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Emotion in Language: An Appraisal Analysis on Harry Maguire's Instagram Comments

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ABSTRACT

Many people used Instagram massively as a convenient way to express their feelings and emotions through the comment sections. This phenomenon led to a variety of linguistic expressions of emotions, making it an interesting subject to study. After Harry Maguire scored an own goal while defending England against Scotland, he became a controversial figure. As a consequence, netizens were critical of him on his personal Instagram account. Using Martin and White's (2005) appraisal theory and Izard's (2009) emotion types, this study aimed to reveal how netizens' appraisal systems were expressed and how emotions were reflected in these appraisal types towards Harry Maguire. This research used a descriptive qualitative method with a discourse analysis approach. The data of this study consisted of some comments from actual accounts with high levels of insight and emotions that were relevant to the theory of appraisal and emotions. As a result, of the 35 comments, there are 42 appraisal types used by netizens. The details are that all appraisal types (attitude, engagement, and graduation) are used, except for the focus on graduation. Engagement was most dominantly used with a total of 12 monogloss subsystems. This represents netizens on the supportive side of Harry Maguire. In this case, netizens express emotions in language through the appraisal system, typically utilizing positive basic emotions. Netizens tend to express positive emotions and their appraisals based on the worth of a significant object that is important and able to represent the country, notwithstanding the controversy surrounding this situation.

Keywords: Appraisal analysis; Comments; Emotion in Language; Instagram

INTRODUCTION

Along with the times, the advent of social media has revolutionized the way people around the world communicate and share information. The function of social media is a medium used by individuals to socialize online with others by sharing news, content, photos, and so on (Taprial & Kanwar, 2017). Social media has been massively used by people lately to connect one individual and another because it can be accessed easily. This phenomenon shows that in today's world, people continue to discover and adapt to new ways of communicating, in this case, virtual communication (Greenhow & Robelia, 2009). One social media platform that was very popular for creating interaction and communication easily was Instagram. With the convenience offered by social media, especially Instagram, users accessing content caused various reactions (Glover, 2022). To express these reactions, the Instagram platform provided a comment feature that users could access. This aimed to make users interact more closely by expressing opinions, ideas, feelings, or criticism of the shared

content. Basically, a comment literally had a definition as a note that explained, illustrated, or criticized the meaning of a writing. In other definition, a commentary is a spoken description of an event as it happened (Hornby, 1995). The comment also could be defined as the expressed opinion of an individual composed of authoritative resources (Wang, 2008). A comment could be understood as a reaction in the form of writing or words to explain and criticize a phenomenon.

The comments that appeared in reaction to the content also varied, such as praise, criticism, suggestions, sarcasm, and even hate comments. Netizens could freely use any language to comment on content. There were no filters or rules for using language on social media; people could give positive or negative comments to other people (Erza & Hamzah, 2018). To find out whether the comment (text) was positive or negative, it was necessary to use further research that combined linguistic and contextual aspects. Therefore, the text was interpreted correctly, and the emotions contained in the text could also be identified. In this research, the researchers were interested in analyzing the comments on Instagram that contained feelings with the object of various comments experienced by the famous football player Harry Maguire.

In the course of a football player's career, it was definitely not always smooth. There were several occasions when a player got his best and also worst performance. This case was experienced by Harry Maguire, a famous football player from England who defends Manchester United, plays centre-back, and has a total of 5 million followers on Instagram. Harry Maguire was often highlighted by the media because he often played badly and made the club he defended lose. The same thing happened when he defended the England national team, he played so badly that he became the subject of criticism from football fans. The climax was when Harry Maguire scored an own goal for the England national team against Scotland, then uploaded the match post to his personal Instagram account. Then, from this cause, the netizen expressed their feelings, assessments, and emotions through comments in this post on Harry Maguire's Instagram account. This proved that the fans wanted to express their frustration, ideas, ideology, and emotions to the object, Harry Maguire, with various purposes. In examining these expressions of feelings to be clearly detailed, we could use appraisal theory.

In this case, the language of comments was considered to affect the mental state of the object, especially in this study of football players. Someone who received negative comments from their social media posts was more vulnerable to emotional distress (Lee et al., 2020). Some data stated that there were players who received negative comments and experienced mental distress, then replied to these comments with negative emotions or ignored them. On the other hand, there were players who received positive comments, which tended to have a positive impact. In reality, positive comments affect mental and could develop a person's self-confidence and support for the skills that individuals have (Fishbach et al., 2010)

The opinions and comments can be analyzed by using the appraisal theory of systemic functional linguistics (Read & Carroll, 2012). Appraisal theory is a developmental theory of systemic functional linguistics (SFL) that specializes in the function of interpersonal relationships (Martin & White, 2005). Systemic functional linguistics (SFL) is a theory that explores the relationship between language and social context and seeks to describe the structure of language in relation to its function in communication (Eggins, 2013). An appraisal is an analytical theory conceptualized to identify evaluative language, 'the semantic resources used to negotiate emotions and judgements, alongside other resources to reinforce and engage in these evaluations (Martin, 2000). Appraisal is negotiated interpersonal meaning by the act of evaluation of language on discourse which focuses on attitude, feeling, and values (Magfiroh et al., 2021). Martin and White's appraisal theory is divided into attitude, engagement, and graduation.

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Attitude is a manifestation of the feelings that are conveyed to the object. Love, fear, anger, desire, hostility, satisfaction, and so on are feelings or mentalities that a person can communicate about the object. Martin and White (2005) underline that attitude relates to one's personal feelings, such as affect (emotional reactions) that contain happiness or unhappiness, security or insecurity, and satisfaction or dissatisfaction. Judgements (evaluation of behaviour on the object) contain social esteem or social sanction that led to normality (how special something is), capacity (how capable something is), and tenacity (how reliable). Appreciation (assessing the value of the object) contains "reaction" to something, "composition" (balance and complexity), and "value" (how innovative).

Engagement is the author's acknowledgement and way of showing the extent of their involvement with the object. Martin and White (2005) underline that engagement refers to whether they present themselves as supportive, opposed, undecided, or neutral towards the other speaker and their value position. This part leads to considering one's position concerning others' opinions or allowing for dialogistic alternatives (heterogloss) and one's own opinions straightforwardly with no reference to other voices and viewpoints (monogloss) (Martin & White, 2005).

Graduation talks about how language reinforces or diminishes the attitudes and engagement conveyed through the text (Martin & White, 2005). It involves the attached judgement of size, range, proximity, positive/negative tendencies, and so on. Graduation has two scales: intensity or number judgments (force) and prototypicality and accuracy used to define category boundaries (focus).

Furthermore, in the discussion of emotions, there is a theory that discusses emotions. Emotion itself means a feeling that contains a reaction to something. Emotion is a phase of neurobiological activity, a key component of emotion and emotion-cognition interaction (Izard, 2009). Emotions are motivational and informative, primarily based on their experiential or feeling components. The feeling of emotion is the main motivational component of mental operations and overt behaviour. According to Izard (2009), emotions are divided into basic positive emotions and basic negative emotions. Basic positive emotions are emotions or feelings that describe interest and excitement. It also includes some other emotions that have a positive interpretation such as, happiness, joy, love, hope, pride, satisfaction, respect, etc., Basic negative emotions are emotions that have negative interpretations, such as sadness, anger, disgust, fear, annoyance, worry, confusion, and disappointment.

However, research on appraisal analysis has been conducted by previous researchers in various objects such as reactionary comments on the news (Cavasso & Taboada, 2021) and interpersonal metadiscourse markers and appraisal on news (Firdaus & Shartika, 2021); translators (Suryaningtyas et al., 2019); social media (Andriany et al., 2020); reactionary comments of public figures on Twitter (Fitriana et al., 2020) and netizens' feelings towards Vladimir Putin on X (Lestari, 2023); comments about presidential elections on Instagram (Khrisna & Dewi, 2022) and netizens' views on gender pronouns on Instagram (Ayu, 2022). These studies were conducted using Martin and White's (2005) appraisal theory on various topics and objects. This is evidence that appraisal theory is a well-known theory among linguistic researchers.

This research is different from these studies because this research focuses on the language used in the world of soccer which is studied using Martin and White's Appraisal theory (2005) combined with Izard's emotions theory (2009). This led to the question of whether netizens responded to the controversial issue with attitude, engagement, or graduation using basic positive or basic negative emotions. This research also focused on linguistic text interpretation combined with contextual aspects so that the text could be interpreted correctly and its emotions could be identified properly. In this case, research on

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Martin and White's (2005) appraisal theory of attitude, engagement, and graduation is still limited to specific objects. There are still few studies that discuss sports, especially football.

Football is ranked first in the world as a popular sport in 2023, with about 4 billion people liking football (*Most Popular Sports in the World 2023 - RankingRoyals*, 2023). In this context, with the high popularity of football among the public, language research that referred to the theory of appraisal in the field of football is interesting to study. Therefore, this research is focused on comments that relate to Martin and White's (2005) appraisal theory and contain emotions according to Izard (2009) on Instagram media and lead to sports, especially soccer. Using Martin and White's (2005) appraisal theory, this study structurally examined what types of appraisals and using Izard's (2009) theory examined how emotions are reflected in language through the appraisal system expressed by netizens on Harry Maguire's Instagram comments regarding his own goal while playing in the England national team.

This research is useful for readers and future language researchers regarding emotions represented through language in social media comments, especially Instagram. This research also provides an understanding of how the insights of social media users who utilize the comment feature massively as a place to express ideas and feelings. Practically, this research informs how interpersonal interactions are established between social actors in the world of football and netizens who like it. With the variety of comments that appear, netizens must be wiser in expressing emotions or ideas in language in social media life because this affects the mental health of related objects. Not only that, the object of the comments must also be wise to accept the comments and react positively after receiving it. Therefore, social media users can build awareness to live in harmony. For future researchers, this research will help them become an additional reference to study the correlation between language and media, which is a manifestation of a person's attitude and personality on the Internet.

METHODOLOGY

This research was conducted using a descriptive qualitative approach that focused on analyzing netizen comments on Instagram account posts belonging to a football player, Harry Maguire. Qualitative research is a method of observing a social phenomenon related to human life (Creswell, 2014). This was done using various methods and using words in a particular context. This research used the descriptive qualitative type because it examined human social problems that were manifested in a text and then were interpreted in stages and paid attention to phenomena from various contexts. This made the descriptive qualitative method suitable for use in this research because it required in-depth analysis with the help of the necessary theories.

The data was specifically taken from the comments on the Instagram post of Harry Maguire on September 13, 2023. This post contained controversy when Harry Maguire scored an own goal while defending England against Scotland and received a total of 4,420 comments. This research only focuses on comments made by real accounts and has high insight, such as having many likes and containing assessments relevant to appraisal and emotions theory.

The researchers collected primary data by scrolling through the post's comments from top to bottom and stopped when encountered a comment that had no likes at all. Then from the hundreds of comments, the researchers only selected comments that were suitable to the criteria. Then, the researchers copied the comment data into a Word file, which made it easier for the next stage, namely data analysis. After the data was collected, the researchers categorized it based on the type of appraisal that focused on attitude, engagement, and graduation using appraisal theory, according to Martin and White (2005). Second, the

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researchers examined how emotions are reflected in the types of appraisals using the emotion theory based on Izard (2009). Finally, the researchers drew a line of conclusions from the findings and discussion stage.

RESULT AND DISCUSSION

There are two points discussed to answer the problem formulation in this research. The first is a type of appraisal based on Martin and White (2005) found in Harry Maguire's Instagram comments and the second is the emotions reflected in these types of appraisals based on Izard (2009). The researchers found a total of 35 comments that matched the appraisal theory. After all the data were collected, the researchers categorized them based on the types of appraisals according to Martin and White (2005), namely attitude, engagement, and graduation. From the amount of data collected, the researchers found 42 patterns used by netizens in the comments of Harry Maguire's Instagram posts. The data were presented as follows.

TABLE 1. Appraisal theory used by netizen Instagram

No	Appraisal type	Type	Total	Emotions		
				positive	negative	neither positive nor negative
1.	Attitude	Affect	3		3	
		Judgement	4	1	3	
		Appreciation	7	7		
2.	Engagement	Monogloss	12	9	3	
		Heterogloss	9	6	1	2
3.	Graduation	Force	7	-	-	
		Focus	-	-	-	
	Total		42	23	10	2

From the types of appraisals found, the researchers found that in expressing their assessments, netizens used basic positive emotions and basic negative emotions based on Izard (2009). In this case, appraisal types containing basic positive emotion data were found with a total of 23 data. Meanwhile, appraisal types containing basic negative emotions were found with a total of 10 data. The other data, with a total of 2 data, did not contain either basic positive emotions or basic negative emotions.

ATTITUDE

In appraisal theory, an attitude refers to the manifestation of assessment that contains emotional feelings expressed by the subject towards the object either positive or negative. Martin and White (2005) divided attitude into 3 subsystems: affect, judgment, and appreciation. In this case, data was found containing affect with a total of 3 items (negative: 3 data), judgment with a total of 4 items (positive: 1 data, negative: 3 data), and appreciation with a total of 7 items (positive: 7 data). Positive appreciation in this case is the most dominant subsystem used by netizens because netizens feel proud and appreciate the hard work of Harry Maguire who has been able to represent England. Thus, netizens tend to ignore his own goal scored by him and consider it just unlucky. In this case, the data is presented as follows:

AFFECT

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Affect is concerned with registering positive and negative feelings (Martin & White 2005). It can be understood that affect is the 'emotion' of feeling positive or negative towards the phenomena/object. The comment data is presented as follows

> Data 1
> @iamacountryprincess
> ◇◇◇◇◇ *We **Don't Want You*** At Manchester United Again

This comment received a total of 478 likes from netizens. This comment is intended as a sense of dislike for Harry Maguire after playing poorly and scoring an own goal. @iamacountryprincess does not want Harry Maguire to return to Manchester United. The sentence '*Don't Want You*' ('Don't' is a word that is usually used for denial about something) is an expression of rejection because the sentence means an expression of disagreement.

It can be understood that s/he does not want Harry Maguire to return to Manchester United because of his poor performance. In this case, @iamacountryprincess uses the negative effect of attitude (unhappiness) to express her feelings. This is because the comment has a negative nuance that expresses feelings of dislike (Martin & White, 2005). This is manifested in the word 'don't', which indicates that netizens dislike Harry Maguire's poor performance. It is concluded that s/he expresses his/her basic negative emotion to assess Harry Maguire. This is because the word choice and sentence structure used represent an expression of disappointment and have negative nuance (Izard, 2009).

In the attitude aspect, the effect type is small with a total of 3 items (negative: 3 items), because netizens prefer to assess Harry Maguire with expressions of appreciation and judgments. Affect itself is the 'emotion' of feeling positive or negative towards the phenomena/object (Martin & White 2005). In this case, affect is used by netizens to express emotional reactions to Harry Maguire. In several other affect data, the average netizen uses negative affect. It is understood that netizens expressed their disappointment with the goal scored by Harry Maguire. This is also evident in some other affected data (*retire* and *Even when the opponents fail to score, you will score for them*)**.** This is in line with Cavasso and Taboada (2018). It is mentioned that in the attitude system, affect is surprisingly the least expressed in netizens' comments on online newspapers the Globe and the Mail. In this case, this study also found that affect was the least system because the average netizen responded that Harry Maguire's own goal was just bad luck, so netizens chose to comment with other types of assessment based on previous track records rather than commenting on the basis of emotions affected by one bad event. In terms of emotion theory, netizens on average use basic negative emotions in this type of affect because the emotions behind the expressions in this negative affect are emotions that have a negative interpretation, namely disappointment in his own goal.

JUDGEMENT

Judgement is a form of positive or negative evaluation of behavior and character on the subject matter under discussion (Martin & White 2005). This subsystem is divided into normality (how special something is), capacity (how capable something is) and tenacity (how reliable). The comment data is presented as follows.

> Data 2
> @jc_37charcap
>
> *You're **stronger** than anything* ❣

This comment received a total of 45 likes from netizens. This comment intends to express a judgement on Harry Maguire's performance that he is stronger than other players in terms of physical and mental. This is manifested in the word '*stronger,*' which is a comparative degree (adj+er: strong+er "stronger"), which regards the intensity of quality. The comparative degree is used to compare two things or people that have the same trait and shows that one thing or person is stronger than the other. In addition, there is a '   ' emoticon that emphasizes that this is a positive comment. This means that this comment states that Harry Maguire has more strength than others.

In this case, @jc_37charcap expresses his judgement with a positive capacity judgement. This is because the comment has a positive nuance that contains social esteem (Martin & White, 2005). This is an expression of praise about Harry Maguire's ability to be stronger than others. In this aspect, s/he expresses his/her basic positive emotion to assess Harry Maguire. This is because the word choice and sentence structure used (You're stronger than anything) contains praise and represents an expression of pride and admiration (Izard, 2009).

In this study, judgment has a small number with a total of 4 items (positive: 1 item and negative: 3 items). Positive judgment has a small amount and the dominant aspect is positive means negative judgment. This is because some netizens express their judgment of his own own goal using words that mean positive but have an insinuating meaning that leads to negative. For example:

Data 3
@matthew.preston.16
Scotland's best striker

This comment received a total of 299 likes from netizens. This comment intends to express judgement on Harry Maguire's performance that he is Scotland's best striker because he scored his own goal against the English national team which benefited Scotland. Actually, the noun phrase '*best striker*' in literal meaning reflects the highest among other comparisons. It is used to positive vibes and reflects the highest quality of something. However, in this case, it means the opposite. It turns into satire because there is the word Scotland which means that Harry Maguire is Scotland's best striker who can score goals against the English national team. In reality, he is a player from the England national team who is supposed to maintain defense so that goals do not occur.

So, even though it uses a positive nuanced phrase, it turns out that this comment has a sarcastic meaning that means the opposite. In conclusion, @matthew.preston.16 expresses his judgement with a capacity judgement. This is because the comment contains social esteem (Martin & White, 2005). However, this comment contains sarcasm about Harry Maguire's abilities so this comment leads to a positive capacity of judgement that means negative. In this aspect, s/he expresses his/her basic negative emotion to assess Harry Maguire because although 'best' literally means positive, it turns out that this comment contains sarcasm, so it means the opposite. Therefore, this comment contains sarcasm and represents an emotion of disappointment and frustration.

In the data found, comments containing judgment dominantly use positive judgment which means negative because it contains sarcasm. Judgement itself contains a positive or negative evaluation of behaviour like social esteem and social sanction. Judgements of esteem have to do with 'normality' (how unusual someone is), 'capacity' (how capable they are) and 'tenacity' (how resolute they are); judgements of sanction have to do with 'veracity' (how truthful someone is) and 'propriety' (how ethical someone is) (Martin & White, 2005). Netizens mostly use positive judgments that have negative meanings because they contain

sarcasm. Evidently, in other Judgement data, it is also intended to satirize Harry Maguire (*Better finishing than Phil Jones* and *Scoring an own goal is enjoyable to the* �� *)*. In this case, netizens judge using sarcasm because the emotions they want to express are considered to be more effective on the object. In this regard, the emotions underlying the comments containing these insinuations are on average basic negative emotions with details of disappointment and frustration.

<div align="center">APPRECIATION</div>

Appreciation is the evaluation of semiotic and natural objects depending on how they are valued or not under certain conditions (Martin & White 2005). The comment data is presented as follows

> Data 4
> @arlert_66
> *You were great mate! Keep working* ��.

This comment received a total of 278 likes from netizens. This comment is an expression of appreciation for Harry Maguire. He was great after that match. The word *'great'* is an adjective that describes something that has an extraordinary level of quality (synonym excellent). In addition, the phrase 'keep working' reinforces this comment as an appreciation because it encourages progress. In this case, @arlert_66 still appreciates Harry Maguire by calling him a good player on the field as a whole despite his own goal.

In this regard, @arlert_66 uses positive appreciation (reaction) to express his/her feelings. This is because the comment has a positive nuance that contains 'reactions' to things (Martin & White, 2005). This can be seen from the comments containing the adjective word (great) which embodies the positive reaction of netizens towards Harry Maguire's performance. In this aspect, s/he expresses his/her basic positive emotion to assess Harry Maguire. This is because the word choice and sentence structure used (You were great, mate) contain praise and represent an expression of pride and admiration (Izard, 2009).

In the attitude aspect, comments containing appreciation are the dominant comments found, with detailed (7 items) positive appreciation of Harry Maguire's value and capacity (*great, good, respect, etc*.). Appreciation talks about the value of an object (Martin & White, 2005). This is used by netizens with positive expressions and appreciation for his hard work in the match. Despite scoring their own goal, netizens still appreciate his performance and think that his own goal is just unlucky. In terms of emotion theory, the average netizen uses basic positive emotions in this type of appreciation, because the emotions that motivate these comments are emotions that have a positive interpretation, namely pride, admiration, and respect.

Comparatively, despite having different objects, this research is also related to the research of Fitriana et al. (2020), which states that in the attitude type, appreciation is used dominantly by public figures regarding the issue of the urgency of relocating the capital city to East Kalimantan. Suryaningtyas et al. (2019) which resulted in the use of positive attitudes in translating tourism information. The use of 'appreciation' aspects is dominantly conveyed in assessing Indonesian tourism objects to build a positive image so that tourists are interested. Also, in this case, appreciation is used dominantly by netizens to appreciate Harry Maguire's hard work which leads to the form of reinforcing sentences and netizen support for him.

<div align="center">ENGAGEMENT</div>

Engagement refers to the author's way of showing the extent of his or her involvement with the object. Martin and White (2005) underline that engagement refers to whether they present

themselves as supportive, opposed, undecided, or neutral towards the other speaker and their value position. Engagement is divided into two, namely monogloss and heterogloss. In this case, 21 items of data containing engagement were found (mono: 12 items, hetero: 9 items). In this study, monogloss is the dominant subsystem used by netizens in order to show netizens' involvement with Harry Maguire in the form of support, advice, and encouragement for their own goals. On the other hand, in this type, comments containing negative involvement such as criticizing and satirizing were also found. The data is presented as follows

MONOGLOSS

Monogloss is when the statement straightforwardly conveys and does not lead to other points of view or does not open up a dialog space for other points of view. The comment data is presented as follows

Data 5
@dzepeda8407
Unlucky own goal that's all��

This comment received a total of 5661 likes from netizens. This comment contains an expression of netizen's engagement with the own goal scored by Harry Maguire in the match. The phrase 'Unlucky own goal' is made up of the adjective "unlucky," which means unfortunate, and the noun "own goal" (when a player accidentally or deliberately puts the ball into their own net). In addition, there is the word '*that's all*' (an expression indicating that nothing more needs to be added), which closes all other perspectives in this commentary. This sentence is a sentence of support for Harry Maguire that the goal was just unlucky, nothing more. Thus, it doesn't need to be debated too long. This means that s/he feels that this comment is clear and does not need another perspective in the comment.

Thus, this comment is a monogloss type of engagement. This is because the comment is expressed straightforwardly without any views from other people's perspectives (Martin & White, 2005). The comment clearly represents netizens in a supportive position towards Harry Maguire. It is evident that the comment (Unlucky own goal) contains empathy and has a positive meaning that places his/her position as a supportive side towards Harry Maguire. In this aspect, he expresses positive emotions that are fundamental to valuing Harry Maguire, as the word choice and sentence structure used contain concern and support that represent the emotions of love and compassion.

In terms of support for Harry Maguire, netizens express comments containing support in the form of monogloss and heterogloss (mono: 9 items, hetero: 6 items). In this case, monogloss is dominantly used by netizens to support Harry Maguire. This is most often used by netizens to express a pro position towards Harry Maguire by expressing support, advice, and strengthening Harry Maguire despite his own goal. In this case, monogloss becomes dominant because netizen comments are expressed straightforwardly without any other perspective, with sentences that provide encouragement and support (*keep going, keep your head high, and keep your chin up*). Therefore, there is no other purpose except to support Harry Maguire to be better. In terms of the emotions that underlie the comments that are pro (support) for Harry Maguire, the dominant emotional pattern used by netizens in expressing their support is basic positive emotions with details such as love, pride, admiration, respect, etc. This is in line with the research of Andriany et al. (2020) which revealed that netizens tend to judge B.J Habibie because his figure is so good and exemplary for the country. It is also similar to this study, Ayu (2022) examined netizen comments on Instagram on Elliot's gender change, which showed that the supporting side used a monogloss type of engagement

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because the comments contained greetings and netizens shared their own experiences clearly and did not allow alternative positions.

On the other hand, some netizens place their comments in a position that is opposed to Harry Maguire. For example, as follows:

Data 6
@andrewcfc7
Nice goal mate

This comment received a total of 523 likes from netizens. This comment contains an expression of her/his engagement in the goal scored by Harry Maguire, which in reality is his own goal. The phrase '*Nice goal*' consists of the adjective "nice," which means good, and the noun "goal." So, the phrase is used to praise the goal that has been scored. However, this means the opposite and turns into satire because, in reality, Harry Maguire scored an own goal.

In this regard, the netizen expresses his/her engagement in the comment, which is a monogloss type of engagement. This is because the comment is expressed straightforwardly without any views from other people's perspectives (Martin & White, 2005). The comment represents netizens in a contra position towards Harry Maguire. It is evident that the comment (I) contains sarcasm and has a negative meaning that places his position as an opposition side towards Harry Maguire. In this aspect, s/he expresses his/her basic negative emotion to assess Harry Maguire, because although it literally means positive, it turns out that this comment contains sarcasm so it means the opposite. Therefore, this comment contains sarcasm and represents an emotion of disappointment and frustration.

In terms of opposition (contra) to Harry Maguire in this study are represented in both types of comments, namely monogloss and heterogloss (mono: 3 items, hetero: 1 item). Monogloss itself addresses how writers present speech positions that have no dialogical alternatives that need to be recognized, or engaged with, in the ongoing communicative context (Martin & White, 2005). In this case, the pro (support) and con (oppose) positions towards Harry Maguire dominantly use monogloss. This is because there are contra comments that are straightforwardly expressed, and there are also contra comments that allow other alternative views. The opposition side against Harry Maguire tends to use monogloss. This is because the opposition sides against Harry Maguire only focus on expressing their involvement with the object straightforwardly (in this case satirizing) and do not allow or open up other perspectives. In terms of emotions, netizens who are in a position to oppose Harry Maguire tend to use basic negative emotions with details of disappointment and frustration.

HETEROGLOSS

Heterogloss refers to a situation where the writer provokes and allows alternative techniques to be used that lead to a dialogic existence. The comment data is presented as follows

Data 7
@linda__jacob
*If haters tells you something **don't ignore because they have a point**�*

This comment received a total of 93 likes from netizens. This comment contains her/his engagement with Harry Maguire for the incident that happened (own goal). This comment uses the phrase *'don't ignore,'* which is a negative imperative sentence. This sentence consists of two words, namely "don't" (short for "do not"), which is a modal verb that emphasizes the command, and "ignore," which is a verb that shows the action of not ignoring something. In

this case, the comment contains an order for Harry Maguire not to ignore the criticism and accept input from haters because, in criticism, there must be points that can be used for evaluation.

This comment is dialogic, indicating that there are other perspectives that emerge in this case, namely Harry Maguire's supporters (who say ignore the haters). So, this comment is here to respond to this perspective with the denial word (don't), which means that Harry Maguire's supporters in this comment are rejected. This comment is different from the others because when other netizens criticize and provide support, @linda__jacob provides a denial (don't) which is interpreted as an order. The comment puts her in a neutral position because s/he neither supports nor rejects it; this comment is only intended as advice. The comment belongs to the heterogloss system in the denial contract type. This is because he expressed a comment containing the word denial which is a sign of disclaiming of contract which means denial of the existence of another perspective (Martin & White, 2005). In this aspect, s/he expressed comments (don't ignore because they have a point) using neither positive nor negative basic emotions. It can be concluded that this type of comment does not contain emotions, because the choice of words in this comment only has the intention of advice to Harry Maguire.

In a neutral position towards Harry Maguire, netizens use the heterogloss in full (neutral: 2 items). Heterogloss refers to a situation where the writer provokes and allows alternative techniques to be used that lead to a dialogic existence (Martin & White, 2005). In this case, netizens represent a neutral position by using heterogloss. This is because neutral comments reject the existence of other authors, so dialogic contraction arises. In detail, the data was found with an indication that netizens used comments in a neutral position to advise Harry Maguire who did not represent either the supporting or opposing side. In terms of emotion, such comments do not contain emotion. That is, this kind of comment uses neither positive nor negative basic emotions.

GRADUATION

Graduation involves the attached judgement of size, range, proximity, positive/negative tendencies, and so on (Martin & White, 2005). Graduation is the process of evaluating how a statement is communicated with a measure in steps. Graduation is divided into two parts, namely force and focus. In this case, the data in this graduation contains comments on attitude and engagement type, so in this graduation is intended to measure the size of an expression (Martin & White, 2005). In detail, a total of 7 items of data containing graduation were found (force: 7 data) while in focus, there was no data at all. This is presented as follows.

Data 8
@sharonnjookey

Maguire has got to be the strongest person Mentally, keep your head up ❤

This comment received a total of 49 likes from netizens. This comment contains a positive judgement towards Harry Maguire that Harry Maguire is the strongest player ever seen because, with the amount of criticism faced, he still dares to survive and upload the results of the match even though he scored an own goal. This is manifested in the phrase '*the strongest person*', which is the use of a superlative adjective (adj+est: strong+est "strongest"), which regards the intensity of quality. The superlative adjective strongest shows the strong or high degree form of graduation force; it means that this comment straightforwardly states that Harry Maguire has a very strong mentality.

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With this graduation, the netizen wants to emphasize the positive judgement by using the superlative degree which is oriented with the strongest quality compared to others. In conclusion, @sharonnjookey expresses a positive judgement that contains graduation force. This is because the use of superlative degree includes intensification which measures mood with quality that aims to exaggerate the size of an expression (Martin & White, 2005).

In this study, researchers found a total of 7 graduation systems that only belong to the force type. Graduation itself discusses measures that lead to the up-scaling and down-scaling of an expression (Martin & White, 2005). In this regard, Instagram netizens use a graduation system to measure the level of their statements with details, 5 in total from intensification (describing the most description) and 2 in total from quantification (using the number sign of something). Using the graduation system, netizens make their statements more positive or negative depending on their attitude and engagement. Here, netizens do not use the focus subsystem in commenting. This is because netizens tend not to express their statements with grading that leads to sharpening or reducing. Netizens tend to use a grading scale that leads to force (oriented to quality and size). In expressing their comments, netizens comment with clear grading and tend not to pay attention to expressions that match the ideal or prototypicality of semantic categories.

This result is similar to Lestari (2023) and Fadhillah (2021) who produced in the graduation system the most dominant type used is the force type. This is used to express the size of an attitude or opinion that they use according to their own wishes. Similar to this study, Instagram netizens also use force to interpret a size-oriented attitude in an expression directed at Harry Maguire. In this study, netizens express emotions through language in comments studied with Martin and White's (2005) appraisal theory. Furthermore, from the type of appraisal, the reflected emotion is found, which is studied with the theory of emotion according to Izard (2009). It is divided into 3 positions, netizens who use basic positive emotion, basic negative emotion, and neutral. Each of these parts is reflected through the types of appraisals expressed by netizens to Harry Maguire.

Netizens who use basic positive emotions tend to express their assessment of Harry Maguire with positive emotions. Emotions used, such as love, pride, admiration, respect, compassion, etc., are manifested in word choices and sentence structures containing sympathy, support, encouragement, and praise. This is the emotion that netizens most often use to represent that netizens are in a pro Harry Maguire position (total of 23 data). In this case, netizens express emotions in the form of empathy so that Harry Maguire remains enthusiastic about the next match despite having scored an own goal.

On the other hand, there are also netizens who use basic negative emotions towards Harry Maguire (total of 10 data). Evidently, some netizens use emotions such as disappointment and frustration that are manifested by word choice and sentence structures that contain hate speech and abusive speech. In this case, netizens feel disappointed with Harry Maguire's performance, in which context he scored an own goal and harmed the England national team.

In addition, there is data that cannot be categorized into basic positive emotions or basic negative emotions. This is because some data was found that did not contain emotions (don't ignore haters). This does not represent whether netizens use basic positive or negative emotions. This is because netizens express their feelings for the purpose of advice, reminders, and encouragement for self-reflection. This aims for Harry Maguire to listen to critics in order to improve his performance in the next match.

Overall, the emotion pattern in the language most frequently used by netizens in the type of appraisal towards Harry Maguire is the basic positive emotion. This pattern can build and develop a person's self-confidence and support for the skills that individuals have (Fishbach et al., 2010).

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CONCLUSION AND RECOMMENDATION

This study examined the types of judgments and reactions of netizens contained in comments on Harry Maguire's controversial post containing a review of the match between England and Scotland which resulted in an own goal by Harry Maguire. The result was that netizens dominantly expressed assessments and emotions manifested through language with positive interpretations. In this case, in detail, netizens use the form of engagement assessment dominantly with a total of 21 data. This subsystem is used by netizens in order to show netizens involvement with Harry Maguire in the form of support, appreciation, advice, and encouragement for their own goals. In this case, netizens tended to assess Harry Maguire based on his figure, which was seen as an important person because he was able to defend the country of England. In addition, in the previous match, he played well, so his own goal was just unlucky in the match. On the other hand, some netizens used the type of assessment and negative reaction which is a form of disappointment over their own goal. This is manifested by word choice and sentence structures that contain hate speech and abusive speech. In addition, some data were intended for advice to Harry Maguire which represents a neutral side and does not represent a positive or negative emotional reaction.

The researchers provide suggestions for future researchers, this research did not find the focus subsystem in the netizen's assessment of Harry Maguire in the comment's column. Also, this study did not dive deeply into emotion in language tools to analyze comment data. In addition, this research is limited to the topic, the data taken, and also the time lag, which makes this research limited and quite subjective. Therefore, the researchers suggest that future researchers research the analysis of assessments of Harry Maguire or other football topics with textual assessments using more diverse data. Thus, it is possible to find varied data in the appraisal system theory, according to Martin and White (2005). Furthermore, future researchers can maximize the emotion in language tools according to Izard (2009) or the others in appraisal theory in order to get the maximum analysis results of an utterance. Also, because there are still few studies of language on the topic of football, future researchers are advised to examine language on the topic of football in various aspects of theory.

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Media Representation of Indonesian Presidential Candidates in The Jakarta Post: A Corpus-Based Critical Discourse Analysis

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ABSTRACT

Media is important in society since it provides the readers with the latest information and simultaneously attains a particular purpose by using specific words to shape an ideology. Therefore, this research attempted to investigate the lemma candidate used in news articles, published by The Jakarta Post in February 2024, using Sketch Engine as the corpus tool to uncover how the media portrays the presidential candidate. Collocation and concordance feature was utilized, and it employed Halliday's (2004) transitivity analysis to examine how presidential candidates are described and Fairclough's (1995) Critical Discourse Analysis as the approach to interpreting how the discourse presents such a representation. The result shows that the media portrayed the candidate's general profile by labelling the candidates and their political agenda, as seen through the nouns and adjectives that modified the lemma candidate and the role of the lemma candidate as an actor in the clause. The candidate is also put as a recipient, which exposes the political issue. The analysis shows that the media attempts to engage the public discussion, providing readers with information that encourages critical consideration. Thus, this study contributes to the discussion of media and discourse studies by combining Critical Discourse Analysis and transitivity and utilizing a corpus tool in analysing the data.

Keywords: corpus linguistics; critical discourse analysis; media representation; presidential candidate; the Jakarta Post

INTRODUCTION

This study attempted to reveal the coverage of the president and vice-president candidates as depicted by The Jakarta Post based on corpus linguistics using critical discourse analysis. Indonesia is a democratic nation, as stated in the preamble of the 1945 Constitution of the Republic of Indonesia (Indonesia, 2022) in the fourth paragraph,

> "Therefore, the independence of Indonesia is formulated into a constitution of the Republic of Indonesia which is built into a sovereign state based on a belief in the One and Only God, just and civilized humanity, the unity of Indonesia, and democratic life…"

Indonesia's 2024 election, including the presidential election, is a foundation of the democratic system that shapes the trajectory of the nation, reflects the society, and acts as the lifeblood of the system by encapsulating the public's aspirations and voices (Aspinall, 2005).

Specifically, a president in a democratic nation plays a crucial role in sustaining political stability since a president serves as both the Head of State and Government, as well as the Commander-in-Chief of the Armed Forces, and the highest authority over the National Police (Singh, 2024).

In other words, a president holds a significant role in ruling the government. It leads media, one of which is The Jakarta Post, a leading media in Indonesia (Tarrant, 2008), compiled the news regarding the presidential election in a dedicated column titled 'Presidential Race.' This column featured reports on key issues and developments surrounding the election process, in which the main purpose of this initiative was to disseminate information and serve as a strategic move by The Jakarta Post to uphold its reputation as a reliable source for the latest news. However, the use of language in these articles presented a challenge for the public, as specific words such as phrases might contribute to shaping particular ideologies in presenting the candidate (Prayudi & Hendariningrum, 2017). Moreover, the media often employs framing techniques to contextualise a topic, such as a person and their personality, events, or issues within a text that can be understood (D'Angelo, 2017). Therefore, this research attempted to investigate the lexeme *candidate* used in the news articles published by The Jakarta Post utilizing Corpus Linguistics where collocation and concordance features were used to uncover how the media portrays the candidate by applying Critical Discourse Analysis. In other words, this study is conducted to answer (1) how the lemma *candidate* is used in the articles and (2) how it contributes to the coverage of the presidential *candidate* in Indonesia's 2024 presidential election.

A corpus is "a collection of texts" (Stefanowitsch, 2020, p. 22) while corpus linguistics is "the study of language based on examples of real-life language use" (McEnery & Wilson, 2011, p. 1). That real-life language use is depicted in the text in which a text carries an authentic language use, and the collection of the text is a representative of language that might contain information about paralinguistics aspects, linguistics properties such as part of speech, and syntactic structure also it might expose the demographic information about the speaker or writers (Stefanowitsch, 2020). Therefore, a compilation of news reports that had been published by The Jakarta Post is a specialized corpus, a corpus of a particular type of text that functions as a representative of that given type of text (Hunston, 2002), since it was related to a particular situation.

Since corpus deals with linguistic properties such as part of speech and syntactic structure, it led to analyzing collocation and concordance. Words that come together and their relationship is statistically significant are called collocates and this phenomenon in which those words that frequently appear near each other is called collocation (Baker, 2006). Looking at how the words appeared together brought a deeper understanding of the meaning and association between words which can be undergone through the collocation feature (Baker, 2006). Corpus Linguistics as the method was integrated with Fairclough's (1995) Critical Discourse Analysis to uncover the underlying interests or ideologies in media language. Fairclough (1995) initiated the three-dimensional model involving text, discourse practice, and social practice. At the text level, it requires a description of the structural features of the text, while an interpretation is needed to see the process of discourse formation and the relationship between discourse and society are explained at the social practice level (Fairclough, 1995).

In this research, Corpus Linguistics was applied at the text level to analyse how the lemma *candidate* appears in the discourse. Transitivity analysis, a part of Systemic Functional Linguistics proposed by Halliday (2004), was employed since it sees the process in an utterance involving participants in a particular circumstance (Thompson, 2014). To see

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the process that occurs in an utterance, a verb is observed to determine the type of each process (Rahmasari, 2021). The processes are material process, mental process, relational process, verbal process, behavioral process, and existential process (Downing, 2015). The analysis led to the interpretation of discourse practice and social practice. At the stage of discourse practice, the production of news articles was examined to provide insight into media strategies for presenting candidates. According to Li et al. (2023) "social practice dimension explains the relationship between the discourse practice and the social context." The analysis of social practice considered the broader context by studying the related influences that shape the discourse.

This research combined corpus linguistics to gather the information from the lens of linguistic aspects and Critical Discourse Analysis was employed to interpret the way linguistic aspects were used; the research method was then called Corpus-based Critical Discourse Analysis. The key point of utilizing these combinations is using corpora as repositories of natural language to examine particular patterns for enhancing discourse analysis (Gabrielatos & Baker, 2008). This method was utilized by Yu et al. (2021), Wang and Ma (2021), Putri and Mardiah (2024), Deng and Lin (2024),and Fajri (2020), who they employed Critical Discourse Analysis proposed by Fairclough (1995) or Van Leeuwen (2008) to examine the representation of particular issues or specific social actors involved in an event. It showed that the media tends to represent an actor or issue in a more positive or more negative frame while comparing it to others, depending on the time and what was behind the event.

Some scholars have also combined transitivity analysis with Critical Discourse Analysis to reveal the representation. It was observed that Rehman and Arslan (2023), Utama et al. (2020), and Rahardi et al. (2019) utilised ideational metafunction combined with either Fairclough's or Van Leeuwen's to analyse the representation of particular social actors in various media, including The Jakarta Post. It was found that the language used can generate political ideology by representing an actor as a more positive or negative figure. On the other hand, Rahardini (2023), Abidah and Sutrisno (2023), and Az-Zahra and Roselani (2024) utilized Fairclough's Critical Discourse Analysis while Basri and Rohmah (2024) employing Van Dijk (2015) to find out the representation of particular actors in The Jakarta Post. The research exemplified that the news is constructed by language, which creates a public perception through the use of language features to describe the actor involved in the event.

It was observed that Tanto and Tanusy (2024) also attempted to see specific presidential candidates, such as Prabowo Subianto, on foreign media. It was concluded that Prabowo is pictured negatively by evaluating the language used. Meanwhile, Thahara et al. (2024) tried to see the attitude and political ideology of the 2024 Indonesian presidential candidate in The Jakarta Post by employing an appraisal system. It showed that journalists tend to show their emotional side and tend to assess Prabowo more than Anies and Ganjar, which led to bias where positive evaluation indicates the author's bias and support for the evaluated participant.

Reviewing the prior studies, the scholars applied corpus-based Critical Discourse Analysis, where they utilized the keyword feature on the corpus software as the initial stage to examine the highest frequency of a particular term and the collocation and concordance were used to find out how it was used in context. Unlike the previous studies that seek the highest frequency through keyword analysis, in this study, a particular term has been determined, which is the lemma *candidate*. Hence, it uses the Word Sketch feature that allows us to see the collocation; still, the concordance feature is used to see the context. This study also applied Critical Discourse Analysis, particularly Fairclough's (1995) three-dimensional Critical Discourse Analysis, in which ideational metafunction from Halliday (2004) is utilized to scrutinize the linguistic aspects to discover how The Jakarta Post

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represented the presidential candidate. Therefore, this study contributes to enrich the study on media framing through the lens of Critical Discourse Analysis as well as the discussion on the Indonesian Presidential Candidate.

METHODOLOGY

This research is descriptive qualitative research. Qualitative research focuses on exploring and understanding the complexities of human behaviors, and social phenomena where the data is non-numerical and it intends to seek underlying meaning, motivation, and cultural context (Dehalwar & Sharma, 2024). Dehalwar and Sharma (2024) explained that by using qualitative research, the data is not necessarily large data, thus, it allows us to "seek the perspective of a sample group" (Nayar & Stanley, 2015). A sample group used was a purposive sample group where a specific group or units were taken for the analysis. In this research, news articles uploaded in February from The Jakarta Post were the specific unit that represented the whole entity. Using this method, the analysis results were presented in an explanatory text. Therefore, this research is descriptive qualitative research where it took non-numerical data from a small sample size data that is explained descriptively.

DATA COLLECTION

The objects were clauses from the articles published by The Jakarta Post uploaded in February 2024 where the general election was conducted. Only the articles, including hard and soft news, with the tag presidential race were chosen to gather the data. Eighty-three articles were downloaded and cleaned by eliminating the pictures, captions, and advertisements, resulting in 48.147 words. The words, then, are described as tokens, the smallest units including words and nonwords, which begin with a letter of the alphabet, making punctuations excluded in the compilation (*Token | Sketch Engine*, 2016; *Word | Sketch Engine*, 2020). This research employed specialized corpora, referring to a small-sized corpus that collects texts focusing on a discourse aiming to study language used in context (Paltridge, 2012). Sketch Engine was used as the corpus tool and the Word Sketch feature was used in which a lemma *candidate* was inputted to find out the collocation. Collocation is when two or more words associate with each other to convey meaning (Brookes & Chałupnik, 2023). To measure the strength of the collocation, LogDice is used as a statistical tool. The LogDice score allows us to evaluate the degree of association between two lexical items, with the highest possible score being 14, and a score above 5 indicates a significant co-occurrence between those (Gablasova et al., 2017; Suhandano et al., 2023). Hence, this study only included the words that scored at least 7. In addition, to find out how a word or a keyword is used in context, it can be seen through the concordance feature, in which a few words are presented to the left and the right of the search term in order to give an exact reference (McEnery & Hardie, 2012). The collocation feature enables the researcher to make a quantitative analysis since it deals with the number frequency. In contrast, the concordance feature facilitates a qualitative analysis because the researcher is expected to conduct an interpretation of the context based on the data that appeared. In addition, the limitation of three words on the left and right sides (3L-3R) was applied to examine the closest lemma that collocates, which represents an immediate lexical relationship that brings the most relevant meaning for understanding the context.

DATA ANALYSIS

Within the Word Sketch feature, several categories were presented to show the words that

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collocate with the lemma *candidate* and were classified based on the grammatical categories. Since this research only focused on the transitivity process that occurred in an utterance, the modifiers of the lemma and verbs that precede and follow the lemma were merely taken. It observed the verbs to classify the transitivity process that appears in the discourse and the modifiers of the lemma to analyze how it represents the participants involved in the process. Furthermore, to understand the representation of the *candidate,* the concordance feature was used to scrutinize the collocation patterns with the co-text (Reisigl & Wodak, 2001). The analysis was the description of structural features of the text, which occurred in the first three-dimensional model. In the stage of discourse practice, it observed the process of discourse formation by looking at the event that brought the news up, for instance. This analysis was the foundation for interpreting how The Jakarta Post represents the presidential candidate In addition, the description of the interpretation analysis then was related to the social process that reflects the *candidate* in the media, which is called social practice in Fairclough's (1995) three-dimensional Critical Discourse Analysis.

RESULT AND DISCUSSION

The result of the *word sketch* feature is presented in this section, which displays the collocation of the lemma *candidate.* Collocation entails interrelated patterns of words and their structures, producing meaning (Hunston, 2002). Two words that appear together more often than expected also constitute a definition of collocation (Crawford & Csomay, 2016). Therefore, the following tables indicate the collocations of candidate lexemes that serve as content words; thus, the function words that were on the list were left out.

TABLE 1. Verbs with *candidate* as the object

Collocation	Frequency	logDice
endorse	3	10.7
back	3	10.4
be	12	10.2
support	3	10.2
demand	2	10.1
benefit	2	9.95
set	2	9.95
urge	2	9.91
expect	2	9.83
become	2	9.64
say	4	9.21

Transitivity analysis observes the relationship between a process, which is marked by the distinctive type of verbs, and its participants and circumstances (Banks, 2019). Those types of verbs lead to the classification of the transitivity process. The processes are material, mental, relational, verbal, behavioral, and existential. Table 1 exposes the verbs that precede the lexeme *candidate. The m*aterial process is the most frequent process marked with verbs that show the process of happening or doing. The verbs are *endorse, back, support, demand,* and *urge.* The mental process is the second dominant process marked with the verbs *set,* and *expect.* The verb *be* and *become* indicate that the process is classified as a relational process and *say* marks the verbal process.

TABLE 2. Verbs with *candidate* as the subject

Collocation	Frequency	logDice
contest	5	10.8
need	5	10.7
get	3	10.1
have	13	9.93

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play	2	9.53
want	2	9.52
offer	2	9.5
promise	2	9.39
win	2	9.35
say	2	7.48

On the other hand, Table 2 presents the verbs that follow the *candidate* functioning as a subject. It is found that *contest, offer,* and *win* are the verbs that mark the material process. Meanwhile, *need* and *want* mark the mental process. The relational process is marked with the verbs *get, have,* and *play* while the verbal process is indicated by the verb, *say* and *promise.* Overserving those two tables, the verbs can also be classified into categories in which the *candidates* are supported, described, and expected.

TABLE 3. Words modifying the lemma *candidate*

Collocation	Frequency	logDice
presidential	47	12.2
certain	7	10.9
vice	9	10.8
continuity	5	10.5
horse	3	9.74
preferred	3	9.72
dark	3	9.72
anti-establishment	2	9.17
Wednesday	2	8.98
legislative	2	8.94
rival	2	8.94

Table 3 shows the words that modify the lexeme *candidate* which come from various word classes. Presidential, certain, preferred, dark, anti-establishment, and legislative are adjectives. Meanwhile, vice, continuity, horse, and rival are nouns. The adjectives and nouns that proceed a noun construct a noun phrase. It shows that this phrase is used to describe the candidate(s). How the candidate(s) are described as a particular person by employing proper nouns can be seen in the following table. The nouns presented in Table 2 are the names of the president and the vice president which modify the lexeme *candidate.*

TABLE 4. Nouns modified by *candidate*

Collocation	Frequency	logDice
Baswedan	22	11.5
Pranowo	15	11.1
Subianto	16	10.8
Md	10	10.8
Ganjar	3	9.45
Prabowo	4	9.41
Raka	2	9.2

The textual analysis revealed that the verbs show how the candidates are described, supported, and expected, in which it was used in the material, mental, relational, behavioral, and verbal processes. The *candidate* also was modified by nouns and adjectives that describe them as a presidential candidate in this presidential race. In order to get a deeper analysis of the social context, the concordance feature was used to observe. The following table shows the result of the concordance feature.

TABLE 5. The result of the concordance feature.

No.	Left Context	KWIC	Right Context
1.	Prabowo, an ex-special forces commander, is one of three	**candidate**	contesting the Feb. 14 election.

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2.	In addition to <u>being</u> a vice presidential	**candidate**	in the 2024 election, Mahfud is a constitutional law professor at the Indonesian Islamic University.
3.	14 general election in Gambir, Central Jakarta, where he is registered as a voter, while the three 2024 <u>presidential</u>	**candidate**	are scheduled to cast their ballots in their respective hometowns.
4.	"I come with goodwill. I think all three	**candidate**	just <u>want</u> the best for the people of Indonesia. If, say, there were things we said or did that were displeasing, I would like to apologize," he said.
5.	with activists who had a better grasp on the challenges migrant workers faced, while Prabowo <u>said</u> all	**candidate**	shared "the same commitment" to the protection of migrant workers.
6.	activities, the law will be enforced against it, and [the allegedly unlawful conduct] must be proven in court." The	**candidate**	also <u>promised</u> not to engage in arbitrary dissolutions of organizations under his government. He would let the courts decide…
7.	Last year, tax returns reached Rp 2.15 quadrillion, with the tax-to-spending ratio hovering at 10.21 percent.	**candidate**	<u>offered</u> 'normative' education, health solutions in final debate.
8.	Jokowi has not explicitly <u>endorsed</u> any	**candidate**	and has said he will not campaign for any candidate. Gibran is Prabowo's running mate, owing to a last-minute decision…
9.	Jokowi has reached his limit of two terms and had not explicitly <u>backed</u> a	**candidate**	but he made highly publicised appearances with Prabowo at state events, prompting a storm of criticism that he has…
10.	candidates in the middle of the electoral process, the alleged misuse of government resources to <u>benefit</u> certain	**candidate**	and the KPU's series of recent ethics violations were evidence of an unjust election.
11.	A run-off will be held in June if no candidate gets more than 50 percent of votes. Anies was the <u>preferred</u>	**candidate**	of 24.1 percent of respondents, while 19.6 percent opted for Ganjar, with about 4.5 percent undecided.
12.	The former education and culture minister is now the <u>dark horse</u>	**candidate**	expected to face frontrunner and Defense Minister Prabowo Subianto in any potential second-round runoff vote.
13.	But his political clout is now crumbling after as Jokowi betrayed his own party and started tacitly campaigning for <u>rival</u>	**candidate**	and former military hardman Prabowo Subianto.
14.	Former Jakarta governor Anies Baswedan has portrayed himself as the <u>anti-establishment</u>	**candidate**	in the presidential campaign, climbing to second place in polls on the back of a message that includes opposing a costly…

The way the language is used, and its context has been presented in the result column. That analysis is the foundation of the interpretation to describe how the *candidates* were covered in the Jakarta Post. Through the analysis, it is seen that the media illustrates the profile of the candidates, their campaigns, the issue, and the labels.

<div align="center">THE CANDIDATES' PROFILE</div>

In reporting the news, the media tried to picture who the *candidates* were. The *candidate* collocates with the verbs such as *being, contesting,* and *presidential* to present that those people are the presidential candidates. It can be seen through the clause number 1, 2, and 3 in Table 5. Clauses 1 and 2 are classified as a relational process that carries a concept of being and having. It employs Token and Value as the participants in the process. In clause 1 the *candidate* plays as Value which defines the Token, Prabowo. Meanwhile, in clause 2, the *candidate* is situated in a circumstance of matter where it gives more information to the process. Therefore, in clause 1, the media attempts to illustrate who Prabowo is as well as in clause 2, which describes Mahfud as the vice-presidential candidate who is also a professor at a university. It also illustrates how the presidential candidates voted on election day, which is

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depicted in clause 3. It is observed that the *candidate* is in the form of a plural noun referring to all the candidates. It is a passivation function to point to the *candidate.*

The general structure of hard news articles employs the inverted pyramid in which the most important information, in the form of a summary of a particular event, is presented at the beginning of the article and the supporting aspects come after (Thomson et al., 2008). The general information is used to answer and give supporting facts to the main information that has been presented. It usually brings information about the background details of the events such as the people who are involved, and the things they do that lead to the explanation of why the event is significant. Therefore, the general information regarding the candidate's profile is used to give background details as well as to support the context.

THE CAMPAIGN

It is not only a general description of the election but also an attempt to picture the *candidate* specifically which campaign the candidate spoke about. It is depicted in clause numbers 4, 5, and 6 in Table 5. The candidate collocates with the verb *want* (clause 4) indicating the mental process depicting the future government's projection. The same idea is also pictured in clause number 5 where the *candidate* is preceded by the verb *said* indicating a verbal process. The verbal process is also depicted in clause 6 in which the candidate declares to assure that he will refrain from arbitrarily dissolving organizations once he gets elected. Those clauses are expressed in the presidential debate in which the *candidate* is the subject and acts as the senser and the sayer. The presidential candidate is expected to present their ideas and also challenge the opponent in order to shape public opinion and influence the voters to decide what candidate suits their preference (Melinda et al., 2024). The debate can be the medium to present their political agenda (Melinda et al., 2024) which brings the idea that presidential debate is another form of political campaign. Therefore, those two clauses depict the political ideas that they propose to the voters.

A similar nuance is also pictured in clause number 7 showing that the *candidate* is represented as the agent that promotes themselves. It employs verbs *offer* that collocate the *candidate.* By employing verbs that denote a material process in which the *candidate* is the actor, it describes that the *candidates* have a particular aim by clearly stating it. Since the *candidate* is the actor, it brings the idea of promoting themselves. However, The Jakarta Post includes its subjectivity by utilizing the adjective, *normative,* to describe the solution as the goal, a participant to whom the process is directed (Eggins, 2004). In addition, the use of single quotation marks emphasizes subjectivity which emerges from an idea of belittling the *candidate* even though they do not point toward a certain candidate reflected in the use of the plural form.

Material and mental processes, that are realized in the verbs *offer* and *want,* create a framework that allows the candidate to narrate and describe their internal thoughts. This facilitates an interaction and engagement with the reader by uttering these ideas directly. Consequently, it constructs such expectations for the reader, as they describe the future of their governance. These ideas are also supported using a verbal process, which provides the candidate with the opportunity to speak their opinions, thereby reinforcing the previously stated facts. The verbal process comes in the form of a quotation which is used to validate the facts and keep objectivity.

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THE ISSUES

In this general election period, one of the vice-presidential candidates, Gibran Rakabuming Raka, is the current president's son. The Jakarta Post employs several verbs such as *endorse, back, and benefit* to describe the relationship between the president and the candidate. The verb *endorse* and *back* have a similar meaning which are to support as well as *benefit* to picture a real support. In the governance of Joko Widodo, the Constitutional Court (MK) under the Chief Justice, Anwar Usman, made Constitutional Court Decision Number 90/PUU-XXI/2023 concerning General Election regarding material review of the minimum age requirements for President and Vice President candidates as regulated in Law Number 7 Year 2017 Article 169 letter q (Astuti & Setyarini, 2024). There was a change within the article that previously read that the candidate was "at least 40 (forty years of age)" to "at least 40 (forty) years of age or has/is currently holding office who are elected through general election including regional head election." (Nainggolan & Zainab, 2024). The decision caused chaos among the public in which it shows a political interest pointed to a particular candidate knowing that Anwar Usman is Gibran Rakabuming Raka's uncle as well as President Joko Widodo's brother-in-law, who is alleged to be giving him ease to be able to participate in the 2024 general election as Vice-President (Putri & Khasyi'in, 2023). Therefore, clauses (8) and (9) exhibit Joko Widodo as the actor who does something to the *candidate* which refers to Prabowo-Gibran as a presidential pair. Employing a negative sentence emphasizes that Joko Widodo did not support a particular *candidate*. However, there is an adverb that modifies the verbs *endorse* and *back* which is *explicitly*. The adverb comes to construe the way the process in which it is an example of circumstance of manner (Halliday et al., 2014). There is a presupposition that Joko Widodo might support the *candidate*. A similar description appears in clause (10). Looking at the context, the *candidate* is the participant who is affected by the process in which he is accused of having an advantage over the law that has been decided. Clauses 8, 9, and 10 expose the issue of a problematic *candidate* involving several parties as an actor that creates that idea.

LABELING THE CANDIDATE(S)

It is not only the verbs that collocate the lexeme *candidate* but also some adjectives and nouns that modify the lexeme. The adjectives and nouns that precede the lexeme create a noun phrase functioning as the participant within the clauses. An adjective modifies the *candidate* in clauses (11) and (12) which describe a particular candidate, Anies Baswedan. The copula in clause (11) indicates that it is a relational process that links two entities with one of their characteristics (Banks, 2019) which is also depicted in clause (12), marked with the copula *is*. Both clauses are identified as a relational process where the *candidate* is the Value, the thing that defines the Token that refers to Anies Baswedan, the former education and culture minister. Anies is the *preferred candidate* since he got a higher number compared to another candidate. It leads him to be an unexpected candidate who might run to the second round. The use of the adjective *preferred* and the noun *dark horse* creates a positive description of the candidate for giving an illustration of who he is.

A similar illustration of who the *candidate* is can be seen in clause (13). The use of a noun *rival* that modifies the *candidate* provides a picture of who the candidate is. In the previous general election in 2019, Prabowo Subianto and Joko Widodo were the presidential candidates and Joko Widodo won the race. In this general election, Prabowo Subianto participates again as the presidential candidate inviting Joko Widodo's son as the vice president. However, in this clause, the *candidate* appears in the circumstance where they are described to present more information towards the context. The *candidate* also appears in

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circumstance in clause (14). The adjective *anti-establishment* modifies the *candidate* and gives a description specifically of the ideology of the candidate.

<div align="center">THE IMPLICATION</div>

The articles collected were published only in February 2024, the D-day of the election. There were three candidate pairs in the race, Anies Baswedan-Muhaimin Iskandar, Prabowo Subianto-Gibran Rakabuming Raka, and Ganjar Pranowo-Mohammad Mahfud Mahmodin. The candidates are the politicians–ministers, a former mayor, or a former governor–who are placed as the subject and object. In placing the candidate as the subject or the object, it is observed that it is not only a proper name referring to the candidate, but also a noun phrase that is constructed to describe the candidate. The dataset of modifiers shows that adjectives and nouns, including a compound adjective and a compound noun, construct the noun phrase, functioning to identify, describe, and label the candidate (Durán-Muñoz, 2019). Besides, the noun *candidate* is also employed as a pre-modifier to classify, specify, and show the purpose of the headword, where it is widely used in newspaper articles (Biber & Gray, 2011).

From the perspective of transitivity analysis, the verbs that are employed show the way the candidates are presented in the news. The processes are material, mental, relational, verbal, behavioural, and existential processes. The relational and material processes are mainly used to describe the *candidates* in general and to highlight a specific issue. It is observed that mental and verbal processes are used to outline their political agenda during the campaign period. Hence, it aligns with a previous study, which suggests that the verbal process is predominantly employed in hard news genres to deliver information, whereas the material process is more commonly exploited in building an opinion in feature articles (Oktavianti & Adnan, 2020)

The collocation and concordance features that have been presented show that the Jakarta Post attempts to expose the candidates' profiles as well as their agenda in developing their future governance. The Jakarta Post describes the candidate more specifically, such as by who they are and their past work. It is because The Jakarta Post, as a news media, serves as a source of reliable information for the public. In addition, since one of its target audiences is international readers (Tarrant, 2008), providing background information about the candidate is essential. The Jakarta Post also narrates the candidates' campaign that they uttered in the presidential debate. The presidential debate is believed to be one of the platforms for candidates to address key issues and expose their competencies as a promotion of their accountability (Bidwell et al., 2020). Bidwell et al. (2020) also mentioned that the presidential debate can be a source to inform the voters but also to make the voters aware of the candidates' promises. Taking the presidential debate as the topic of the news article, The Jakarta Post attempts to reiterate what the candidates have explained. It was observed that a direct quote was also used, strengthening the intention to keep the originality of the utterance and encourage the readers to keep their eyes on the commitments once one of the candidates is in the office.

Boydstun (2013) stated that there are variables that drive issue coverage in the news. It is an institutional setup, the events, the policymaker's attention, the public concern, the diversity of discussion, the agenda congestion, the context, and the prior attention (Boydstun, 2013). The Jakarta Post discusses the political agenda stated by the candidate and issues concerning a particular candidate since it is relevant to the real-world event that becomes a public concern. One of the issues is related to Gibran Rakabuming Raka as the vice-presidential candidate who is alleged to have practiced a political dynasty, a member of the same family holds a political position, creating a situation where political power is passed down through generations (Aspinall, 2013). Hidayat (2024) asserted that this issue creates a

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phenomenon called political enthusiasm, which is aroused by individual anxiety that encourages them to seek out and investigate developed political behaviour. Furthermore, news outlets, particularly The Jakarta Post, brought these issues to fulfil public interest.

The Jakarta Post responded to the public trend where Anies Baswedan-Muhaimin Iskandar got more attention, proven by several analyses. (Sandra et al., 2024) found that the credibility of the presidential pair number 1, Anies-Muhaimin, is the highest seen through the physical attraction, trust, and expertise categories compared to other presidential pairs based on their survey on a particular area, as well as the public opinion after the first presidential debate in December 2023 (Mukhroman et al., 2024). It is because, from the electability survey conducted in November-December 2023, Anies-Muhaimin were in third place, showing that this presidential pair was not that preferable (Mukhroman et al., 2024). Therefore, The Jakarta Post uses terminology such as dark horse and preferred, indicating the opinion shift and as a practice of taking public concern in their news.

The analysis reveals that language, directly and indirectly, is very dependent on everything that happens to the speaker (Mualafina & Ulfiyani, 2025), where the speaker has control and power to utilize language to convey what they intend. Here, the media is the one which has the power to influence public perception by the use of ideology and its narrative control (Elsoufy, 2024; Nilamaida & Sumanti, 2022). Hence, applying CDA in evaluating the discourses, The Jakarta Post attempts to engage the public discussion, providing readers with information that encourages critical consideration.

CONCLUSION AND RECOMMENDATION

Through the word sketch feature on Sketch Engine, this research found that nouns, adjectives, and a noun phrase modify the candidate. In addition, the *candidate* acts as a subject and an object that is followed and preceded by verbs that show a description, support, and expectation towards the *candidate.* The transitivity analysis is conducted to fulfil the text analysis in the three-dimensional Critical Discourse Analysis. It is found that material, mental, relational, and verbal processes are used to report the presidential election involving the presidential pairs as the participants. The Jakarta Post depicts a general description of the candidate as well as labels the candidates, discusses what the candidates offer to citizens, and exposes the issues related to the candidate. It is informed by current circumstances, particularly the result of political polling and electability surveys, and also the time at which the news was published, in February, the D-day for the presidential election. It implies that The Jakarta Post attempts to engage the public discussion, providing readers with information that encourages critical consideration. For further research, it is suggested to scrutinise more articles before and after the general election. In addition, it is also recommended to utilize not only ideational metafunction but also others, such as interpersonal and textual metafunction. In terms of the approach, the Critical Discourse Analysis proposed by Theo van Leeuwen, specifically discusses how social actors are represented in a discourse, can be used to enhance the analysis.

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Two Decades of Teaching English to Young Learners: A Bibliometric Study

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ABSTRACT

English acts as a universal language and has become a vital skill in many fields due to globalization and the quick development of technology. Learning English as a foreign language early on improves learners' access to global knowledge, communication networks, and mobility, which in turn increases their future academic and career chances. The early introduction of English language teaching, also known as Teaching English to Young Learners (TEYL), is one calculated reaction to this worldwide demand. Children in the early phases of formal education are the focus of TEYL, a specialist area of English language instruction. Instruction at this phase frequently utilizes communicative, contextualized, and play-based methodologies. TEYL has become an increasingly important area of study and practice in education. This study employs a bibliometric analysis of TEYL publications for twenty years, it was from 2004 to 2024, using Scopus as the primary data source and VosViewer for analysis. A total of 252 articles were initially identified, which were then screened to 198 high-quality publications. The study reveals three key findings: (1) A gradual increase in TEYL research publications over the past two decades, with a notable surge in 2022, indicating growing interest in the field. (2) Indonesia has emerged as the leading contributor to TEYL research during this period. (3) Co-occurrence analysis of keywords shows a significant expansion in research topics related to Young Learners. These findings highlight the evolving trends and growing attention to TEYL in the global research landscape.

Keywords: bibliometric; early English education; teaching English to young learners; young learners

INTRODUCTION

Due to English's international role and integration into primary education systems across the globe, Teaching English to Young learners (hereafter TEYL) has grown in importance as a field of practice (Butler, 2019; Garton & Copland, 2019). A widespread agreement on the advantages of starting second language acquisition early in life, utilizing developmental plasticity to promote bilingual or multilingual abilities that provide cognitive, social, and economic benefits, is reflected in the trend toward early English language instruction (McKay, 2020). Moreover, Wahyuningsih and Afandi (2020) assert that teachers who teach young learner are expected to have engaging approaches, strategies, and techniques for teaching English.

According to Uslu (2020), the age of learners, the traits of foreign language instructors, and also the strategies and tactics employed all affect the caliber of foreign language instruction. The children will be faster to learn and understand English as a foreign language than adult. Language development research indicates that young children have a great deal of potential for learning new languages. Their neurological flexibility, cognitive adaptability, and early development receptivity to social and linguistic stimuli are largely responsible for this advantage (Verywell Mind, 2023). Children's brains have increased neuroplasticity during what is known as the "critical period," which enables them to process language input more efficiently than adults (Kuhl, 2000; Verywell Mind, 2023). Additionally, social contacts are essential for speeding up language learning. In order to reinforce language patterns and promote quicker comprehension, adults automatically modify their speech when speaking to infants by employing simpler structures, accentuated intonation, and repetition (Sutherland & Kidd, 2021). It has been demonstrated that these adaptable techniques maximize the learning environment for kids, which greatly aids in their quick language development. Children also have more active statistical learning mechanisms, which enable them to inadvertently identify linguistic patterns in their surroundings. Without explicit instruction, this skill facilitates the internalization of grammatical rules, vocabulary learning, and syntax recognition (Kuhl et al., 2003; ITSW, 2024). Early exposure to a foreign language is therefore essential since it capitalizes on children's natural capacity for language acquisition, which progressively deteriorates with age.

Furthermore, children can understand language structures without actively studying them because they frequently employ implicit learning mechanisms. According to Lichtman (2013) who conducted a study demonstrating that children primarily utilize implicit learning mechanisms when acquiring a second language, children aged 5 to 7 learned an artificial language under both explicit and implicit training conditions. The findings revealed that children effectively acquired grammatical structures even without explicit instruction, highlighting their capacity for implicit language learning. This element facilitates their acquisition of new grammar, phonology, and vocabulary. Additionally, studies reveal that young infants who are exposed to foreign languages typically have pronunciations that are more similar to those of native speakers. Sundara et al. (2020) investigated the effects of early exposure to a second language on children' speech production in their study "Exposure to a second language in infancy alters speech production." After only five hours of exposure to Spanish, they discovered that 12-month-old babies' babbling patterns mirrored the prosody of both Spanish and English interlocutors. This implies that speech production can be influenced to become more native-like by even brief exposure to a foreign language during infancy.

Research is urgently needed to inform successful teaching practices and policies that are tailored to the particular requirements of young learners as TEYL becomes ingrained in early childhood curricula in both native and non-native English-speaking nations (Pinter & Zandian, 2021). For a number of factors pertaining to social and cognitive development as well as contemporary global demands, research on teaching English to young learners (TEYL) has gained significant attention. Given the poor level of English proficiency among the populace, as evidenced by Indonesia's placement in the EF English Proficiency Index, which is still low when compared to other Asian nations, this urgency is growing in Indonesia (Anggraini, 2018; Rachmawati et al., 2025). The fact that teaching language to children is different from teaching language to adults is another reason why this TEYL research is so urgent. Like learning their first language, children acquire a second or foreign language organically and subconsciously. They are more spontaneous in using the language. In order to keep children engaged and not quickly bored, teaching them should be fun, varied, and incorporate activities like storytelling, playing, and singing (Nasution, 2016). According to

Azhar and Islamiah (2022), the educational resources for children also emphasize learning the fundamentals of English, particularly vocabulary and basic expressions, through relevant and contextual exercises. Considering that children have shorter attention spans and are more readily distracted, foreign language instruction for them should also be concise, interactive, and varied. Children's education must focus on social and emotional elements, like fostering self-esteem and establishing a fun and safe setting.

Research in TEYL has grown over many years, addressing topics including the best teaching practices, motivational techniques, the significance of cultural contexts, and the incorporation of digital resources in the classroom for young learners. Age-appropriate pedagogies are essential, according to recent studies, especially play-based and interactive approaches that engage young students and promote their innate learning preferences (Garton & Copland, 2019; Rixon, 2022). Meanwhile, fresh perspectives on the impact of sociocultural elements emphasize how crucial it is to modify instruction to take into account students' varied backgrounds and learning settings in order to maintain TEYL education's accessibility and relevance (Pinter & Zandian, 2021). Even with this increase in research, there are still a lot of unanswered questions, especially about the long-term impacts of early English exposure, best practices in a variety of educational contexts, and the incorporation of new technology into TEYL (Butler, 2019).

The majority of previous research in the topic has mostly used qualitative, conceptual, or pedagogical viewpoints, despite the fact that TEYL has attracted more scholarly and practical attention in the last 20 years. Although our knowledge of successful tactics and classroom procedures has increased because of these contributions, rigorous, data-driven analysis mapping the intellectual and developmental landscape of TEYL research from a macro-level perspective is still lacking.

Few research has used bibliometric techniques to examine the development, networks of collaboration, and theme patterns in TEYL to date. TEYL is frequently treated as a small sub-theme in existing bibliometric research in the larger subject of English language education, lacking the targeted attention it needs as a distinct and dynamic field of study. The global distribution of TEYL research, important contributing authors and institutions, citation patterns, and developing theme issues are only a few of the important gaps this produces in the literature.

Examining TEYL literature produced between 2004 and 2024, this bibliometric analysis attempts to give a methodical picture of publication trends, significant research topics, and cooperative networks within the field. In order to provide an organized basis for developing theory and practice in early English language education, this study aims to trace the development of TEYL research over the course of 20 years in order to identify the most often referenced publications, recurrent themes, and possible future research directions. This research aims to 1) analyze the annual growth of TEYL publications over the past 20 years, 2) analyze the country contributor on TEYL publications in two decades, and 3) the most popular topics discussed in TEYL literature over the past two decades.

METHODOLOGY

This research is a bibliometric study. A bibliometric study a statistical assessment to analyze scientific publication such as articles, books, to determine the impact the scientific publication in the scientific community (Iftikhar et al., 2019). The basis for identifying the most well-known and important works in a given topic is bibliometrics. Figure 1 shows the steps in bibliometric analysis based on Passas (2024). Bibliometric analysis has some benefits including: 1) recognizing patterns and trends in the expansion of knowledge across

disciplines; 2) examining the novelty, obsolescence, and distribution of the dissemination of scientific references; 3) estimating productivity, publishers, authors, affiliations, nations, or entire disciplines; and 4) acting as a guide for future research to prevent the duplication of previously completed studies (Hanoum & Usra, 2023).
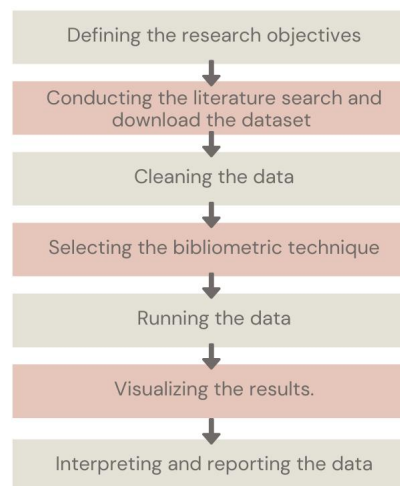
FIGURE 1. Steps in bibliometric analysis

The data collection method in this research uses secondary data collection sourced from the Scopus academic database. The following research procedures that was applied to answer the research questions: 1) determining relevant keywords, "Teaching English to Young Learners" and "TEYL" in the Scopus academic database; 2) searching and extracting articles published between 2004 until 2024; 3) analyzing the number of articles found and identifying publication trends; 4) analyzing annual publication growth/time-series trends; 5) identifying the most frequently cited authors in TEYL literature; 6) identifying the main topics in TEYL literature using content analysis and text analysis on VosViewer.

Using 20 years (2004-2024) of metadata retrieved from the Scopus database, this bibliometric research has limitation on document type of article. The researchers also limited the articles that open access and use English language only. The obtained data of 252 articles that has "Teaching English to Young Learners" and "TEYL" in the title or abstract. After applying the inclusion criteria and reading the abstract comprehensively, it is found that 198 articles of 252 belong to TEYL discussion. Thus, this research analyzes the 198 selected articles.

RESULT AND DISCUSSION

This section explains the findings of the bibliometric analysis on TEYL research over the past two decades. The discussion is organized into three main areas: (1) the annual growth of TEYL publications, (2) country contributions to TEYL research, and (3) the most popular topics in TEYL literature.

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THE ANNUAL GROWTH OF TEYL PUBLICATIONS OVER THE PAST 20 YEARS

Publications related to TEYL over the past two decades show a significant growth trend in the number of annual publications. From 2005 to 2015, the growth in the number of publications was relatively gradual, with a slight uptick in the later years of this period. Starting from around 2015, the number of TEYL publications experienced a significant surge, with a sharp increase in the following years. This suggests that the field of TEYL has gained more attention and momentum in the research community during this period. Machata (2023) also stated that the international environment and the introduction of English language as the most often taught foreign language in public schools brought plurilingual competency into focus and created the necessity of teaching English to young children.
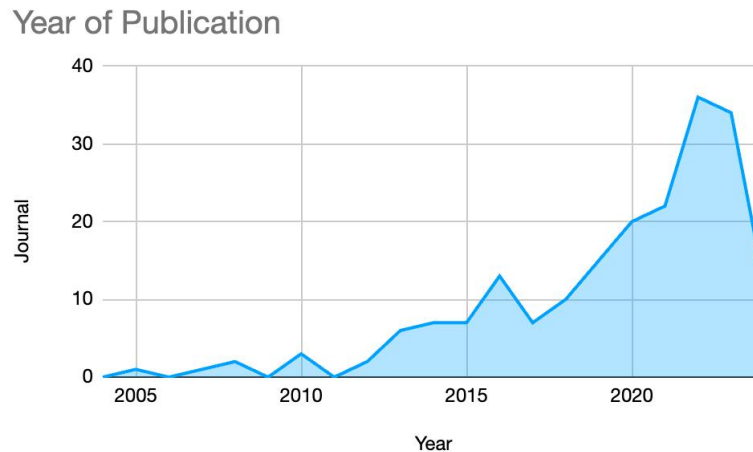
FIGURE 2. TEYL publications over the past 20 years

Data obtained from the Scopus database of journal articles published between 2004 and 2024 show that during 2004-2014 there are 22 article publications on TEYL. While the year 2015-2023, there are 176 article publications on TEYL. The number of publications increased highly, with the peak of TEYL-related publications occurring in 2023–2024. This trend aligns with the global emphasis on early English education and the integration of technology in language teaching (Nasution & Batubara, 2023).

The realization of the value of early foreign language acquisition to promote children's cognitive development and global communication abilities has led to a rapid development in the teaching of English to young children in Asian countries. English instruction at this age is crucial for laying a solid linguistic foundation since young children have enormous potential for language acquisition that exceeds adult expectations. In their book, Curtain & Dahlberg (2016) stress the value of introducing other languages, particularly English, at a young age because children naturally pick up languages more quickly than adults do.

THE COUNTRY CONTRIBUTION ON TEYL PUBLICATIONS IN TWO DECADES

The areas with bright yellow, based on Figure 3. specifically, Indonesia, Malaysia, and Vietnam, indicate these countries have a high volume of TEYL related publications. Table 1 describes the number of publications of each country. Indonesia has 30 documents of publication as the highest concentration of publications or collaborations.

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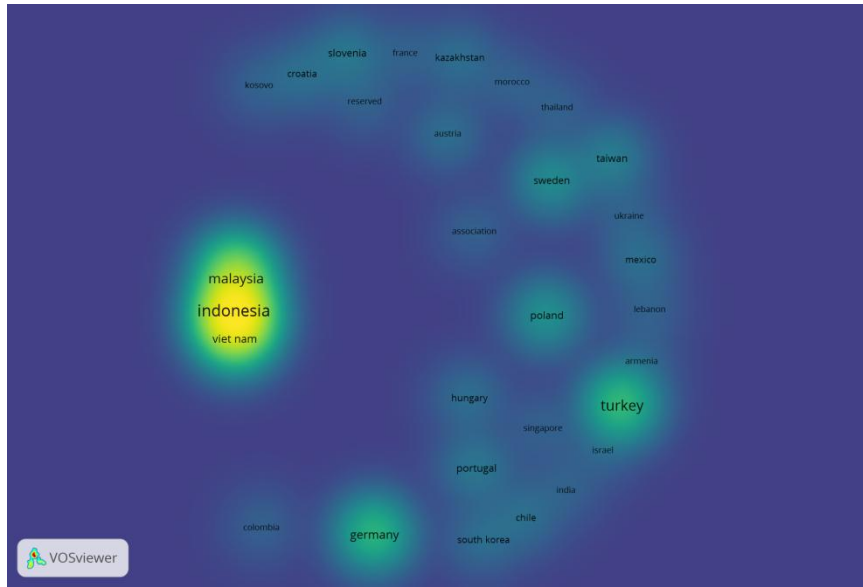
FIGURE 3. Density visualization country

United Kingdom is the third rank in TEYL publications with the highest citation, but it can be seen from overlay visualization that UK is colored in blue. It appears that UK suggests potential collaboration or shared research interests in TEYL in earlier years or recent contributors. Then, Turkey becomes one of the top contributors in TEYL research publications. It can be understood that the government in Turkey reforms and a strong national interest in early language education have led to significant growth in TEYL research. The country has integrated English language instruction starting from primary levels, prompting a surge in academic studies (Ibna Seraj et al., 2024). Indonesia, as the top contributor in TEYL research publication during in the past twenty years is rapidly expanding its TEYL research output, reflecting policy changes to introduce English from the early years in many regions. While English is not mandatory at the primary level, increasing awareness has led to a surge in teacher initiatives and related studies (Nasution & Batubara, 2023).

TABLE 1. Number of articles on TEYL publications in two decades

Country	Documents	Citation
Indonesia	30	91
Turkey	18	73
United Kingdom	17	342
Malaysia	13	151
United States	12	224
Spain	12	99
China	9	47
Saudi Arabia	8	34
Iran	8	27
Germany	7	12

The density visualization highlights the global distribution and concentration of TEYL research over two decades. Southeast Asia as a leading region for TEYL publications in the past few years. Then, Europe and Turkey are as secondary but significant contributors in TEYL publication. As known from Zhetpisbayeva et al. (2023), students learn English as a Foreign Language (EFL). These nations have recently increased the amount of time students

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have to spend learning English, and English language instruction has begun at the elementary school level. Moreover, United Kingdom and United States are the recent contributors in TELY research. Additionally, a bibliometric study by Chen (2023) highlights that China, Indonesia, and Saudi Arabia have emerged as leading contributors in the context of e-learning in English as a Foreign Language (EFL), indicating a broader commitment to English language education in these countries

THE MOST POPULAR TOPICS DISCUSSED IN TEYL LITERATURE OVER THE PAST TWO DECADES

Based on the Overlay Visualization from the analyzed articles (Figure 4), the term "young learners" appears most frequently, reflecting the increasing attention given to teaching English to children. It is indicating that this has been the primary focus of TEYL research in the past 20 years. Young learners as the most frequently occurring terms in the literature, indicating a central focus on this demographic in TEYL studies. This prevalence underscores the importance placed on early language education and the unique pedagogical approaches required for this age group (Martínez-León et al., 2024).
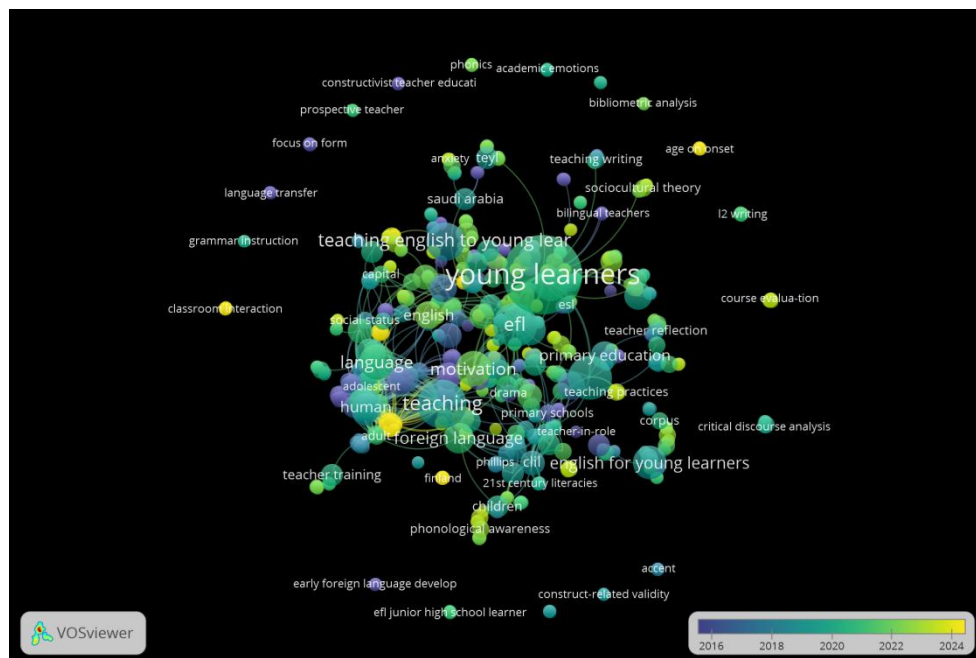
FIGURE 4. Topic identification using VOS viewer

The prominence of "young learners" suggests a strong emphasis on understanding the unique needs, characteristics, and approaches to teaching English to children, particularly in the early stages of language acquisition. As highlighted by Juhana (2014), teaching English to young learners requires special approaches, as they have distinct characteristics and learning needs that differ from adults. Recognizing and addressing these unique aspects are crucial for effective language instruction.

The visualization shows various pedagogical aspects related to TEYL, such as "teaching practices," "teaching writing," "classroom interaction," "grammar instruction," and "language transfer." These clusters highlight the research efforts to explore effective teaching methodologies, curriculum design, and classroom strategies for teaching English to young learners. Numerous studies stress the value of teacher tactics in fostering children's multilingual development, such as using the mother tongue in the classroom and methods that honor students' cultural backgrounds (Tse & Wong, 2022). By using these techniques,

children can improve their English language proficiency without sacrificing their native tongue. By incorporating augmented reality technology, teachers' methods for instructing young students in English have also changed. Children in rural areas can become more motivated to study English by using Augmented Reality (AR)-based learning tools. This method has been shown to improve learning accomplishment and engagement by teaching English pronunciation and spelling using 3D virtual objects and animations (Murphy, 2023).

The topic of classroom interaction has become widely discussed in recent years, as can be seen from the bright yellow visualization results. In his book Classroom engagement for Language Teachers, Walsh (2014) highlights the importance of classroom engagement in the language acquisition process. To create engaging and meaningful learning, educators and students must become more adept at interacting with one another. Additionally, Garside (2017) highlights the importance of learning methodologies and meaningful contact in English lessons in enhancing the caliber of teacher-student communication.

The visualization also includes clusters related to learner-centered factors, such as "motivation," "language acquisition," "phonological awareness," and "age of onset." These topics suggest a focus on understanding the cognitive, linguistic, and developmental aspects of young language learners, which are crucial for designing appropriate instructional approaches. According to Chen and Lee (2024), psychological elements (like drive and self-assurance), family support (like parental participation in education), and social and cultural influences in the immediate environment all have a significant impact on how well children learn English. A setting that is safe, entertaining, and socially engaging is crucial for promoting a child's language development.

Furthermore, the visualization describes clusters related to teacher-focused aspects, such as "teacher training," "teacher reflection," and "teacher education." This indicates a recognition of the importance of teacher preparation, professional development, and reflective practices in the context of TEYL. The visualization includes also some emerging trends, such as "critical discourse analysis," "corpus," and "21st-century literacies." These clusters suggest that researchers are exploring newer approaches and frameworks to understand and enhance TEYL in the context of evolving educational landscapes and technological advancements. According to Sari (2022), modern technology serves as a digital platform in the English teaching and learning process. Students may benefit from it in their academic pursuits.

Among the subjects highlighted in the VOS visualization is the term "anxiety." This could suggest that anxiousness is one of the difficulties in putting TEYL into practice. This is consistent with Sundari's (2017) research, which demonstrates that students frequently experience anxiety when speaking in English, which prevents them from participating fully in class. Students who must utilize a foreign language in a classroom setting may experience a particular type of anxiety known as "classroom language anxiety." Children typically experience this anxiety because they worry about making errors, not being understood by peers or teachers, or getting unfavorable feedback from the classroom.

CONCLUSION AND RECOMMENDATION

This study highlights the significant growth and evolution of research in Teaching English to Young Learners (TEYL) over the past two decades, underscoring its increasing prominence in language education. The findings reveal Southeast Asia's leading role in TEYL research, likely driven by the region's emphasis on early English education. The data visualization provides a comprehensive overview of the field, revealing a strong focus on "young learners" as the central theme, while also showcasing the diverse pedagogical, learner-centered, teacher-focused, and contextual factors that have shaped scholarly inquiry in TEYL during

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this period. The future researchers can conduct a bibliometric analysis of TEYL-related publications from other databases like Web of Science or Dimensions.ai. Researchers can identify understudied regions and direct both academic research and real-world classroom application by using bibliometric analysis to different TEYL variables. In addition to advancing the academic community, these research aid in the development of more knowledgeable, efficient, and inclusive teaching methods for young English language learners worldwide.

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An Analysis of Students' Essay Thematic Structure in English Academic Writing Course

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ABSTRACT

Academic writing has always been a fundamental skill for higher education students, yet it is still perceived to be a difficult skill to acquire. Accordingly, educators are encouraged to find ways to solve this issue. A concept taken from the Systemic Functional Linguistics (SFL) theory, namely thematic structure, can be a solution that provides a detailed description of how cohesion and coherence can be structured in a text. Therefore, this descriptive qualitative research is trying to provide a clear description of students' thematic structure in English academic writing courses. The primary methodology framework to analyze and interpret the collected data adopted the SFL thematic structures model from Halliday and Matthiessen (2014), named textual metafunction, which identified themes into topical, textual, and interpersonal themes. The findings showed that students tended to employ topical themes, specifically unmarked topical themes, to realize the ideas in their clauses. Conjunctive adjuncts as the textual theme were frequently used by the students to build connections between clauses in the text, while conjunction was barely employed. The interpersonal theme was the least common type of theme employed by the students. However, this situation is quite common in academic writing as personal judgment is avoided to create a more objective text. Thus, future research is encouraged to analyze thematic structure in various texts and contexts.

Keywords: academic writing; systemic functional linguistics; textual metafunctions; .thematic structure

INTRODUCTION

Writing proficiency indeed requires complex language knowledge, which implements several language components such as vocabulary, grammar, punctuation, and cohesive devices. Writing requires its doer to go through a process that includes finding ideas, organizing the ideas, and writing down the ideas in the form of words and paragraphs, which then form a coherent and cohesive text. Whether in daily communication or academic context, writing has been extensively believed to be one of the basic skills (Budiana, 2023). Compared to spoken communication, it is stated that through writing, individuals likely have more convenient spaces to deliver and arrange their thoughts effectively (Asyifa & Daulay, 2024). Nevertheless, many learners are encouraged to shape their writing skills, especially college students, as it is imperative for their academic purposes. They most likely encounter various writing activities in their respective fields for scientific purposes that require them to express opinions, findings, and arguments by employing clear, simple, and precise language in the academic style (Erturk & Ozturk, 2022). An awareness of formatting information in clauses

and varied mechanisms for weaving these elements into pieces of discourse is vital to composing cohesive and coherent writing in English (Hawes, 2015). In the process of writing, students can develop their critical skills of utilizing words, ideas, and opinions that construct an academic voice (Mudawy & Mousa, 2017). Furthermore, students may be able to present their research findings in the scope of global readership and international outlets (Raoofi et al., 2017).

Academic writing is an essential competency for college students, yet writing itself has been perceived to be a tough task to undertake. On several occasions, language learners deal with several challenges in mastering writing skills, from insufficient knowledge of a topic to fewer practice opportunities for the technical academic writing process (Budiana, 2023). In addition, students are required to generate ideas and develop them to be a complete text coherently (Setiawati et al., 2017). Despite the challenges, it cannot be avoided that English for academic purposes (EAP) remains an essential real-world writing context that enables students to engage with global academic communities respectively (Chen, 2019). Furthermore, proficient writing skills lead to students' academic success, which assists them in earning an educational degree (Saeed et al., 2021). Therefore, students should understand how to develop and organize ideas in writing a coherent text. A writer cannot simply put a sentence next to another sentence without considering the connection of the ideas, as sentences should make sense to be an understandable and meaningful text. Accordingly, academic writing requires students to deal with a wide range of topics and employ sophisticated writing skills such as developing clauses, formatting sentence structure, utilizing conjunctions, etc. Thus, the awareness of the ability to utilize language features and strategies to create a logical text or essay has to be roused in the students with assistance from educators.

In order to comprehend the complexities of learning writing skills, Systemic Functional Linguistics (SFL), specifically textual metafunctions, offers a valuable concept representing language models as a social tool for analyzing students' choices in weaving ideas and reality (Forey & Sampson, 2017). Textual metafunction reveals the information of a message embedded in a text and the arrangements of the message itself (Halliday & Matthiessen, 2014). Textual metafunctions concern the development of text materials and clauses to create messages having a concept of theme-rheme to classify clauses within a sentence (Hidayah et al., 2023). Theme indicates the matter of a clause being the departure point where the role is crucial in forming the message's coherence and success (Forey & Sampson, 2017). Halliday (1985) first classified themes into three categories based on their metafunction, namely topical, textual, and interpersonal themes. The implementation of the categorization of themes in a text can provide information to analyze the development of the ideas in a text. This thematic structure has been employed by many researchers to investigate the way a writer organizes their ideas in a text that reflects its coherence and cohesion.

Systemic Functional Linguistics (SFL) was initially introduced by Halliday (2004) and explained as an approach to studying the works of language semantically and its use in a context. Additionally, SFL provides theories that account for language implementation in various contexts (Cecario & Lisdawati, 2022). It is possible because Matthiessen (2024) further developed the metafunctional system to uncover the multiple modes of meaning, namely ideational, interpersonal, and textual, embedded in a language organization. As a result, metafunctions can assist language learners in apprehending the language within contexts through the lens of their experiences, interpersonal relationships, or verbal words (Lukitasari, 2019).

In the view of Systemic Functional Grammar, a theme is the initiating point of the message, providing a framework to interpret the meanings of the message. A theme is also considered a device to organize meanings that indicate the writer's way of ordering the

information within the clause; it also assists the writer in structuring the flow of information that shapes the main point of the text as a whole (Hilyah et al., 2023). Sometimes a theme is utilized in the form of a clause, which also occurs in various ways and commonly makes it into a nominal group, adverbial group, prepositional phrase, or nominalization. Even up to the present, the structuring of theme is still a discussion in the language use discourse, which Matthiessen (2024) does not stop harnessing the metafunctional system called topical, textual, and interpersonal themes.

The first element of the experiential meanings of a clause is also identified as the Topical theme, which commonly occurs as participant, process, or circumstance (Forey & Sampson, 2017). Oftentimes, a nominal group, a prepositional phrase, or an adverbial group is the common form of a topical theme used in a clause of a sentence. Even though a topical theme mostly appears in the initial position in a clause, it is not always the subject. A topical theme functioning as a subject of a clause is recognized as an unmarked topical theme. However, if a topical theme is not the subject of a clause, it can be claimed as a marked topical theme.

Textual theme functions to create cohesive relations among clauses in a text within its specific context. Textual theme functioning as a text-creating meaning occurs as any compound of continuatives, such as *oh, well, now, yes, no,* conjunctions, for example, *because, and, who*, and lastly conjunctive adjuncts like *in addition, likewise, for instance* (Forey & Sampson, 2017). Conjunctive adjuncts can be further classified into some types, namely additive, adversative, appositive, causal, comparative, concessive, conditional, corrective, dismissive, respective, temporal, verifactive, variative, and summative (Kuswoyo & Susardi, 2017).

Interpersonal themes are often located before the rheme that shows participants' relation in the text or their position shown in the clause. Interpersonal themes are commonly realized in the form of a finite in interrogative clauses, where it goes before the subject, modal adjuncts like *fortunately, in my opinion, surprisingly*, and lastly, vocatives such as a personal name used to address (Forey & Sampson, 2017). Khalifa (2020) explained that the utilization of interpersonal themes within the written text indicates writers' competence to display their voice and stance.

In writing a text, information is formulated as themes and rhemes. Through these two components, the relation of meanings that conceive information can be identified from the theme structure. Identifying thematic structure accounts for the writer's attitude in developing ideas in a text (Mahriyuni et al., 2023). Especially in academic writing, a theme is a key announcing the genre and the delivered notion relatively (Chen & Gardner, 2021). Accordingly, the theme structure constitutes the logical organization of the messages shown through the clauses and text arrangements (Chen, 2019). As students are at the developing phase of writing in an academic context, their awareness of the fundamental role of theme variations and functions in writing should be evoked. Consequently, they will have the skill to uphold the appropriate equivalence of different types of themes that generate positive development of their writing (Khalifa, 2020).

Many studies have proven that thematic structure has a significant role in realizing a piece of good writing, especially in the context of university students (Trung, 2024; Feri et al., 2023; Hilyah et al. 2022; Alotaibi, 2020; Chang & Lee, 2019; Kuswoyo & Susardi, 2017; Herdiawan, 2017; Setiawati et al., 2017). Trung (2024) discovered that topical themes were employed dominantly in students' IELTS essays, and the students relied on the use of textual themes to create a cohesive flow of information in the essays. Another result of research found out that high-achieving students employed more varied types of themes and were able to maintain cohesion and coherence in writing expository text compared to low-achieving students (Feri et al., 2023). Based on the previous studies' results, the researcher is convinced

to conduct similar research as the thematic structure has a significant role in creating a cohesive and coherent text. Furthermore, the research can give more insights into students' writing skills. By having such information, both students and teachers can find ways or solutions to shape students' writing skills to be better. Thus, this research aims to describe the ways students organized thematic structure in academic writing.

It is expected that the findings of this study will bring more discussion and solutions to teaching and developing higher education students' academic writing skills. Focusing on the thematic structure taken from Systemic Functional Linguistics (SFL), educators may use the findings to gain more insight about the practice of structuring themes in an academic writing context. Later in their class, they can introduce the thematic structure by exploring textual metafunctions to harness students' writing skills.

METHODOLOGY

Creswell (2009) explained that research design comprises plans and procedures for conducting research, which requires a decision-making process of general assumptions to precise methods of collecting and analyzing data. This research was carried out with the main goal of finding out the ways students organized thematic structure in academic writing. Qualitative research is intended to explore and understand social or human issues. This type of research commonly commences from arising questions and procedures, collecting data in the participant's situation, analyzing specific or extensive themes, and interpreting the data (Creswell, 2009). A descriptive qualitative research design was selected by the researcher to conduct the research. This design was chosen because the researcher focused on investigating the organization of thematic structure in a text. Thus, a model of analysis was also applied to provide a description of the research objective. The descriptive statistic technique is also applied to provide the sums of the most frequent theme types that students employed and to comprehend the students' manner in composing ideas throughout the text. The concept from Systemic Functional Linguistics (SFL) was employed as the primary methodology framework to analyze and interpret the collected data. Adopting Halliday and Matthiessen's (2014) model specifically, the thematic structure of students' essays was examined through the lens of topical, interpersonal, and textual themes. This systematic approach of SFL uncovered the language patterns employed within sentences of students' essays constructively. The analysis result then provided insight into students' linguistic choices and rhetorical strategies to set up themes in their essays. The main sources of the data in this research were 21 essays written by university students who were at that time studying academic writing in the Academic Reading & Writing course. The students were in the fourth semester at a private university located in Yogyakarta, Indonesia. In collecting the data from the essay, some steps were conducted, namely reading the students' essays, coding each clause in the essays, partitioning the clauses into theme-rheme, identifying the type of theme in each theme clause, describing the result of the analysis, and finally drawing conclusions.

RESULT AND DISCUSSION

In this section, the researcher displays the results of the analyzed text after each theme of the clauses in the students' text was identified using Halliday's theme classification types. The explanation given in this section exhibits the identification of themes in the students' essays, which are classified into topical, textual, and interpersonal themes. The researcher was able to successfully discover that some students applied three types of themes. However, not all texts applied three different types of themes at the same time.

TOPICAL THEME

Based on the quantitative analysis, the students frequently applied topical themes in their academic essays. The identified topical theme was used 149 times collectively in students' essays. Accordingly, this research discovered that students were able to utilize two types of topical themes, namely unmarked topical themes and marked topical themes, as the subject of their sentences. However, unmarked topical themes were more often used by the students, with 106 times of exertion used in the essay, while marked topical themes were applied 43 times by the students. Since the students' writing topic is around academic context, this result is considered common to occur as the topical theme is applied to talk about participants, circumstances, or processes that are commonly conceived in the clause (Arunsirot, 2015).

Based on the analysis, the unmarked topical theme is the most frequently applied by the students, around 106 times or 71%. Trung (2024) also found that students used more unmarked topical themes in their IELTS essays. It is further explained that students' tendency to use unmarked topical themes is to ensure the grammatical correctness of their clauses. The unmarked topical theme also states the departure point of the message clearly in a sentence (Trung, 2024). A similar finding is also found in the education news article, where unmarked topical themes appeared to be the most employed by the author in the form of a nominal group, which was utilized 83 times or 78% (Hidayah et al., 2023). Additionally, Hilyah et al. (2022) also found that university students employed the nominal group the most in their essays. Being the most frequently employed type of unmarked theme, the application of a nominal unmarked theme shows the students' tendency to use the simplest way of formatting ideas in their writing. Employing an unmarked theme is preferable because it provides an easy, understandable structure. Using an adverbial group or prepositional phrase before a subject might lead to confusion (Hidayah et al., 2023). This phenomenon appeared because students often used declarative clauses in which the theme is carried directly in the form of a sentence subject. The next type of unmarked topical theme applied in the students' essays was the embedded clause, which was used 18 times, or 17% of the students' essays. The last type of topical theme that appeared in the students' essays was a nominal group complex, yet the analysis result found a minor application of it, with 5 times exertion or 5%.

TABLE 1: Excerpt of nominal unmarked theme

Positive reinforcement	is considered a critical aspect that should be implemented in the classroom.
Subject (Nominal) Topical (Unmarked) Theme	Rheme

The sentence in excerpt 1 shows an example of the topical theme in the form of a nominal. The sentence is a declarative clause in which the student employs a noun phrase as the subject of the sentence. As the subject becomes the departure point of the message, it states the sentence's idea clearly. The fact that unmarked nominal themes found in the students' essays were highly employed indicates that the students preferred a less complicated means of making sentences, so they could be easily conceived. It is also a less risky way that the students felt more comfortable using in writing their essays. They can show the main point of the discussion of their essay in the subject sentence clearly so that it will not give readers difficulties in understanding their essays.

Then, the second type of topical theme moderately discovered in the essays was marked topical theme with 43 times of occurrence or 29%. A similar result to this research was also discovered by Trung's (2024) analysis, in which the students rarely occupied

marked topical themes in writing their IELTS essays. A similar finding was also found by Hidayah et al. (2023) in which the author of an education news article employed marked topical infrequently compared to the unmarked theme. Trung (2024) assumed that the students employed marked themes in their IELTS essays because they wanted to exhibit their emotions and standpoints or direct readers to focus on specific phrases. This research's analysis has uncovered that students applied diverse marked topical themes, with 5 variations identified notably. Nominal is the most appeared type in the essay, applied 21 times or 49% usage. Secondly, the prepositional phrase is also applied quite multiple times, around 17 or 40%. Then, embedded clauses and nominalization are equally applied in the students' essays only 2 times, or 5%. The last is a nominal group clause complex with a small number applied only 1 time or 2% in the students' essays.

TABLE 2: Excerpt of prepositional marked theme

Through individual work,	students	can find their motivation to prompt themselves to complete their tasks.
Prepositional phrase Topical (Marked)	Subject (Nominal) Topical (Unmarked)	Rheme
	Theme	

The example of a marked theme is shown in excerpt 2. The sentence indicates that the student employed a prepositional marked theme. The students positioned the prepositional marked theme in the first part of the sentence, which makes it the departure point of the message in the sentence. It is stated that adverbial groups or prepositional phrases are the most common marked theme employed, which serve as circumstantial adjuncts in the initial position (Trung, 2024). In excerpt 2, the prepositional marked theme serves as a contextual circumstance that frames the interpretation of the rheme.

Even though the practice of applying marked theme in writing is sophisticated, it still has a fundamental role in the information distribution and emphasis on message delivery (Mahriyuni et al., 2023). In addition, it is evidenced in a study that marked topical themes provided a more overt cohesion in the text (Ebrahimi, 2016). Marked topical theme also account for interpreting the conveyed ideas or message, especially when the information about time is necessarily emphasised (Forey & Sampson, 2017). However, a finding of a study also revealed that one characteristic of topical theme is to indicate a topic shift, its utilization in academic texts generally is not mandatory (Ebrahimi, 2017).

TEXTUAL THEME

Based on the analysis, this research found that the students also applied textual themes in their essays. The analysis result shows that among the three types of themes, students quite often applied textual themes in their essays and made it the second type of theme, mostly utilized 33 times of usage or 18%. A similar result was also found by Hilyah et al. (2022) and Trung (2024), who discovered that textual theme was the second type of theme frequently employed in the essays of university students. This phenomenon is considered common since showing cohesion among ideas in an essay is important, and it can be done by applying a textual theme type. The connection of clauses to the preceding clauses within the text can be signalled cohesively by using textual themes (Trung, 2024). Moreover, it functions to show connections of a clause to its neighboring clause. Feri et al. (2023) stated that the textual-topical themes' frequent application in a text showcases students' capability to construct ideas into complex clauses, which indicates their language mastery level. Therefore, this research's result analysis signifies that the students may possess the awareness to develop cohesion through the application of textual themes in their writing. In addition, students have

various choices of textual theme as it has diverse forms such as continuatives, conjunctions, and conjunctive adjuncts (Forey & Sampson, 2017).

The analysis showed that the conjunctive adjunct was the most frequently used textual theme, followed by conjunctions in the students' essays. A similar result was also discovered in which students employed conjunctive adjuncts more frequently than conjunctions in constructing research article abstracts (Alotaibi, 2020). Herdiawan (2017) also discovered that conjunctive adjuncts, which were then classified as external conjunctions, occurred significantly in students' backgrounds in the study. Conjunctive elements usually represent cohesive ties that connect sentences in a text and frame the text in an interpretative message (Hosseinpur & Pour, 2022). Then, it is explained that the extensive use of conjunctive adjuncts may indicate students' tendency to chain arguments explicitly, which also shows students' limited understanding of effective strategies to link their text (Jing, 2015). From the 33 textual themes applied in the students' essays, it can still be further identified specifically.

TABLE 3: Excerpt of additive conjunctive adjunct, textual theme

Furthermore,	multimodal learning	is also an ideal form of learning to be implemented in this age of technology, since teachers would be able to use as many technological media as possible with multimodal learning in mind.
Conjunctive (Additive)	Adjunct Subject (Nominal)	
Textual	Topical (Unmarked)	Rheme
	Theme	

The first type of conjunctive adjunct mostly employed was additive, 27%. This type of additive conjunctive adjunct was also frequently utilized by the students when writing their final project report, specifically in the background of the study (Herdiawan, 2017). Excerpt 3 shows the application of the additive conjunctive adjunct "*furthermore*". This indicates that the students tried to elaborate their sentences by adding more equal ideas to make them more developed. This also means that the students were actually trying to show the connection of the ideas between clauses in their essays.

TABLE 4: Excerpt of adversative conjunctive adjunct, textual theme

On the other hand,	initiate conversation	can make students focus on the material provided and can help keep the classroom environment conducive.
Conjunctive (Adversative)	Adjunct Subject (Nominal)	
Textual	Topical (Marked)	Rheme
	Theme	

The second type of conjunctive adjunct applied was adversative, 21%. In contrast, Alotaibi (2020) found that adversative was the most conjunctive adjunct applied by the students in writing a journal article abstract. The employment of adversatives is to contrast ideas by showing an opposition to other ideas. Excerpt 4 shows the application of the adversative "on the other hand" to contrast ideas between clauses in the essay.

TABLE 5: Excerpt of causal conjunctive adjunct, textual theme

Therefore,	individual work	is good to give to the students after the teacher gives the material, to make sure that the students understand and remember the material.
Conjunctive Adjunct (Causal) Textual	Subject (Nominal) Topical (Marked)	Rheme
	Theme	

The analysis also discovered that the causal conjunctive adjunct was the third conjunctive adjunct applied by the students. It was found in the students' essays around 18%. In his study, Alotaibi (2020) also found that the application of causal conjunctive adjuncts used by chemistry and physics students to write abstracts was quite significant. The causal conjunctive adjunct functions to show the cause-effect relation between two ideas. Applying causal conjunctive adjuncts will make the connection between the two clauses clearer. Thus, the reader might not have difficulty understanding the clauses. Excerpt 5 shows the use of the causal conjunctive adjunct "therefore" which indicates that the present clause has a cause-effect relation with the preceding clauses.

TABLE 6: Excerpt of summative conjunctive adjunct, textual theme

In conclusion,	pre-task	is used to help students in understanding the task instructions and preparing the task.
Conjunctive Adjunct (Summative) Textual	Subject (Nominal) Topical (Marked)	Rheme
	Theme	

Even though it appeared not quite often, with a small percentage of 7%, the summative conjunctive adjunct was also employed by some students in their essays. This result is quite similar to Alotaibi's (2020) result, in which the summative conjunctive adjunct was employed rarely by students in writing their abstract. Summative conjunctive adjunct indicates a brief explanation. Excerpt 6 shows the example of the use of the summative conjunctive adjunct "in conclusion" used by the student in his essay. This was used as a mark of the end of the essay by stating a conclusion summarizing the main point of the essay in one sentence.

TABLE 7: Excerpt of verifactive conjunctive adjunct, textual theme

Positive reinforcement,	in fact,	is one of the four kinds of operant conditioning model proposed by B. F. Skinner.
Subject (Nominal) Topical (Unmarked)	Conjunctive (Verifactive) Adjunct Textual Theme	Rheme

TABLE 8: Excerpt of Conditional conjunctive adjunct, textual theme

On the same note,	researches on multimodal learning	has proven that it is a lot more effective to be implemented when compared to the traditional one-dimensional learning style approach, due to how much easier and how much larger the benefits that multimodal learning has when compared to the traditional one-dimensional learning style approach.
Conjunctive Adjunct (Conditional) Textual	Subject (Nominal) Topical (Marked)	Rheme
	Theme	

Lastly, the analysis result exposed that two conjunctive adjuncts were occupied equally in the students' essays, with a small percentage at 3% only. The two conjunctive adjuncts were verifactive and conditional. Verifactive is used to emphasize the importance of an idea. Meanwhile, conditional is used to define the situational conditions under which certain terms to happen. These types of conjunctive adjuncts seem to be rarely applied, especially for novice writers. This seems to happen because most of them appear as a chunk of expression which might be difficult for students to remember or find the right context to employ them. Excerpt 7 shows the application of verifactive conjunctive adjunct "in fact" and excerpt 8 shows the use of conditional conjunctive adjunct "on the same note".

TABLE 9: Excerpt of conjunction, textual theme

And	I	can see an extraordinary teaching skill that shown by the foreign lecturer in the video's below.
Conjunction Textual	Subject (Nominal) Topical (Marked) Theme	Rheme

In this research, conjunction became the second type of textual theme that appeared in the essays written by the students. Conjunctions are groups of words applied to link or bind clauses that occur structurally and semantically (Halliday & Matthiessen, 2014). Conjunctions as components of cohesion function to be transitional elements that connect ideas, thoughts, and statements that assist in understanding the logical progression and relationship between different parts of the text (Sanosi, 2024). The conjunctions were applied in the students' essays around 10%. A small number of percentage was also found in Alotaibi's (2020) research in which students rarely applied conjunctions in writing their abstracts. Even though it is a small percentage, it still indicates that the students were quite aware of connecting ideas by using cohesive devices. In contrast, it seems that writers applied more conjunctions than conjunctive adjuncts in writing news articles (Hidayah et al., 2023) and students' exposition texts (Setiawati et al., 2017). In excerpt 9, the conjunction "and" was applied by the student to begin his sentence. This was apparently employed to elaborate and expand the idea of the previous sentence. Even though the use of conjunctions is not strict to put it in sentence-initial positions, placing "and" in the front part of a sentence is considered improper, especially in formal academic writing (Sanosi, 2024). However, this application can make the relation between clauses more apparent.

INTERPERSONAL THEME

Interpersonal theme is explained as the language function that performs communicative acts to reveal attitudes, feelings, and judgments (Mahriyuni, 2023). In other words, interpersonal theme allows social relationships to occur between the addresser and the addressee in various contexts of language (Hilyah et al., 2022). In this research, the result of the analysis indicated that the students did not employ interpersonal themes very often in their academic essays. This result is similar to some studies in which the researchers found that interpersonal themes were rarely employed, especially by students. Herdiawan (2017) found that the students did not really explore their arguments written in their final project's background of the study, which was seen from the minor application of comment adjunct and finite. Trung (2024) in his study also discovered that interpersonal themes were the least common type of themes employed by the students in their essays. A finding of study also discovered that the recount text written by the students did not often explore the use of interpersonal themes, which made it a rare finding (Yunita, 2018).

TABLE 10: Excerpt of modal comment adjunct, interpersonal theme

Usually,	the conversation	begins with a greeting.
Modal comment adjunct	Subject (Nominal)	
Interpersonal	Topical (Marked)	Rheme
	Theme	

The employment of interpersonal themes in this research is only 3%. The researcher identified three clauses of interpersonal themes employed by the students in writing their essays in the form of modal comment adjuncts. Excerpt 10 shows the employment of the modal comment adjunct "usually". Based on the choice of modal comment adjunct, it can be indicated that the students tried to explain certain situations by using their point of view from their experience. The less employment of interpersonal themes in writing indicates that writers might want their essays' style to be more objective, which is suitable for the nature of academic writing (Trung, 2024). The fact that the data of this research is mainly academic essays written by college students makes it possible to assume that the small number of interpersonal-themed employment is not necessarily strange. Moreover, Ebrahimi (2016) confirmed that there is a restricted space for interpersonal themes to be applied in academic writing as they are more appropriate existing in an argumentative and impersonal discourse of text. Chang and Lee (2019) further explained that interpersonal meaning application in a text is affected by the writer's disciplinary background.

CONCLUSION AND RECOMMENDATION

Based on the findings and discussion regarding how students constructed thematic structures in their essays, this research can draw several conclusions. The students were able to employ three types of themes, even though with different frequencies. The analysis indicated that the students utilized topical themes as the subject of their sentences more than the other types of themes in their academic essays. However, it is a common finding since it is a normal practice of academic writing to involve more participants, circumstances, or processes as a matter of discussion in the text. Specifically, the practice of employing more unmarked topical themes by the students is clearly seen throughout the subject of the sentences in the students' essays. This finding indicates that the students chose to use the safe ways, as unmarked topical themes lead to the meaning or the idea directly. Nevertheless, the students also showed a good potential to be creative, as some of them were eager to employ marked topical themes.

Regarding the textual theme, conjunctive adjuncts were mostly employed by the students to show the connection of the ideas between clauses. This finding indicates that the students have the awareness and capability to develop cohesion and coherence through connective devices like conjunctive adjuncts. Moreover, the students creatively employed the conjunctive adjunct as the result found six types of conjunctive adjuncts employed in the students' essays. The students tended to elaborate their ideas with equal statements since they employed additive conjunctive adjuncts the most. Since conjunction was rarely used by the students, they need to be encouraged to employ conjunction to create more visible cohesion and coherence.

The last is the employment of interpersonal themes. This type of theme was barely employed by the students. This situation occurred because the students were writing in the academic context, which most of the time, personal judgments are not necessarily shown in the text. However, the employment of interpersonal themes in this research's findings was employed to elaborate the explanation in the text with their experiences. Finally, the

researcher would like to encourage language practitioners in English language teaching and learning to explore more thematic structures in various types of texts and contexts in the future. Conducting similar research outside the academic context will also enrich the evaluation of the use of the thematic structure, which can be insightful in finding more solutions to enhance students' writing skills.

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Construction of Ideology in Teacher Protection Regulation: A Systemic Functional Linguistic Approach

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ABSTRACT

This study explores how teacher protection regulations in Indonesia are discursively shaped by ideological structures embedded within legal language. Employing the framework of Systemic Functional Linguistics (SFL), particularly the transitivity system, this study analyses selected clauses from three regulatory documents Law No. 14/2005, Government Regulation No. 74/2008, and Ministerial Regulation No. 10/2017 focusing on how participants, processes, and agency are represented. Transitivity patterns were examined to identify grammatical structures, which were then interpreted using van Dijk's socio-cognitive approach to uncover ideological meanings. The findings reveal a consistent use of material, relational, and verbal processes that portray the state as an active and authoritative agent, while teachers are positioned primarily as passive participants. In addition, the pervasive use of nominalization obscures agency and reframes social actions as depersonalized, technocratic procedures. These linguistic patterns are indicative of a broader neoliberal ideological framework, characterized by symbolic legalism, bureaucratic formalism, and the suppression of individual agency. Rather than enabling empowerment, the discourse of protection constructs a hierarchical relationship in which the state centralizes authority and reduces teacher agency. This study contributes to the critical examination of education policy by highlighting how regulatory discourse reproduces institutional dominance and calls for a more participatory, justice-oriented approach to teacher protection.

Keywords: neoliberal ideology; policy language; systemic functional linguistics; teacher protection; transitivity

INTRODUCTION

For over thirty years, the issue of teacher protection has been an ongoing concern in global education. Scholars have raised various points of tension ranging from legal actions against teachers enforcing classroom discipline (Budoyo, Widodo, & Suyadi, 2024), to moral dilemmas about continuing to teach during the COVID-19 pandemic (Levinson & Fay, 2024). Other studies examine the limited legal safeguards for teachers administering disciplinary action (Gazali, 2021), and the broader question of fairness in student treatment (Colnerud, G., 1997). While governments have launched policies to support teachers, it's worth asking: do these initiatives truly meet teachers' needs?

Across the world, reports of discrimination against teachers continue to surface. UNESCO's 2015 recommendation emphasizes the need to ensure teachers' rights, including legal protection, safe working conditions, and freedom from violence. Progressive nations like Finland and Canada have adopted rights-based frameworks that promote professional

freedom and institutional support (Sahlberg, P., 2011). Yet, challenges remain even in these contexts. In the U.S., female teachers and racial minorities often face discrimination in hiring and promotion (Bristol, 2020), while in Europe, migrant teachers report social isolation and stereotyping (EU Agency for Fundamental Rights, 2019).

In developing nations, teacher protection is even more precarious. In Sub-Saharan Africa, many teachers face violence and social pressure that diminish their motivation (Bennell & Akyeampong, 2007). In Latin America, physical and verbal abuse of teachers is on the rise, fueled by declining public respect for the profession (Delprato et al., 2019). In parts of rural Asia, such as India, female teachers struggle with cultural constraints and gender-based violence (UNESCO, 2015). Clearly, teacher protection is a global issue that demands fair, inclusive, and context-sensitive policies. From this perspective, teacher protection policies should not be taken at face value. Instead, they must be critically interrogated to reveal the power structures and ideological interests that shape them. This study adopts a critical discourse analysis stance to examine how language in legal texts serves not only to regulate but also to reproduce social control.

Indonesia is no exception. Teachers are often vulnerable to discrimination and even criminalization, especially when disciplining students. According to Rachmawati (Kompas.com, May 20, 2025), the case of Supriyani, an honorary teacher in South Sulawesi, highlights this vulnerability. In 2024, Supriyani faced legal action after disciplining a student, despite her actions being pedagogically justified. The student's parent—a police officer—filed a complaint, leading to her prosecution. This case reveals a disconnect between legal frameworks and the everyday realities teachers face, particularly when the law is interpreted in ways that disregard educational intent. The Indonesian government has taken steps to improve teacher welfare, with one of the most well-known programs being teacher certification. Originally intended to enhance professionalism and raise teaching standards, the program has often become an added bureaucratic burden for educators (Silverius, S., 2015). Drawing on Gramsci's (1971) notion of cultural hegemony, this reflects how the state uses policy instruments not just to manage education, but to maintain ideological control. Education policies and curricula are not neutral they shape how teachers and students think and behave. In this framework, teachers become conduits for state ideology, and certification functions less as professional validation and more as a mechanism of alignment with state interests (Apple, 2004).

Although Law No. 14 of 2005 guarantees legal and professional protection for teachers, its application remains inconsistent. Many educators hesitate to enforce discipline for fear of being sued. This reflects a need for stronger, clearer, and more enforceable safeguards that empower teachers to do their jobs without fear.

Indonesian teacher protection is outlined in several key documents, including Law No. 14 of 2005, Government Regulation No. 74 of 2008, and Ministerial Regulation No. 10 of 2017. While these policies recognize the rights of teachers, the gap between legal promise and actual practice is stark. Research shows that many teachers lack awareness of legal procedures and ethical standards, making them vulnerable in conflict situations (Darmaningtyas, 2005; Slamet, 2018; Nawawi, 2019). Those working in remote areas the so-called 3T (disadvantaged, frontier, outermost) regions face even greater challenges.

A recent study using a socio-legal lens examined the implementation of teacher protection as outlined in Law No. 14 of 2005 (Iskandar & Rosary, 2024). Their findings suggest that while the legal framework exists, its practical application is hindered by social and structural challenges. Limited public awareness and inadequate dissemination of regulatory information often leave teachers uninformed about their rights. This highlights a gap between legal promises and lived realities an issue that this study also seeks to address, albeit through a different analytical approach.

Despite the growing number of cases involving discrimination and even criminalization of teachers in Indonesia, research on this subject remains relatively limited. Much of the existing literature focuses on general education policy or teacher professionalism, with few studies exploring how the law itself shapes the position and agency of educators (Nawawi, 2019; Iskandar & Rosary, 2024). This study, therefore, aims to contribute to the ongoing discourse on teacher protection by adopting a critical lens one that scrutinizes not just what the law says, but how it says it, and what that reveals about power, ideology, and institutional intent (Fairclough, 2013; van Dijk, 2008).

At both national and global levels, the issue of teacher protection is complex and multifaceted. It cannot be fully understood through a legal lens alone. Cultural norms, social perceptions, institutional structures, and ideological frameworks all interact in shaping how teacher protection is conceived and implemented (Gutman & Pershitz, 2018; Shapira-Lishcinsky, 2011). As such, a holistic and participatory policy approach is needed one that is grounded in justice, professionalism, and a deep understanding of the everyday realities teachers face (Levinson & Fay, 2024; UNESCO, 2020).

This raises deeper questions about the political nature of teacher protection policy. Legal frameworks often present themselves as objective, but they may obscure underlying power dynamics. To uncover these, it is crucial to examine how policy language is crafted and internalized. Language is more than a tool of communication it is a means of shaping social reality (Fairclough, 1995).

This raises a deeper inquiry concerning the political aspects of teacher protection policy. Legal frameworks, like policies, are presented as neutral and objective, but this often conceals attempts at control and domination (power relations). To reveal those, the how and why of policy formulation and internalization requires attention. Communication involves much more than a means to convey information; it can also refer to the creation of social reality (Fairclough 1995). In education law, several studies have been conducted from a linguistic perspective on a global scale. For example, Torgerson (2005) applied discourse analysis to examine how language constructs politics through policies in educational change. In Indonesia, Arifin (2020) and Kurniawan (2019) have undertaken discourse analytic studies focusing on ideological aspects with regard to curriculum policy and education governance. However, no studies specifically focused on teacher protection policies applying an integrated framework combining Halliday's Systemic Functional Linguistics and van Dijk's ideological critique. The application of that integration to legal texts on teacher protection policies constitutes an original contribution indicating the importance of this study.

To critically analyze the language of these laws, this study employs Systemic Functional Linguistics (SFL), a framework developed by Halliday. In particular, it uses transitivity analysis to examine how actions, actors, and responsibilities are represented in legal texts. This approach helps reveal how the language of teacher protection policy reflects deeper power relations between the state and educators. From this perspective, laws are not merely rules they are ideological narratives that shape teachers' identities and professional roles (Halliday & Matthiessen, 2014; Fairclough, 2013; van Dijk, 2008). From this lens, grammar is not simply a technical model, but rather a social resource that exercises institutional power, bestows identities, and consolidates dominion. Hence, exploring transitivity becomes critical in exposing how education policies convey figurative messages laden with ideology about the construction of teachers' identities within the broader context of governance.

This study explores teacher protection laws in Indonesia using Systemic Functional Linguistics (SFL) and transitivity analysis together with van Dijk's socio-cognitive approach to ideology. This research aims to reveal the ideological obscurity of regulatory language through the representation of actions, participants, and responsibilities in legal texts. The

interest is not only in the content of policies but also the structure, rationale behind it, and what it exposes concerning internalized power dynamics between the state and teachers.

The novelty of this research comes from its integrated methodology. There has been broader work in educational discourse that utilizes discourse analysis; however, very few have utilized SFL alongside critical ideology analysis focused on teacher protection laws. Such an inquiry demonstrates how language goes beyond mere regulation and strategic construction concerning the identity, agency, and profession of teachers. Therefore, this study seeks to answer the following research questions, 1) how do transitivity systems grammatical structures that indicate who does what to whom operate within teacher protection policies and regulations?, 2) what ways are the relations of dominance and subordination among teachers, the state, and other institutional actors rendered in the regulatory text?, 3) what ideological rationales underpin the policy language regarding these protections as formulated by its framers?. The educator's experiences are often neglected when policies are drafted; this work attempts to address this discrepancy while also examining whether legal frameworks purportedly designed to protect teachers serve to reinforce prevailing power dynamics within educational institutions. Additionally, it has scope for advancing conversations on educational policy, discourse analysis, as well as critical linguistics by drawing attention to language's role in defining institutional authority and professional identity.

METHODOLOGY

The current research adopts a qualitative technique based on Critical Discourse Analysis (CDA) with the aim of examining how teacher protection is legally constructed within the framework of Indonesian law. The analysis uses two complementary frameworks: Systemic Functional Linguistics (SFL) and transitivity systems (Halliday & Matthiessen, 2014), van Dijk's socio-cognitive approach to ideology (van Dijk, 1998, 2008). This combination provides multi-layered scrutiny into the grammatical structures and sociopolitical patterns of policy language.

This study analyses three legal documents which regulate teacher protection in Indonesia: Law No. 14 of 2005 concerning Teachers and Lecturers, Government Regulation No. 74 of 2008 concerning Teachers, and Ministerial Regulation No. 10 of 2017 concerning Protection of Educators and Education Personnel. These documents were chosen using Hans Kelsen's (2005) theory of legal hierarchy Stufenbau, a theory that arranges legal norms in a stratified order.

The selection of data involved finding clauses that referred to the protection of a teacher, using keyword searches such as: protection, teacher, rights, obligations and even dismissal. After locating them, the clauses were manually coded and categorized by their words and thematic topics. Each clause received a code indicating: Type of process (material, relational, verbal), Participant roles (e.g., Actor, Goal, Bearer, Sayer), and contextual elements (obligation, right, agency).

The first layer focused on transitivity analysis of SFL to study how actions and responsibilities are delineated within grammatical structures; In the case of this research data set where teachers appeared as Actors (active agents in legal arrangements)—or Targets (recipients of actions) were examined to analyze position and agency within legal frameworks (Halliday & Matthiessen 2014).

The second layer derives from van Dijk's ideological applied analysis where he examines discourse concerning power relations between social groups or totalitarian institutions. Within this scope focus is directed towards linguistic choices made through nominalization or its counterparts like the use of passive voice and less concrete language on

agency denial where authority is legitimized state control becomes naturalized (van Dijk 2008). Above all design is given both macrostructure (overarching themes) microstructure: lexicon grammar whereby ideological motifs are traced.

To maintain alignment between the two approaches, the study uses a sequential and interpretive strategy where transitivity analysis first exposes distinct patterns connected to the participants' roles, processes, and representational structures. Those findings are then interpreted within an ideological framework by van Dijk with regard to their ramifications for power dynamics, domination, and discourse strategy.

This approach aids in identifying and addressing the micro dimension of language (grammar clauses and word choice) alongside its macro level of ideology (state authority, teacher agency, legal policy framework). This is to say that while SFL describes how meaning is made in discourse, van Dijk's framework explains why certain constructed meanings bear significance.

In employing this integrative methodology, the study uncovers not only teachers' discursive portrayals embedded within legal texts but also reveals wider ideological frameworks that govern policy discourse in relation to power dynamics within education.

In situating SFL alongside van Dijk's ideological framework, this study joins the critical discourse analysis (CDA) tradition that perceives language as an arena of ideological conflict. It treats legal documents not as neutral instruments devoid of purpose but as devices brimming with discourse meant to execute, validate, and often obfuscate institutional authority wielded.

RESULT AND DISCUSSION

RESULT

The findings is divided into three main parts: participant position, nominalization, and transitivity.

PARTICIPANT POSITION

Data coding revealed the emergence of participant lexemes representing their respective roles in the discourse on teacher protection. The dominant participants include "teachers", "the government", and "the community". Among these, lexeme "teacher" appears with the highest frequency, totaling 584 occurrences. This high frequency is understandable as the teacher is the central topic of discussion in the analyzed discourse.

However, from a power relation perspective, despite its high frequency, lexeme "teacher" is positioned as weak. Functionally, the teacher often appears in the role of *Goal*, indicating that teachers as participant of actions or policies from other authorities. Grammatically, lexeme "teacher" can occur in both active and passive constructions, yet in both, it still occupies the position of a participant, demonstrating its dependency on external agents.

Meanwhile, lexemes "government" and "community" often co-occur, with "government" appearing more frequently (266 times) compared to "community" (65 times). Lexeme "government" forms collocational clusters such as "central government", "regional government", and "district city government", consistently acting as a *dominant actor*, especially when paired with action verbs directed at teachers or the community. The function of lexeme "community" varies depending on context. When acting as an educational provider, the community is expected to protect teachers by appointing them, providing facilities for teaching, and fulfilling their rights such as salaries, incentives, and insurance. However, since both the government and community have the authority to appoint and dismiss teachers, there

is potential for abuse of power. Subjective assessments of teacher performance may lead to unilateral dismissals, which further weaken the teacher's position.

In the context of regulatory discourse, both government and community appear passive, without explicit obligations to prevent injustice against teachers. This reinforces the unequal power relation in which the teacher is placed in a subordinate role.

From the analysis of participant lexemes, it is evident that there is an asymmetrical power relation among teachers, the government, and the community within the legal discourse on teacher protection as reflected in the analyzed regulations. These patterns have meaning and reflect the mobilization of grammar serving institutional ideologies. Referring to teachers predominantly as Goals instead of Actors in policy discussions is not simply a case of peculiar language usage it goes deeper than that. It marks attempts to construct–sustain layered control systems within and over the education system.

NOMINALIZATION

Nominalization is a common strategy in legal discourse, employed to establish authority, formality, and objectivity. In the discourse of teacher protection, nominalization is evident in various lexical forms, as shown in the following table:

Table 1. Nominalization of the lexis "protection" and the semantic functions

No	Form of Nominalization	Number (Frequency of Occurrence)	Sentence	Source Document	Semantic Function
1	*perlindungan protection*	10+ times	*"Perlindungan hukum... mencakup perlindungan terhadap tindak kekerasan, ancaman..."* "Legal protection... includes protection against acts of violence, threats..."	Minister of Education and Culture Regulation No. 10/2017 regarding teacher protection	Representing protective action as institutional rights
2	*pemutusan hubungan kerja* termination of employment	5 times	*"...perlindungan terhadap pemutusan hubungan kerja yang tidak sesuai..."* "...protection against inappropriate termination of employment..."	Minister of Education and Culture Regulation No. 10/2017 regarding teacher protection	Abstracting administrative action as legal object
	pemberhentian termination	7 times	*"Guru dapat diberhentikan dari jabatan... karena pelanggaran..."* "Teachers can be dismissed from their positions... due to violations..."	Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Article 30	Marking the process of legal termination of employment relationship/contract
3	*pelaksanaan tugas* implementation of tasks	6 times	"Perlindungan diberikan dalam pelaksanaan tugas..." *"Protection is provided in the*	Republic of Indonesia Law Number 14 of 2005 concerning Teachers and	Declaring the scope of work that is the basis for protection

| 4 | *perlakuan diskriminatif*

discriminatory treatment | 3 times | *implementation of duties..."*

"Perlindungan hukum... terhadap <u>perlakuan diskriminatif</u>."

"Legal protection... against discriminatory treatment." | Lecturers, Article 29

Minister of Education and Culture Regulation No. 10/2017 regarding teacher protection | Constructing forms of injustice as objects of protection |

Based on the data, nominalization can be classified into four semantic functions: (i) as institutional entities, (ii) within the context of employment (termination), (iii) in relation to professional duties (task performance), and (iv) as representations of social threats (discriminatory treatment). The lexeme *protection* is the most frequently used, appearing in phrases such as "legal protection", "professional protection", and "occupational safety" protection. These nominalized forms represent the verb "to protect", converted into policy entities. According to Halliday and Matthiessen (2014), nominalization is not merely a transformation of an action into a noun; it institutionalizes and legitimizes the protection being described, embedding it within formal structures that offer legal security.

Sensitive topics such as teacher dismissal are often expressed using nominalized forms like "termination" or "dismissal", rather than directly stating "the school fired the teacher." This strategy creates a neutral and objective tone, removing the agent from the surface structure. The focus is shifted from the actor to the process, making the regulation appear general, systemic, and depersonalized.

For example, the phrase "implementation of duties" serves to delineate the formal domain in which protection is applied, implying that state responsibility is limited to the professional context, not extending to personal aspects of teachers' lives.

Similarly, phrases like "discriminatory treatment" and "threat" encapsulate acts of injustice. In the sentence "Legal protection against discriminatory treatment from the community...", nominalization compresses information, removes agency (agent deletion), and presents legal actions as fixed entities (thing-ification). This reflects the legal discourse's impersonal nature and its effort to legitimize social control through formal semantic structures (Fairclough, 2013).

In systemic functional linguistics, nominalization functions as a means to construct legal texts that are objective, structured, and impersonal. It shapes public perception that teachers must be protected by law, framing such protection not merely as a moral responsibility but as an institutional obligation embedded in legal systems.

TYPES OF PROCESSES IN THE TRANSITIVITY SYSTEM:
REPRESENTING ACTION, IDENTITY, AND AUTHORITY

This study identifies three distinct process types within the transitivity system: material processes (*highlighting actions*), relational processes (*expressing identity*), and verbal processes (*reflecting authority* or *policy*). From a systemic functional linguistic standpoint, these processes illustrate how legal discourse constructs meaning related to *action, identity*, and *institutional authority*, particularly in the context of teacher protection.

THE USE MATERIAL PROCESSES IN POLICY TEXTS

The coding results indicate a notable dominance of material processes across the three analyzed policy documents. Frequently used verbs include "provide" (4 times), "guarantee"

(3), "obtain" (3)," implement" (2), "carry out" (1), "protect" (1), "respect" (1), "reinforce" (1), "act" "against" (1), and "recognize" (1).

These verbs are associated with tangible actions involving an Actor and a Goal, reflecting real-world activities. Within the legal texts concerning teacher protection, such verbs frame protective measures as concrete responsibilities, articulated through lexicogrammatical structures. Table 2 below outlines how material processes are employed to express duties performed by both institutional and social actors in the teacher protection system.

Table 2. Representation of Material Processes in Teacher Protection Policies: Actor, Process, and Goal

Data number	Source Documents	Clause	Actor	Material Process	Goal	Description
(2a)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Pemerintah menyediakan sumber daya.* The government provides resources.	The government	provides	resources	to support protection mechanisms
(2b)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Kementerian memberikan advokasi nonlitigasi.* The Ministry provides non-litigation advocacy.	The Ministry	gives	non-litigation advocacy	forms of legal protection
(2c)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Guru mendapatkan bantuan hukum.* Teachers get legal aid.	—	gets, obtains	legal aid	teachers as participant of protection
(2d)	Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers	*Masyarakat wajib memberikan perlindungan.* Society is obliged to provide protection.	society	gives	protection	external obligations towards teachers
(2e)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Pemerintah daerah menyusun mekanisme perlindungan.* Local governments develop mechanisms of protection.	local government	compile, arrange	mechanisms of protection	administrative procedures

As shown in table 2, material processes are central to the way these policies articulate concrete protective actions. According to Halliday and Matthiessen (2014), material processes represent real events or activities involving change, typically structured through an Actor–Process–Goal pattern.

The data suggest that institutional actors particularly the central government, the Ministry, and local governments play the dominant role in implementing protective actions. For instance, in the clause "The Ministry provides non-litigation advocacy" (data 2b), the Ministry is the Actor, "provides" is the material process, and "non-litigation advocacy" is the Goal. Here, the clause communicates an action where the Ministry delivers a service that benefits teachers involved in legal issues. This illustrates a dynamic in which the process directly enables change or support for the teacher, the recipient of protection (Eggins, 2004; Halliday & Matthiessen, 2014).

Semantically, the clause assigns responsibility to the Ministry to ensure legal protection through non-litigation mechanisms. From a discourse analysis perspective, this portrays the state not as a passive regulator but as an active, preventive force. It frames teachers as subjects who require protection and legitimizes institutional intervention through administrative means.

In addition to state entities, social actors also appear, as in the clause "Society is obliged to provide protection" (data 2d). This construction extends the scope of responsibility beyond the state to the wider public, suggesting that teacher protection is a shared societal duty rather than merely an institutional obligation.

Another example, "Local governments develop protection mechanism" (2e), highlights the administrative and procedural role local authorities play. This indicates the importance of a structured framework underpinning teacher protection policies.

Overall, material processes in these legal documents serve not only to describe actions but also to structure and distribute institutional and societal responsibilities. Legal and regulatory texts characteristically use material processes to define actions that are normative, prescriptive, and formalized (Eggins, 2004). These structures not only convey content but also establish a grammatical framework for institutional accountability and individual entitlements. In systemic functional terms, grammar is not just a matter of form—it is a resource for enacting social relations and building discourse logic (Halliday & Matthiessen, 2014). Therefore, in the case of teacher protection, material processes do more than describe literal actions they embody the institutionalization of social responsibilities through language.

THE USE OF RELATIONAL PROCESSES

Relational processes play a pivotal role in policy discourse by defining institutional actors and constructing conceptual meanings, particularly in relation to status, rights, and institutional functions. As demonstrated in table 3, the policy texts concerning teacher protection make strategic use of relational processes to convey institutional meanings embedded within the regulatory framework.

Table 3. Representation of Roles and Obligations in Teacher Protection Policies: A Relational Process Analysis

Data number	Source Documents	Clause	Carrier/ Identified	Relational Process	Attribute / Identifier	Relational Type
(3a)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Perlindungan merupakan kewajiban pemerintah* Protection is the government's obligation	protection	is, constitute	government's obligation	attributive

(3b)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Perlindungan meliputi perlindungan hukum, profesi, keselamatan kerja, dan kekayaan intelektual* Protection includes legal protection, profession, work safety, and intellectual property	protection	consist of	four aspects of protection	attributive, class
(3c)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Guru adalah pendidik* Teachers are educators	teacher	is	teacher	identification
(3d)	Law Number 14 of 2005 concerning Teachers and Lecturers	*Advokasi nonlitigasi adalah bentuk perlindungan* Non-litigation advocacy is a form of protection	Non-litigation advocacy	is	a form of protection	identification

In general, the data show that relational processes are employed to articulate conceptual definitions, institutional status, and the legal contributions of various actors involved in managing teacher protection cases. These processes are crucial for establishing semantic relationships that define identity, classification, and attribution of key concepts within the teacher protection system.

According to Halliday and Matthiessen (2014), relational processes are designed to ascribe roles or characteristics to entities through specific grammatical structures. These include attributive structures, which connect a Carrier to an Attribute, and identifying structures, which link an Identified to an Identifier. These linguistic patterns provide a mechanism for constructing and maintaining legal and institutional order within formal discourse.

For example, the clause "Protection is a government obligation" (data 3a) constructs protection as a state responsibility, attributing institutional duty to the government. Similarly, the clause "Protection includes legal, professional, occupational safety, and intellectual property protections" (data 3b) delineates the internal components of the concept, indicating that "protection" comprises multiple, formally recognized domains.

Other examples, such as "A teacher is an educator" (data 3c) and "Non-litigation advocacy is a form of protection" (data 3d), use identifying processes to affirm professional identity and define protection mechanisms. These clauses exemplify how relational processes support the classification of actors and roles within an established legal and educational framework.

Together, these examples illustrate how relational processes frame teacher protection as an integral component of the national education system, embedded within stable legal and institutional categories. For instance, the clause "Protection is the government's obligation" (3a) is not merely descriptive; it utilizes an attributive process to encode an institutional imperative categorizing teacher protection as an inherent state obligation. As Eggins (2004) notes, such grammatical choices are instrumental in constructing systemic meaning in formal texts, especially when delineating institutional roles and duties.

From a Systemic Functional Linguistics (SFL) perspective, relational processes do not simply represent relationships between entities; they construct conceptual and classificatory meanings. Unlike material processes, which express concrete actions, relational processes

serve to define and explain institutional roles and conceptual entities. In policy discourse, they function less as imperatives and more as explanatory and declarative statements as seen in constructions such as "Protection is a right," "Protection is part of the education system," or "Advocacy is a form of protection."

These expressions are not neutral. They play an essential role in strengthening legal argumentation, establishing normative classifications, and constructing a stable and prescriptive network of propositions. In this way, relational processes form the discursive backbone of the linguistic representation of teacher protection -through the definition, attribution, and identification of key lexical items and institutional responsibilities.

In conclusion, relational processes in teacher protection policies serve as powerful tools for constructing legally binding meanings. They not only clarify institutional functions and entitlements but also legitimize the state's obligations through language, demonstrating the inherently ideological nature of grammar in policy discourse.

THE USE OF VERBAL PROSES

Based on the data, it was found that verbal processes are used in policy documents to represent communicative actions with an emphasis on information transfer, expression, and institutional discourse.

Table 4. Representation of Communication and Authority in Teacher Protection Policies: A Verbal Process Analysis

Data number	Source Documents	Clause	Sayer	Proses Verbal	Verbiage / Receiver	Description
(4a)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Kementerian menyampaikan hasil advokasi kepada pihak terkait* Ministry delivers advocacy results to relevant parties	The Ministry	convey	advocacy results	Regarding the settlement of teacher protection disputes
(4b)	Government Regulation Number 74 of 2008 concerning Teachers	*Guru dapat melaporkan ancaman kepada pihak berwenang* Teachers can report threats to authorities	Teachers	report	threats	Teachers' rights in the protection system
(4c)	Regulation of the Minister of Education and Culture Number 10 of 2017 concerning Teacher Protection	*Pihak terkait memberikan pernyataan dalam proses penyelesaian kasus* Relevant parties provide statements in the case resolution process	Relevant parties	give	statements	In the context of resolving legal protection

Based on table 4, the verbal process is used to represent communicative actions among actors in the teacher protection system. In this process, teacher protection is carried out through institutional communication, such as reporting and policy socialization. Participants who appear include the Ministry, Teachers, and Related Parties in terms of the verbal process act as Sayer, while the information conveyed such as "advocacy results", "threats", and "protection policies" function as Verbiage. Other functions used are Receiver, such as "authorities" or "educators".

In the framework of Systemic Functional Linguistics, verbal processes represent the act of conveying, reporting, stating, or socializing something from one participant (Sayer) to another participant or to the wider community (Receiver or Verbiage) (Halliday & Matthiessen, 2014). In the verbal process, the text maker sees the importance of communicating protection mechanisms such as how to report cases, how to advocate, and the need to formally inform policies. With the use of verbal processes, teacher protection discourse is carried out through language activities that connect institutional actors with participants and policy targets.

Clause in data (4a) *The Ministry* acts as Sayer, the process is to convey, and the results of advocacy become Verbiage, which are conveyed to the Receiver in the form of "related parties". The verbal process represents the act of communication or conveying information from one party to another (Eggins, 2004; Halliday & Matthiessen, 2014). In this data, the verbal process functions as a liaison between the Ministry as Sayer and the administrative action in the form of advocacy results to "related parties". "Advocacy results" in this article relate to the resolution of legal problems that befall teachers.

Semantically, this clause contains the meaning that the Ministry as an official institution has the responsibility to convey non-litigation advocacy results to "related parties". which in this context can be legal institutions, educational institutions, or other authorities that are directly related to the case. Meanwhile, the process of conveying shows formal and hierarchical communication activities (Ministry). In the context of teacher protection policies, *advocacy results* likely include case resolution or conflict mediation between teachers and external parties.

Data (4b)

"Teachers can report threats to the authorities".

Clause in data (4b) "Teachers" act as Sayer, the process is "to report", and "threats" become Verbiage, which are delivered to the Receiver in the form of an authorized party. The use of modality can be interpreted as a legal right that conveys the message that teachers can voice or report the form of threat they experience. As Verbiage, "a threat" is a situation that has the potential to disrupt the safety or dignity of teachers. Meanwhile, "the authorized party" as Receiver can refer to the legal authority holder or institution that is hierarchically related to the status of teachers, such as the police or the Education Office, or a teacher protection institution. The verbal process in this context shows the importance of communication in building inter-institutional relations and activating the legal system. The clause confirms that teacher protection actions should not only be passive, but must be active by opening access in the form of a legitimate reporting channel.

Data (4c)

"The related party provides a statement in the case resolution process".

Data (4c) describes the practice of official communication with the use of the "related parties". as Sayer. The mention of the lexis "related parties". is intended to not provide an opportunity for actors who have authority in trying to resolve cases that befall teachers. However, on the other hand, this can be a potential for the case not being handled because the actor in question may be avoiding it by not having a definitive appointment.

The verb "to make a statement" is a form of formal communication and has an administrative nature. In addition, policy makers show that the state will be responsible for efforts to resolve problems transparently through the use of "statement" lexis as Verbiage that represents the content of the information provided. Phrases "in the case resolution process" function as circumstances of location (time/process) that explain the context of the verbal action.

From the three clauses that have been analyzed, it shows that teacher protection needs to be communicated formally. This communication is legal and is an integral part of efforts to

resolve disputes, provide advocacy, and guarantee teachers' rights not to be afraid to voice various threats received. Thus, the use of verbal processes in policy discourse does not only function linguistically, but as an institutional mechanism in efforts to support the protection of the teaching profession.

DISCUSSION

PARTICIPANT POSITION

The analysis of transitivity patterns in teacher protection regulations shows a consistent tendency: teachers are most often placed in the grammatical role of Goals in other words, they are the ones actions are done to, rather than the ones doing the actions. This is evident in clauses like "Guru mendapatkan bantuan hukum" ("Teachers receive legal aid") or "Guru diberhentikan dari jabatan..." ("Teachers are dismissed from their positions"), where teachers are portrayed as recipients of institutional actions. Through this kind of language, teachers appear not as active participants in shaping the legal and professional frameworks that govern their work, but rather as passive figures who must accept decisions made by others. This repeated pattern subtly constructs teachers as dependent on the state, eroding both their autonomy and professional standing.

This linguistic pattern supports what Apple (2004) has long argued that education policies often function as ideological instruments through which the state exerts control over educators. In his view, teachers are often reduced to implementers of state-determined policies, rather than respected professionals with the authority to make independent decisions. This finding is echoed in Kurniawan's (2019) study of Indonesian educational policies, which shows a similar trend of positioning teachers in subordinate roles. The present analysis adds a new layer to these insights by offering concrete linguistic evidence: across the three regulatory texts examined, teachers are overwhelmingly cast as Goals in material processes, while state entities such as the Ministry, the government, or local authorities take up the more dominant Actor roles. For example, in the clause "Pemerintah menyediakan sumber daya" ("The government provides resources"), the government clearly initiates the action, while teachers are the implied recipients dependent on this state-driven provision.

What's important to note is that this imbalance isn't random. Rather, it reflects deeper ideological structures embedded in the legal language of these texts. Halliday and Matthiessen (2014) remind us that transitivity choices are never neutral. They shape how reality is portrayed and determine whose perspective is made central. When teachers are consistently denied the role of Actor, their potential to influence educational decisions is effectively silenced. This doesn't just reduce their presence in the text it also reinforces a top-down power dynamic where authority flows only from the state to the teacher, not the other way around. Ironically, the very policies that claim to protect teachers often reinforce their dependence by casting them in grammatically passive roles. As Fairclough (2013) and van Dijk (2008) argue, such subtle discursive patterns reveal how ideology operates in language, and this study offers a clear illustration of how teacher agency can be systematically marginalized through regulatory discourse.

NOMINALIZATION AND THE OBSCURING OF AGENCY

One of the most notable patterns found in the teacher protection policies analyzed in this study is the frequent use of nominalization a grammatical technique where actions or processes are turned into abstract nouns. This strategy shows up clearly in terms like "*perlindungan*" (protection), "*pemutusan hubungan kerja*" (termination of employment),

"pemberhentian" (dismissal), and *"pelaksanaan tugas"* (task implementation). These terms are repeated across various policy clauses, such as *"Perlindungan hukum mencakup perlindungan terhadap tindak kekerasan"* (Legal protection includes protection against acts of violence) and *"Guru dapat diberhentikan dari jabatan"* (Teachers may be dismissed from their position). What's striking here is how the use of nominalization shifts the focus away from who is actually doing the action. Instead of clearly naming the responsible actors whether it be school authorities, administrators, or government officials the policies reduce actions to impersonal, institutional events.

From a Systemic Functional Linguistics perspective, this is not a neutral choice. Halliday and Matthiessen (2014) explain that nominalization serves to compress complex meanings into concise noun phrases, which adds a layer of formality and abstraction. But beyond stylistic effect, this can also obscure agency. For example, referring to *pemutusan hubungan kerja* rather than saying *"pihak sekolah memberhentikan guru"* (the school terminated the teacher) subtly shifts the tone from a clear, accountable act to a bureaucratic process. And that shift carries ideological weight. It turns socially impactful decisions into seemingly objective procedures making them appear routine, inevitable, and less open to challenge (Fairclough, 2013). In effect, nominalization becomes a way to assert authority while avoiding responsibility.

This linguistic pattern reflects a broader trend seen in legal and policy discourse globally. As Torgerson (2005) observes, policy documents often present decisions as "technocratic necessities" rather than as deliberate, value-laden choices. In the Indonesian context, the use of nominalization in teacher protection laws seems to perform a similar function. It masks who is doing what to whom, and in doing so, limits teachers' ability to engage critically with the policy language. Instead of being framed as participants in a shared process, teachers are positioned as recipients of top-down decisions. The idea of "protection" thus becomes something granted by the system, not something co-constructed with those it seeks to protect.

Ultimately, the findings from this study suggest that nominalization is more than just a textual feature it is a discursive tool that helps maintain the asymmetry of power within the educational legal system. By abstracting actions and erasing agents, these linguistic choices reinforce hierarchical authority and limit opportunities for accountability and professional agency. As Apple (2004) and van Dijk (2008) argue, such patterns reveal how language shapes and is shaped by power relations within institutions.

TRANSITIVITY STRUCTURES AND THE DISTRIBUTION OF POWER

The transitivity analysis of this study reveals a clear and consistent pattern: material processes dominate the legal discourse surrounding teacher protection. These types of processes those that express concrete actions play a crucial role in shaping how relationships and authority are constructed in language. Across the regulatory documents examined, such as Law No. 14 of 2005, MoEC Regulation No. 10 of 2017, and Law No. 23 of 2022, the *Actor* is overwhelmingly represented by state institutions like the government, education offices, or school organizers. In contrast, teachers are repeatedly positioned as *Goals*, the recipients of these actions. A typical example appears in the clause *"Pemerintah memberikan perlindungan hukum kepada guru"* (The government provides legal protection to teachers), where the grammar clearly casts the state as the active provider and teachers as passive receivers. Through such constructions, the government is framed as both benevolent and powerful, while teachers are discursively placed in a dependent, even subordinated, position.

Viewed through the lens of critical linguistics, this recurring *Actor Process Goal* structure is not random it is deeply ideological. As Halliday and Matthiessen (2014) explain,

grammar is more than a set of rules; it is a resource for making meaning and constructing social reality. In this case, the reality being shaped is one in which agency belongs to the state, while teachers are shown to have little influence over their professional environments. Even when teachers are presented as Actors, the actions they perform are often limited or constrained. Take, for example, the clause *"Guru dapat melaporkan pelanggaran kepada pihak berwenang"* (Teachers may report violations to the authorities); the use of the modal *dapat* (may/can) implies permission rather than genuine empowerment. These patterns reflect what van Dijk (2008) describes as institutional discourse strategies ways in which neutral-sounding language is used to maintain unequal power relations. In effect, the grammar itself becomes a tool that reinforces a top-down structure of control in education.

What sets this study apart from earlier work (such as Arifin, 2020; Rosary, 2022) is its close attention to the grammar of legal texts. While previous research has rightly highlighted the hierarchical nature of educational policymaking, it often approached discourse at a thematic or interpretive level. This study, however, demonstrates that ideology is not only embedded in *what* policies say, but *how* they say it through the grammar that silently shapes roles and relations. The legal language doesn't just regulate teachers it constructs them as subjects who are vulnerable and in need of protection, rather than as autonomous professionals capable of shaping their own practice. This insight calls for a more participatory approach in policy discourse, one that sees teachers not only as beneficiaries of protection but also as co-authors of their professional identity and agency.

CONCLUSION AND RECOMMENDATION

This study reveals that teacher protection regulations in Indonesia are not purely normative instruments but are ideologically constructed texts. Using Systemic Functional Linguistics, particularly through an analysis of transitivity processes material, relational, and verbal this research identifies the portrayal of the state as the dominant, active agent, while teachers are positioned as passive participants. This reflects a top-down, state-centered ideology, where the government is cast as the sole provider and guardian, and teachers are denied active participation in shaping policy (Halliday & Matthiessen, 2014).

Relational processes reinforce fixed legal identities, embodying a legal-formalistic stance in which teacher status is rigidly defined and resistant to contestation (Eggins, 2004). Verbal processes show an institutional preference for one-directional, bureaucratic communication. Most notably, the pervasive use of nominalization conceals the agents of social action and frames ideologically charged processes as neutral and technical, illustrating depersonalization and power neutralization (Fairclough, 2013).

Finally, teacher protection policies are couched in a legal discourse that appears impartial, yet actively reproduces hierarchical and hegemonic social structures. To ensure that such protection is not merely symbolic, policy frameworks must adopt more participatory and transformative approaches ones that recognize and restore the agency, autonomy, and dignity of the teaching profession in a meaningful and substantive manner.

Furthermore, this study underscores the necessity of re-evaluating existing regulatory frameworks through a critical lens that acknowledges the socio-political contexts underpinning educational policies. Empowering teachers as active stakeholders rather than passive recipients requires not only linguistic and discursive shifts but also concrete institutional reforms. Such reforms should foster dialogic engagement, promote transparency, and facilitate collaborative policy-making processes that legitimize teachers' voices and experiences. By doing so, the education system can move beyond procedural formalities towards a more equitable and responsive paradigm that genuinely protects and values

educators. Future research might explore the intersections of language, power, and identity in policy enactment to better understand how discursive practices shape, sustain, or challenge these entrenched power dynamics.

This study set out to critically investigate how Indonesian teacher protection policies construct ideological meanings through legal discourse. By combining Halliday's Systemic Functional Linguistics (SFL) specifically transitivity analysis with van Dijk's socio-cognitive approach to ideology, this research offers an integrated analytical lens that reveals how language choices in regulation structure roles, responsibilities, and power relations. The findings show that teachers are predominantly positioned as passive participants (Goals), while state and institutional actors are consistently foregrounded as active agents (Actors). Material processes highlight state-led interventions, relational processes define fixed institutional identities, and verbal processes construct bureaucratic authority. Additionally, the widespread use of nominalization depersonalizes key actions, transforming legal obligations into abstract procedures that mask agency and limit accountability.

This integrative framework represents a methodological contribution to the field of critical policy studies. While prior research has examined educational policies or legal frameworks independently, this study bridges the gap between micro-level grammatical structures and macro-level ideological analysis. It provides a replicable approach for researchers interested in exploring how discourse both reflects and reinforces institutional power. The findings suggest that regulatory discourse in teacher protection, while framed as supportive and neutral, in fact sustains a hierarchical model of governance where the state retains authority and teachers' voices remain largely absent. This critical insight helps move the field beyond descriptive legal analysis toward a more nuanced understanding of how grammar enacts ideology in formal policy texts.

Based on these findings, it is recommended that future teacher protection frameworks adopt more inclusive and participatory discourse models. Policymakers should move away from overly bureaucratic language that obscures agency, and instead develop formulations that recognize teachers as co-constructors of professional and legal meaning. Specifically, legal documents should employ active constructions that explicitly affirm teachers' rights, responsibilities, and voices in decision-making processes. In terms of practical action, education ministries and legal drafters should collaborate with teacher associations and grassroots educators to ensure that regulations are grounded in lived classroom realities, not just administrative expectations.

For future research, scholars could extend this integrated linguistic-ideological approach to examine the implementation stage of such regulations, including how they are interpreted in schools, courts, and training programs. Comparative studies across different legal and cultural contexts could also deepen understanding of how discourse shapes professional identity and agency. Ultimately, shifting the way we talk about protection is a first step toward genuinely empowering those who teach.

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Discourse Dynamics in Virtual EFL Classrooms: Examining Teacher-Student Talk and Student-Centeredness

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ABSTRACT

This study explores how teacher-student talk influences the development of student-centered learning in virtual English as a Foreign Language (EFL) classroom in Indonesia. Using a qualitative narrative inquiry approach, the research investigates the experiences of two EFL teachers, one from a private school and the other from a public school, each with over two years of online teaching experience. Data were collected through written narratives, guided by open-ended prompts, and analyzed thematically. The findings reveal five interrelated themes: teacher-led dynamics, student contributions, strategies for balanced talk, student engagement, and learning outcomes. Results showed that excessive teacher talk, though often necessary for structure and control, can inhibit student participation and motivation. However, when teachers implemented strategies that encourage student voice, such as contextual topics, digital collaboration tools, and dialogic scaffolding, students became more engaged, accountable, and cognitively invested in the learning process. The study concludes that managing discourse balance is essential for effective virtual classroom management and the realization of student-centered instruction. This research contributes to the understanding of discourse as both a pedagogical and relational tool in online EFL contexts and offers practical strategies for teachers seeking to enhance interaction, agency, and engagement in remote learning environments.

Keywords: EFL teaching; narrative inquiry; student-centered learning; teacher-student talk; virtual classrooms

INTRODUCTION

The COVID-19 pandemic catalyzed a global transformation in education, rapidly shifting teaching and learning from physical classrooms to digital platforms, including the teaching of English in Indonesian junior high schools, where technology-enhanced instruction became a necessity (Rachmawati, Sahid K.H.M., & Prananda, 2025). In Indonesia, this transition was especially impactful for English as a Foreign Language (EFL) instruction, where interaction, dialogue, and participation are central to both language development and classroom management (Kisworo & Oktaviani, 2021). While virtual learning environments introduced opportunities for flexible, technology-enhanced, and student-driven instruction, they also exposed critical challenges, particularly regarding engagement, discourse balance, and the realization of student-centered pedagogy (Saleh, 2023; Iftanti et al., 2023). However, despite the global intention on digital education, existing studies in Indonesia have primarily examined the surface-level aspects of online learning, such as access, infrastructure, and

student motivation, while overlooking the nuanced, micro-level dynamics of classroom discourse. Specifically, there is limited research on how teacher-student talk is distributed, managed, and negotiated in virtual Indonesian EFL classrooms, and how this discourse impacts learner agency, participation, and classroom interaction.

One of the primary concerns emerging from this shift has been the dominance of Teacher Talking Time (TTT) and the corresponding reduction of Student Talking Time (STT). Brown (2001) emphasizes the importance of balancing TTT and STT, noting that effective language learning occurs when students have ample opportunities to use the target language actively. Without such balance, excessive teacher talk can restrict interaction, limit learner autonomy, and reduce communicative development. While teacher talk plays an essential role in modeling language and providing instruction, excessive TTT can suppress student voice and limit opportunities for interaction and meaning-making (Kareema et al., 2024). In virtual classrooms, this imbalance is often exacerbated by technological limitations, reduced visual feedback, and students' hesitancy to participate without the cues and comfort of face-to-face interaction (Prasetya, 2024; Amalia, 2022). These factors complicate the teacher's ability to foster inclusive discourse and manage classrooms in ways that promote engagement and autonomy.

In EFL instruction, where communication is both the process and the product of learning, the balance between teacher and student talk is not merely a methodological choice; it is pedagogically essential. Theories such as Social Constructivism (Vygotsky, 1978) and Sociocultural Theory (Scott & Palincsar, 2013) emphasize that learning occurs through socially mediated interaction, particularly within the Zone of Proximal Development (ZPD), where scaffolded dialogue supports cognitive growth. Similarly, Communicative Language Teaching (CLT) (Richards, 2006; Larsen-Freeman, 2000) advocates for authentic, student-centered discourse in language learning, where students actively construct meaning through collaborative talk and task-based communication.

Despite these well-established theories, many online EFL classrooms remain teacher-centered. Students are often relegated to passive recipients of information, especially when teachers default to lecture-based delivery due to technological constraints, a lack of training, or a desire to maintain control in unfamiliar instructional contexts (Hadromi et al., 2022; Peng et al., 2021). The result is a disconnect between pedagogical intention and classroom practice. While the discourse of student-centeredness dominates professional rhetoric, its implementation in virtual classrooms remains uneven.

In light of these challenges, educators must reflect on their discourse patterns and reconsider how talk is distributed and facilitated during online lessons. The evolving role of the teacher from knowledge transmitter to learning facilitator requires planning and awareness of how language is used to structure participation. Managing talk effectively in online classrooms is not just a matter of controlling behavior but of shaping the intellectual, emotional, and relational dimensions of learning. As digital environments become increasingly prevalent in language education, understanding the microdynamics of teacher-student interactions is crucial for ensuring inclusive and transformative classroom experiences.

Existing research has extensively addressed the challenges of online teaching, including internet access disparities, student disengagement, and lack of digital literacy. However, a significant gap remains in studies examining the microdynamics of discourse and how talk is distributed, negotiated, and managed in real time between teachers and students. Few studies have focused explicitly on how discourse management influences student agency, engagement, and classroom interaction in virtual EFL settings. Moreover, much of the existing literature relies on surveys and structured interviews, offering limited insight into the lived experiences of teachers who must continually adapt to shifting pedagogical demands.

To address this gap, the present study adopts a narrative inquiry framework (Clandinin & Connelly, 2000) to explore how EFL teachers in Indonesia manage classroom discourse in virtual environments. Narrative inquiry allows for in-depth, reflective accounts of practice, capturing the nuanced decision-making, challenges, and adaptations that characterize teachers' everyday experiences. This qualitative approach focuses on the stories educators tell about how they navigate the interplay between TTT and STT and how their talk influences the emergence or suppression of student-centered learning.

Through this lens, the study investigates how teachers perceive and structure interactions, how they utilize digital tools to support discourse, and how their choices around questioning, feedback, and wait time influence classroom dynamics. Accordingly, this study aims to investigate how the dynamics of teacher-student talk in virtual classrooms facilitate or hinder learner participation, engagement, and autonomy, with a particular focus on how these discourse patterns influence the realization of student-centered learning in online EFL environments.

Foregrounding teacher voices and focusing on classroom talk as a site of pedagogical negotiation, this research contributes to the broader discourse on effective online teaching. It offers insights into how discourse can be managed more equitably in EFL virtual classrooms, where communication is not only a tool for instruction but the foundation for meaningful learning.

METHODOLOGY

This study employed a qualitative narrative inquiry approach to investigate how teacher-student interactions influence the development of student-centered learning in online English as a Foreign Language (EFL) classroom. Rooted in the framework of Clandinin and Connelly (2000), narrative inquiry emphasizes lived experience as a source of knowledge and positions teachers' stories as central to understanding pedagogical practices. This method captures the complexity of teaching in virtual settings, where relational, temporal, and contextual factors shape discourse. Rather than treating classroom talk as a static or measurable element, narrative inquiry reveals how teachers interpret, adjust, and make decisions about discourse in response to student needs, engagement levels, and technological constraints. Focusing on the voices of two EFL teachers, the study explores how their experiences with Teacher Talking Time (TTT) and Student Talking Time (STT) reflect broader challenges and opportunities for promoting learner autonomy and participation. The methodology enables a nuanced understanding of discourse not only as a tool for instruction but also as a dynamic and interactive practice that influences classroom climate, student motivation, and the realization of student-centered pedagogy in digital environments.

The participants in this study were selected through purposive sampling based on their relevance to the research objectives. Two Indonesian EFL teachers were chosen to represent diverse school contexts, one from a public junior high school and the other from a private secondary institution. Both teachers possessed more than one year of online teaching experience and demonstrated familiarity with student-centered pedagogical approaches. Their selection was not only based on their technical competence in using platforms such as Zoom and Google Meet, but also on their capacity for critical reflection and narrative articulation. Including participants from distinct institutional settings allowed the study to explore how contextual factors such as policy, resources, and school culture influence discourse dynamics in virtual classrooms.

Table 1. Participant profile

Participant	Gender	School	School level
Participant 1	Male	Private	Junior high
Participant 2	Female	Public	Senior high

Source: Author Analysis

To collect data, the study employed a two-stage approach centered on narrative reflection. The primary instrument was a set of open-ended prompts designed to guide participants in writing reflective narratives about their online teaching experiences. These prompts elicited detailed accounts of how they structured classroom talk, managed student participation, and navigated the shift to virtual learning. Responses were submitted via email and Google Forms, offering flexibility and convenience while allowing for asynchronous and thoughtful reflection. To enrich the data, optional follow-up interviews were conducted using semi-structured questions. These interviews were conducted via WhatsApp, based on the participants' preference, and were intended to clarify responses or expand on key ideas that emerged in the written narratives. This layered approach supported the narrative inquiry framework by prioritizing participant voice and depth over breadth of coverage.

The analysis of data followed the six-phase thematic analysis process proposed by Braun and Clarke (2006). The first phase involved immersion and familiarization with the narratives through repeated readings. During this stage, the researcher took preliminary notes and began identifying initial patterns. In the second phase, open coding was applied to highlight significant excerpts related to teacher and student talk, engagement, classroom interaction, and scaffolding strategies. These codes were data-driven but also informed by theoretical constructs such as teacher authority and student agency. In the third phase, related codes were organized into candidate themes, including *Teacher-Led Dynamics, Encouraging Student Contributions*, and *Impact on Student Engagement*. These themes were then reviewed in phase four to assess their coherence across the dataset. In phase five, themes were refined, named, and clearly defined in alignment with the research question. Finally, in phase six, the themes were interpreted using the study's conceptual frameworks: Vygotsky's Zone of Proximal Development (ZPD), Communicative Language Teaching (CLT), and principles of student-centered learning. Direct participant quotations were integrated throughout the findings to preserve authenticity and anchor interpretation in the lived realities of the teachers.

Throughout the research process, ethical considerations were prioritized. Participants received an informed consent form that detailed the aims of the study, the voluntary nature of their participation, and the steps taken to ensure confidentiality and data protection. They were informed of their right to withdraw at any point without consequence. To protect privacy, all names, institutional affiliations, and geographical identifiers were anonymized and replaced with pseudonyms. Data were stored securely in password-protected digital files accessible only to the primary researcher, and physical notes were kept in a locked space. These measures ensured compliance with ethical standards in qualitative research and upheld the dignity and autonomy of all participants.

In summary, this study adopted a narrative inquiry approach to foreground teacher experiences and examine how discourse shapes student-centered learning in virtual EFL

classrooms. Through reflective written narratives, the research explored how teachers manage and interpret the balance between Teacher Talking Time (TTT) and Student Talking Time (STT) in response to classroom dynamics. Drawing on Clandinin and Connelly's (2000) framework, the methodology emphasized the relational, temporal, and contextual nature of teaching practices. By centering teacher voices, the study offers a nuanced understanding of discourse as a pedagogical tool that influences engagement, autonomy, and classroom interaction in digital environments.

RESULT AND DISCUSSION

This study explored how teacher-student talk contributes to student-centeredness and classroom management in a virtual EFL setting. Based on narrative responses from two experienced EFL teachers, one from a private junior high school and the other from a public senior high school. The thematic analysis revealed five key themes as a representation of the result: (1) Teacher-Led Dynamics, (2) Encouraging Student Contributions, (3) Strategies for Balanced Talk, (4) Impact on Student Engagement, and (5) Learning Outcomes and Responsibility. Each theme provides insights into how discourse influences student participation, motivation, and cognitive development in online learning environments.

Teacher-Led Dynamics, while often problematized for restricting student voice, were shown to play a necessary scaffolding role, especially in early virtual teaching phases. This finding aligns with Brown (2001) and Garrett (2014), who argued that teacher talk can ensure classroom structure and behavioral regulation. However, consistent with Kostadinovska-Stojchevska and Popovikj (2019), the study also shows that extended reliance on TTT can hinder learners' independence. This study presents teacher-led discourse as not merely a limiting factor but also a necessary and context-dependent form of support that can guide students during transitional phases, especially in virtual environments. It highlights that its impact depends largely on how and when it is applied, rather than assuming it is universally negative.

Encouraging Student Contribution emerged as a powerful catalyst for engagement, especially when lessons were personalized to students' lived experiences. This supports Vygotsky's (1978) theory of meaningful social interaction and mirrors findings from Amalia (2022), who reported increased participation when students perceived the material as relevant. What this study adds is a narrative-level understanding of how EFL teachers in Indonesia deliberately adjust topic selection to match student interests, even at the cost of stepping beyond their instructional comfort zones, thus fostering emotional resonance and voluntary participation.

Strategies for Balanced Talk, such as flipped content delivery, use of Zoom tools, and peer collaboration, were shown to gradually shift classroom discourse toward more dialogic, student-centered models. This confirms the scaffolding model described by Wood et al. (1976) and aligns with Fatima (2022), who advocates for strategic discourse allocation. However, unlike many quantitative studies, this research highlights how such strategies evolve in response to student affect and classroom dynamics, providing context-specific insight into decision-making and teacher agency in digital settings.

Impact on Student Engagement was not only evident in behavioral participation but also in affective investment and intellectual curiosity. While previous research (Herlambang, 2024) emphasized the link between discourse and trust, this study reveals how even minor shifts in teacher questioning and wait-time can redefine classroom dynamics. Participant narratives suggest that students thrive when they are not merely recipients of instruction but active shapers of dialogue. This finding advances the literature by showing how moment-to-

moment discourse decisions directly influence engagement levels in synchronous virtual environments.

Learning Outcomes and Responsibility improved notably when students were given more voice and agency. These results affirm Manning and Bucher's (2014) conclusions that dialogic and collaborative instruction enhances critical thinking and learner accountability. Yet, the current study provides deeper interpretive nuance by showing how discourse adjustments affect not only learning outcomes but also learners' perception of ownership and responsibility, an angle often underexplored in virtual learning literature.

This study offers key insights into discourse practices in virtual EFL classrooms. It positions teacher talk as a flexible pedagogical tool shaped by student readiness and classroom context, rather than as a fixed limitation. It also underscores the role of teacher reflexivity and emotional awareness in managing interaction. By drawing on narratives from Indonesian EFL settings, the study adds culturally grounded perspectives to a field often dominated by Western, survey-based research.

TEACHER-LED DYNAMICS

Both participants reported that, especially during the initial phases of online teaching, teacher talk dominated the learning environment. While teacher-led discourse ensured instructional clarity and control, it often limited student autonomy and engagement.

In contrast to earlier studies, which often measure discourse through pre-defined rubrics or time ratios, this research delves into the reflective reasoning behind teacher talk. It fills a methodological gap by adopting narrative inquiry to understand the affective and relational dimensions of classroom interaction, especially in underrepresented Southeast Asian EFL contexts.

Ultimately, this study advances current knowledge by demonstrating how discourse, when thoughtfully managed, functions not just as a medium of instruction but as a transformational space for agency, identity, and engagement in virtual learning. It encourages educators and researchers alike to view teacher-student talk not as a binary of control versus freedom, but as a dynamic negotiation with pedagogical, emotional, and cultural implications.

> *"One area where students excel is in discussing topics that resonate with their own lives… However, when the subject matter feels unfamiliar, hesitation creeps in."*
> *Participant 1*
> *"When they are allowed to use all the annotations on Zoom to do the worksheets… the learning environment surely became interactive as the students were excited to do the task."*
> *Participant 2*

This phenomenon reflects what Brown (2001) describes as "teacher talk time (TTT)" overwhelming the discourse space, leading students into passive roles. While teacher talk provides scaffolding, excessive reliance on it creates a teacher-dependent culture. Garrett (2014) argues that excessive teacher control can hinder classroom management, especially when students are not empowered to participate in their learning process. In this study, overuse of teacher talk led to disengagement, especially among students transitioning from elementary to junior high, where technological and cognitive readiness varied significantly. On the other hand, Teacher-Led Dynamic emerged as a critical starting point for understanding how classroom authority and structure are established in virtual learning environments. While excessive teacher talk can suppress student voice, this study highlights that teacher-led discourse, when used strategically, plays a pivotal role in scaffolding, providing direction, and maintaining classroom coherence, particularly in the early phases of online instruction. It offers a foundation from which teachers can gradually transition toward

more student-centered practices. Recognizing this dynamic is crucial, as it reveals how teachers can balance their instructional control with intentional efforts to improve student agency.

ENCOURAGING STUDENT CONTRIBUTIONS

Participants noted that student participation increased significantly when the content was relevant and relatable to their lives. Activities that allowed learners to share personal stories or relate content to real-life experiences created more dynamic and engaging lessons.

> "One area where students excel is in discussing topics that resonate with their own lives… However, when the subject matter feels unfamiliar, hesitation creeps in." *Participant 1*
> "When they are allowed to use all the annotations on Zoom to do the worksheets… the learning environment surely became interactive as the students were excited to do the task." *Participant 2*

These results are consistent with Vygotsky's (1978) sociocultural theory, which suggests that learning occurs when individuals can internalize knowledge through meaningful social interaction. Encouraging personal expression in classroom discourse helps students construct knowledge that feels relevant and applicable to their lives. Research by Amalia (2022) confirms that online participation increases when students perceive tasks as personally significant and when teachers encourage ownership of ideas. In this study, the use of familiar tools, such as Zoom annotations and familiar discussion contexts, made students more willing to take risks and speak up.

STRATEGIES FOR BALANCED TALK

Participants developed intentional strategies to manage discourse distribution and prevent teacher-dominated sessions. These strategies included pre-class materials, interactive tools, peer engagement, and personalization of content.

> "To maximize our limited class time, I often prepare video lessons or multimedia content for students to explore before class begins or send them via WhatsApp. This allows them to build a foundation before we meet." *Participant 1*
> "I usually provide interesting topics that they would love to talk about, like viral issues, love stories, or their favorite things… I also take more time to listen and get into their conversations, even if I don't like to talk about it." *Participant 2*

These strategies align with Wood et al.'s (1976) theory of scaffolding, where teachers offer supportive structures and gradually shift responsibility to students. Pre-class preparation also reflects Flipped Learning principles, where students engage with content independently before applying it in class. Furthermore, participant narratives reveal how leveraging students' interests, even if outside the teacher's comfort zone can make them feel heard and respected. This contributes to the development of a learning space that encourages open dialogue and mutual respect, as advocated by Littlewood (1981) and recent student-centered teaching models (Fatima, 2022). Both participants emphasized that when they introduced topics related to students' daily experience, such as trending issues or personal interests, students responded with greater enthusiasm and were more willing to participate. Aligning content with student interests fosters engagement and supports the shift toward student-centered discourse.

IMPACT ON STUDENT ENGAGEMENT

Teachers observed that when students were given opportunities to speak, ask questions, and collaborate, their engagement improved significantly. The shift from passive listening to active discourse led to increased enthusiasm and motivation.

> "When the material resonates with students' social lives, enthusiasm flourishes. A classroom focused solely on the teacher's voice can quickly become stale… If they aren't given opportunities to express their thoughts, engagement diminishes." *Participant 1*
>
> "I feel so motivated when my students are able to follow my directions well. When they're comfortable, they absorb the materials more easily. In my opinion, a student-centered class won't succeed if students are confused about what they're supposed to do." *Participant 2*

These insights reinforce findings by Herlambang (2024), who emphasized that discourse balance strengthens trust, clarity, and mutual understanding. Student-centered classrooms encourage learners to take initiative, feel valued, and experience a sense of belonging. Garrett (2014) further notes that classroom engagement improves when students have consistent opportunities to use their voices, make choices, and build dialogue around content. In both narratives, we see evidence that balanced teacher-student talk fosters emotional investment and intellectual presence in the virtual space.

LEARNING OUTCOMES AND RESPONSIBILITY

A final and critical theme was that balanced discourse enhances learning outcomes and fosters student accountability. When students are allowed to contribute meaningfully, they take greater responsibility for their learning and demonstrate deeper comprehension of content.

> "It is crucial to note that if learning is overly focused on the teacher, students may quickly lose interest and become disengaged. This can result in a shift from diligence to laziness." *Participant 1*
>
> "I noticed a huge difference in my learning outcomes compared to teacher-centered approaches… students are more focused when they're busy with their own worksheets or discussions." *Participant 2*

The results align with Manning and Bucher's (2014) findings, which state that learners who are given responsibility through collaborative learning and open dialogue are more likely to prepare, reflect, and develop critical thinking skills. Balanced classroom talk enables students to articulate their understanding, ask clarifying questions, and develop their interpersonal skills, outcomes essential for 21st-century learners. When learning becomes participatory, students transition from passive information absorbers to confident, independent thinkers.

These five essential themes collectively illustrate that managing discourse in virtual classrooms is not merely about controlling classroom behavior but about shaping the cognitive and emotional dynamics of the learning process. Teacher-student talk, when carefully balanced, serves as both a pedagogical tool and a relational bridge. The data show that while teachers initially dominated classroom talk to maintain order and direction, intentional shifts toward student-centered strategies such as personalized topics, scaffolded discussions, and interactive platforms fostered increased motivation, accountability, and deeper learning. These results not only confirm the value of dialogic teaching (Alexander, 2008) but also reinforce the importance of pedagogical reflexivity in online EFL instruction.

CONCLUSION AND RECOMMENDATION

This study examined how teacher-student talk shapes classroom discourse and facilitates or hinders student-centered learning in virtual EFL contexts. Through a narrative inquiry approach, the experiences of two Indonesian EFL teachers were explored, revealing that discourse functions not only as a medium for instruction but also as a relational and motivational force. Thematic analysis identified five key dimensions: Teacher-Led Dynamics, Encouraging Student Contributions, Strategies for Balanced Talk, Impact on Student Engagement, and Learning Outcomes and Responsibility.

The findings indicate that teacher-led discourse plays a foundational role, particularly in the early stages of virtual instruction, by offering structure and direction. However, if overused, it can suppress student voice and reduce engagement. Teachers who intentionally shifted toward more student-centered discourse by integrating relevant topics, listening actively, and using interactive tools fostered greater participation and learner autonomy. These findings highlight the importance of managing talk not only to deliver content but also to promote agency and shared ownership in learning. Talk, when framed as a two-way interaction, becomes a pathway for students to co-construct meaning, rather than simply absorb information.

Moreover, the study reveals that effective discourse management depends on the teacher's ability to reflect and respond to the social-emotional cues of learners, especially in screen-mediated environments where feedback is often limited. Teachers' willingness to depart from fixed scripts and incorporate learners' personal contexts contributed significantly to increased motivation and classroom engagement. This responsiveness is particularly relevant in Indonesia's diverse educational landscape, where student readiness and access to digital tools vary widely.

Based on these findings, several recommendations are proposed. First, teachers should engage in reflective teaching practices that involve ongoing analysis of their discourse habits. Adjusting talk patterns to create more space for student input can enhance engagement and learning outcomes. Second, professional development programs should focus on dialogic pedagogy, scaffolding strategies, and the effective use of digital tools to promote balanced interaction. Teachers must be trained not only in using technology but in applying it meaningfully to encourage interaction, questioning, and collaborative learning.

Third, educational institutions should provide structural support such as adequate planning time, access to interactive platforms, and curricular flexibility to facilitate student-centered practices in virtual classrooms. School leadership and policy frameworks must recognize that effective discourse does not occur spontaneously but is shaped by institutional conditions that either enable or restrict interaction.

Finally, future research should build on this work by involving a more diverse group of participants, including learners themselves. Classroom observations and longitudinal studies in hybrid or asynchronous formats would offer deeper insight into evolving discourse patterns in varied digital learning environments. Comparative studies across different cultural and educational settings could further illuminate how discourse strategies must adapt to local contexts.

In conclusion, this study reinforces that teacher-student talk, when managed purposefully and responsively, can become a powerful pedagogical strategy. Effective discourse fosters not only instruction but also engagement, autonomy, and meaningful learning in virtual EFL classrooms. As online education continues to evolve, educators must be equipped not only with digital tools but with a deep understanding of how language itself structures participation, builds relationships, and drives cognitive development.

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Translation Techniques of Affect on Riley's Utterances in The Movie "Inside Out 2": Appraisal Perspective

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ABSTRACT

The aims of this study are to find out the feelings and emotions expressed by Riley as the main character in the "Inside Out 2" movie and to explore the translation techniques used to translate the emotions that convey the main character's feelings. This study utilizes a descriptive qualitative method and the data were collected by using purposive sampling. The data were analyzed by applying Molina and Albir's (2002) translation techniques framework and Martin and White's (2005) appraisal framework. The result of this study shows that In/Security is the most common type of affect found in the data with 36 data because the feelings expressed by the main character show that growing up and getting puberty can make the main character feel anxious, Un/Happiness with 35 data, Dis/Satisfaction with 28 data and Dis/Inclination with 9 data simultaneously. Besides that, the translation technique frequently used is Established Equivalent with 34 data because the translator wants to make it easier for the readers to understand the message of feelings correctly by translating the SL as an equivalent into the TL, Reduction with 22 data, Literal Translation with 18 data, and Modulation with 17 data, Adaptation with 7 data, and Transposition with 6 data, Borrowing with 2 data, Linguistic Compression with 2 data, Generalization with 1 data respectively. The most common translation technique used is Established Equivalent because the translator has to determine the appropriate translation technique in transferring the meaning to TL.

Keywords: affect; appraisal; attitude; movie; translation technique

INTRODUCTION

Translation implies a correct and precise rendering of what is expressed in one language to another language (Corina, 2021). Through translation, individuals can communicate various perspectives of the world, which allows people to exchange information, knowledge, and ideas. Meanwhile, numerous differences exist between the source language and the target language, so translation is invaluable for those who struggle to comprehend the source language, as they require assistance to convert it into the target language (Manipuspika & Winzami, 2021). Furthermore, the equivalence in translation refers to the TL that most closely matches the SL, as determined by the translator during the process Pinchuck in Suryawinata and Hariyanto (2003). Translators must enhance their language skills and study pertinent linguistic theories that guide their work (Sukhoverkhov et al., 2019).

Some previous studies have been conducted research on translation of affect using appraisal theory. Most studies focus on literary texts or political speeches rather than audiovisual translation such as Nuraisah et al., (2018); Ananda et al., (2019); Zain, Rahman and Nababan, (2023). Some research have investigated translation techniques of attitude appraisal in movie subtitles but has not explicitly examined translation techniques of affect such as Syahputri et al., (2021); Jusry and Cahyono (2021). In addition, translation research using digital application have been conducted by Nadhiroh, et. al (2021); Shafira and Nugroho (2023) & Existing studies generally investigate translations between languages other than English and Indonesian. There has been no in-depth research on affect translation techniques in animated film subtitles, which present unique challenges in translating the emotions of animated characters. The specific challenges of audiovisual translation and emotional expression in animated characters have not been thoroughly explored from this perspective. The present study aims to fill this gap by examining affect translation techniques in English to Indonesian subtitles on the film Inside Out 2 by providing insights into the transfer of emotions across languages and cultures.

According to Molina and Albir (2002), there are eighteen types of translation techniques. Those are: (1) Adaptation is a cultural component that is replaced by an equivalent element aligning more closely with the cultural norms and expectations of the target language context. This achieves a more familiar and comprehensive text. (2) Amplification involves adding information or explanatory details that are absent in the source language, often through informative or explicative paraphrasing. (3) Borrowing involves incorporating words or expressions from the source language, either in their original form (pure borrowing) or with modifications to spelling or pronunciation (naturalized borrowing). The authoritative dictionary of the source language serves as a reference to determine whether a term qualifies as a borrowing. (4) Calque involves replicating the syntactic or lexical structure of the source language, often resulting in the creation or use of neologisms in the target language by the translator. (5) Compensation involves conveying elements of meaning or stylistic effect from the source text at a different point in the target text, due to the inability to reproduce them in the same location or manner as in the original. (6) Description is employed when a term or expression is substituted with an explanation detailing its form and function. (7) Discursive creation refers to a form of translation in which a context-independent and unpredictable equivalence is temporarily established. (8) Established equivalent refers to the use of a widely accepted term or expression typically validated by dictionaries or common usage as a translation in the target language. (9) Generalization is a translation strategy that renders source language terms into broader or more neutral expressions in the target language. (10) Linguistic amplification refers to the addition of linguistic elements in the target language that were implicit or absent in the source language. This technique is commonly applied in interpretation and consecutive dubbing. (11) Linguistic compression involves condensing linguistic elements in the target language. This technique is frequently employed in simultaneous interpreting and subtitling and stands in contrast to linguistic amplification. (12) Literal translation, also referred to as metaphrase, involves translating text word-for-word. It preserves the original syntax, meaning, and stylistic features of the source text. (13) Modulation is a translation technique that involves altering the perspective, emphasis, or conceptual framework relative to the source language. These shifts may occur at the lexical or structural level. (14) Particularization involves translating using more specific or detailed terms, serving as the opposite approach to generalization. (15) Reduction is a translation strategy that involves omitting certain elements of information from the source language in the target language. This approach contrasts with amplification. (16) Substitution involves converting linguistic elements into paralinguistic features such as intonation or gestures – or the reverse and is primarily applied in interpreting contexts. (17) Transposition is a translation method that shifts elements from one grammatical

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category to another while preserving the original meaning. It involves modifying the grammatical structure of the text. the final strategy, (18) Variation, involves substituting linguistic or paralinguistic elements that influence language variables such as tone, style, regional dialects, or social variation in the text.

Besides that, a translator must handle cultural references, idioms, and social customs that might lack direct counterparts in the language translation, while cultural references often contain implicit meanings that are difficult to convey in another language, necessitating a nuanced understanding of both the source and target cultures (Alharahsheh, Moindjie, & Lin, 2024). Moreover, a translation should be viewed as a cross-cultural process, emphasizing that even when direct translations are possible, the meanings derived from those translations can vary significantly across different cultural backgrounds (Nida & Taber, 2003). Hence, translation is translating various source languages from all over the world into one target language from the language used by the translator every day or the language from the translator's place of origin. Translation itself can be in the form of documents, subtitles, poetry, etc. However, translating the source language into the target language must be appropriate, precise, and correct so the readers can understand the message very well. Translating one language into another can be challenging due to the differences in language and cultural systems between the source and target languages. This also applies to the translation of movie subtitles.

Subtitles are crucial in bridging language gaps and ensuring viewers can fully understand and enjoy audiovisual content, effective subtitles should convey the literal meaning of dialogue and the nuances, humor, and cultural context inherent in the source language (Cintas & Remael, 2014). Meanwhile, (Fitria, 2020) argues that the translation techniques in subtitling must be thoughtfully chosen so that viewers can comprehend the dialogue while also interacting with the movie's visual aspects. Translating movie subtitles requires meticulous thought regarding the dialogue's meaning, context, and cultural subtleties (Nan, 2023).

Nowadays, various issues and problems related to the quality of translations in movie subtitles have emerged. Many movie subtitles are translated inaccurately to the target languages about meaning and cultural appropriateness. This problem is caused by multiple elements, such as the intricacies of language, cultural subtleties, and the limitations of the subtitling format. Subtitles often use techniques like paraphrasing, euphemism, omission, and calque, which can result in misunderstandings of the original meaning and cultural context of the dialogue (Hashish & Hussein, 2022). This is often due to time constraints in the translation process, lack of understanding of cultural context, or the use of imperfect automatic translation technology. As a result, viewers often experience confusion or lose the essence of the film's narrative. Therefore, people need to know that translating a feeling and emotion is difficult because the main character's feelings and emotional qualities must be translated correctly to call it a good translation.

A more in-depth analytical approach to the quality of subtitle translations is needed to solve these issues and problems. One method that can be used is the appraisal study developed by Martin and White (2005). Martin and White have a framework for analyzing evaluative language and revealing attitude, engagement, and graduation in texts. Attitude includes appreciation to evaluate things, judgment the people's character, and affect their feelings (Martin, 1992; Martin & White, 2005). Attitudes relate to assessing various aspects, including individuals' traits and feelings. It encompasses a range of assessments that can vary in intensity and polarity. These evaluations may stem from the speaker or writer or be attributed to external sources. The concept of attitude is multifaceted, typically encompassing three main domains: affect, which relates to emotional reactions and feelings; judgment, involving assessments of behavior and character; and appreciation, which concerns evaluations of things (Martin &

White, 2005; Martin & Rose, 2007). Investigating attitude in translation, especially in multimedia settings such as film subtitling, is essential for maintaining the intended emotional resonance and character growth in the target language. Nonetheless, it is vital to understand that achieving complete equivalence in attitude translation is frequently unfeasible because of disparities in language and culture.

Affect is developed within the discourse semantic system of attitude, and it is expressed through a variety of grammatical forms. Attitude refers to the way emotions or sentiments are constructed as a system of meaning, encompassing evaluative stances such as praise or blame. In appraisal theory, this reflects whether a speaker or writer assigns a positive or negative value to a person, place, object, event, or situation. According to Martin and White (2005), attitude is categorized into three domains: affect, judgment, and appreciation. Affect specifically pertains to the expression of emotional responses both positive and negative. It involves the evaluation of how individuals emotionally respond to particular experiences, conditions, or phenomena. It assesses an individual's emotional reaction to a particular situation. It concerns the way individuals respond emotionally to favorable or unfavorable events, circumstances, and occurrences. They can communicate positive and negative emotions. It can also be conveyed explicitly or implicitly to describe a specific circumstance.

According to Martin and White (2005) they identify various grammatical realizations of affect, which include mental process, participant modification, and relational process. Further, Martin and White, (2005) said that there are irrealis and realis affect. In irrealis affect, there is dis/inclination. Whilst realis affect consists of un/happiness, in/security, and dis/satisfaction. This classification is illustrated in the table below:

TABLE 1: Types of affects (Martin and White (2005)

Types of Affects	Positive	Negative
Dis/Inclination	miss, long for, yearn for	wary, fearful, terrorised
Un/Happiness	Cheerful buoyant, jubilant; like, love, adore	sad, melancholy, heart-broken, broken-hearted, heavy-hearted, sick at heart; sorrowful, joyless, dreary, cheerless, unhappy, sad; gloomy, downcast, low, down, down in the mouth, depressed, weepy, wet-eyed, tearful, in tears
In/Security	Together, confident, assured; comfortable, confident, trusting	uneasy, anxious, freaked out; startled, surprised, astonished
Dis/Satisfaction	Involved, absorbed, engrossed; satisfied, pleased, chuffed/impressed, charmed, thrilled	flat, stale, jaded; cross, angry, furious; bored with, sick of, fed up with

Table 1 provides a comprehensive framework for understanding how emotions are linguistically realized. By distinguishing between irrealis and realis affect, and further categorizing them into dis/inclination, un/happiness, in/security, and dis/satisfaction, their framework allows for a nuanced analysis of emotional expression in language. This typology serves as a valuable tool for examining how speakers convey attitudes, feelings, and interpersonal positioning across various contexts.

METHODOLOGY

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This research used qualitative descriptive analytical approach, in which data of this study were in the form of dialogues and its Indonesian subtitles are analyzed to understand the emotions and feelings translation. This study employed purposive sampling as a method to select data sources, with a particular focus on the main character's utterances in Inside Out 2 and the Indonesian text (Khalefa and Selian 2021). Purposive sampling is a non-random sampling technique used to select samples that are most relevant to the research objectives. According to (Nyimbili and Nyimbili 2024), purposive sampling is particularly effective in qualitative research to identify and select information-rich cases that are highly relevant to the phenomenon under study. The "Inside Out 2" movie was produced by Pixar Animation Studios of Walt Disney Pictures in 2015. Meanwhile, in analyzing the data, content analysis was applied. The data collected contained affect appraisal of feelings and various emotions of main character. Furthermore, the subtitle of both in English (SL) and Indonesian (TL) were retrieved from the following website https://subsource.net/subtitles/inside-out-2-2024.

RESULT AND DISCUSSION

The researchers used the appraisal theory of affect to describe Martin and White's (2005) theory for analyzing feelings and emotions from the Inside Out 2 movie and it became a better understanding of this research. The unit of analysis is clauses in the subtitle of Inside Out 2 movie which is part of the affect of Martin and White's (2005) appraisal theory. The source language is English and the target language is Indonesian. This research focuses on translation techniques by Molina and Albir (2002). Based on the analysis of the affect and the translation techniques of both subtitles, here are the finding of affect and translation techniques used in the subtitle of Inside Out 2 movie. The finding of affect conducted by Martin and White (2005), states that Dis/Inclination contains feelings of fear or desire that drive characters' actions and reactions. Un/Happiness is considering emotions, the unhappiness affect is often the first thing that springs to mind, and it is listed in every inventory that has been used. It deals with the emotions of happiness and sadness as well as the potential to direct these emotions toward a trigger by liking or disliking it. In/Security encompasses emotions of tranquility and anxiety concerning the characters' surroundings, including the individuals they interact with. The last is Dis/satisfaction relates to the emotions of accomplishment and annoyance with the activities we are involved in, including our roles as spectators and participants.

Meanwhile, the finding is from 18 translation techniques conducted by Molina and Albir (2002), there are only 9 translation techniques used in the data. There are: Established Equivalent to use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL. Reduction to suppress a source language information item in the target language. Literal Translation to translate a word or an expression word for word. Adaptation to replace a source language cultural element with one from the target culture. Transposition to change a grammatical category. Modulation to change the point of view, focus, or cognitive category concerning the target language; it can be lexical or structural. Borrowing to take a word or expression straight from another language. Generalization to use a more general or neutral term. The last is Linguistic Compression to synthesizes linguistic elements in the target language, this is often used in simultaneous interpreting and subtitling.

TABLE 2. Translation Techniques and Affect Segmentation

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No	Types of Affects	Freq.	Translation Techniques	Freq.	Perc.
1.	Dis/Inclination	9	Established Equivalent	3	2,7%
			Literal Translation	2	1,8%
			Reduction	1	0,9%
			Modulation	1	0,9%
			Borrowing	2	1,8%
			Total	**9**	**8,1%**
2.	Un/Happiness	35	Established Equivalent	11	10%
			Reduction	6	5,4%
			Literal Translation	6	5,4%
			Transposition	5	4,5%
			Modulation	5	4,5%
			Adaption	1	0,9%
			Generalization	1	0,9%
			Total	**35**	**31,8%**
3	In/Security	36	Established Equivalent	14	12,7%
			Reduction	7	6,3%
			Literal Translation	4	3,6%
			Modulation	7	6,3%
			Adaption	4	3,6%
			Total	**36**	**32,7%**
4.	Dis/Satisfaction	28	Established Equivalent	6	5,4%
			Reduction	8	7,2%
			Literal Translation	6	5,4%
			Modulation	4	3,6%
			Adaption	2	1,8%
			Transposition	1	0,9%
			Linguistic Compression	2	1,8%
			Total	**28**	**25,4%**
	Total	**110**		**110**	**100%**

Affect

Affect is concerned with the emotions of the writer or speaker. It could be happy or negative emotions. In affects, the writer or speaker expresses their emotional reaction to a person, thing, event, or condition through an appraisal. Here are the results and descriptions of the analysis:

Dis/Inclination

According to Martin and White (2005), dis/inclination contains feelings of fear or desire that drive a character's actions and reactions. It always seems to implicate a trigger. It is type of affect that is used to express feelings that make the observer do something. There are 9 findings existed in the data with 8, 1%. Below are the examples and description.

Excerpt 1
SL: You're paranoid
TL: Kau paranoid

In excerpt 1, the researchers found that the word "paranoid" is classified as negative affect. It serves as an affective behavior where it shows a feeling of disinclination: fear because the

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speaker realizes that someone is extremely fear about something. Meanwhile, the type of translation technique used by the translator is Borrowing because there are no changes at both languages. Moreover, the meaning of the word "paranoid" in both SL and TL is still the same. In so doing, the translator keeps the original word in the target language (TL) rather than substituting it with other terms like "*paranoia berlebihan*" or "*ketakutan tak beralasan*" which likely unacceptable.

Excerpt 2
SL: Aw. I <u>miss</u> those girls
TL: Aku rindu mereka

In excerpt 2, the researchers found that the word "miss" is segmented into positive affect. It acts as an affective mental process where it shows a feeling of inclination: desire because it shows Riley's feelings towards her friends. Meanwhile, the translation technique used is Reduction. The word "Aw" is not translated into the target language. The translator omits the word "Aw" from the TL and he translates the pronouns "those" into "mereka" which is commonly acceptable. He uses this translation technique to make it simple and to the point. Although the message is still clear, several nuances in the SL are not entirely transmitted to the TL, indicating a loss in specific parts during the translation process.

Un/Happiness

According to Martin and White (2005), un/happiness represents emotional states, whether happy or sad and the possibility of turning those emotions into like or dislike. There are 35 data found in the movie with 31, 8% occurrences. Here are the examples.

Excerpt 3
SL: Riley scores and everyone <u>hugs</u> her
TL: Riley cetak skor dan semua memeluknya

In excerpt 3, the researchers found that the word "hugs" is categorized into positive affect. It performs as affective behavior where it shows a feeling of happiness: affection because everyone shows their feelings by hugging to each other. It is because the lexis "hugs" means a close embrace with the arms, especially as a sign of affection. Concurrently, Literal Translation is applied by the translator to render the word "hugs" into "memeluknya". He uses this technique because he translates it as it is. It can be seen in the excerpt 3 above that the clause "Riley scores and everyone hugs her" is translated into "Riley cetak skor dan semua memeluknya" without any changes in its structure. He translates it one by one and retains the meaning of the SL without any addition or subtraction of important elements in the sentence, and it still sounds natural in the TL.

Excerpt 4
SL: I'm <u>glad</u> you came to talk with me
TL: Aku senang kau bicara denganku

In excerpt 4, the researchers found that the adjective "glad" is grouped into positive affect. It plays as an affective mental process showing a feeling of happiness: cheer. The affect is happiness: cheer because Riley shows her feelings that she is glad to talk with her friends. The word "glad" means experiencing pleasure, joy, or delight to make happy. Kind of translation

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technique used by the translator is Established Equivalent. He uses established equivalent technique because he translates the clause equally by the dictionary. It can be seen the TL, that the translator translates the word into a familiar language in the TL. The utterance in the SL is a typical way to show joy or gratitude for someone excited to communicate. In the meantime, in TL, "Aku senang kau bicara denganku" is a typical substitute that expresses the same message.

Excerpt 5
SL: But we <u>hate</u> those things
TL: Namun, kita membencinya

In excerpt 5, the researchers classify the adjective "hate" into negative affect. It expresses or feels extreme dislike or disgust about something. It is affective behavioral process illustrating a feeling of unhappiness: antipathy because it shows Riley's feelings about something she hates. Furthermore, the translator employs Transposition technique because he translates the utterance "hate those things" into "membencinya." There is a change in the structure of the SL to the TL, from a phrase to a word. It seems that the translator renders the phrase "those things" into "nya" rather than "hal-hal itu" to make it readable and acceptable since he tries to maintain the context of the conversation.

Excerpt 6
SL: First, Mom and Dad are very <u>disappointed</u>
TL: Pertama, Ibu dan Ayah kecewa berat

In excerpt 6, the researchers identify the lexis "disappointed" as negative affect which means defeated in expectation or hope. It is broken into affective mental process describing feeling of unhappiness: misery since Riley's parents are disappointed to her mistake. Furthermore, the translation technique used by the translator is Established Equivalent. He uses this because he translates the clause without changing any words and structure. The phrase "Mom and Dad" is translated into "Ibu dan Ayah" a commonly words used in the TL. Meanwhile, the phrase "very disappointed" is translated into "kecewa berat" which is a natural Indonesian word indicating a high level of disappointment. The word "disappointed" in SL refers to severe unhappiness and the word "kecewa" in TL has the same intensity. It can be seen from the translation result in the target language, that the translator translates the word into a similar language in the target language to easily understand.

In/Security

In/security represents emotions of tranquility and anxiety concerning the characters' surroundings, including the individuals they interact with (Martin and White, 2005). There are 36 data found in the movie with a total of 32, 7%. The examples are illustrated below:

Excerpt 7
SL: She's <u>delusional</u>!
TL: Dia berkhayal!

The excerpt above shows that the word "delusional" is identified as negative affect which shows a feeling of insecurity: disquiet. It reflects the speaker's frustration that someone is believing something falsely. This word refers to a persistent false psychotic belief regarding

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the person. The translator applies Adaptation technique because there is a cultural change in the structure of the SL to the TL. It can be seen from the word "delusional" which is translated into "berkhayal" the cultural structure is changed from the source language to the target language for the familiar context. If the translator translates it literally as "Dia delusional!" the word may seem strange in the target language. The translator alters "delusional" to "berkhayal," since it is more consistent with Indonesian cultural terms. It is said that adaptation technique makes the utterance sound more natural while still conveying the speaker's original meaning in the SL.

Excerpt 8
SL: I'm **starting to think** you guys don't understand
TL: Aku mulai berpikir kalian tidak mengerti

The above excerpt explains that the phrase "starting to think" as negative affect. The phrase "starting to think" is classified as affective behavior depicting a feeling of insecurity: surprise. It is segmented into insecurity: disquiet because Riley starts feeling insecure. She is startled because she thinks that her friends do not understand her. The phrase "starting to think" means a sudden involuntary bodily movement or reaction. Meanwhile, in translating the TL, the translator applies Established Equivalent technique. He employs established equivalent technique because he decides to translate it naturally. It can be seen in the phrase "starting to think" which is translated into "mulai berpikir" which sound acceptable and readable in the TL. The phrase "you guys don't understand" is translated into "kalian tidak mengerti", which is also a commonly expression used in everyday conversation in Indonesian. The translator uses an established equivalent technique that becomes more natural and in line with daily language usage.

Excerpt 9
SL: I trust her judgment
TL: Aku percaya penilaiannya

The example above shows positive affect which is indicated by the use of adjective "trust". It is segmented into affective behavioral process that show security: trust because the speaker believes and trusts her friends. Literally, the word means to hope or expect confidently. The translator uses Established Equivalent technique to render the utterance. He uses established equivalent technique because he tries to make the TL sound like Indonesian since it will be a common way to express that utterance. Besides that, he also tries to maintain the meaning to be consistent. In addition, the emotional element of the word "trust" is preserved in the translation. The word "judgment" in this context refers to a person's ability to judge or make decisions. In so doing, the word "penilaiannya" is an appropriate equivalent in the target language and it becomes Indonesian standardized term. Thus, the translator maintains the structure and its meaning as it is in the SL without significantly changing the word.

Excerpt 10
SL: I will now believe in myself
TL: Kini aku akan percaya diriku

In excerpt 10, the researchers segment the adjective "believe" as positive affect. The word "believe" plays as affective mental process showing a feeling of security: confidence for Riley tries to be confident by trusting to herself. The word "believe" means to accept the word or

evidence of it. Meanwhile, the translation technique used by the translator is Established Equivalent. He uses this technique because the translator considers that it is the best way to translate the untterance pf the TL word for word since it is properly used in Indonesian. Besides that, he also wants to maintain the meaning and its structure without giving any changes in the TL. In so doing, this expression remains acceptable as a common version in Indonesian. However, in the target language the line is more organically formed in Indonesian as "Kini aku akan percaya diriku," which is more generally used translation.

Dis/Satisfaction

Dis/satisfaction relates to the emotions of accomplishment and annoyance with the activities we are involved in, including our roles as spectators and participants (Martin and White, 2005). There are 28 data found in the movie with 25,4% occurrences. Below are the examples and its description.

Excerpt 11
SL: Well, Dani might be a little <u>mad</u> at us
TL: Mungkin Dani sedikit marah kepada kita

The example provided in excerpt 11 illustrates that the lexis "mad" is grouped as negative affect. It means intensely angry or displeased. It shows a feeling of dissatisfaction: displeasure since Riley and his friends felt that they would make Dani dissatisfied due to their mistakes. In translating the TL, the translator employs Established Equivalent technique. It can be seen that the translator renders the SL word by word to maintain the meaning and its structure in the TL. He employs established equivalent technique because all sentence elements in the SL have been translated using common and natural equivalent in the TL. There is no significant change in meaning but the word choice follows the language standards commonly used in similar contexts of Indonesian.

Excerpt 12
SL: It's what you would call the <u>boredom</u>
TL: Itu yang kau sebut kebosanan

In the excerpt above, the researchers split up the word "boredom" into negative affect. It refers to being weary and restless through lack of interest. The lexis is considered as affective behavior depicting a feeling of dissatisfaction: ennui for the speakers are being lazy to listen to the conversation. Furthermore, the translation technique applied by the translator is Linguistic Compression technique. He uses it because the SL's the phrase "It's what you would call" which could be translated Indonesian as "Ini adalah apa yang akan kau sebut sebagai kebosanan" however, the translator reduced and simplified it to "Itu yang kau sebut kebosanan" without losing the meaning of the utterance.

Excerpt 13
SL: We're so <u>proud</u> of you
TL: Kami bangga kepadamu

The underlined word in SL reveals positive affect. It performs as an affective behavior illustrating feeling of satisfaction: pleasure since Riley's parents are so much pleased and so proud of Riley due to her victory in the hockey competitions. Meanwhile, the translation

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technique used by the translator is Reduction. The translator uses Reduction technique because in the TL, the translator does not explicitly translate the intensifier "so". He prefers to omit it because it would seem natural and acceptable in Indonesian context. Although the intensifier "so" is not translated into the target language, the main meaning is still vividly conveyed. The intensifier "so" reinforces the level of pride. However, in the Indonesian context, "*Kami bangga kepadamu*" is emotionally strong enough without the need for additional emphasis. The translator prefers using reduction technique used in this translation because there is a removal of non-essential elements that are not important in the meaning of the target language. The result is still natural and follows the way of Indonesian daily expression.

Excerpt 14
SL: Riley still likes the show
TL: Riley masih suka acaranya

In excerpt 14, the researchers found that the word "likes" belongs to positive affect. It can be seen that the word "likes" acts as an affective behavior functioning to show a feeling of satisfaction: interest because Riley still likes and she interested in the shows when she was a kid. In the meantime, Literal Translation technique is applied to this translation. The translator used literal translation technique because the utterance in the TL follows the structure of the SL without any major changes in meaning or adjustments. It can be seen that there is no significant change in meaning of the TL. The word "still" is translated as "masih", which has the same meaning in the context of time and continuity. The word "likes" is still translated as "suka", which is in line with its original meaning.

<div align="center">Discussion</div>

It can be seen from the findings of this study, the translator mostly employs established equivalents translation techniques because it provides clarity, consistency, and cultural appropriateness especially when dealing with terms, phrases, or expressions that already have widely accepted translations. Furthermore, it also ensures that the meaning of a translation is fully transferred to the target language. Thus, there were no grammatical shifts in the target language. The result of this study in line with Zain, Rahman, & Nababan (2023); Jusry & Cahyono (2021); and Nuraisiah, Nababan, & Santosa (2018) which underline that it is a critical case for translators to understand when employing established equivalent in their works. In translating the SL, the translator does not neglect to render the emotion of the main character into the TL. In TL, the affect is still translated vividly and it sounds acceptable since the translator employs the right technique to translate it. In addition, the others study contrasts this research by applied the deletion and discursive creation techniques while transferring to the target language. In various translation data of discursive production, the translator creates the translation outside of the framework of the original meaning. Following the purpose, the translator used discursive creation to boost the readability of the target language. This approach is similar to Syahputri, et.al (2021), who claimed that the use of this technique attempts to pique the interest of target language readers.

<div align="center">

CONCLUSION

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Based on the process of analyzing the affect and translation techniques used in the Inside Out 2 movie subtitle, the researchers can conclude the result by the following statistics. This research discovered that Riley's primary character in the Inside Out 2 movie most frequently

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displayed the affect type of Insecurity; disquiet, which accounted for 22 data or 20% of the total. It can be seen that affect In/Security is the most frequently used with 32, 7% or 36 data. Then followed by Un/Happiness with 31,8% or 35 data. Then, Dis/Satisfaction with 25,4% or 28 data. The least is Dis/Inclination with 8, 1% or 9 data. This indicates that Riley's emotions are highly diverse. The translator was able to convey feelings and emotions through the translation of the utterances. Meanwhile, the translation technique most used in the Inside Out 2 movie is Established Equivalent with 34 data or 30,9% because the translator has to determine the appropriate translation technique in transferring the meaning to the target language. Followed by a Reduction with 22 data or in total of 20%. Then, Literal Translation with 18 data or 16,3%, and Modulation with 17 data or 15,4%. Furthermore, Adaptation with 7 data or 6,3% and Transposition with 6 data or 5,4%. Next is Borrowing with 2 data or 1,8% and Linguistic Compression with 2 data or 1,8%. The least is Generalization with 1 data or 0,9%.

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Grammatical Accuracy in Translating Direct Speech: A Comparison between Professionals and EFL Students

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ABSTRACT

This study investigates the grammatical accuracy in translating direct speech from English to Indonesian by comparing the performance of professional translators with that of EFL (English as a Foreign Language) students. The research utilizes 20 carefully selected excerpts from "The Valley of Fear" by Arthur Conan Doyle. Fifteen final-year English education students' translations were meticulously assessed against an officially published version, allowing for a robust comparative analysis. A qualitative comparative approach was employed, utilizing a rubric grounded in Nababan's (2012) translation quality model, which evaluates critical aspects such as tense usage, agreement, sentence structure, and punctuation. The findings reveal significant insights into the translation capabilities of EFL students. While students exhibited moderate accuracy in tense and agreement, they encountered considerable challenges with punctuation and sentence structure. For instance, the nuanced use of commas and quotation marks in direct speech, which can dramatically alter the meaning and flow of dialogue, often eluded the students. In contrast, professional translators demonstrated a higher level of grammatical cohesion and a lower frequency of errors. This disparity underscores the complexities involved in translating literary texts, where the subtleties of language play a pivotal role in conveying the author's intent and character voice. Moreover, the study emphasizes the pressing need for grammar-focused and genre-specific training within translation education.

Keywords: direct speech translation; EFL students; grammatical accuracy; literary translation; professional translator;

INTRODUCTION

In today's increasingly globalized and multilingual world, translation plays a pivotal role in bridging communication across linguistic and cultural boundaries (Bardhan & Benítez-Burraco, 2024; House, 2015). Among various types of translation, literary translation demands not only linguistic competence but also deep cultural and stylistic sensitivity. One of the most complex elements in literary translation is the accurate rendering of direct speech, which serves as a key narrative device that conveys character identity, tone, and interpersonal dynamics (Venuti, 2012; Baker, 2018; Hasan & Yahya, 2024). Nakamura et al, (2021) informed that ensuring grammatical accuracy in translating direct speech is critical, as errors may distort meaning, weaken characterization, and reduce the literary quality of the text. In Indonesia, where English is taught as a foreign language (EFL), the development of

translation competence, particularly grammatical precision in literary texts, remains a persistent pedagogical and professional challenge.

Despite growing attention to translator training in higher education, a noticeable gap persists between the grammatical accuracy demonstrated by professional translators and that of EFL students, particularly in the context of literary works (Maas & Hübner, 2018; Hatim & Munday, 2019; Tsai, 2019). Direct speech is especially problematic due to its syntactic complexity, use of tenses, modals, and pronoun shifts, which are often mishandled by student translators (Gaido et al, 2021). Moreover, literary texts like The Valley of Fear by Arthur Conan Doyle, rich in dialogue and nuanced speech acts, pose significant demands on both linguistic and pragmatic levels. The translation of such texts is not merely a mechanical process but an interpretive act shaped by the translator's grammatical control and discourse awareness (Newmark, 1988).

Several studies have investigated grammatical accuracy in EFL contexts, focusing primarily on writing, speaking, or general translation exercises (Bitchener & Ferris, 2012; Ellis, 2008; Mekasha & Amogne, 2025; Senowarsito et al., 2024). However, few have examined grammatical accuracy in translating direct speech within literary texts, and even fewer have made direct comparisons between professional translators and EFL students. This is surprising, considering the centrality of direct speech in narrative discourse and its pedagogical implications for translation education. Empirical studies by Schäffner (2010) and Nord (2005) emphasize the need for more targeted research on functional and grammatical aspects of literary translation, especially in EFL settings.

Theoretical perspectives from contrastive linguistics, systemic functional grammar, and discourse analysis provide valuable lenses to examine how translators construct equivalence in dialogue. For instance, Halliday's (1994) model of transitivity and modality offers insight into how grammatical structures carry interpersonal meaning, which is especially relevant in direct speech. Yet, few empirical studies have systematically applied such models to compare professional and student translations in literary contexts, highlighting a significant state of the art limitation.

The research gap becomes evident when considering the scarcity of comparative analyses on grammatical accuracy in translating direct speech between professional translators and EFL students. While numerous studies have explored translation competence in general (e.g., PACTE, 2003), the micro-level grammatical performance in specific discourse types—such as fictional dialogue—remains under-investigated. This gap limits our understanding of how grammatical competence differentiates novice from expert translators and how instructional interventions might be designed to address these disparities.

Given this lacuna, the current study is both timely and necessary. It addresses the need to evaluate and understand how professional translators and EFL students handle grammatical accuracy when translating direct speech. The urgency of this research is also amplified by curricular demands in Indonesian translation programs, which increasingly emphasize authentic translation tasks without adequate empirical grounding to inform pedagogy. Furthermore, findings from this study may contribute to improved curriculum design, focusing on grammatical precision in literary translation.

This research offers novelty by situating grammatical accuracy within the specific genre of fictional dialogue and employing a comparative lens between professionals and EFL learners. Unlike previous studies that treat translation accuracy holistically, this study focuses narrowly on the syntactic and morphological dimensions of direct speech, thus offering fine-grained insights that are both theoretically grounded and pedagogically relevant. Moreover, it introduces The Valley of Fear, a canonical English text that has seen limited scholarly attention in Indonesian translation, studies as a case study to explore these issues.

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In sum, the study contributes to a deeper understanding of the intersection between grammatical accuracy, translator experience, and literary genre. By comparing the performance of professional translators and EFL students, it seeks to identify specific patterns, errors, and strengths that can inform both translation practice and instruction. The next section will present the research questions and objectives that guide this inquiry into the linguistic and pedagogical dimensions of translating direct speech.

METHODOLOGY

Research Methodology

This study employed a qualitative comparative research design to examine the grammatical accuracy of translated direct speech in a literary context (Cresswell, 2012). The qualitative approach was deemed appropriate as the research focuses on describing, interpreting, and comparing linguistic features, particularly grammatical structures, in two sets of translation outputs one by professional translators and the other by EFL students. The comparison was structured to identify the patterns, frequency, and types of grammatical errors, as well as to interpret underlying translation challenges faced by non-professionals in rendering direct speech from English to Indonesian.

Participants and Sampling

The data were derived from two primary translator groups. The first group consisted of professional translators, represented by the officially published Indonesian version of The Valley of Fear by Arthur Conan Doyle. The second group included fifteen of final-year students enrolled in the English Education Department at a public university in Indonesia. These students were selected using purposive sampling based on their completion of core translation courses and their availability to participate in a controlled translation task. All participants in the student group were given the same 20 excerpts of direct speech to translate independently.

Research Instruments

The primary instrument utilized in this study was an analytical rubric adapted from Nababan et al. (2012), which assesses grammatical accuracy across four key dimensions: tense usage, subject–verb agreement, punctuation, and sentence structure. Each translated excerpt was evaluated on a scale indicating the level of grammatical correctness and the severity of errors. In addition, the study adopted Error Analysis Theory (Corder, 1974; Ellis, 1997) to classify and interpret the types of grammatical errors found in the translated texts, providing a consistent framework for cross-group comparison.

Procedure

The research was carried out in several stages. First, twenty (20) direct speech excerpts were carefully selected from the original English version of The Valley of Fear, based on their syntactic complexity and variation in grammatical features. Second, the student translation task was administered, in which participants translated the excerpts under guided conditions. Third, the professional version the officially published Indonesian translation was extracted and aligned with the same source excerpts for comparison. Finally, both student and professional translations were examined using the Nababan (2012) rubric, and grammatical errors were categorized according to Error Analysis.

Data Analysis

The translated data from both groups were subjected to descriptive qualitative analysis. Each translated excerpt was scored using the grammatical accuracy rubric, and the frequency and types of grammatical errors were recorded and classified. Specifically, the analysis focused on (1) identifying grammatical inconsistencies in tense, agreement, punctuation, and structure; (2) categorizing errors based on Error Analysis theory (e.g., omission, addition, misformation); and (3) comparing the distribution and severity of these errors across the student and professional groups. The comparative analysis sought to draw meaningful inferences about translation competence and error patterns, with a focus on the fidelity and fluency of direct speech translation in literary contexts.

RESULT AND DISCUSSION

In examining the results, it became evident that there were substantial discrepancies in how students approached the task of maintaining grammatical integrity while translating direct speech. For instance, some students exhibited a strong command of tense usage, successfully capturing the nuances of past and present dialogue as intended by the original text. In contrast, others struggled with this aspect, leading to translations that felt disjointed or temporally inconsistent. A notable example can be seen in the translation of a line where the original speaker's past action was misrepresented as a present action, thereby altering the intended meaning and emotional impact of the dialogue. This highlights the critical importance of understanding context, as the verb tense plays a pivotal role in conveying the speaker's intent and the timeline of events.

Subject–verb agreement also emerged as a significant area of variation among the translations. While some students demonstrated a keen awareness of grammatical rules, others overlooked basic agreements, resulting in sentences that sounded awkward or incorrect. For instance, a translation that read "The group of detectives were investigating" instead of the grammatically correct "The group of detectives was investigating" not only reflects a lapse in grammatical accuracy but also distracts from the professionalism expected in an academic translation. Such errors can undermine the credibility of the translation, making it imperative for students to pay close attention to the singular and plural forms, particularly in complex sentences.

Furthermore, sentence structure proved to be another critical factor influencing the overall quality of the translations. Some students opted for overly simplistic structures that failed to capture the richness of the original text, while others experimented with more complex constructions that, while ambitious, occasionally resulted in convoluted sentences that obscured meaning. An illustrative case is the translation of a multi-clause sentence that, when simplified, lost essential details and nuances that were present in the source material. This aspect of translation underscores the balance that must be struck between fidelity to the original text and clarity in the target language, a challenge that requires both linguistic skill and creative insight. Punctuation, though often overlooked, also played a vital role in the students' translations. Proper punctuation not only aids in the clarity of the text but also reflects the tone and rhythm of the original dialogue. In several instances, the absence of appropriate punctuation led to confusion or misinterpretation of the dialogue's intended emotion. For example, a lack of quotation marks or incorrect comma placements could transform a direct speech into a narrative statement, thereby altering the reader's engagement with the text. This aspect emphasizes the need for students to be meticulous in their attention to detail, as punctuation marks serve as crucial indicators of how dialogue should be read and understood.

In conclusion, the analysis of grammatical accuracy in the translations of direct speech by final-year EFL students highlights significant variations in their understanding and application of core grammatical principles. The evaluation through a structured rubric revealed that while some students excelled in specific areas such as tense usage and subject-verb agreement, others faced challenges that affected the overall quality of their translations. The interplay of tense, agreement, structure, and punctuation illustrates the complexities inherent in translating direct speech, underscoring the necessity for EFL students to develop a nuanced understanding of both grammar and context. Ultimately, this analysis not only sheds light on the students' current capabilities but also serves as a valuable guide for future instruction, emphasizing the importance of targeted feedback and practice in enhancing their translation skills.

The data showed that the average total score per excerpt per student ranged between 6 and 10, with the majority scoring between 7 and 9, indicating a moderate level of grammatical control. Specifically:
1. Tense accuracy was the most consistent aspect, with 60% of translations scoring 3.
2. Subject–verb agreement showed more variability, with only 35% of translations receiving a perfect score.
3. Sentence structure posed considerable difficulty, with 40% of the excerpts receiving a score of 1, reflecting ungrammatical or awkward constructions.
4. Punctuation accuracy was the most problematic area; only 25% of student translations used quotation marks and punctuation marks correctly in dialogue, often omitting or misplacing them.

When compared with the professional translation version, students demonstrated a significantly higher frequency of grammatical errors, particularly in complex or inverted sentence structures commonly found in dialogue. This confirms earlier observations in translation pedagogy that direct speech, with its embedded clauses and shifts in deixis, poses a unique challenge for EFL learners (Hatim & Munday, 2019; Nababan et al., 2012).

The findings affirm the complexity of translating direct speech, a genre that requires mastery of both grammar and discourse structure. According to Error Analysis Theory (Corder, 1974; Ellis, 1997), such student errors can be categorized as intralingual (e.g., overgeneralization of Indonesian sentence structure) and interlingual (e.g., L1 interference in English modality or verb agreement). The students' relatively strong performance in tense accuracy resonates with previous studies, such as Bitchener and Ferris (2012), which noted that EFL learners, particularly in academic contexts, tend to develop awareness of tense patterns earlier than other grammatical forms. However, the struggle with punctuation and sentence boundaries particularly in quoting speech supports Nord's (2005) observation that translation requires attention not only to semantic equivalence but also to the stylistic and formal conventions of the target language.

Compared to the professional translation, the student translations showed a marked lack of discourse cohesion and inconsistent handling of quotation rules, suggesting gaps in training related to genre-specific grammatical demands. This finding echoes Schäffner (2010), who emphasized the need for translator education to move beyond general competence toward text-type and function-based strategies, especially in narrative and fictional texts. The relatively low punctuation scores also reflect the challenge of navigating English quotation conventions, which differ from Indonesian norms. In the professional version, quotation marks, commas, and reporting verbs were consistently placed with high accuracy, indicating professional familiarity with English stylistic norms a skill still underdeveloped in the student cohort. Furthermore, the use of the analytical rubric adapted from Nababan et al. (2012) proved effective in identifying micro-level issues in the students' work. This confirms

previous research (e.g., PACTE, 2003) that advocates the use of component-based assessment tools to monitor translator competence development. The rubric not only highlighted the most problematic areas but also offered a structured way to evaluate translation outputs systematically. In sum, the performance gap between students and professionals in translating direct speech is both quantitative (in terms of average scores) and qualitative (in the types of errors committed). This supports the argument by Hatim and Munday (2019) that translator training must include explicit instruction in the translation of speech acts, including reported speech, turn-taking, and modality—features frequently found in dialogue.

The complexity of translating direct speech is a multifaceted challenge that requires not only a solid grasp of grammar but also a nuanced understanding of discourse structure. This complexity is underscored by the need for translators to navigate various linguistic and cultural hurdles, which can significantly affect the accuracy and fluidity of their translations. As delineated by Error Analysis Theory (Corder, 1974; Ellis, 1997), the errors made by students in this context can be classified into two primary categories: intralingual errors, which arise from overgeneralizations of the Indonesian sentence structure, and interlingual errors, which stem from first language (L1) interference in English modality or verb agreement.

Intralingual errors, such as the overextension of familiar grammatical structures from Indonesian into English, often lead to awkward or incorrect translations. For instance, a student might translate a simple declarative sentence in Indonesian directly into English without considering the necessary modifications in verb tense or subject-verb agreement. This type of error manifests in translations that lack clarity or coherence, ultimately obscuring the intended meaning. Conversely, interlingual errors highlight the challenges posed by differences in modality between languages. An example can be seen in how students might struggle with the subtleties of modality in English, leading to translations that fail to convey the appropriate level of certainty or obligation inherent in the original text.

The students' relatively strong performance in tense accuracy is noteworthy and resonates with findings from previous studies, such as those conducted by Bitchener and Ferris (2012). These studies suggest that EFL learners, particularly within academic contexts, often develop an awareness of tense patterns earlier than they do with other grammatical forms. This phenomenon may be attributed to the structured nature of tense in English, which is often emphasized in language instruction. For instance, students may excel at using the past simple tense when recounting events but struggle with more complex tenses like the past perfect, which require a deeper understanding of temporal relationships.

However, despite this strength in tense usage, students continue to grapple with punctuation and sentence boundaries, particularly when it comes to quoting speech. This struggle aligns with Nord's (2005) assertion that translation is not merely a matter of achieving semantic equivalence; it also necessitates a keen awareness of the stylistic and formal conventions of the target language. In English, the rules governing punctuation in direct speech are particularly intricate. For example, the placement of quotation marks, commas, and reporting verbs can alter the meaning and flow of a sentence. Students may inadvertently misplace these elements, leading to translations that are grammatically incorrect or stylistically awkward.

When comparing student translations to professional ones, a marked disparity in discourse cohesion becomes evident. Professional translations tend to exhibit a seamless flow of ideas and a consistent application of quotation rules, whereas student translations often reveal gaps in training related to genre-specific grammatical demands. This observation echoes the findings of Schäffner (2010), who emphasized the necessity for translator education to extend beyond general linguistic competence and towards strategies that are

tailored to specific text types and their functions. In narrative and fictional texts, where dialogue plays a crucial role, the ability to convey direct speech accurately becomes paramount.

The relatively low punctuation scores among students further illustrate the difficulties encountered in mastering English quotation conventions, which differ significantly from Indonesian norms. For instance, while Indonesian may allow for more flexibility in punctuation, English adheres to stricter rules that dictate how speech should be presented. In professional translations, quotation marks are consistently placed, and commas and reporting verbs are used with high accuracy, reflecting a familiarity with English stylistic norms that appears to be underdeveloped in the student cohort. This lack of familiarity not only hampers the clarity of their translations but also detracts from the overall quality of their work.

The implementation of an analytical rubric adapted from Nababan et al. (2012) proved to be an effective tool in identifying micro-level issues present in the students' translations. This approach aligns with previous research, such as that conducted by PACTE (2003), which advocates for the use of component-based assessment tools to monitor the development of translator competence. The rubric not only illuminated the most problematic areas within the students' work but also provided a structured methodology for systematically evaluating translation outputs. By breaking down the translation process into specific components, educators can more effectively pinpoint areas that require targeted intervention and support.

In summation, the performance gap between students and professionals in the translation of direct speech is both quantitative and qualitative. Quantitatively, students tend to score lower on average compared to their professional counterparts, indicating a need for enhanced training and practice. Qualitatively, the types of errors committed by students reveal a lack of understanding of the intricacies involved in translating speech acts. This observation supports the argument put forth by Hatim and Munday (2019) that translator training must encompass explicit instruction in the translation of speech acts, including reported speech, turn-taking, and modality features that are frequently encountered in dialogue.

In conclusion, the findings underscore the importance of addressing the complexities involved in translating direct speech. By recognizing the specific challenges posed by both intralingual and interlingual errors, as well as the necessity of mastering punctuation and discourse cohesion, educators can better prepare students for the demands of professional translation. The use of analytical rubrics and targeted instructional strategies can facilitate a deeper understanding of the nuances of translation, ultimately bridging the gap between student and professional performance. As the field of translation continues to evolve, it is imperative that training programs adapt to meet these challenges, ensuring that future translators are equipped with the skills and knowledge necessary to excel in their craft.

CONCLUSION AND RECOMMENDATION

This study examined the grammatical accuracy of final-year EFL students in translating direct speech from the novel The Valley of Fear by Arthur Conan Doyle, and compared their translations with those of a professional Indonesian version. The findings revealed that while students demonstrated moderate proficiency in certain grammatical areas particularly tense usage they struggled significantly with sentence structure and punctuation, especially in maintaining the syntactic and stylistic conventions of direct speech. The analysis confirmed that grammatical errors were more frequent and varied in student translations than in the professional version. The most recurring issues included incorrect placement of quotation

marks, faulty sentence constructions, and occasional subject–verb mismatches. These findings suggest that EFL students, even at the final stage of their undergraduate program, still face challenges in translating dialogue with both grammatical precision and narrative fluency.

The study reinforces the need for genre-sensitive translation training, particularly in literary and dialogic texts where grammatical accuracy directly affects character voice and textual coherence. Moreover, the use of an analytical rubric proved effective in identifying specific error patterns and diagnosing areas requiring pedagogical intervention. In conclusion, this research contributes to the growing body of translation studies by highlighting the performance gap between professional and novice translators, especially in the handling of direct speech. It underscores the importance of integrating explicit grammar-focused instruction and functional stylistic analysis in EFL translation curricula to bridge this gap and better prepare students for professional translation demands.

Based on the findings, several recommendations are proposed. First, translation pedagogy in EFL contexts should integrate genre-based instruction, particularly focusing on literary texts involving direct speech, to help students master both grammatical structures and stylistic conventions. Second, targeted training on grammatical aspects such as punctuation, sentence structure, and subject verb agreement should be implemented to address the most frequent errors identified. Third, the adoption of standardized assessment tools, like the rubric adapted from Nababan (2012), is recommended to provide objective and diagnostic feedback on students' translation performance. Lastly, future research is encouraged to involve larger and more diverse participant groups and to incorporate qualitative methods such as interviews or think-aloud protocols to gain deeper insight into the cognitive processes behind translation decisions, especially in rendering fictional dialogue.

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The Use of Dyadic Essay Technique to Increase Speaking Skills in Senior High School Surakarta

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ABSTRACT

The research investigates the implementation of Dyadic Essay Technique (DET) as an instructional strategy to improve speaking skills among senior high students in Surakarta. While DET is primarily used to improve writing skills, this study explores its adaption for speaking activities through collaborative questions generation and peer discussions. A Classroom Action Research (CAR) design was used involving 30 of the eleventh-grade students in one private senior high school in Surakarta. Data collection method was observation, oral performance assessments, student's journal, and interviews. The findings reveal that Dyadic Essay Technique fosters better engagement, confidence, and speaking fluency by promoting meaningful dialogue and peer feedback. Moreover, students reported increased motivation and engagement due to the interactive and peer-supported nature of the technique. The researcher suggests that incorporating DET into speaking instruction can effectively support language development in communicative contexts. Further researchers may also consider using DET in improving another English language skill like reading and writing prior to see its broader applicability.

Keywords: classroom action research; dyadic essay technique; speaking skill

INTRODUCTION

Language is a social control. Caronia (2021) explained how language and social interaction the primary tools through which cultures, moral orders, social organizations, and identities are constituted, framing language as foundational to everyday social structure and regulation. The process of learning English as a foreign language is a complex process because language is not only an act of putting meaningful words together, but also needs an intellectual, physical, and emotional response. Language learning involves more than memorizing vocabulary and grammar rules. It is a process that engages cognitive, emotional, and social dimensions (Almesaar, 2022).

The study from Peng (2023) showed that EFL learning is deeply embedded in socio-cultural and ecological contexts. Learners negotiate multiple layers of cultural identity (macro to micro scales), which influences how they think, sense, and act in English. This aligns with the idea of learning new culture, way of thinking, sense, and acting alongside language acquisition. Additionally, according to Riadil (2019) in their qualitative study surveyed and found that EFL students in Indonesia place high value on fluency first, believing that once

fluent they can gradually improve accuracy and complexity of expression. One respondent stated that fluency empowers self-correction over time. This supports the layered competence (fluency → accuracy → meaning).

Masitoh Oktavia
The Use of Dyadic Essay Technique to Increase Speaking Skills in Senior High School Surakarta

Teaching and learning are two terms which are related to each other because they are two processes which cannot be separated. Teaching is a process of transferring knowledge to someone, and learning is a process of getting knowledge from someone. According to Brown (2007), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The definition from Brown is similar with the Rule of National Educational Ministry (2003) which states that teacher facilitates students to gain studying experience and basic competence.

English is one of the keys to face the globalization era. It is related to the operational reference of Merdeka Curriculum that promotes the Four Cs Critical Thinking, Communication, Collaboration, and Creativity in English lessons. It stresses that critical thinking is essential for problem-solving and meaningful language use, aligning with curriculum aims to produce globally competitive learners (Arum, 2025). In Indonesia, English has important roles because most sources of information and school subject come from English language. The main purpose of teaching English in Indonesia are to enable the students in order understand the language structured and enable to use the language in spoken and written activities.

English speaking is essential in English language learning, especially learning English as a foreign language (furthermore EFL) context like Indonesia. Due to the central role of speaking skill and its escalating demands of instruction in various levels of education in Indonesia, a myriad of teaching approaches and strategies have been applied to equip learners with the competences enabling the development of this skill (Syarifudin, 2019). It enables learners to express their ideas, thoughts, and opinions clearly and effectively in real-life communication. Despite its importance, speaking English is challenging for students, so they keep trying to master it well. Most of senior high school students have problems with confidence, fluency, pronunciation, and vocabulary when expressing themselves in English.

Traditional classroom practices often focus heavily on grammar drills and written exercises, which do not adequately prepare students for communicative competence. As a result, students may have a good grasp of English grammar and vocabulary but less fluent in speaking English with spontaneity and fluency. This method of teaching is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules contributing to learners' passive participation and negative feelings towards grammar learning (Fitrihani, 2019).

According to Putra (2017), speaking is the ability to communicate effectively and meaningfully in interactive contexts. Speaking also allows individuals to express their thoughts, ideas, and emotions (Wardani et al., 2020). Additionally, a perception-based study from Malik et al. (2025) found that restricted vocabulary, fear of error, low confidence, and lack of real-life speaking practice collectively hinder students' oral English performance. Improving speaking skills requires not only grammatical competence but also fluency, pronunciation, interactional skills, and confidence.

To address this issue, innovative teaching technique that engage students in meaningful speaking are necessary. One such method is the Dyadic Essay Technique (furthermore DET); a collaborative learning strategy that typically involves students speaking take turns, make questions and answers in pairs and then discussing them together.

According to Oktakalindo et al. (2023), the Dyadic Essay Technique initially proposed by Foote (1999) was shown to significantly improve EFL students' narrative writing by pairing learners to compose, exchange, and collaboratively revise essays. The technique involves three main steps: Writing an essay, generating open-ended question based on the essay, and engaging in a dyadic (pair-based) discussion where partners exchange essays and respond to each other's questions orally.

While Dyadic Essay Technique was initially used in reading and content-based courses, it has been adapted in language learning to bridge writing and speaking skills. According to Jacobs and Renandya (2005), integrating writing with speaking activities allows learners to organize their thoughts more effectively and supports fluency in oral expression.

Dyadic Essay Technique also encourages student-centered learning and interaction, which are essential elements in communicative language teaching.

Barkley et al. (2005) state, this technique (DET) is a collaborative learning technique. Student individually make question of essay and answer's model on assignment's reading, speech or giving presenting. Then, next period, they exchange questions and put down an answer one another, finally, trade, read, and compare with the answers in the whole class then the students write an essay or text based on their model answers they have discussed. This collaborative learning technique gives students practice identifying the most important feature of a learning activity and formulating and answering questions about their activity. In this collaborative learning technique, the students also get the peer revision from their partners.

Nation and Newton (2009) state, peer interaction in Dyadic Essay Technique helps create a low-anxiety environment where students can negotiate meaning, ask for clarification and develop conversational competence. While Dyadic Essay Technique has been widely used to improve writing skills, it holds potential to foster speaking abilities through structured peer interaction, critical thinking, and discussion. By adapting the Dyadic Essay Technique for speaking activities, students can be encouraged to engage in pair-based discussions that simulate authentic communication. This technique enables students to develop their English speaking in classroom setting and its environment, while also fostering cooperation, idea exchange, and self-reflection. Therefore, this research conducted to explain how the usage of Dyadic Essay Technique can increase the students' speaking skill at one of Senior High School in Surakarta.

From the description above, Dyadic Essay Technique shows strong potential for improving speaking skills in senior high school students. It provides an integrated approach that combines writing and speaking, encourages collaboration in pair, and supports communicative competence. Dyadic Essay Technique supports students to increase their English speaking and builds confidence, motivation through structured, and meaningful interaction.

In classroom action research settings, Dyadic Essay Technique aligns well with the cyclical model of identifying a problem (for example low speaking performance), implementing a strategy, observing results, and reflecting for improvement. It promotes not only speaking practice but also critical thinking, collaboration, and learner autonomy.

The method of Classroom Action Research is a series of scientific steps taken by people and teacher to investigate and evaluate their own work to improve their own professional practices. Action research can be applied in any level of education because its goal is to improve students' competency not just apply the method in classroom.

The results of pre-research through observation, questionnaire, and pre-test, showed the students were indicated that they are less knowledgeable about speaking. In fact, the students got difficulties to practice their speaking effectively. Furthermore, the process of learning English speaking in classroom lack of supporting technique and situation for students in increasing their speaking skills. Moreover, they lack vocabulary, grammar, and language use. It happens because the class situation was not inspiring, and the speaking class was poor of speaking practice. Hence, the students were not active in speaking class, so they confused how to start speaking English.

Most of students have uncomfortable situation. The condition is protracted so that students experience boredom in learning English speech. Teachers teach using old methods routinely without realizing that such routines make students bored and not pay attention to the lessons. As a result, they got less information from the lessons. Tsang & Davis (2024) implied in the research with young EFL learners indicated that repetitive, unchallenging, and uninteresting classroom exercises (e.g., writing, dictation, quiet drills) are rated as the most

boring activities, correlating with low motivation, little participation, and diminished enthusiasm.

This condition also decreased the students' motivation to learn English. Because of these things, a new technique is needed that will make students excited and have high motivation to learn, so that their English speaking can increase significantly. As a credible English teacher, we must have many ideas to apply new techniques in teaching-learning process to create a new atmosphere that inspires students in learning. With high motivation, students will be enthusiastic in learning which results in their speaking skill increasing.

The purpose in this research is students can improve their speaking skills by using Dyadic Essay Technique. The research questions are how is Dyadic Essay Technique implemented to improve speaking skills at the eleventh-grade students of one state Senior High School in Surakarta and what are students' responses toward the use of Dyadic Essay Technique in speaking activities?

METHODOLOGY

The research was conducted at one state Senior High School in Surakarta. It is in middle of the Surakarta city. The research was conducted from December 2024 to February 2025, which is beginning from observation, writing the research proposal, up to the last activity that is revising the research report and examination on thesis. The research subject was students in class XI consists of 30 students in the Academic Year of 2024/2025. Most of the students still low motivation in speaking and lacked knowledgeable about speaking skills.

The method of this research was Classroom Action Research. Action Research is a form of enquiry which is taken by people and teacher to investigate and evaluate their own work to improve their own professional practices. A multi-method study describes action research as professional development that enables teachers to become more reflective and critical of their own work, connecting theory to practice and improving their own educational practice through cycles of planning, action, observation, and reflection (Lynch et al., 2024). The goal of this method is to identify problems or conditions participants including teacher, students, managers, administrations, or even parents. The focus is that, as teachers, we frequently see interval between what is literally occurring in teacher's circumstances and what whole preferably like to see occurring (Burns, 2010).

Classroom Action Research have several characteristics. This method works collaboratively, investigating, practitioners, and purpose to change/improve things. The stages consist of planning, acting, observing, and reflecting. This research was conducted in two cycles. In collecting the data, the researcher doing observation, interview, questionnaire, test and dairy. Meanwhile, analyzing the data, she applies quantitative and qualitative data. Quantitative data from pre-test and post-test. Analyzed data using descriptive statistics to compare students' speaking scores before and after the implementation. Qualitative data from observations, interview, dairy, and questionnaires. Analyzed data through thematic analysis to identify patterns, challenges, and students' responses to the Dyadic Essay Technique.

RESULT AND DISCUSSION

The research conducted through two cycles of classroom action research. The result addresses the implementation process of Dyadic Essay Technique, its effect on students' speaking skills, and students' responses on the technique.

Before implementing Dyadic Essay Technique, a speaking pre-test was conducted to assess performance of students' ability. The results showed that many students had difficulty

expressing ideas fluently, made frequent grammatical errors, struggled with pronunciation, lacked confidence and hesitated while speaking. Average score of pre-tests: 61,9. Percentage of students achieving minimum passing score (75): 24%. These results confirmed the need for an intervention to improve students' speaking performance.

IMPLEMENTATION THE TECHNIQUE

The finding consisted of the description of the students' activities of the first cycle until the second cycle in which each of them consisted of planning, acting, observing, and reflecting.

THE IMPLEMENTATION CYCLE 1

Planning; the lessons plans were designed to integrate Dyadic Essay Technique with speaking activities. Materials included short texts, essay prompts, and speaking rubrics. Students were trained on how to create essay questions and answers.

Acting; in this phase, students worked individually to read a short a reading text, formulate a question' essay grounded the text, then, prepare an answer's model. Next, they worked with pairs to exchange questions, respond orally to their partner's question and discuss and compare responses.

Observing; students were actively engaged but some still read from their notes during discussion. Participant was moderate, means confident students dominated the interaction and vocabulary usage was limited but improving.

Reflecting; although there was improvement, some students lacked fluency and continued to rely on memorized phrases. Adjustments were planned for cycle two including providing vocabulary support, encouraging more spontaneous responses, and giving clearer instruction and discussions goals.

In the first cycle, the technique was introduced to and topic selected was "The Impact of Social Media in Our Life." Student wrote short essays, created three to five open-ended questions, and worked in pairs to exchange their essays and engage in spoken discussion. Approximately half of the students were actively involved in dyadic essay discussion and many students appeared hesitant at first, frequently relied on written notes during speaking, and struggled with vocabulary and fluency. While most students found the activity interesting, some expressed confusion about how to ask and answer open-ended questions. In this cycle, students need more support in question formation and in building speaking confidence, then, additional scaffolding (question prompts, vocabulary banks, speaking frames) was planned for cycle 2.

THE IMPLEMENTATION CYCLE 2

Planning; additional scaffolding such as vocabulary lists and speaking frames was prepared and time was adjusted to allow longer pair discussions.

Acting; students repeated the Dyadic Essay Technique with new texts and prompts, peer feedback was encouraged more explicitly, and teachers monitored and gave feedback in real-time.

Observing; in this phase students showed noticeable improvement in fluency, confidence increase, it means more students volunteered to share answers with the class, and pronunciation improved, though some issues remained with intonation.

Reflecting: Overall, Dyadic Essay Technique was more effective in Cycle II. Most students were able to engage in interactive and meaningful dialogue. Besides, improvements were especially visible in fluency, vocabulary use, and confidence.

TABLE 1. Comparison of Pre-Test and Post-Test Scores

Assessment	Average	Scores Students >75
Pre-Test	61.9	24%
Post-Tests Cycle 1	70.6	68%
Post-Test Cycle 2	78.8	84%

The data show a significant increase in the number of students reaching the minimum competency level. This indicates that Dyadic Essay Technique can increase students' speaking performance significantly.

From the second cycle the research, improvements were made in the instructional approach. Students received more structured guidance, including examples of good questions, vocabulary support, and practice time before discussion.

The improvements suggested that Dyadic Essay Technique when supported with structured guidance, was effective when enhancing students' speaking performance. The collaborative, low-pressure environment encouraged interaction and reduced students' anxiety about making mistakes.

The results from both cycles demonstrate are this technique effective strategy to increase students' speaking skills in a senior high school English foreign language context. The gradual increase in speaking scores and student participation reflect the positive impact of Dyadic Essay Technique on various aspects of oral communication, including fluency and coherence, vocabulary development, confidence, and interaction skills. Writing essay allowed students to organize their thoughts, leading to more fluent speech and exposure to academic topic and peer questions helped expand students' vocabulary range. Furthermore, repeated structured practice in pairs created a supported environment that reduced speaking anxiety.

The dyadic essay format promoted turn-taking, asking for clarification, and follow-up questions, which are crucial for real-life communication. These results are consistent with theory by Vygotsky (1978) which accenting the importance interaction language development.

Furthermore, they support the principles of Communicative Language Teaching, which values authentic, student-centered interaction in language learning.

The classroom action research results indicate this technique (DET) is effective and practice in enhancing speaking skills of senior high school students. It increases English speaking language performance, fosters students' engagement, confidence, and autonomy. Continued application Dyadic Essay Technique with appropriate scaffolding and topic selection, is recommended for speaking-focused English Foreign Language instruction.

STUDENTS' RESPONSES

Based on interviews and questionnaires; 88% students said Dyadic Essay Technique made speaking class more enjoyable, 79% felt more confident speaking in English after the Dyadic Essay Technique Cycles, and 83% found it helpful to discuss answers with peers before speaking to the class. Students appreciated the structured interaction, and many expressed that the technique reduced their speaking anxiety and helped them organize their thoughts better.

The result supports that this technique is effective to increase students' speaking skills. Through collaborative learning, Dyadic Essay Technique fosters fluency, vocabulary use, confidence, and critical thinking. Regular speaking practice in a low-stress environment improved students' fluency, the structured preparation phase helped students access and apply appropriate vocabulary. Meanwhile, pair discussion reduced anxiety and encouraged

more active participation, and creating and answering essay-style questions enhanced depth of tough and language use.

Improving speaking skills remains a vital goal in EFL education. This research shows that integrating structured, student-centered methods like Dyadic Essay Technique can greatly enhance the speaking ability of senior high school students. Through preparation, collaboration, and meaningful interaction students not only learn to speak better but also become more confident communicators.

This result aligns with previous research showing the benefits of Dyadic Essay Technique in enhancing interaction and engagement (Yunus & Eliastuti, 2020).

CONCLUSION AND RECOMMENDATION

Dyadic Essay Technique was implemented in structured phases; students first read a text, formulated questions' essay and answers' model with pairs. The process encouraged meaningful communication, cooperative learning, and peer feedback.

The application of Dyadic Essay Technique significantly improved speaking performance of the student's fluency, pronunciation vocabulary, and confidence. The result indicated a notable increase that most of students achieving the minimum passing score compared to the pre-test.

Students responded positively to Dyadic Essay Technique, reporting that the technique made them more comfortable and motivated in speaking class. They appreciated the chance to speak in pairs before presenting ideas to the whole class, which reduced anxiety and built confidence.

Dyadic Essay technique proved to be an effective instructional technique for speaking practice, especially in English Foreign Language contexts where students often lack confidence and opportunities to speak. The combination of writing preparation and oral discussion contributed to deeper understanding and better oral performance. The technique, which integrates writing, question generation, and peer discussion, significantly enhanced students' fluency, vocabulary usage, pronunciation, and confidence in speaking English. Students also demonstrated improved interaction skills, such as asking and answering questions, clarifying meaning, and building conversations naturally with peers.

The collaborative and communicative nature of Dyadic Essay Technique provided students with meaningful speaking practice in a low-anxiety environment. The technique also encouraged critical thinking and helped learners organize their thoughts before speaking, which is particularly useful in an EFL classroom. The success of this classroom action research confirms that Dyadic Essay Technique is powerful and flexible technique that not only improves speaking ability but also fosters meaningful peer interaction and learner autonomy- EFL setting.

From the results and reflecting this research, the researcher proposes some recommendation that the teachers can adopt Dyadic Essay Technique in speaking classes to provide structured and collaborative speaking opportunities, guide students in preparing meaningful questions and answers and to monitor pair discussions to ensure active participation, and provide necessary support such as vocabulary lists, sentence starters, and speaking models especially in early stages of implementation.

Meanwhile for the students, they are encouraged to actively engage in pair discussions and make the most of peer feedback during Dyadic Essay Technique activities and focus on both content and delivery when preparing and discussing answers, as both aspects are essential for speaking improvement.

For further researchers may also consider using Dyadic Essay Technique in improving another English language skill like reading and listening prior to see its broader applicability.

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Integrating Stress Management into Teaching Practices: A Reflective Case Study of Pre-Service Teachers in the SEA Teacher Program

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ABSTRACT

This study investigated the stress management strategies during the SEA Teacher program which implemented in teaching. The research questions inquiries: (1) What were the stressors faced by pre-service teachers during the SEA-Teacher Program (2) What strategies did they employ to manage these pressures. The aims of this study were recognized and outlined the pressures faced by these upcoming pre-service teachers during their overseas internship, and clarify the kinds of coping strategies and techniques they utilized. This study was conducted in the Dong Thap, Vietnam. The method is used qualitative approach with descriptive type was employed using questionnaire and interview to collect the data from twelve pre-service teachers who participated in SEA Teacher program. The findings revealed that there was the source of stress which revealed in several key; communication style, pressure of language adaptation, and cultural differences. Furthermore, it focused on the significance of psychological debriefing and organizational assistance in global internship programs for pre-service teachers. Their capacity to handle stress is greatly influenced by elements like social support, readiness, and the pre-service teachers' ability to reflect on themselves. Considering these results, it is suggested that SEA Teacher program should improve their mental health support. This enhancement could include providing training focused on stress management and developing abilities for effective intercultural communication. Additionally, maintaining steady social support, like mentoring and peer assistance networks, is crucial for aiding pre-service teachers in coping with stress throughout their internship experiences.

Keywords: pre-service teacher; sea teacher; stress management; teaching experience; teaching practice

INTRODUCTION

Effective teacher education relies not only on classroom theory, but also on hands-on practical experience. In this context, internship programs for pre-service teachers have played an integral role in teacher education programs on an international scale (Purba et al., 2025). Nonetheless, taking part in an internship comes with its own difficulties. The transition from the role of a student to that of a pre-service teacher is accompanied by significant psychological and emotional challenges. They encountered pressures in various areas of their

professional journey and preparation (Bayrakdaroglu & Hekim, 2020; Chang, 2013; Kohn, 1996; Kohn et al., 1997; Pines, 2002). Although teaching practice is incorporated into teacher training programs to provide prospective educators with hands-on experience, it often becomes a significant source of pressure (Kyriacou, 2001; Skaalvik & Skaalvik, 2016). Those pursuing a career in education must possess a comprehensive understanding of educational theories and the ability to effectively implement them within the complex and constantly evolving context of a real classroom. Pre-service teachers encounter stress from multiple aspects of their lives, such as their own expectations, those of their parents or students, assessments, personal life challenges, academic pressures, and issues related to managing a classroom (Anton et al., 2023; Bayrakdaroglu & Hekim, 2020; Birchinall et al., 2019; Kipps-Vaughan, 2013; Misra et al., 2003; Yangın Ekşi & Yılmaz Yakışık, 2016) have been shown to lead to stress and diminish professional self-esteem.

The SEA-Teacher Program (South-East Asian Teacher Project) offers opportunities for cultural internships for future educators across various ASEAN nations (SEAMEO, 2025), as a tangible measure to connect theory with practical experience on an international scale. Participants reside in either a homestay or student housing, integrating observational experiences with practical teaching opportunities. They are guided by local mentors and supervisors affiliated with their home universities. The duration of the program is typically between three and six weeks, contingent upon specific arrangements, and necessitates adjustment to the local language, societal customs, and educational assessment methods. The challenges posed by differences in accents, cultural dynamics in educational settings, and formal assessments involving direct observation and reflective reports introduce additional practical pressures for participants.

In the context of a cross-cultural internship, the simultaneous emergence of multiple stressors is a potential concern. Language differences are challenges that obstruct successful communication among people or groups that use different languages (Forat & Salih, 2024). Similarly, Talenta et al. (2023) claimed that language is an integral component of national identity and cultural heritage. It serves as the medium through which individuals convey their ideas and emotions, shaping their sense of community and national belonging. Language is not merely a means of communication; it is the soul of the country and its people. In addition, adapting to a new culture necessitates that individuals understand local lifestyles, social behaviors, and non-verbal cues that may differ greatly from their own. The presence of communication barriers, especially in informal contexts, can result in increased cognitive strain, as individuals must exert additional effort to ensure comprehension and subtlety in verbal interactions. The expectation for formal assessments from supervisors, in conjunction with the pressure to create engaging and appropriate teaching materials, often results in anxiety related to performance. Furthermore, the integration of roles as both educator and participant in social events or school management exerts an increased demand on time and energy resources. This situation increases not just the mental and emotional load, but it also impacts the concentration and mental well-being of pre-service teachers throughout their internship. This creates a constant struggle for them to manage the demands of their profession against their personal abilities.

The present study explores two fundamental inquiries: (1) What were the stressors faced by pre-service teachers during the SEA-Teacher Program? (2) What strategies did they employ to manage these pressures? The theoretical basis encompasses problem-focused and emotion-focused coping by Lazarus and Folkman's (1984) theory. However, research related to stress management in the SEA Teacher program is still limited. Previous studies have mostly addressed challenges, as outlined by Setianti et al. (2024) who focused on self-confidence, language barriers, educational system, and availability of facilities. Additionally, the challenges encountered and the strategies employed to address them are examined, with a

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particular focus on the diverse contexts of English language instruction in Indonesia (EFL) and the Philippines (ESL). The study underscored the importance of adequate preparation, adaptability, and the receipt of guidance from mentors in order to optimize the effectiveness of teaching abroad. Another can be identified as Rifki & Ramalia (2025) indicated the optimize of joining this program. It offered insight into the objectives, methodologies, and benefits of the SEA Teacher initiative. It meticulously delineated the requisite administrative guidelines, technical proficiencies, and qualifications necessary for participation in the program. Furthermore, it functioned as a medium for discourse among students, educators, and program coordinators, facilitating the resolution of diverse inquiries and fostering student engagement. Consequently, involvement in the initiation of the SEA Teacher program may conferred a range of benefits, including enhanced personal development and professional opportunities. Hana et al. (2025) who reported the cultural immersion and pedagogical exchange of pre-service teachers participating in the program, with focus on its impact on teaching practices and career development in the home country. It highlighted the importance of modifying teaching methods to align with local cultural contexts was accentuated, as it was believed that this approach would yield enhanced learning outcomes and cultivate cultural awareness. The presence of language barriers was regarded as an opportunity to employ innovative pedagogical methods, such as games and group activities, which enhanced student engagement. The study also emphasized the significance of cultural understanding, effective communication, and an open mindset in fostering inclusive educational settings. Overall, it suggested that the integration of culturally sensitive pedagogical approaches fosters an engaging and motivating classroom atmosphere. Furthermore, the study indicated a necessity for structured pre-program training, encompassing online classroom observations and curriculum development sessions with collaborating organizations. Such preparation has the potential to enhance the participants' capacity to develop learning modules tailored to the local context and navigate regional educational systems with proficiency.

In summary, the previous studies have not thoroughly examined the individual experiences of pre-service teachers within the context of stress management strategies. Accordingly, it inspired researchers to take up the exceptional field of research, especially in-depth studies of stress management strategies. It underscored the importance of understanding the stress and coping mechanisms employed by teacher candidates participating in cross-cultural internships. The SEA-Teacher initiative in Vietnam offers a distinct mix of professional and cultural challenges, with the application of both problem-solving and emotional coping methods likely being crucial for a successful experience. Overall, the objectives of this study were twofold: firstly, to identify and describe the stressors encountered by these future teachers throughout their international internship, and secondly, to elucidate the types and methods of coping strategies they employed. By identifying the key factors that effects their stress during the exchange, the findings can inform best practices and strategies for upcoming programs. It is hypothesized that the findings of this research will contribute to the body of international education literature and offer practical suggestions through mentoring programs, coping training resources, and assessment frameworks that are more attuned to the mental health of teacher candidates in ASEAN nations.

METHODOLOGY

This study was a descriptive qualitative that employed a reflective case study approach. Qualitative research is a strategy for investigating and comprehending individual or group

meanings resulting from social situations (Creswell & Creswell, 2018). It focused to explore the experiences of pre-service teachers in dealing with stress during the SEA Teacher program in Dong Thap, Vietnam, as well as the coping strategies used. Participants of this study were pre-service teachers in the Sea Teacher Program Batch 10 consisting of two countries, namely Indonesia and Philippines for one month. A total of twelve pre-service teachers participated in the study, and they were selected based on the willingness to share their in-depth experiences. The collection of data was done through questionnaire and interview. The researchers constructed a Google Form for the questionnaire also the interview was done by face-to-face interactions and video calls. The link of Google Form was distributed to pre-service teachers consisted of twenty opened-ended questions. Furthermore, interview with each participant probed deeper allowing for a more shaded analysis of their strategies experiences to face challenges. Ethical consent was secured before gathering any data. Participants were provided with comprehensive details regarding the research and signed a document indicating their informed agreement. The initials were used to maintain anonymity while removing personal information from the transcripts. Additionally, the data was safely stored and could only be accessed by the research team. The collected data were analyzed using Lazarus & Folkman (1984) Theory which revealed the following two elements including problem focused-coping and emotion-focused coping which has been accordance with the result of data collection.
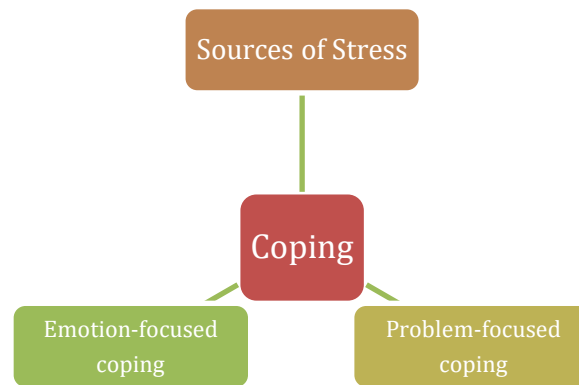

FIGURE 1. Theory Map

RESULT AND DISCUSSION

RESULT

The obstacles encountered during the program, whether they were educational, emotional, or social, transformed into significant pressures that caused worry for pre-service teachers. The different stress factors that surfaced during the internship, including difficulties in managing classrooms, cultural variations, issues with communication, and professional demands, led to several key insights that highlighted the mental and professional interactions of those involved. These insights were subsequently organized and explored through reflective themes, which will be discussed in this section, aiming to grasp how pre-service teachers perceive and cope with the stress they encountered.

Communication Style

Pre-service teachers faced a range of classroom dynamics that greatly differ from those in their home countries. This adaptation process included not only the technical elements of teaching but also the social and cultural factors that affect student learning behaviors. A notable issue

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related to the lack of verbal participation demonstrated by students in the classroom environment, as indicated by the current observations in Table 1.

TABLE 1. Statement of Communication Style

Question	Respondent	Response
What aspects of the local culture did you find most challenging to integrate into your teaching practice?	R1	"Students are typically more unwilling and less prone to raise questions out loud, was difficult for me to adjust to."
	R4	"Many students appeared hesitant and felt uneasy about asking questions in class, whether because of shyness, the fear of making mistakes, or not being familiar with an environment that encourages active conversation. This situation made it challenging for me to adapt to a more subdued learning atmosphere than I had anticipated."
	R5	"Students often demonstrated hesitation and anxiety about posing questions in front of others, likely due to societal influences, self-doubt, or an educational environment that positions the instructor as the sole provider of information. This made it difficult for me to grasp their requirements and develop more welcoming and engaging communication in the classroom."

Respondents emphasized that the limited verbal participation of students in the classroom poses a significant challenge for pre-service teacher from diverse cultural backgrounds. Respondent, acclimated to classroom settings that promote spoken interaction and open dialogue, often encounter challenges when adjusting to educational scenarios where students exhibit a propensity for reticence, hesitation to pose questions, and an aversion to overtly expressing their opinions. This demeanor did not necessarily indicate a lack of interest or involvement; rather, it was frequently influenced by sociocultural elements, including respect for authority, anxiety about making errors in public, and community-oriented values that emphasize unity. In such circumstances, the adaptation of teaching methods could not be constrained to mere technical aspects; rather, it must encompass a comprehensive understanding of local communication practices and culturally influenced learning behaviors.

The Pressure of Language Adaptation

The language adjustment represented a substantial challenge that pre-service teacher encounterd in multicultural teaching environments. The statement is provided in Table 2 below.

TABLE 2. Statement of Pressure of Language Adaptation

Question	Respondent	Response
What role did cultural differences play in your interactions with students and colleagues during your teaching practice?	R5	"The language gap between me and my students greatly impeded my proficiency in delivering educational materials in an understandable manner and in creating a productive exchange of information, leading to frequent misunderstandings or failure to receive anticipated responses throughout the teaching and learning process."
	R7	"The difficulty of communication became a significant hurdle that prevented my ability to create impactful connections with the students. I found it hard to grasp their inquiries or replies, and similarly, they appeared to struggle with comprehending my directions or clarifications in English."
	R11	"Language gap really hinders my interactions with my students."

The respondents shared the observation about the language-related challenges faced by pre-service teacher in multicultural educational settings. Furthermore, adapting to the language here involved more than just mastering grammar and vocabulary; it also necessitates comprehending the social environment, cultural nuances, and regional modes of communication. The emergence of language barriers could impede the fluidity of interactions between instructors and learners, thereby influencing the quality of instruction and the development of personal connections. Moreover, such obstacles frequently result in language-

related stress, which diminishes pre-service teachers' confidence and obstructed the development of an inclusive educational atmosphere.

Cultural Differences

In the context of international educational environments, the success of teaching approaches that have historically proven effective is frequently influenced by variations in culture, institutional frameworks, and classroom settings. It is shown in Table 3 below.

TABLE 3. Statement of Cultural Differences

Question	Respondent	Response
What challenges did you encounter while integrating new pedagogical strategies learned during the exchange?	R5	"Some strategies that worked well in Vietnam were difficult to implement in my home country due to differences in class size and resources."
	R6	"I faced difficulties when trying to implement them in my country of origin due to the vast difference in class sizes and the absence of support systems and resources, even though some of the teaching strategies I learned in Vietnam were effective."
	R7	"The strategies that were successfully used during my teaching practice in Vietnam are not fully adaptable to the teaching context in my country, given the significant differences in teacher-student ratios and the disparities in the availability of teaching materials and supporting technologies."

Respondents revealed that the contrast between the classroom environments and educational cultures of Vietnam and home country presented significant challenges when implementing teaching methods. In addition, the presence of larger classes and inadequate resources has hindered the efficacy of previously effective strategies, leading to elevated stress levels and a decline in self-confidence as a pre-service teacher. This circumstance underscored the necessity for flexibility and cultural sensitivity in creating teaching practices that suit the local environment while preserving the quality of education and learning.

DISCUSSION

This study indicated that pre-service teacher encountered a variety of stressors during their international internship, including communication style, pressure of language adaptation, and cultural differences. Accordingly, addressing these stressors, the coping methods employed align with Lazarus and Folkman's (1984) Theory. These methods encompassed two primary approaches: problem-focused coping and emotion-focused coping. Problem-focused coping is defined as the process of taking action to alter the issues that lead to stress. Emotion-focused coping, on the other hand, is defined as the process of managing one's emotional responses to these issues (Virgianto et al., 2023).

Pre-service teachers addressed challenges by employing problem-focused coping techniques, such as creating a daily activity schedule to enhance organization and reaching out to their supervisor or mentor at the internship site for guidance. Pre-service teachers in this study have been organized in such a way as to systematically arrange their daily tasks. The objective was to ensure that they manage their time and resources in an effective manner, striving to maintain a balance between teaching responsibilities and other activities. Moreover, the ability to manage time effectively has been shown to mitigate feelings of uncertainty and being overwhelmed, which are significant stressors in practical learning environments.

Emotion-focused coping strategies, are employed to manage stress responses. Pre-service teachers utilized variety strategies for articulation of emotions, including writing journals, communication with peers, and personal reflection. One method that has been employed is journaling, which serves as a means of emotional expression and organization through written communication. This practice enables future educators to examine and comprehend their emotional responses more clearly, thereby reducing mental strain and

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enhancing self-awareness. Furthermore, journaling can function as a tool for thoughtful reflection, facilitating the identification of stress patterns and the development of more effective coping strategies for future challenges. Additionally, engaging in discourse with individuals who have encountered analogous circumstances can offer invaluable social sustenance. Engaging with individuals who comprehend the same circumstances and difficulties fosters an emotional environment conducive to the sharing of feelings, the cultivation of compassion, and the alleviation of the loneliness that frequently accompanies stress. Besides, the form of social support has the capacity to enhance resilience and alleviate the adverse effects of stress. Self-reflection is a critical component of emotion-focused coping strategies. By engaging in introspection, aspiring teachers can assess their emotional responses, develop a more nuanced understanding of their stressors, and internalize the significance of their experiences. This approach fosters both emotional well-being and professional development by cultivating a more adaptive response to challenges. Furthermore, the utilization of either strategy was imperative for maintaining psychological balance and mitigating the deleterious consequences of stress, which, it must be noted, is not invariably straightforward to eliminate. The integration of these two strategies enabled pre-service teacher to enhance their resilience, support their mental well-being, and sustain their drive and teaching effectiveness during challenging adjustment phases.

The current study supports the idea that a key element of the program is effective stress management, which helps to improve teaching efficacy. The participants listed a number of stress-reduction tactics, such as self-awareness, social support, using relaxation techniques, and maintaining consistent routines. These results imply that a person's ability to handle psychological stress in a cross-cultural setting has an impact on teaching effectiveness in addition to pedagogical preparedness. In contrast to the study by Setianti et al. (2024), which emphasized external challenges such as language barriers and differences in education systems, this study focuses on internal aspects, specifically the coping mechanisms developed by the participants. This expands the existing body of knowledge concerning how teachers cultivate emotional resilience during their professional engagements. The insights from Rifki & Ramalia (2025) related to the organizational aspects and professional advantages of this initiative. However, managing stress has not been the central concern of these programs. This study aims to add valuable information to their results by emphasizing the need for organized psychological support, both before and throughout the placement experience. Meanwhile, Hana et al. (2025) highlighted the importance of adjusting to cultural differences and innovating teaching methods. The current study supports the idea that challenges arising from cultural and language discrepancies do not only present obstacles; instead, they can serve as a driving force for enhancing teaching creativity. This can be realized through the use of game-based learning strategies and cooperative activities. This disparity in emphasis is a reflection of various methodological stances. This study takes a reflective approach to participants' emotional experiences, in contrast to earlier research that was more descriptive. The primary innovation is the way stress management is positioned as a professional skill rather than merely a solution to problems. Accordingly, the main value of this study lies in broadening the comprehension of the role that emotional preparedness plays in global teaching initiatives. This study highlights the crucial need to incorporate stress management training into the preparation of participants, pointing out that the effectiveness of a program is influenced not just by technical or administrative factors, but also by the mental health of educators.

CONCLUSION AND RECOMMENDATION

The present study examined the importance of mental debriefing and institutional support within international internship programs for pre-service teachers. Pre-service teachers who

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engage in overseas internships encounter multiple stressors that arise from their cultural surroundings as well as personal challenges. The ability to manage stress is heavily impacted by factors such as social support, individual preparedness, and the prospective teachers' capacity for self-reflection.

However, the study is limited by its modest sample size and its focus on a specific internship setting within a particular country. This restriction may preclude the generalizability of the findings to all international internship contexts. The strategy employed was primarily qualitative, which means it did not quantitatively analyze the connection between coping strategy and the stress levels faced. In view of these results, it is advisable for SEA Teacher programs to improve their support for mental health. This improvement might involve training on managing stress and enhancing skills for intercultural communication. Additionally, ensuring consistent social support, such as through mentoring and peer support networks, is essential to help pre-service teachers manage stress during their internships.

For upcoming studies, it is suggested to carry out research with a broader and more varied sample, employing quantitative and mixed methods to more accurately assess the effectiveness of different coping techniques. The study could also delve deeper into factors like the role of institutional support and cultural-specific influences in alleviating stress. This approach would create a more thorough understanding of how pre-service teachers adjust during international internships.

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