pressure, students were used to speak English quickly and precisely with their friends. Also, the study conducted by Nasriandi & Masruddin, (2021) indicated that the students' fluency improve after taught by using British Parliamentary Debate technique in their learning process. It was because they are forced to speak English in the learning process, so they will get used to it even if at first they stutter.

c. Students' perception about the improvement of their vocabulary in speaking using British Parliamentary Debate (BPD) technique.

In the various sections of BPD technique, the results of the questionnaire found that students felt their vocabulary more increased at the "Basic of Concept" section of the British Parliamentary Debate (BPD). There were (81.3%) students who chose that section as the part that could add to students' vocabulary the most. It was because at the "Basic of Concept" section, it provides some materials before students start debating. Students will be asked to analyses a video related with the motion and find unfamiliar words in it. The result of research conducted by Nurhidayat, (2016); Hasyim, (2018) also showed that students' vocabulary can increase during the process of analyzing unfamiliar words and guessing the meaning of words from a video, text or someone's speech according to the context being discussed. Therefore, in this process students can find new vocabulary that will be used as a guide for debating. However, the study conducted by Rumaf, (2018) showed that there was little differences in students' vocabulary after being given treatment, the vocabulary of students was not very well developed, there were students who still use a mixed language of English-Indonesian in speaking

d. Students' perception about the improvement of their comprehension in speaking using British Parliamentary Debate (BPD) technique

In calculating the questionnaire, most of the sections that most students agree which was “Time of Speech” and ‘Points of Information” section. It is proved that there were eleventh students (68.8%) students of sixteen students who chose strongly agree that section as the section that could best improve students' comprehension of speaking English. The similar result study conducted by Asyifa (2022), the students perceive that by listening to the debating opponents talk about their arguments in various kinds of motions, they will try to understand thoroughly. Also, debate is a technique for students to gain a better understanding of various issues (Pratiwi, 2019). Therefore, they can compile a refutation to strengthen their argument.

e. Students’ perception about the improvement of their grammar in speaking using British Parliamentary Debate (BPD) technique

From the results of the questionnaire, it was found that from various sections of BPD technique, students chose the "Basic of Concept" and "Case Building" sections that could improve their grammar more. It was proven that there were (75%) students who chose strongly agreed that in this section whereas in the "Case Building" section there were (62.5%) students who chose strongly agreed. It was because at these sections, students can compose opinions (Material) by using the expressions of asking and giving opinions from the teacher and various sources. Furthermore, they can construct arguments with elements of language correctly. In this process which was carried out repeatedly, it can improve students' grammar when speaking English. The different result with the study conducted by Asyifa, (2022) showed students perceive that during the debate they did not pay attention to grammar and because time was limited, so they just talked.

CONCLUSION

In conclusion, after the implementation of the British Parliamentary Debate technique to extra class, the students' English-speaking ability has improved in all of components of speaking English (vocabulary, grammar, pronunciation, comprehension, and fluency). It was proven in the results of Paired sample T-test calculation and the Likert scale questionnaire conducted by researcher. Therefore, it can be concluded that the British Parliamentary Debate (BPD) technique can significantly improve the English-speaking ability of high school students in all components of speaking which in the first component is vocabulary at the “Basic of Concept” (81.3%) section. This section provides some materials from the teacher before students start debating. Students will be asked to analyses a video related with the motion and find unfamiliar words in it. The second is grammar component at the “Basic of Concept” (75%) and “Case Building” (62.5%) section. It was because at this section students can compose opinions (Material) by using the expressions of asking and giving opinions from the materials given by the teacher and various sources so they can construct arguments with elements of language correctly. The third component is pronunciation (56.3%) at the “Basic of Concept” (81.3%) and “Case Building” (81.3%) section. It was because in the process of “Basic of Concept”, students can learn through real videos and direct implementation so that the learning is impressive and understands better than learning on their own. The fourth is comprehension component at the “Time of Speech” and “Points of Information” (68.8%) section. It was because students can have a new understanding through hearing when the opponent or debate partner was speaking and giving the arguments, so they can give the rebuttals and interruptions. The last component is fluency at the “Point of Information” (37.5%) section. It was because by

hearing and rejecting arguments, students try to speak firmly, quickly and precisely to drop other arguments. The finding of Eta-squared also showed that the effect size was large effect size. It means that BPD technique has a large influence to improve the English-speaking ability of high school students. In addition, it is hoped for the future researchers to examine the implementation of BPD technique in intra-class with different material. Also, future researchers can investigate about the students' motivation in speaking English through this BPD technique. That way, this technique can provide an insight for the reader on how to improve students' English-speaking ability.

IMPLICATION

In Indonesia, English is a second language and is taught in schools from kindergarten to high school. Many students have high aspirations such as doctors, pilots, flight attendants, international business people, etc. All of these jobs of course require good English skills, especially speaking. However, many students still cannot master English, especially speaking English. There are various factors that students experience difficulty speaking English, one of which is the old learning methods from teachers. In this regard, teachers are expected to teach according to the times and rules provided.

This study found that there were significant differences in the English-speaking abilities of high school students before and after being taught using the British Parliamentary Debate technique in their learning process. This study implies that the use of the British Parliamentary Debate technique is needed in teaching speaking skills. It was because the British Parliamentary Debate technique can improve high school students' speaking ability in five aspects of speaking ability (pronunciation, fluency, vocabulary, grammar and comprehension). It is hoped that teachers can consider implementing communicative learning using the British Parliamentary Debate technique to improve students' English-speaking ability.

Students feel motivated learning by using the British Parliamentary Debate Technique. Therefore, it can increase students' interest and talent in speaking English. Apart from that, they can dig up information, learn to think critically in solving problems and express their opinions regarding problems provided. Therefore, they are able to produce an analytical exposition text especially in oral form. With the different topics and issues in the British Parliamentary Debate Technique, high school students are able to solve problems or issues given to them well. Furthermore, student-centered learning methods can be implemented and teacher-centered can be avoided. The use of British Parliamentary Debate technique needs to be applied continuously in teaching English speaking ability. With this, student competency standards in competing nationally and internationally can be achieved. This study has proven that BPD technique can improve students' English-speaking ability. The result of previous study conducted by Nasriandi & Masruddin, (2021) also supported that British Parliamentary Debate technique is effective to improve English-speaking ability for high school students.

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THE IMPLEMENTATION OF *MERDEKA* CURRICULUM IN ENGLISH TEACHING LEARNING

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ABSTRACT

In Indonesia, the phenomenon of curriculum change continues to experience various changes and improvements starting from the 1947 curriculum to the one that is being hotly discussed "*Merdeka* Curriculum". The research aimed to describe the implementation of the *Merdeka* Curriculum in teaching English and identify the teacher's problem during this process at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023. The study used a qualitative descriptive method, collecting data through observation, interviews, and documentation. Data were gathered from two class observations and an interview with an English teacher. The findings revealed that the *Merdeka* Curriculum had been successfully integrated into English teaching. The teacher developed lesson objectives and teaching modules based on the *Merdeka* Curriculum, tailored to the characteristics of the educational unit. Additionally, the teacher followed a learning cycle and conducted assessments aligned with the *Merdeka* Curriculum. All components of learning, including objectives, materials, methods, media, and evaluation, were incorporated into the English teaching. However, the teacher encountered challenges such as limited time to design differentiated learning for individual student needs and difficulty in maintaining student engagement throughout the lesson.

Keywords: Implementation, *Merdeka* Curriculum, Teacher's Problem

INTRODUCTION

The curriculum is one of the most crucial components of education since it serves as a general framework or design for a course and explains how the material is converted into a teaching and learning picture that enables the achievement of the intended learning objectives (Richards, 2013). Since gaining independence, Indonesia has made numerous enhancements and modifications to the curriculum. At least ten of these modifications have had an impact on learning styles. Beginning with the 1947 Curriculum and moving on to the much-discussed "*Merdeka* Curriculum" of late.

Merdeka curriculum that was introduced by the Ministry of Education and Culture under Nadiem Makarim's orders adds to the fact that Indonesia has updated its curriculum three times in less than a decade (Sugiri & Priatmoko, 2020). These adjustments are a reaction to the challenges and adjustments that Indonesia faces on a regular basis. They are all designed to improve Indonesian education by improving learning objectives, models, and tactics that align with how learning is implemented. With these adjustments, Indonesia seeks to better prepare students for both academic and non-academic endeavors.

There have been numerous adjustments made to the phases of planning, implementing, and assessing learning as a result of the transition from the 2013 Curriculum to the *Merdeka* Curriculum. To strengthen the competency of both students and teachers, new terms like *Alur Tujuan Pembelajaran* (ATP), *Modul Ajar* (MA), *Capaian Pembelajaran* (CP), *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP), *Profil Pelajar Pancasila*, diagnostic assessments, and teacher and student reflections have been introduced. (Hardanie, 2022). In fact, this adjustment motivates educators to keep learning and growing in order to successfully apply the *Merdeka* Curriculum's new paradigm of instruction.

Minister Nadiem listed a number of benefits of putting the *Merdeka* Curriculum into practice. Because this curriculum will concentrate on fundamental content and the continuous development of student competencies, one of them is more detailed and straightforward. The teacher will adapt their instruction to the developmental and attainment levels of each student. Teaching at the Right Level is a term used in the *Merdeka* Curriculum to describe a method of instruction that takes student ability or achievement into account. Teaching at the Right level (TaRL) refers to the ability level of the learner rather than the class level. (Kemendikbud, 2022).

The learning system must adapt as a result of the numerous procedures, preparation time, and resources needed to apply the *Merdeka* Curriculum in English language instruction. The *Merdeka* Curriculum is implemented with the greatest degree of comfort in order to enhance the process of teacher-student interaction. This is in line with the *Merdeka* Curriculum, which uses the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR) when addressing at least six English language abilities. The observable requirements of a student's capacity to sustain engagement and communicate a desired message are reflected in the CEFR (Kemendikbud, 2021).

Based in part on the findings of their preliminary investigation, the researchers spoke with Mrs. VZM, an English teacher at SMPIT Insan Mulia Surakarta, who expressed her confusion about the *Merdeka* Curriculum and her belief that she was not qualified to teach in accordance with it. But the researchers also observed firsthand the instructional activities at SMPIT Insan Mulia Surakarta. The teacher administer a pretest to students studying English in the classroom. Based on the pretest results, the teacher then divided the class into groups. This demonstrates the teacher have a strong desire to implement *Merdeka* Curriculum-based teaching and learning activities at SMPIT Insan Mulia, where instruction is tailored to the needs of the students. As demonstrated by the fact that groups are divided according to pretest results, according to how prepared students, students collaborate and map the content.

Numerous pertinent research pertaining to the *Merdeka* curriculum have been carried out. As studies conducted by Aini Qolbiyah et al. (2022), talks about how the driving school is using the *Merdeka* Curriculum. This study clarified why infrastructure and amenities are essential to the *Merdeka* Curriculum's successful implementation in driving schools. Additionally, studies carried out by Susilowati (2022), in relation to the use of the *Merdeka* Curriculum in the areas of Islamic Religious Education for the development of student character. Nevertheless, all of the relevant research does not focus on the implementation of the *Merdeka* Curriculum in learning English which is a novelty form of this research. Given the above context, the goal of this study was to describe how the *Merdeka* Curriculum was implemented in English teaching and learning, as well as identify any issues that the teachers encountered. The research was conducted in the seventh grade at SMPIT Insan Mulia Surakarta during the academic year 2022–2023.

METHOD

The researchers employed a descriptive qualitative methodology in this research. As stated by (Creswell, 2014), A qualitative approach is an investigation technique that aims to understand a social or human issue by using words to create a detailed, thorough picture that details the perspectives of individuals involved and is carried out in a real-life situation. In essence, qualitative approaches involve analyzing social events that emerge organically from the surrounding conditions, situations, and problems.

The subject of this study is a teacher at SMPIT Insan Mulia Surakarta who teaches seventh graders. The seventh grade students at SMPIT Insan Mulia Surakarta were the researchers' attention as the teaching and learning process. Because class VII is using the Merdeka Curriculum, the researcher went there to observe. Researchers in classes VII B and VII C have limited research.

Techniques for gathering data include documentation, interviews, and observation. The observation data used in this study comes from English teachers in classes VII B and VII C who are implementing the Merdeka Curriculum into their lessons. The researchers take a passive participation in this observation. Passive participation is present at the scene of activity but does not actively participate or interact (Sugiyono, 2015). Interviews are another technique that researchers employ to get data. Structured interviews were done by the researchers. Structured interview is an interview that follows a set of planned questions or a methodology (Sugiyono, 2009). In order to answer the formulation of the problem, the researchers asked about the difficulties teachers were having applying the Merdeka Curriculum in the teaching and learning process. In addition, the researchers made use documentation. Researcher employ this methodology due to the document's suitability, richness, and support as naturalistic test evidence. Researcher require the following documents for this study such as *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, and student worksheets.

Researchers employed Miles and Huberman data analysis for this study. As stated by Miles & Huberman (2014), three steps make up data analysis are reducing data, displaying data, making conclusions and verifying data. The process of choosing, concentrating, streamlining, abstracting, and changing the information found in the observation sheet or written transcription is known as data reduction. A display is a well-curated collection of data from which decisions and actions can be made. The process of assembling the information gathered into a coherent statement with lucid data is the conclusion. Testing the validity of interim conclusions indicates that, upon data acquisition, it undergoes ongoing analysis and validity verification. This process is known as verification.

RESULTS AND DISCUSSION

The Implementation of Merdeka Curriculum in English Teaching Learning at SMPIT Insan Mulia Surakarta

According to the BSKAP of the Ministry of Education and Culture's regulations for the *Merdeka Curriculum's* implementation in educational units, implementing a curriculum has three stages: planning, implementation, and assessment.

a. Planning

Based on the head of BSKAP's decision number 044/H/KR/2022, there are three possibilities for implementing the *Merdeka Curriculum*: *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. SMPIT Insan Mulia chose *Mandiri Berbagi* to apply the *Merdeka Curriculum* in educational units, allowing them flexibility in building their own varied teaching tools.

At the planning stage, the teacher prepares *Alur Tujuan Pembelajaran* and *Modul Ajar*. An interview with Mrs. VZM, an English teacher, revealed that:

"Teachers create their own *Alur Tujuan Pembelajaran* and *Modul Ajar* based on the school's format since integrated Islamic school graduates have unique competency levels. Even

if the government has offered *Modul Ajar* that are ready for use, we continue to use *Modul Ajar* autonomously in the format provided by the school and in accordance with the peculiarities and needs of students. (I/17-1-23/M/VZM)

Based on the facts given above, the teacher creates *Alur Tujuan Pembelajaran* and *Modul Ajar* using templates from the school. This is in agreement with the notion of *Modul Ajar*. Education units can employ numerous teaching resources, including *Modul Ajar* or lesson plans, with varying components and forms according to the characteristics and needs of students. (Kemendikbud, 2021).

b. Implementation

According to the Minister of Education, Culture, Research, and Technology's directive No. 56 of 2022, the *Merdeka* Curriculum is being implemented in the framework of learning recovery and as a supplement to the prior curriculum. The *Merdeka* Curriculum is implemented in stages, with provisions for the first year, which includes ages 5 and 6, grades 1, 4, 7, and 10. The interview with Mrs. VZM, an English teacher, revealed the following:

"The *Merdeka* Curriculum begins to be implemented at SMPIT Insan Mulia in the academic year 2022/2023 in grade 7 while grades 8 and 9 continue to use the 2013 curriculum". (I/17-1-23/M/VZM)

According to the facts above, SMPIT Insan Mulia Surakarta implements the *Merdeka* Curriculum in the academic year 2022/2023, namely in the first year by implementing it in seventh grade.

The teacher has applied the *Merdeka* Curriculum in teaching and learning at all stages, beginning with the opening stage, continuing through the implementation stage, and concluding with the closing stage.

Laangkah-langkah Pembelajaran	
Pertemuan 1	<p>Pendahuluan:</p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa sebelum <i>pemBelajaran</i> 3. Mengecek kehadiran siswa 4. Menyampaikan skenario <i>pemBelajaran</i> 5. Pertanyaan pemantik <ul style="list-style-type: none"> • Bagaimana aktivitas kegiatan <i>Belajar</i> ananda selama seminggu terakhir? • Apakah ananda sudah siap untuk mengikuti <i>pemBelajaran</i> hari ini? 6. Guru membimbing siswa untuk berdiskusi tentang materi yang akan dipelajari 7. Guru menyampaikan tujuan <i>pemBelajaran</i> dan kegiatan yang akan dilaksanakan

Picture 1. Opening stage (*Modul Ajar* English Teacher)

According to the data, the teacher always asks trigger questions at the start of the lesson, which is one of the *Merdeka* Curriculum's hallmarks. Trigger questions encourage student participation and allow students to immediately engage with the issue under discussion. In addition to offering trigger questions, the *Merdeka* Curriculum in teaching and learning is implemented through differentiated learning.

Learning at Merdeka Curriculum reinforces differentiated learning based on the stage of student achievement (Nisa', 2022). Mrs VZM said that:

"This curriculum emphasizes differentiated learning, so that learning materials are more varied according to students' understanding." (I/17-1-23/M/VZM)

Differentiated learning meets students' learning requirements (Astuti, 2020). The teacher assists students based on their needs because each student has unique traits and cannot be treated equally. As a result, the teacher previously used the *Merdeka* Curriculum to teach students English. This is demonstrated by the provision of learning resources that alter depending on the students' understanding. Where the teacher adjusts learning through differentiation based on the student's learning readiness. The teacher delivers easier information to students who are less prepared to learn, as well as more difficult material to students who are well prepared. The goal of differentiated learning in this *Merdeka* Curriculum is to accomplish each student's expected learning goals (Kemendikbud, 2022).

Table 1. Learning implementation cycle

Description of Activity	Does	Doesn't
The teacher conducts an assessment at the beginning of learning	✓	
The teacher modifies the plan or makes adjustments for some students.	✓	
The teacher carries out learning by using formative assessment methods	✓	
The teacher conducts an assessment at the end of the lesson	✓	

(Kemendikbud, 2022: Panduan Pembelajaran dan Asesmen)

Based on research findings, teachers have incorporated learning implementation cycles in the *Merdeka* Curriculum. Before students begin learning, the teacher administers pre-tests. The purpose of doing an assessment at the beginning of learning is to determine each student's readiness to study the material that has been designed (Kemendikbud, 2022). The teacher also makes changes for students based on the outcomes of the assessment. Following that, the teacher uses formative assessment approaches to facilitate learning. Learning progress is monitored through the use of formative assessment approaches (Kemendikbud, 2022). At the end of the lesson, the teacher administers post-tests. An assessment is conducted at the end of the learning process to determine the achievement of learning objectives. (Kemendikbud, 2022).

In addition to customized learning, the *Merdeka* Curriculum values the character of Pancasila students. This is consistent with the core framework of the *Merdeka* Curriculum, which is based on the goals of the national education system and national education standards and generates the Pancasila Student Profile (Nisa', 2022). The Pancasila student profile consists of a variety of characteristics and competences that students are required to attain in accordance with Pancasila's noble values. According to the Kemendikbud, (2021), Pancasila students' profiles are shaped daily by school culture, intra-curricular, co-curricular, and extra-curricular learning. Mrs. VZM issued the following statement:

"That is actually already included in the learning of the Integrated Islamic School because we are integrated so one of the things emphasized there is faith and piety, that's God

willing, every time we discuss new material, we will link it with the Qur'an ..." (I/17-1-2023/M/VZM)

Based on the findings above, Pancasila student profiles have been used to teach English. It is intended that by tying each material to the Qur'an, one of the Pancasila student profile aspects, faith and piety, will be achieved. Aside from that, the teacher facilitates group learning, which is a type of mutual cooperation in the Pancasila Student Profile. There is also an application of learning from the teacher that is interactive and based on student findings, so that students can be more creative and reason critically according to the profile of Pancasila students.

The *Merdeka* Curriculum divides learning outcomes into phases to provide students enough time to master competencies. Mrs. VZM issued the following statement:

"Learning Outcomes per phase is a simplification effort so that students can have adequate time to master the competency. Thus providing opportunities for students to learn according to their level of achievement, needs, speed, and learning style." (I/17-123/M/VZM)

Based on the results presented, in compliance with the Nisa' (2022), The learning outcomes in the *Merdeka* Curriculum are organized by phase. This is done to simplify the process and give students more time to grasp the competency. It can enable students to learn based on their level of achievement, needs, speed, and learning style. So that teachers can tailor learning to the needs and characteristics of their students. In contrast, the allocation of instruction hours in the *Merdeka* Curriculum is prepared in entirety in one year based on the conditions, needs, and features of the education unit. (Nisa', 2022).

Merdeka Belajar can serve as an indicator of learning innovation in an era of technological advancement by incorporating technology into the learning process. The use of technology can increase the appeal of presenting material, encouraging teachers to become more media literate. This is supported by the following comment from the English teacher:

"Sometimes I use PowerPoint, sometimes videos. Students feel happy when watching videos in learning English. Even though they are still processing it because of a different language. Then, they were asked to retell even though they had to be stimulated first, the main thing is that the media has to be interactive when learning English, especially videos and PowerPoint so they don't get bored..." (I/17 -1-23/M/VZM)

Although the teacher incorporates a variety of technology into the learning process, SMPIT Insan Mulia continues to use textbooks for English instruction and study. Mrs. VZM has given the following statement:

"We have textbooks that are used as learning resources and media which are very important to help students understand new material. But in the delivery of the material using a more varied media. Apart from that, if the material in the textbook is felt to be incomplete, I usually take it from various sources, especially now that some are already provided by the government." (I/17-1-23/M/VZM)

According to the findings above, while textbooks are available as learning tools at SMPIT Insan Mulia, teachers always use interactive media such as PowerPoint and videos. Interactive learning will increase students' interest and ability to build their competency, while also creating a joyful learning environment.

c. Assessment

The evaluation stage describes how the teacher conducts an assessment based on the *Merdeka* Curriculum. Mrs. VZM, an English instructor, explained:

“For the assessment process there is a formative and summative assessment. So, if it is formative, we will do an assessment at the beginning of learning and during the learning process. Then for summative, we do an assessment at the end of learning”. (I/17-1-23/M/VZM)

Based on the data, the English teacher at SMPIT conducts appropriate *Merdeka* Curriculum evaluations, such as formative and summative assessments. Formative assessment occurs at the start of learning and throughout the learning process. The *Merdeka* Curriculum uses reinforcement in formative assessment to customize curriculum based on student accomplishment levels (Nisa', 2022). It is the following statement from Mrs. VZM:

“Here the emphasis is on formative assessment. So that the teacher can design learning according to the stage of the learner. This assessment can improve, change, or modify the learning process to make it more effective.” (I/17-1-23/M/VZM)

As a result, the teacher can divide the students into groups according to their level of readiness. While the assessment carried out throughout the learning process tries to track student learning progress as it occurs. On the one hand, a summative assessment is administered at the conclusion of the lesson. It is designed to evaluate the achievement of learning objectives.

Unlike the 2013 curriculum, the *Merdeka* Curriculum includes a rigorous assessment of attitudes, knowledge, and abilities. According to conversations done with Mrs. VZM, an English teacher:

“In the *Merdeka* Curriculum, we carry out a thorough assessment. There is no separate assessment of attitudes, knowledge, skills as in the 2013 curriculum. So in the end these assessments will unite into one assessment.” (I/17-1-23/M/VZM)

Based on the conclusions stated above, it can be seen that the *Merdeka* Curriculum conducts a thorough examination of the assessment of attitudes, knowledge, and abilities. This is in conformity with Nisa' (2022) that there is no distinction between attitudinal, social, and spiritual assessments. These examinations continue to exist as part of the 2013 curriculum, although they are not assessed individually. However, it was merged into a single examination. This is one of the *Merdeka* Curriculum assessment's distinguishing features: it is both comprehensive and straightforward. As a result, the teacher will have more freedom and flexibility, and the administrative burden will be decreased.

The Teacher's Problem during the Implementation of Merdeka Curriculum

The implementation of the *Merdeka* Curriculum did not go as planned, although the teacher also encountered some issues. The teacher thought that the *Merdeka* Curriculum's differentiated learning requires the teacher to create more than one material. However, the teacher must create materials of various types based on the variations. Mrs. VZM issued the following statement:

“Because the learning is differentiated, so we have to make the material not just one, meaning the material is the same but the type is different based on student learning readiness. And to make it certainly also takes time.” (I/17-1-23/P/VZM)

Based on the findings of the observations, the teacher splits the group according to learning readiness. So the teacher brings two distinct learning materials. This is in line with Kemendikbud (2022), It claims that diversified learning is difficult for a teacher to implement owing to time constraints in designing distinct classes depending on individual student needs..

Another issue with adopting the *Merdeka* curriculum in English subjects is that teachers struggle to retain student interest. Mrs. VZM issued the following statement:

“For English there are 3 hours of lessons every week. And 3 hours of lessons is a block system. So that at the end of learning sometimes it makes students bored because it's been too long.” (I/17-1-23/P/VZM)

Based on the facts given above, the instructor discovered a situation in which teachers are unable to retain student excitement. SMPIT Insan Mulia uses a block approach to manage lesson hours. As a result, the amount of time spent learning at once is extremely long. It makes it harder for the teacher to keep the students interested. This causes a difficulty in the dimension components, such as teacher, learning medium, and learning methodologies (Hamalik, 2014). The teacher's role in this dimension component is to create settings and conditions that ensure students are always ready and eager to study. Certainly, the teacher in the classroom needs appropriate learning tactics and learning material to capture students' attention and encourage the teaching and learning process.

CONCLUSION

Based on the findings and discussion of the preceding research, it can be stated that the *Merdeka* Curriculum has been implemented in English learning. During the planning stage, the teacher creates *Alur Tujuan Pembelajaran* and *Modul Ajar* that are tailored to the format and characteristics of the educational unit. Not only are teaching instruments restricted, but instruction hours are also allocated based on the educational unit's annual conditions. Meanwhile, learning outcomes in the *Merdeka* curriculum are organized by phase. The *Merdeka* Curriculum Implementation stage in the teaching and learning process consists of three activities: opening activities, major activities, and closing activities. In addition, the teacher has adopted a *Merdeka* Curriculum based learning cycle. According to the *Merdeka* Curriculum, the teacher has adopted differentiated learning based on the student's knowledge and readiness to learn. In addition, the teacher incorporates Pancasila student profile ideals into the learning process. The teacher delivers the material using a variety of media, including PowerPoint and videos. The teacher uses formative and summative assessments to assess students in accordance with the *Merdeka* curriculum. At the evaluation stage, attitudinal, social, and spiritual assessments are not separated, but rather combined into a single assessment.

The instructor faces a number of issues when applying the *Merdeka* Curriculum. First, there is differentiated learning, which requires the teacher to provide materials that vary or are tailored to the readiness of the students. As a result, the material production process is time-consuming. Second, the block system in lesson hours prevents the teacher from maintaining student enthusiasm until the completion of learning because it takes a long time.

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