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Charade Game: Does it Impact Students' Writing Ability?

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Abstract. Modern English instruction must show a developing strategy to motivate and inspire pupils. Introducing games into the teaching and learning process is an option for reducing student boredom. The game of Charade is one alternate teaching strategy that can be used to teach English writing and improve students' writing skills. This study utilized the Charade game as a teaching method for writing. Utilizing a pre-test and post-test, a quasi-experimental research method was implemented. 30 students were assigned to each of the control and experimental groups, for a total of 60. After a series of interventions, students' writing skills were assessed. The outcome of quantitative data analysis was performed using SPSS 25. Compared to the control group, the experimental group demonstrates a considerable change and improvement in writing skills. The significant improvement of the experimental group demonstrates the efficacy of the Charade game as a method for teaching writing.

Keywords: Charade game, writing ability, teaching method, English language teaching

Introduction

Language plays an essential part in human lives. Hidayati (2016) stated that learning a second or foreign language can boost a person's intelligence and open up new opportunities for personal growth, therefore it is important to make the effort to do so. Furthermore, Rabiah (2018) added that language is communication that everyone uses daily to convey information and arguments to others. Language cannot be separated from culture in this case because it represents its nation and closely relates to the behaviour of groups of language speakers. As a result, English is a global language that allows people to communicate with one another, share pieces of information, share ideas, and say feelings in people's hearts.

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English has several interrelationships with various aspects of human life as an international language and is used for global communication (Nan, 2018). English is also considered Indonesia's first foreign language, and it is formally taught from elementary school to university. There are four skills in English to be mastered. They are: Listening, speaking, reading, and writing. As Nan (2018) added, listening, speaking, reading, and writing is not only learning content for students but also learning tools and strategies for them.

Writing is a complex process that students must master as one of their English skills. Writing is a fundamental English ability, but it is also widely regarded as one of the most difficult to acquire while learning a new language. Even native speakers find it challenging to show good writing skills (Tillema, 2012). Consequently, to have excellent writing skills, students must be trained in writing. Students with poor writing skills are more likely to fail or have struggles progressing in their studies.

However, if they ruling writing abilities, students will stand a better chance of succeeding in their studies. Schools are crucial in developing children's reading and writing abilities. If student writing is not sufficiently addressed at the school level, the higher education sector will constantly be flooded with academically under-prepared students (Chokwe, 2013). Some reasons writing becomes difficult for students include a limited vocabulary, a lack of grammar comprehension, and variety.

As a result of these difficulties, the researchers realized that the teacher is extremely important in the learning process, particularly in writing. The teacher must be creative to assist students in overcoming their writing difficulties. Accordingly, researchers try to improve students' writing skills. Still, the researchers also try to find a fun way to make the entire class enjoyable and to provide all students with long-lasting memories of the material. According to the problems mentioned above, game becomes a good and effective method to use by teachers to teach and improve writing students.

Teachers might utilize a game as a fun, non-traditional way to assist their students become better writers. According to Gozcu & Caganaga (2016) a game is an activity that is entertaining and engaging, often challenging, and in which the learners play and usually interact with others. Teachers must consider children's attention spans when teaching them. As a result, the teachers must consider using physical activities (such as role-playing and playing games), sensory aids, and nonverbal Language. The Charade Game is a great option if you want to boost your writing skills through gaming.

Charade game serves as one of the alternative methods used by teachers to increase students' writing abilities. As Lutfah (2019) defined that a charade game is one in which words are represented through mime. The idea is to communicate meaning through movement rather than speech. Examples of physical language that can aid in communication, comprehension, and involvement include mime and gestures. Students who are more engaged in class are more likely to remember what they learn. The excitement and enthusiasm generated by the charade game can influence the topics covered in lessons and how they are delivered. A game is a fun activity that is usually done humans. The researchers believe that incorporating this Game into the classroom will help students become better writers while also making lessons more engaging. It is the game's major goal to

encourage and inspire young players as they gain conceptual understanding and strengthen their mathematical reasoning skills (Lehto & Eskelinen, 2020).

In light of the foregoing, the purpose of this investigation was to examine the Charade game as a means of instruction, more specifically as a means of instructing students in the art of descriptive writing. In this current research, some questions are underlined, as follows:

1. How are the students' ability in writing descriptive text taught without Charade game?
2. How are the students' ability in writing descriptive text taught using the Charade game?
3. Is there a substantial difference in the writing abilities of students who are taught without and with the Charade game?

Method

This research design carried out quasi-experimental design as the main design. Based on the non-random sample group, experimental and control groups were determined. To test it, two similar target groups were selected. Both were taught the same content (Rogers & Revesz, 2019). The researchers used a quasi-experimental design to determine how effective the Charade Game can be used in teaching writing. Furthermore, (Rogers & Revesz, 2019) stated that quasi-experimental was to find the link between cause and effect using an experiment and a control group. Still, the groups were not chosen at random.

An initial screening writing test was administered by the researchers to both the experimental and control groups. The researchers use the Charade Game as a treatment or experiment in one of the classes. The researchers use the conventional strategy as a control in the other class. (Panggabean et al., 2021) stated that The lecture method, the question and answer method, the discussion method, and the assignment method are all examples of conventional teaching strategies in which students listen more attentively to the teacher's explanation in front of the class and complete assignments if the teacher provides practice questions. Furthermore, the researchers uses an expository approach in this research. With this expository approach, learning activities are focused on the teacher as a source of knowledge or instructional resources, similar to a lecture. At the start of the session, the teacher spoke, outlining the subject and providing sample questions along with questions and answers. Together with the teacher, the students practiced answering practice questions; if a question was unclear, a student might ask it. The teacher could check each student's work individually and give a classical or individual explanation to each student.

Because this is a quasi-experimental study, the researchers require two classes to serve as the sample. SMAN 1 Gubug has only two classes by chance. As a result, the researchers uses all of those classes as the sample.

The sample of this research is the second-grade students of SMA Negeri 1 Gubug in the academic year of 2022/2023, two classes, one for the experimental test and the other for comparison. In this case, both classes, 10 MIPA 5 and 10 MIPA 6 were samples, with 10 MIPA 5 serving as the experiment group and 10 MIPA 6 serving as the control group.

Table.1 Sample

Participant	Class Experiment 10 MIPA 5	Class Control 10 MIPA 6
Male	8	10
Female	28	26
Amount of samples	36	36

To collect the data, writing test was chosen as the main instrument for both pre-test and post-test. Pre-test and post-test were given to both experiment class and control class.

The result of writing test was evaluated by considering some writing aspects such as use of evaluation elements together with content material, corporation, vocabulary, grammar, and mechanics. Khayati & Hadi (2021) found that there are five factors evaluated in writing; content, company, vocabulary, grammar, and mechanics. Researchers used the standard score to determine the overall worth of the students' writing based on the aforementioned criteria. as follows:

1. A perfect score would be 20.
2. Scores between 16 and 19 are excellent.
3. Ratings between 11 and 15 are excellent.
4. Scores between 6 and 10 are around average.
5. In general, ratings above 5 are not very good.

Furthermore, the researchers also classified the students' scores according to the mean score. The students' mean score is divided into five levels, as follows:

Table.2 Classification

No	Classification	Score
1.	Very Good	91-100
2.	Good	76-90
3.	Fair	61-75
4.	Poor	51-60
5.	Very poor	Less than 50

Findings

This study's overarching objective is to determine whether or not SMAN 1 Gubug's tenth-grade students in the 2022-2023 school year will benefit from playing the Charade Game in order to boost their skills in reading and understanding written material. The researchers collected two types of data from both the control and experimental groups. The treatment was carried out in the experimental class using the Charades Game, whereas the control class received no treatment. The researchers administered a pretest and posttest in essay exam format before and after the treatment.

1. The Students' Ability in Writing Descriptive Text Taught without Charade Game.

The researchers gave a different method in each class. First, the researchers gave a conventional method of class control which was the researchers used an

expository approach in the learning process. It took three meetings for the researchers to conduct the research. The researchers administered a pre-test to gauge the students' writing skills before providing an explanation of the descriptive text used to compile the data. At the end of this study, after the researchers had explained everything, they administered a post-test to see how much the students had improved their writing skills from having been taught using the traditional way.

Table.3 Result of Control Class

	Pre-test	Post-test	Gained score
Σ	2340	2556	219
Mean	65.00	71.00	6.08

The median pre-test score for the control group was 65.000, qualifying them for the reasonable category. The students in the control group took a pre-test, and then over the course of three sessions were taught the traditional approach. During the initial consultation, participants took a pre-test measuring their level of familiarity with producing descriptive texts. The second meeting had a more conventional presentation style employed by the researchers to discuss a descriptive text. With the expository approach, the researchers explained descriptive text to the students. The researchers gave a post-test after the third session so they could assess the effectiveness of the training.

As a result of the learning process, according to table 3, the mean score in the post-test of the control class is 71.00, which is categorized as fair. This improvement has resulted from applying conventional methods through a learning process. The conventional method meant that the researchers did not use any game in the implementation. In the expository method utilized by the researchers, students paid closer attention during in-class explanations and carried out assignments if their instructors provided them with practice questions, both of which are common strategies employed in traditional pedagogical settings.

Researchers found that, in this specific situation, pupils' writing comprehension improved from pre- to post-test, even though not significantly. Students were not interested in studying, and the conventional approach was thought to be boring. This was in line with the statement (Rikawati & Sitinjak, 2020) that a method could be monotonous and tedious if the teacher could not make an exciting learning process.

2. The Students' Ability in Writing Descriptive Text Taught Using Charade Game

The class of experiment is a class which taught using Charade Game. In conducting an experiment with Charade game, the researchers employed three meetings. As in the control class, the researchers also gave a pre-test and post-test to the experimental class.

The researchers met with participants over the course of three separate sessions designed to improve their abilities to craft descriptive prose. Researchers administered a pretest at the first class session to gauge students' prior knowledge

of the subject matter presented in the descriptive text. The researchers used a charade game as an instructional strategy in the second meeting. The researchers provided a post-test at the third meeting to gauge the success of the charade game as a teaching tool for elaborative writing.

Table.4 Result of Experimental Class

	Pre-test	Post-test	Gained score
Σ	2520	2844	323
Mean	70.00	79.00	8.97

Table 4 shows the experimental class's median and range of scores across the 36 participants. The pretest can be scored between 58 and 78. The posttest was given to participants after they had completed the charades treatment. The statistics show that the posttest ranged from a low of 73 to a high of 88. This suggests that the results of using the Charades Game to instruct in descriptive text composition are quite promising.

As result, the researchers discovered that improve significantly about the student's ability in writing comprehension especially in writing descriptive text. The Charade Game's features, such as teamwork display, communication, race time, clue, and so on, were not found in the conventional method. This could be a reason why the implementation of the Charade Game the in the learning process make a new atmosphere in the class. Supporting the statement, Glendon & Ulrich (2005) video games can be used as a type of media integration in the classroom to engage students in the learning process.

3. A Significant Difference in Writing Abilities of Students Who Taught With and Without Charade Game

The researchers present the information in a table and compute the mean and standard deviation of the students' post-test writing scores using the SPSS 25 tool. Results are reported in table 5.

Table.5 Experimental Class

Category	Pre-Test	Post-Test
Very Good	0%	0%
Good	11.11%	86,11%
Fair	86.11%	13,89%
Poor	5,55%	0%
Very Poor	0%	0%

According to table 5, none of the students (0%) obtained Very good, four students (11.11%) received good, Germany students received, thirty students reed fair (86.11%), and only two students (5,55%) received poorly. According to the table, the students who received poor were fewer than those who received fair and good, indicating that thstudent'ss' writing mastery was not that bad.

Meanwhile, the results of the final exam demonstrate that the students have strengthened their writing abilities. It can be seen through the chart that describes around thirty-one (86,11%) students obtained good, and only five (13,89%) students obtained fair. It showed an improvement in students' writing skills after teaching with charade game.

Table.6 Control Class

Category	Pre-Test	Post-Test
Very Good	0%	0%
Good	5.65%	44,44% %
Fair	61%	41,66%
Poor	33.5%	5,60%
Very Poor	0%	0%

Based from the table 6, describes the results obtained by students in the control class taught using conventional learning. It can be seen that there are two (5.65%) students who received good, and twenty-two (61%) obtained fair. While the other twelve (33.5%) students received poorly.

Like the experimental class, the control class also experienced a growth in score results, although not as significant as the experimental class. Sixteen (44,44%) students get good grades, and fifteen (41,66%) students get good grades in this class. However, some students had decreased the results of their pre-test scores. Two (5,60%) students get poor.

N-Gain was initially evaluated to see whether or not the Charade Game had a statistically significant effect. The overall mean score and standard deviation were shown for both the pre- and post-tests in this section for easy comparison. Using a paired sample statistic, the results are displayed in table 7.

Table.7 Descriptive Statistics of Pre-Post Mean

Category	N	Minimum	Maximum	Sum	Mean
Pre-test Experiment	36	58	78	2520	70.00
Post-test Experiment	36	52	77	2340	65.00
Pre-test Control	36	70	88	2844	79.00
Post-test Control	36	45	83	2556	71.00
Valid N	36				

As can be seen in Table 7, the lowest-scoring students in the control group scored 52, while those in the experimental group scored 58. On the other hand, the highest possible score in the control group is 77, whereas the highest possible score in the experimental group is 78. After the researchers introduced two approaches into each lesson, students' performance in the class improved. Data shows that both the lowest and highest possible scores have been raised across the board. Meanwhile, table 8 shows the standard deviation in each class.

Table.8 Standard Deviation Measurement (SD)

Category	N	Minimum	Maximum	Mean	SD
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Pre-test Experiment	36	58	78	70.00	4,787
Post-test Experiment	36	52	77	65.00	6,383
Pre-test Control	36	70	88	79.00	3,772
Post-test Control	36	45	83	71.00	9,511
Valid N	36				

The Asymp value was found by doing a Wilcoxon signed-rank test on the control group in SPSS, as shown in Table.9. Sig. two-tail = 0.001. If the significance value is less than 5%, the value found in the test is statistically insignificant (0.000 0.05). Therefore, Ho was disapproved of while Ha was approved, suggesting that there was a sizable difference in the mean scores of students before and after the implementation of the standard approach to teaching writing descriptive text.

Table.9 Descriptive of Hypothesis Testing

Hypothesis	Test used	Average	SD	Test Statistic Value	Significant Value	Description
1. There is a significant difference in average before and after the use of the traditional method in the control class	Wilcoxon	Pre=65,00 Post=71,00	SD pre =6,383 SD Post=9,511	-5,165	0,001	Ha Accepted
2. There is a significant difference in the average before and after the use of the Charade Game as a method in the experimental class.	Paired T Test	Pre=65,00 Post=79,00	SD pre=4,787 SD post=3,772	-11,939	0,001	Ha Accepted

3. There is a significant difference in the use of the traditional method in the class with the implementation of the Charade Game in the experimental class.	Independent T Test	Control = 71,00	SD Control = 3,77208	4,691	0,001	Ha Accepted
		Experiment = 79,00	SD Experiment = 9.51090			

The Asymp value was discovered in the second experimental group thanks to a paired t-test run through SPSS. Sig. two-tail = 0.001. If the significance value is less than 5%, the value found in the test is statistically insignificant (0.000 0.05). Ho's rejection and Ha's acceptance lead to the conclusion that there was a statistically significant change in the mean before and after the experimental class used the Charade Game to teach the descriptive text, especially writing, indicating that the Charade game had a very positive impact on the students' ability to understand what they were reading and write in English.

Third, SPSS's independent t-test results showed that the Asymp value, based on previous research. 2tailed Sig = 0.001 A 5% significance level indicates that the result determined by the test is smaller than 5% (0.001 > 0.05). This resulted in Ho being refused and Ha being accepted, suggesting a statistically significant difference between the control group's use of the traditional approach and the experimental group's use of the Charade Game. The experimental class's value is greater than the value of the control class's, suggesting that the Charade Game was more effective than traditional methods of teaching English in enhancing students' ability to understand written English. Their post-test results demonstrate this. This finding lends credence to the claim that using the Charade Game as a teaching tool was beneficial to both students and teachers. Bafadal & Humaira (2019) supports the result that Charade Game was very simple, constructive, and efficient to use.

Discussion

Analysis of the data in this study revealed four main findings: students' abilities to write descriptive texts when taught without Charade Game; students' abilities to write descriptive texts when taught using Charade Game; a statistically significant difference between students' writing comprehension when taught using the conventional method and when taught using Charade Game; and students' perspectives on Charade Game as a media in the teaching of writing.

The first finding revealed that the students' writing comprehension was taught using the conventional method. The conventional way in this research was the expository approach. The learning activities were focused on the teacher as a

source of knowledge or instructional resources, similar to a lecture. 36 students served as a control group; they were given an essay test in a based-paper style both before and after the study. As a result of this case, the researchers discovered that students' writing comprehension increased from pre-test to post-test in the control class, though this was not statistically significant. The researchers found that the students were not engaged in the learning process and that the traditional method was monotonous. This was in line with what was stated by Rikawati & Sitinjak (2020) that when a teacher selects the incorrect method, it will be detrimental to the achievement of learning objectives. The teacher's method selection aims to make it easier for students to understand the lesson as determined by the situation and condition. Furthermore, to support the statement Viering et al. (2020) said that a method could be monotonous and tedious if the teacher was unable to create an exciting learning process.

In contrast, the researchers found the students' advantages of the conventional method. The conventional method made it simple to determine students' progress, which meant students only had one opportunity to take tests. As a result, teachers knew their students' progress and what they needed. The interaction between teachers and students, as well as between students in the form of lectures, questions, answers, or discussions, is an essential aspect of the conventional method (Fathurrohman, 2015). Through these interactions, the teacher understands each student's characteristics and, as a result, can determine what the students require.

The second finding of this research was about the Charade Game as a new method and was regarded by the students as a unique method in the learning process, particularly in writing. The Charade Game method was perceived as an interesting method for students. Moreover, the Charade Game's features, such as teamwork display, communication, race time, clue, and so on, were not found in the conventional method. This game also provides many activities to improve students' English comprehension. In line with those points, Dewi & Listiowarni (2019) states that Charade Game provides some features that increase the students' communication, teamwork, creativity, and motivation. Specifically, the Charade Game was utilized to introduce the topic in the experimental class just before the post-test. The researchers also gave an essay to write descriptive text as a pre-test and post-test as part of the Charade Game. The researchers discovered the students' ability and increased writing comprehension from the pre-test to the post-test based on the Charade Game was significant when compared to the effects of the conventional method at this point. These results indicate that Charade Game can encourage student achievement in the learning process.

For example, students prefer using games to learn, which is one of several things that the experimental group's results showed more significantly than the control group. It is related to what was concluded in a study by Dewi & Listiowarni (2019) as a kind of media, games can be used to enhance the classroom experience by igniting the interest of students in the material being taught. Another supported the research by Nainggolan (2019) that said the Charade Game positively impacted students' ability to master English. It would be an active class because Charade Game insists all the students to worked as a team. By having a team work in learning, the students felt both challenged and joyful.

Third, the results of this study showed that the Charade Game had a much larger impact on students' writing comprehension than the traditional approach. This finding has demonstrated how students who used the Charade Game had better writing comprehension than those who used the conventional method. In the researchers's observations of the learning process in the classroom, there were differences between the experimental and control classes. Students in the control class were bored and less enthusiastic about participating in learning. They felt monotonous learning and less attractive. This had an impact on the results of post-tests conducted by students. While in the experimental class, students were more enthusiastic and understood faster because Charade Game made the learning process varied and not monotonous, and the use of the game created a new atmosphere for learning. Likewise, students tended to comprehend the text, and how they wrote was better. Based on this statement, the result could conclude that the Charade Game learning method was efficient and supportive for students and teachers.

Conclusion

This research concludes that the writing comprehension for the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. With a mean pre-test score of 65.0 and a mean post-test score of 71.0, It demonstrated that the traditional method could improve students' writing comprehension achievement. However, there is no significant difference before and after the pre-test and post-test. Meanwhile, the writing comprehension for the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. The mean pre-test value was 70.0, and the mean post-test value was 79.0. It demonstrated that using the Charade Game as a method to teach writing descriptive text could effectively improve students' writing comprehension. Furthermore, there was a significant difference in writing comprehension between students taught using the conventional method and those taught using the Charade Game. The t-test calculation resulted in a t-count value greater than the t-table, indicating this. It is possible that the Charade Game improved the students' writing comprehension in this study.

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A Study on Students' Attitudes towards Peer Review in Online Writing Classes

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Abstract. Online peer review has been applied in Academic Writing classes, and it has had a positive impact on the students' writing skills. Further study was done to determine the students' attitudes toward online peer review in online writing classes. A questionnaire on students' attitudes was distributed to 43 students in Academic Writing classes who are practising online peer review. The statements in the questionnaire cover their attitude towards online peer review in three aspects: affective strategies, writing processes, and interaction ability. The findings show that the students have a positive attitude towards online peer review. They have a positive attitude toward the aspects. However, the students have a negative attitude, one of the statements in social interaction ability. The average students do not see that online peer review helps them learn about maintaining harmony in pair work.

Keywords: Students' Attitude; Peer Review; Online Writing Class

Introduction

Writing is a basic language skill for language learners which needs attention as it covers five aspects of writing; organization, contents, language use, vocabulary, grammar, and mechanics. Therefore, teaching writing needs serious consideration. One of the ways to improve students' writing skills is by having peer reviews. This can be done online using Google Docs. This online peer review has been done in writing classes, and it has been proven that these activities positively impact students' writing skills. Peer feedback or peer review has been seen as essential for providing feedback to students in process-based second-language writing programs. It is widely acknowledged as an efficient strategy for assisting teachers in helping students improve their writing.

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Providing written feedback to students and offering individualized attention, among the most significant responsibilities of an ESL writing instructor, is unlikely to occur under typical classroom circumstances (Hyland & Hyland, 2001). However, some studies have been done to find a better way to teach so that students will achieve better writing competence by doing a peer review. Peer review can be defined as “a communication process through which learners enter into dialogues related to performance and standards” (Liu & Carless, 2006). The practice of peer review is a form of collaborative learning where students evaluate and provide feedback on one another's written work. (Pearce et al., 2009). Review or feedback has its functions as praise, criticism, and suggestions (Hyland & Hyland, 2001). Further, they define "Feedback as the communication of a response to a student's performance concerning a given task. This response can be written, oral, electronic or a combination of all or any of these”(Hyland & Hyland, 2006). In this paper, I use the term peer review instead of feedback as these two terms are reversible as it can be defined as communication between students on their writing performance.

By having a peer review activity, learners will interact with the peer who will provide them with constructive criticism to help them develop their writing skills. Some studies on peer review have found that peer review can improve students' writing abilities (Gielen et al., 2010); (Bijami et al., 2013);(Farrah, 2012); (Baker, 2016). Additionally, the purpose of the writer's peer review is to encourage the writer to reconsider the entire piece (Chisholm, 2006). Besides, students' own feedback to their peers performs a further potentially socializing function, reinforcing those values (Hafner & Yu, 2020). Thus, having peer review may develop students' abilities in expressing their ideas. L2 learners were able to effectively use peer feedback that resulted in better text quality by getting feedbacks from a trained L2 peer and integrating a greater number of peers' comments in revising their text (Sánchez-Naranjo, 2019). Apart from focusing on how students can review a text, it is essential for teachers to be aware of students' motivations and to promote positive goal orientation in students when providing peer feedback training (S. Yu & Lee, 2014). Teachers can explore with pupils their potential contributions as a reviewer and writer, as well as a peer feedback provider and receiver

A study on the effectiveness of peer review done in Iranian proves that training in peer review gave such a beneficial impact on the following improvements the students made to their work (Esmaeeli, Hadiseh ;Abasi, Maasumeh ;Soori, 2014) As it gives positive impacts, it also needs to know their attitude towards the online peer review. Training is a critical component in developing an open atmosphere for peer feedback discussions. There are many different reasons for this. Training can lessen the impact of unfavourable attitudes brought on by peer review. Students can have unfavourable responses to feedback from their peers if the reviewers on the evaluation are either overly defensive or not receptive to receiving constructive criticism. Additionally, cross-cultural concerns that may emerge concerning contentment may be associated with the student's native culture. When students receive peer feedback instead of straight corrections from the teacher, they reply more reflectively and positively, they debate the topic they are working with, and they make major modifications in their writing(López-Pellisa et al., 2021). Demmans Epp et al. (2019) found in their study that students employed neutral affect more than any other strategy in giving

their feedback. However, students may find difficulty as what Yu, (2021) Because of their inadequate knowledge and abilities, along with a lack of training and competence. students experience challenges offering feedback.

Although students prefer teacher review to peer review, the attitude may be somewhat positive toward the online peer review activities. Peer reviews assist learners in proofreading and detecting errors and defects, such as classmates assist in reviewing the writing, when the group may not be able to discover the issues (Ma, 2020). However, a larger percentage of teachers stated difficulties with peer review due to a lack of confidence, a lack of appreciation for peer criticism, and a reluctance to make critical comments (Ahmed, 2021). Due these facts students may feel reluctant to do peer review. This study aims to investigate the students' attitudes toward online peer review in Academic Writing classes, specifically towards the affective strategies, the writing process, and social interaction ability.

Writing Process

Writing is mainly a chance to practice linguistic abilities, and the process of writing development takes place when teachers help students use their writing talents (Badger & White, 2000). Regarding feedback, this process-based approach can help the students improve their writing skills. For example, according to Berg (1999), Zhang (1995), and Keh (1990), cited in (Grami, 2010), peer response is truly a component of the process approach to teaching writing, and feedback in all of its forms is a key component of this approach. The process method allows students to comprehend the significance of each step of the writing process, including peer evaluation, which will help them become better writers by teaching them that writing is a process. It covers prewriting, outlining, drafting, revising, and editing (Langan, 2010). Peer review activities are done to help the writer in the process of revising. The input they get from their peers can be used to revise their essays. Yastibaş & Yastibaş (2015) found that the use of peer feedback in writing classes reduced their writing anxiety in terms of cognitive, somatic, and avoidance anxiety

Affective Strategies

When writing, students may use some strategies. One of them is effective strategies which include identifying others' feelings and becoming aware of the learning circumstances of the tasks. They can gain better control over their attitude and motivation in learning a language by being aware. These strategies can make the learners feel secure in doing their writing tasks. Oxford (2017) mentions that there are main strategies that cover nine strategies. They are lowering anxiety, encouraging themselves, and taking their emotional temperature. To lower anxiety, students can use progressive relaxation, deep breathing, or meditation, using music or laughter. Meanwhile, making positive statements, taking risks wisely, and rewarding themselves can encourage them. To take their emotional temperature, they can listen to their body, use a checklist, write a language learning diary and discuss their feeling with others.

Social Strategies

Writing is one of the ways to communicate. There is an indirect relationship between the writer and the readers. Besides, in peer review, other people's involvement is also involved. There will be communication between the writer and the one the partner who gives the review. Therefore, appropriate social strategies are needed. There are three sets of social strategies. They ask a question, cooperate, and empathize with others (Oxford, 2017). In peer review activities, there will be communication between the student who writes and the peer who reviews. There will be a discussion between them. They also need to cooperate with peers to obtain feedback. In giving feedback, they need to develop cultural understanding and become aware how others' thoughts and feelings. They need to sense the feelings of their peers while giving feedback.

Method

The participants of this study is 43 students who join Academic Writing class. To get the data, the writer modified the questionnaire with nine questions on the student's attitude towards online peer review in Academic Writing class. The first three statements are on the affective strategies, the second three are on the writing process, and the last three are on social interaction ability. The evaluation process used a four-point Likert scale with the categories "strongly agree, agree, disagree, and strongly disagree" to examine the students' attitudes toward online peer review in an Academic Writing class. The statement labeled strongly agree received a weight of 4, whereas the statement marked strongly disagree received a weight of 1. After completing tasks, including online peer evaluation, the participants were given a questionnaire to fill out.

Five students administered the questionnaire. The validity level was determined by the writer using the R table. The value obtained from the survey of five people is 0.8054. If the significance value is greater than the value in the R-table, then the statement can be deemed true. The researcher conducted this pilot study involving 5 individuals, which implies that the sample size was $df = 5 - 2 = 3$, and the significance level was 5%. The significance level of 5% is utilized as the majority of social studies feature a significance level of 5%. Cronbach's Alpha was the method that the researcher utilized when performing the reliability analysis. If the value is more than 0.70, the instrument is regarded as reliable. It was found that all the items are valid. It is also reliable as Cronbach's Alpha is .804.

Findings and Discussions

The results of three aspects, including nine questionnaire statements, are presented respectively. It will see the mean of all the aspects to see their attitude. The following are the descriptive statistics of the questionnaire.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	43	3.00	3.00	3.0000	.00000
VAR00002	43	2.00	4.00	3.1860	.45018

VAR00003	43	3.00	4.00	3.5814	.49917
VAR00004	43	3.00	4.00	3.4419	.50249
VAR00005	43	1.00	4.00	2.9302	.70357
VAR00006	43	3.00	4.00	3.6744	.47414
VAR00007	43	3.00	4.00	3.4884	.50578
VAR00008	43	2.00	3.00	2.7674	.42746
VAR00009	43	3.00	4.00	3.1628	.37354
Valid N (listwise)	43				

The mean of eight out of nine questions is above 3, which indicates that the students have a positive attitude toward the peer review activities. However, the ninth statement *Online peer review activities helped me learn about maintaining harmony in pair work* got less than 3, meaning that the students are not favorable of this item. When calculating all the mean and dividing it into nine to get the average, it was found that the average of all the items is 3.248. It means that the participants favor the online peer review activities in the Academic Writing class. The following will see each item.

Affective strategies

The students can apply these strategies in writing class through peer review activities. They can gain a positive atmosphere through this activity. One of the results of using strategies is self-esteem, a sense of self-value and efficacy that can be reflected in their attitude toward peer review activities in Academic Writing class.

Table 2. The aspects of effective strategies

	N	Minimum	Maximum	Mean
VAR00001	43	3.00	3.00	3.0000
VAR00002	43	2.00	4.00	3.1860
VAR00003	43	3.00	4.00	3.5814
Valid N (listwise)	43			

Regarding effective strategies, the mean is 3 or more, and the average mean is 3.255. This shows that they have a positive attitude towards the aspect of effective strategies. The following is the data for each statement. The affective side of a student may be one of the sides that have a significant influence on the student's success (Oxford, 2017). Students may feel pleased when they have positive emotions, motivation, and attitude so that the learning process can be effective.

Three questions are used to know whether students have positive emotions, motivations, and attitudes. The first is to know whether the peer review activities lower their anxiety, the second is whether peer review activities can encourage them so that they can increase their self-confidence and the last one is whether peer review activities make them take their emotional temperature that, leads to their positive feelings.

Table 3. First Affective Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	43	100.0	100.0	100.0

The first statement is *that my anxiety level was lower when I delivered online peer reviews of my peers' work*. As has been explored before, one of the effective strategies is lowering anxiety. All of the students (100%) agreed, meaning that they believed they were not really anxious when doing the online peer review activities.

When doing these peer review activities, they will see their peer's essays. They may find that their peer also needs to produce perfect essays as they may find mistakes in their partner's essay. This can make them less anxious. They may not feel worried or ashamed as they see that their friends also make similar or the same mistakes.

Table 4. Second Affective Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.3	2.3	2.3
	3.00	33	76.7	76.7	79.1
	4.00	9	20.9	20.9	100.0
	Total	43	100.0	100.0	

Almost all participants agree with this statement: *I was more confident in giving online peer reviews of peers' work*. There is only one who stated that he or she disagreed. Maybe they feel convenient because it is done online, or they know what to do. The writing teacher gives the instruction on how the peer review and the template that the students can follow while doing the peer review activities make them feel confident that they can do peer review. They may feel sure that they can handle this assignment. Thus, peer review activities make them more confident in writing.

Table 5. Third Affective Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	18	41.9	41.9	41.9
	4.00	25	58.1	58.1	100.0
	Total	43	100.0	100.0	

All participants, 41.9% agree and 58.1% strongly agree with the statement: *When I was doing online peer review, my positive feelings enabled me to deal with the pressure and anxiety I was experiencing*. This shows that they all have positive feelings toward this activity and feel positive about doing it. Their positive feelings enable them to handle their pressure and anxiety. One of the strategies to take their emotional temperature is using a checklist. In doing peer review, the students have the checklist, so they may feel sure they can do this. They know that they can handle this task.

Table 6. The aspects of the writing process

	N	Minimum	Maximum	Mean
VAR00004	43	3.00	4.00	3.4419
VAR00005	43	1.00	4.00	2.9302
VAR00006	43	3.00	4.00	3.6744
Valid N (listwise)	43			

On the aspect of the writing process, the mean is 3.348. and there is only one item that gets less than 3(question 5), while on the other aspects, all students agree or strongly agree with the statement. This shows that they have a positive attitude towards the aspect of the writing process. The following is the data for each statement.

Table 7. The first aspect of the writing process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	24	55.8	55.8	55.8
	4.00	19	44.2	44.2	100.0
	Total	43	100.0	100.0	

All students, 55.8% agree and 44.2 strongly disagree with this statement: *I received worthwhile experiences from doing online peer reviews*. This proves that doing online peer review is considered beneficial. Writing covers some aspects from prewriting to writing the final draft. By doing peer review, the students get experiences that they can apply to their writing tasks. Through their activities in reviewing their peers, they will learn something, and they can apply what they get while reviewing their friend's essay. They may be aware of the mistakes their friends have made, and later on, they will be able to avoid similar mistakes.

Table 8. The second aspect of the writing process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	4.7	4.7	4.7
	2.00	6	14.0	14.0	18.6
	3.00	28	65.1	65.1	83.7
	4.00	7	16.3	16.3	100.0
	Total	43	100.0	100.0	

Some students disagree with the statement *I am aware of the writing strategies for making a written paragraph while providing online peer review*. More students (81.4%) agree. It can be interpreted that most participants feel they understand writing strategies while giving online peer reviews. They may be able to learn the way to write an essay as they can learn from their peer whose essays they review. It can be an example for them of how to write an essay appropriately,

if not perfectly. However, some students (8 out of 43) disagree with the statement. Giving online peer reviews does not help them understand the writing strategies. They may be unaware they can learn the writing strategies their peer has applied in the essays.

Table 9. The third aspect of the writing process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	14	32.6	32.6	32.6
	4.00	29	67.4	67.4	100.0
	Total	43	100.0	100.0	

Table 9 shows that all participants, 32.6% agree and 67.4% strongly agree with this statement *I was able to recognize the paragraph structure of the genre., during the process of providing an online peer review of my classmates' essays.* One aspect that the students have to check in peer review activities is the paragraph structure. They must comment on whether their review essay has the appropriate paragraph structure. By doing this, they feel that their ability to identify paragraph improve. Through this process, they recognize the structure of the genre. For example, when they have to review a comparison essay, they automatically learn its structure, whether point-by-point or block structure.

Social Strategies

When doing online peer review, they will need to apply social strategies such as asking a question, cooperating with others, and empathizing with others. There are three items in the questionnaire covering these three aspects.

Table 10. The aspects of social strategies

	N	Minimum	Maximum	Mean
VAR00007	43	3.00	4.00	3.4884
VAR00008	43	2.00	3.00	2.7674
VAR00009	43	3.00	4.00	3.1628
Valid N (listwise)	43			

On the aspect of social strategies, the mean is 3.139. This shows that they have a positive attitude towards the aspect of social interaction ability. However, the mean of item 8 is less than 3 (2.76), meaning they do not have a favorable attitude toward it. The following is the data for each statement.

Table 11. The first aspect of social interaction ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	22	51.2	51.2	51.2
	4.00	21	48.8	48.8	100.0
	Total	43	100.0	100.0	

All participants, 51.2% agree and 48.8% strongly agree with this statement:

My social interaction skills were improved by having discussions with my peers.

This means that they believe they can interact well with their peers by discussing the result of online peer reviews. This shows that they use the asking question strategy, as in doing the online peer review, they will ask for clarification or asking for a correction. Through this communication, they apply social strategies. They know how to give comments to their peer and also discuss the essay.

Table 12. The second aspect of social interaction ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	10	23.3	23.3
	3.00	33	76.7	100.0
Total	43	100.0	100.0	

Table 12 shows that 23.3% chose to disagree, making the average 2.76 with the following statement *Online peer review activities helped me learn about maintaining harmony in pair work.* Some students do not believe that online peer review activities can make them maintain harmony in pair work. They may feel that giving a review is a criticism, so they may need to build better peer cooperation. However, more than half of the students still feel that they can maintain harmony in pair work while doing the online peer review.

Table 13. The third aspect of social interaction ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	36	83.7	83.7
	4.00	7	16.3	100.0
Total	43	100.0	100.0	

All participants agree with this statement *I became aware of the variations between individuals in terms of their writing abilities through participating in online peer review activities.* 83% agree, and 16.3% strongly disagree. This shows that they apply one of the social strategies to empathize with others. They become aware of others' feelings. Perhaps, they realize that they are at the same level of writing ability, but they have different strengths. Some students may be good at organization, while others may master structure or have a good vocabulary.

Conclusion

This study has been conducted to know students' attitudes toward online peer review activities in Academic Writing classes. There are three aspects under the study: affective strategies, writing process, and social strategy. The data was collected using a questionnaire with four options. The result of the study shows that they have a positive attitude toward the three aspects. However, there is one statement, *Online peer review activities helped me learn about maintaining harmony in group work,* one of the statements for a social strategy that does not show a favorable attitude. The average students need to see that this online peer review helps them learn about maintaining harmony in pair work.

Overall, in doing online peer review, they have used learning language strategies as they agree that they do the affective strategies doing online peer review. They feel that they can lower their anxiety, encourage themselves, have more self-confidence, and take their emotional temperature. In terms of social strategies, they also apply them in their peer review activities. They ask questions, cooperate with their peers, and can empathize with them.

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Students' Challenges and Language Learning Strategies in a Group Presentation in the Post-Pandemic Era

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Abstract. During the pandemic, online learning was the inevitable surge. Now, in the post-pandemic recovery, schools and universities have initiated to start offline learning. This research attempted to investigate challenges and students' language learning strategies in giving a group presentation in the post-pandemic era. Fifty students, the third semester students taking Pre-Advanced Speaking class at STBA JIA Bekasi, participated in this research. The participants involved had online learning for the last two semesters and the third semester was their first time having offline classes. So, to address the research questions regarding their challenges and language learning strategies, the questionnaire was distributed. The findings showed that most of the students believed confidence was their major challenge in giving a group presentation in the post-pandemic era. While for the language learning strategies, the majority of participants adopted cognitive strategies such as planning and organizing their presentation. It shows that strategies help language learners in overcoming the problems of their language learning.

Keywords: group presentation, language learning strategies, post-pandemic era, students' challenges

Introduction

As one of the skills in English, speaking has always been a hurdle in non-native English-speaking countries such as in Indonesia. Based on the EF English Proficiency index in 2022, the global rank of Indonesia is 81 out of 111 countries (EF EPI EF English Proficiency Index, 2022). This rank is considered low proficiency if compared to its neighboring countries such as Philippines (rank 20), Malaysia (rank 24), and Vietnam (ranked 60). As a foreign language in Indonesia, English is not applied on a daily basis which means it applies only on formal occasions such as in schools. So, classroom activities in language learning plays a pivotal role to improve English proficiency. In undergraduate schools, it is not uncommon to find a group presentation as a task even though it is considered demanding for non-native speakers as they lack training and experience in using English (Morita, 2000). Regardless the challenges, a group presentation is an

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opportunity for students to practice English and develop their presentation skills (Zappa-Hollman, 2007).

However, the face of education has dramatically changed since the pandemic began to spread across the world. Various learning adjustments were made by the governments and online learning was introduced to replace the face-to-face learning including in university levels. The term “online learning” or “distance learning” has taken root to become a pivotal part in education which brings a new face in education and gained its popularity since the COVID-19 outbreak (Alcontin, 2021) regardless the challenges such as the internet access, how to adapt with technology, how to teach a coursebook in an online class, and anxiety (Lestiyanawati & Widyantoro, 2020a; Rasmitadila et al., 2020; Setiawan, 2021; Simamora, 2020). This learning is defined as the important method which is strategic and practical approach to teach in education and has developed significantly around the world now (Ivone et al., 2020; Zhou et al., 2020). The School of Foreign Languages JIA or STBA JIA, a higher education situated in Bekasi, Indonesia, has conducted face-to-face learning after few semesters online learning were held from 2020 - 2021. This situation leads the researcher to explore further about the impacts of the students’ prior virtual learning to their strategies and challenges when giving a presentation in the real classroom in the speaking class.

Speaking in a group presentation is the main concern in this study because, in line with the required skills in the globalized world, communication is one of the 21st century skills. The research related to the challenges and strategies on a group presentation have widely been studied by previous scholars. Yang (2010) pointed that the academic presentation was a great challenge to the students and to compensate their limited speaking abilities, the students delivered a thorough case analysis rather than engage in the class discussion. In other words, some students may view that class discussion is demanding; therefore, they preferred to avoid it. In addition, Morita (2000) studied the discourse socialization of non-native and native-English-speaking graduate students through their engagement in oral academic presentations. She found that both non-native and native speakers became apprenticed into the group presentations through ongoing negotiations with the teachers and their peers, preparations, and observations. This shows that learners apply some strategies to compensate their weaknesses in giving a presentation.

Studies regarding language learning strategies have been done by the other scholars such as Yabukoshi & Takeuchi (2009) who investigated the strategies used by lower secondary school learners in Japan, Yilmaz (2010) who attempted to find the relationship between language learning strategies, gender, proficiency and self-efficacy beliefs. Other studies discussing the importance of language learning strategies were also carried out by some scholars (Almoslamani, 2022; Biwer et al., 2022; Tomar & Jindal, 2014) Yet, as far as the author is aware, there is little research carried out on investigating language learning strategies in the post-pandemic era. This is one of the reasons why this research is important to be done.

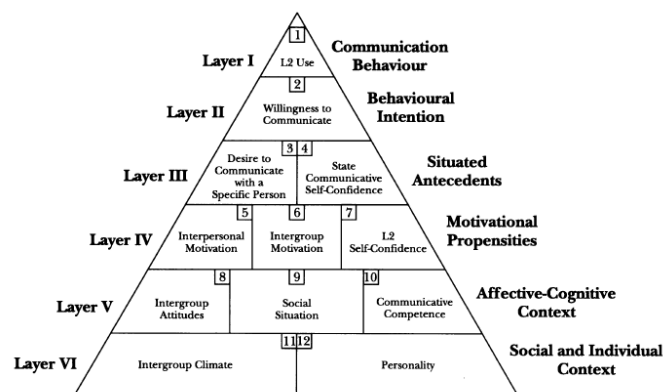


Figure 1. Heuristic Model of Variables Influencing WTC (Macintyre, 1998)

There are a number of factors which can be the students' obstacles in using the L2 (second language). These challenges, in some ways, give impacts on the success of their speaking in a group presentation. With that being said, the researcher attempted to explain the challenges using the heuristic model by Macintyre (1998) which was used to indicate one's willingness to communicate, but it can also explain a number of potential influences of L2 use. The model consists of six layers which are categorized into two categories: situation-specific categories (layers I-III) and enduring influences (layers IV-VI). As can be seen from Figure 1, layer I (L2 use) can be reached when speakers have willingness to communicate (layer II), and the willingness to communicate is established from the desire to communicate and state of communicate of self-confidence (layer III). Similarly, the other building blocks (layer IV-VI) are essential factors which influence the L2 use.

In addition to the heuristic model of variables influencing WTC, the researcher connects the theory of students' obstacles to the Levelt's model (Goh & Burns, 2012). The model describes how speech is produced which comprises 3 stages: conceptual preparation, formulation, and articulation (see Figure 2). According to this model, conceptual preparation (the stage where learners select the topic and ideas from their long-term-memory) is the initial stage of speech production. Goh & Burns (2012) claim that the familiarity of the topic will help learners communicate. The second stage is formulation which defines the process in which it releases the ideas gathered in conceptualisation. It is said that formulation is the hardest part among all stages because learners should consider the rules of grammar and appropriate vocabulary when speaking (Goh & Burns, 2012). And the last stage is articulation or the execution of the words in terms of the articulatory system such as vocal tract, larynx, lungs, and other parts contributing to speech production. The researcher believes that the students' challenges may be in the areas of these stages.

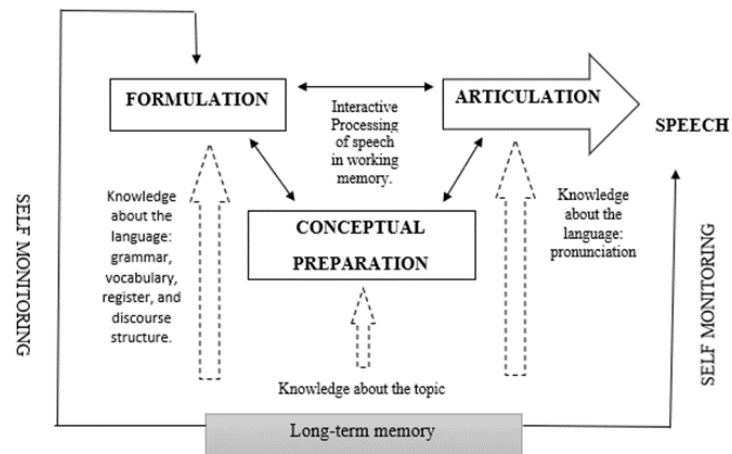


Figure 2. Levelt's Model of Speech Processing (Goh & Burns, 2012)

In doing a group presentation, learners may employ a number of learning strategies to compensate their limited abilities in using L2 and improve their performance. Oxford (2011b cited in Brown, 2007) explain several language strategies (see the following):

1. Cognitive strategies such as planning, organizing, monitoring, evaluating, using senses, activating knowledge, contextualization, and going beyond the data.
2. Affective strategies which consist of activating, supportive emotions, minimizing negative emotions, generating motivation, and building positive attitudes.

3. Sociocultural-interactive strategies which include interacting to learn, overcoming knowledge gaps, guessing intelligently, generating conversation and activating sociocultural schemata.
4. Compensatory strategies (e.g., avoidance, circumlocution, approximation, word coinage, nonverbal signals, prefabricated patterns, code switching, appeal to authority, and keeping the floor).

The purpose of the study is to investigate the challenges and learning strategies employed by the students of STBA JIA in Pre-Advanced Speaking class in the post-pandemic recovery. Pre-Advanced Speaking is a mandatory subject in semester three which aims to give the necessary skills which enable them to speak more confidently in various topics. There are three classes which consist of 20 – 25 students in each class. They had online learning in semester 1 and semester 2, so the third semester was their first semester meeting their friends face-to-face in the classroom. They were divided into groups which consisted of four to five people and each group had to give a presentation about the topic given by the lecturer. As an example, the topic is “childhood” and the target languages are asking about childhood and reminiscing about childhood. During the presentation, they were told to make PPT slides and a game as the ice-breaker which was played before the presentation started. Their presentation was assessed based on the clarity, creativity, preparation, and understanding of the topic.

Method

The participants involved in this study were the third semester students taking Pre-Advanced Speaking class at STBA JIA. There were 50 students who completed the questionnaire with 10 males and 40 females. As previously mentioned, the research focused on analyzing their challenges and language learning strategies in doing a group presentation in the post-pandemic era. With regards to the aims mentioned, the two questions formulated are 1) what are the students’ challenges on giving a group presentation in the post-pandemic era? 2) what are the students’ language learning strategies on giving a group presentation in the post-pandemic era? To gain information about the language learning strategies and their challenges, an open questionnaire was distributed. They could write the answers either in English or Indonesian so that they could provide comprehensive answers without language barriers in using L2. The students’ responses were then analyzed quantitatively and qualitatively to find the learning strategies based on the language learning categories written by Oxford (2011b cited in Brown, 2007) and the challenges of using L2 according to the heuristic model of variables influencing WTC (Macintyre, 1998) and the Levelt’s model. The responses from the participants were analysed and categorized according to its learning strategy with numeric data and the explanation was explained descriptively.

Findings and discussion

Findings

In addressing the first research question, it was found that self-confidence was the most perceived challenge by the participants (52%). It is relevant to the heuristic model which places state communicative self-confidence as the situated antecedents in layer III as one of the building blocks in using L2. In other words, the students felt they still needed to deal with confidence to present in front of their friends in the offline class. Two other factors which had quite high percentages were how to make their presentation easy-to-understand (14%) and how to make an effective presentation (12%). Based on the figure, it correlates to layer III which is desire to communicate with a specific person. In this context, the participants had a desire to communicate to their peers as the audiences in the classroom through a presentation. Yet, if they see it as a threat, they may not be able to use the L2.

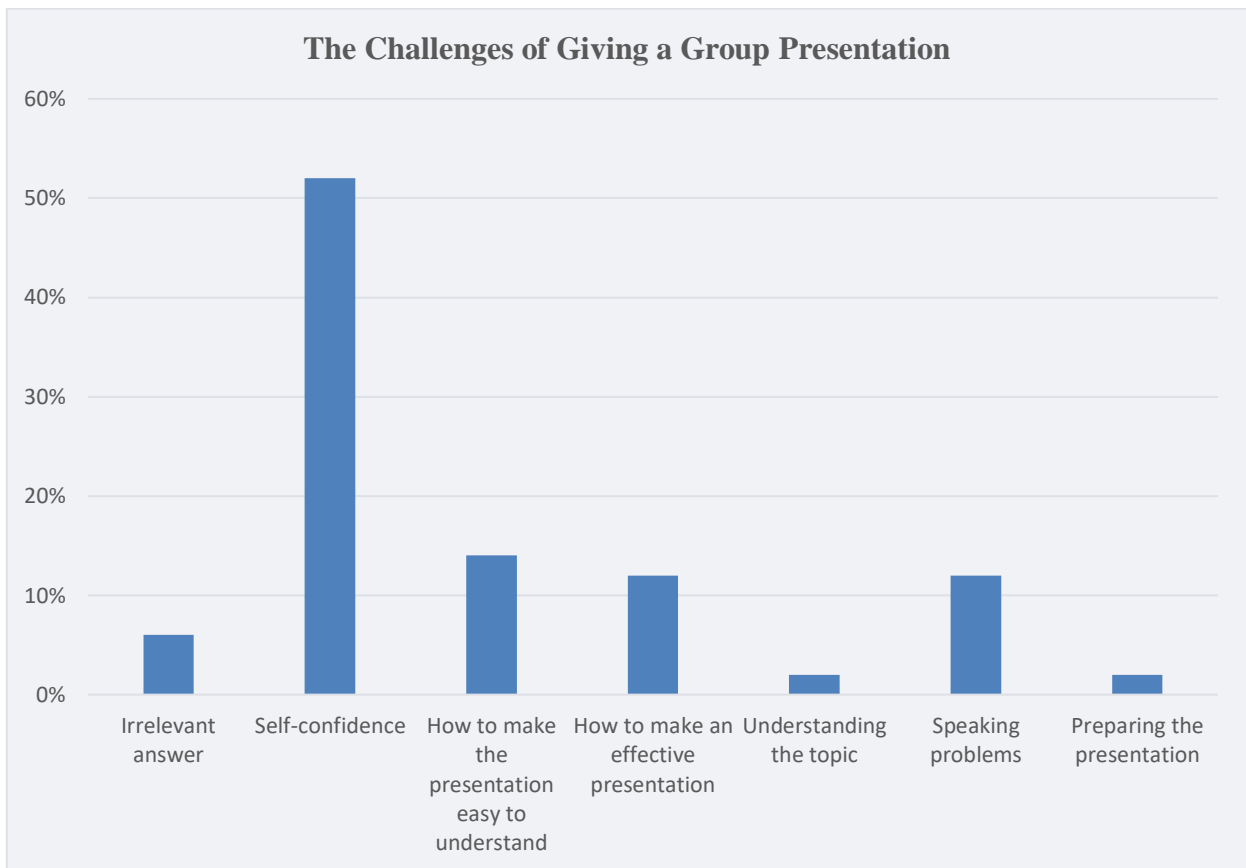


Figure 3. The Challenges of Giving a Group Presentation

Besides, 12% of the total participants had an issue with the speaking skills which means these students dealt with the communicative competence (layer V), the enduring influence. The participants may realize their language proficiency was still low, and this was seen as their challenge to give a group presentation. The remaining responses were related to understanding the topic (2%) and preparing the presentation (2%). In the Levelt's model (Goh & Burns, 2012), it explains how the knowledge of the topic can give an impact on the speech production. When the participants found the topic presentation difficult, this could influence their group presentation. Therefore, strategies are important to deal with this particular challenge.

While for the second research question, a number of strategies were identified. As can be seen in the figure below, the highest language learning strategy fell to cognitive strategies (60%) such as preparing the presentation, rehearsing in groups, practicing using an L2 before giving the presentation in the class, making the presentation as interesting as possible, and comprehending the materials. The other language learning strategies applied were sociocultural strategies (20%) (e.g., interacting with the audiences during the presentation, connecting with the audiences, and paying attention to the class), affective strategies (16%) (e.g., keeping calm and boosting their confidence), and the last is compensatory strategies (4%) (e.g., using simple words when giving a presentation). The detailed information about the strategies is explained in the next section.

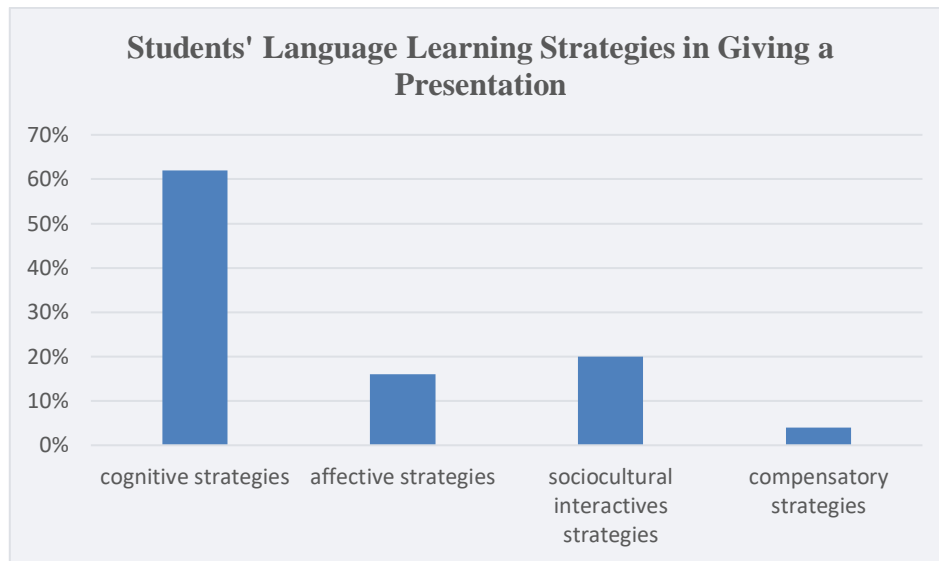


Figure 4. Students' language learning strategies in a group presentation

Discussion

In the post-pandemic era, it was found that self-confidence (52%) was the biggest challenge when giving a group presentation. The following are the responses selectively chosen by the author.

- S2: I'll says that it would be my confidence while speaking in front of the class. I'm not really confident with myself to be looked by many people. It would be my speaking too, because I'm not really fluent at it but I tried to be more better.
- S4: The challenge was on my confidence to speak directly in frontal of the class, it was enough to make me nervous.
- S7: I need to completely get rid of the shyness and nervousness, and also stop caring about other people's expressions and all
- S17: confidence and inability to 'spew' out some useful words
- S28: *Karena keterbiasaannya kelas online saya merasa canggung ketika kelas offline*
- S48: for me the challenge that I experienced after online learning was that I definitely had to get used to speaking directly in front of many people and building high self-confidence because I was not very fluent in speaking.
- S35: *tantangan nya yaitu gugup ketika berbicara menyampaikan materi dan ketika berhadapan langsung dengan banyak orang di depan kelas.*

Speaking in front of people in L2 and presenting the materials appeared to be the reasons for their low self-confidence. Based on the heuristic model (Macintyre, 1998), it is the situated antecedent which can influence their L2 use when giving a group presentation. Confidence is the key role to use L2, so it suggests that the participants must increase their confidence level in order to give an effective presentation (Derakhshan et al., 2015). Confidence gives them strong belief that they can give a good presentation. Referring to the heuristic model, their low confidence also affects to their willingness to communicate. So, when they do not feel confident, they will be reluctant to speak. Besides, the transition from online to offline learning also increased their nervousness in the group presentation as during the online learning their engagement between learner to learner and learner to teacher were limited. Moreover, the fact that online learning has some challenges (e.g., dysfunctional device, internet connection, etc.) give some drawbacks for the students to communicate (Lestyanawati & Widyanoro, 2020b).

The group presentation aimed to deliver the topic which had been shared by the lecturer by using the target language as explained in the previous section. The situation given encouraged them to find ways to make their presentations interesting and the materials understandable to the audiences. Some students may see it as a challenge to improve their presentation skills and some may see it as a threat. In other words, they had a desire to communicate that is to please their class with a good presentation as expected by their friends. Yet, the findings showed that 14 % and 12% the participants found this situation was a challenge in the post-pandemic era. Like confidence, this could affect to their L2 use and therefore, they would employ language learning strategies to succeed their presentation (Yang, 2010). The following are some of their responses.

- S8: My main challenge is to be able to control the audience during offline presentations and also I must be as interesting as possible to make the audience can easily understand the material that being explained.
- S9: *Membangun suasana yang menyenangkan bagi orang lain dan ide-ide kreatif.*
- S16: to build atmosphere and get attention from audience
- S23: There weren't many challenges, but I did feel a little pressure because I needed to make it easier for others to understand the material that being explained.
- S34: The most challenges is how to make the presentation more creative, because audience must have interested with our presentation.
- S39: *Tantangan utamanya lebih gugup dan harus lebih baik dalam menyiapkan materi presentasi, harus lebih kreatif lagi, agar para pendengar bisa memahami apa yang kami sampaikan dengan baik.*
- S41: My main challenge is how to make the topics that I will present easy to understand. Because if it's not easy to understand, other people who listen to it will be confused about what we are going to present.
- 46: we must make everyone understand what we are going to present
- 47: Make those in the room understand the material that I'm making, plus the presentation is also made using English so we as material carriers feel very responsible for that.

The rest of the participants believed that their challenge was their speaking ability or communicative competence (12%). One of the participants stated that she could not look up words in a dictionary to compensate their mistakes in using L2. It was the challenge of giving a group presentation in the offline class as the group presentation during the online learning enabled her to open a dictionary without being noticed by her peers or lecturer. Another student explained that their language barriers were pronunciation and word choice. Communicative competence in a group presentation is of paramount importance. According to the heuristic model, communicative competence is the building block in layer V which is related to affective-cognitive context (enduring influences). Brown (2007) summarized from Hymes, defines communicative competence as the ability to send and interpret messages and to negotiate meanings interpersonally within a specific context. This factor can influence their confidence to speak, so it suggests that the participants should improve their English skills in order to have better communicative competence.

- S19: interactions talking to the audience and questions from lecturers that make us nervous.
- S24: *Tantangan utama bagi saya saat harus presentasi depan kelas adalah takut salah dalam menyebutkan suatu kata (miss pronunciation). karena Bahasa Inggris bukan Bahasa utama saya, maka sering kali saya salah dan terasa malu dalam mengucapkan suatu kata meskipun itu hanya didepan teman saya. dan saya lebih*

takut dan malu apabila saya melakukannya didepan dosen. selain itu saya juga such tiba-tiba lupa vocabullary suatu kata dari Bahasa indonesia ke vocabulaire Bahasa inggris.

- S26: In my opinion, one of main challenges is how to start a conversation directly in English without look at the dictionary. In online class, it could be easy to use dictionary secretly with nobody knows. However, this challenge should not be a problem for students.
- S36: Sometimes when i present i always lost of words and i didn't know how to dominate the presentation
- S49: *masih susah dalam hal berkomunikasi dengan Bahasa Inggris*

Regarding the language learning strategies, most of the participants chose to prepare the materials well and rehearse the presentation (60%). It shows that they employed cognitive strategies which consist of planning, organizing, monitoring, evaluating, etc. They believed that the strategy could help them give an effective and interesting presentation. This could relate with their biggest challenge which was confidence meaning that employing cognitive strategies were hoped to be able to boost their confidence.

- S2: I'll prepare my group presentation to be the perfect one and understanding the materials that we'll present to our friends in the class so it may help my confidence while I'm speak in front of them.
- S3: Try to practice speaking and reviewing material before the presentation start, also telling myself that after its done it'll be fine. So I get less nervous and don't stumble with my words from forgetting the material.
- S7: Prepare carefully before the presentation, because it will really help so that we can explain smoothly without stumbling.
- S15: continuously speak english in everywhere you go so that it is smooth during in presentation and not nerveous. and then, invrease creativity in the presentation.
- S20: *saya akan melakukan menghafal vocab lebih banyak lagi. lalu mendengarkan musik dan menonton movie english dengan subtitle indonesia, dan menonton conversation di you tube atau aplikasi lain nya.*
- S40: 1. I always prepare material well in advance so that during presentations I understand the material to be delivered. 2. A few days before the presentation my group and I always practice presentations so that during presentations there are no mistakes. 3. When giving presentations, I always try to look neat to increase my confidence

In addition to it, they also adopted sociocultural interactive strategies (20%) by engaging and connecting with the audiences such as asking questions, personalizing, generating conversations, etc. They believed that this way could make their presentation more effective and the audiences could enjoy the presentation.

- S18 I have to be more talk active and make a proper interaction with the participant so it won't be boring.
- S26: In giving group presentations, there must be an active connection between each other, how to get the participants to talk in conveying their opinions or communicating with other students, breaking the ice so that it is not monotonous like making games in between the material. From those strategies, the possibility of creating a class atmosphere that is fun but also meaningful.
- S27: we can interact a lot directly with classmates and dare to explain presentations in front of the class

S46: we have to approach with other people so that this strategy maybe will help us for presentation in speaking class and appreciate for someone who can answer the question

The affective strategies were also applied by some participants in the post-pandemic era. The finding shows that 6% of the total participants attempted to build confidence, stay focused, and stay calm. They tried to encourage themselves and make positive statements (activating supportive emotions) and use relaxation to lower their anxiety (building positive attitudes) (Oxford, 2011b cited in Brown, 2007).

S6: Build my confident by speaking in front of class

S10: Mencoba tenang dan fokus pada materi dan persiapan sebelumnya apa yang harus dibicarakan saat presentasi agar tidak terlihat buruk ketika mempresentasikannya

S11: We have to be more confident and prepare well

S38: Berbicara lebih mudah dan tidak nervous

S44: trying to keep calm i guess

The last strategy used by the participants was compensatory that is by making up the gaps of their incompetency (Brown, 2007). 1 out of 50 students said that she used easy words to present which means she avoided using difficult words (avoidance). Avoidance is one of the techniques in compensatory strategies.

S41: 1. Use words that are easier to understand So that the topics conveyed can be easily understood, it is better when presenting to use language that is easier for the audience to understand. 2. trying to speak clearly Sometimes because I'm nervous, it usually makes me not speak clearly when doing presentations offline. therefore, I have to learn how to speak clearly during presentations so that the topics presented can be more easily understood.

Conclusion

The research aimed to explore students' language learning strategies and the challenges in giving a group presentation in the post-pandemic recovery. Using the questionnaire, it was found that the most perceived challenge by the participants in a group presentation was confidence. They had to deal with confidence and nervousness in speaking in front of the class since for the past two semesters their interaction was conducted virtually on Zoom and Google Meet. The other challenges spotted were how to prepare the materials, how to make an interesting presentation, their lack of communicative competence, and how to prepare the presentation. Meanwhile, the majority of the participants adopted cognitive strategies in giving a group presentation. They attempted to prepare and rehearse in order to present an effective presentation. The other three strategies were sociocultural interactive strategies, affective strategies, and compensatory strategy. It can be concluded that language learning strategies helped the participants in overcoming the problems during their group presentation in the post-pandemic era, so it suggests that teachers or lectures can introduce the strategies to their students.

Acknowledgments

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The Effect of Inquiry-Based STEM Learning Strategy toward Students' Writing Abilities at Eighth Grade of SMP Negeri 15 Bengkulu City

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Abstract. The objective of this study was to reveal the effects of Inquiry-Based STEM Learning Strategy toward students' writing ability at the eighth-grade students of SMP Negeri 15 Kota Bengkulu. Quasi-experimental design was implemented in this study. Eight grade students of SMP Negeri 15 Kota Bengkulu were participated in this study. The findings revealed a significant difference between the writing abilities of students taught using the Inquiry-Based STEM strategy and the writing abilities of students taught simply using scientific approach which is used as conventional techniques. It was found from the post-test results that there was significant effect toward students' writing ability after receiving six treatments. The results independent sample test revealed that the Inquiry-Based STEM technique had a significant impact toward students' writing abilities. The mean pre-test writing skill score for the control and experiment groups was found to be slightly comparable. However, the writing score of the experiment group was higher than the control group. Thus, it can be concluded that Inquiry-Based STEM strategy gives positive effect toward students' writing ability and is proved to be effective strategy in teaching writing. Finally, it is suggested that teachers comprehend and apply the Inquiry-Based STEM strategy while teaching writing because it has been demonstrated that this technique may improve the teaching learning process. It is also suggested that additional studies perform study on the use of the Inquiry-Based STEM method in various grades or schools.

Keywords: Inquiry-Based STEM, learning strategy, writing abilities

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Introduction

Writing is one of the most essential abilities in using language particularly in written discourse for students to develop to master English. It is a complex skill which involves the process of creating or generating written materials (Renandya & Widodo, 2016). Before composing a writing, a student must decide what to write and what information should be included to transfer information effectively. Writing does not only use for daily communication, but it has also been an important skill for students in school. It is evident that the students use writing practically in most activity and lesson preserved in schools including tasks, assignments, and final exams (Dastgeer & Afzal, 2015). Therefore, writing is an essential skill in English Language Learning.

It is undeniable that most students consider writing to be challenging due to the complexity of several aspects in writing, including grammar, spelling, and vocabulary (Ismayanti & Kholiq, 2020). The students at junior high school learn about several genre of texts such as descriptive, narrative, recount, procedure, and report text. They should be able to write a meaningful text as one of each competency. Also, at this grade level teachers use writing tests to evaluate their students' proficiency in mastering English. While writing is one of compulsory skill in studying English at school, writing text is considered difficult for students, particularly for junior high school students in the eighth grade who are just learning English in their schools.

The goal of curriculum 2013 which is implemented In Indonesia is to be able to achieve certain values and to master knowledge and skills that were very distinct from the KTSP. Therefore, the main competence that is aimed at English language education is communicative competence. English skills are given top importance while teaching English to students because the activities in the Curriculum 2013 are created to expose students to the usage of English as much as possible with a variety of topics, settings, and difficulties as well as different genre of texts (Putra, 2014). Thus, the curriculum 2013 aims at encouraging students to be able to communicate spoken and written in various communication events.

Despite its importance, writing is still a challenging skill to learn, particularly when the writing must be done in a language other than one's native tongue. For students who do not speak English as a first language, writing in English might be frustrating. Yoandita (2019) stated that students had some difficulties with writing. The first difficulty is with the method of teaching and learning. Writing is frequently assigned as an assignment by the teacher, which they must do at home. The teachers only use lecturing method which is bored for students. The teachers just provide limited directions and does not provide any additional assistance. Therefore, the students just write down what they know, with no deeper understanding of their compositions.

Due to the problems above, it is evident that an instructional strategy that may help students overcome their writing difficulties is urgently needed. By using an effective strategy, so it is hoped that it will be beneficial for both the teachers and the students. The researcher searched an effective strategy for resolving the issues mentioned and found that STEM (Science, Technology, Engineering, and Mathematics) based on inquiry approach is one of effective

strategy currently used in English Language Teaching. Using English and STEM inquiry students are exposed to real-world training or social practice (Hoffman & Zollman, 2016). STEM learning is one of effective instructional strategies which can be applied in English Language Teaching.

Kurniawan (2022) argued that the application STEM inquiry provides two main benefits which are social connection and cognitive skills. Students might encourage themselves to engage with other students and develop their abilities in social life practice by using the phrase social interaction skill. Nevertheless, in the pedagogic skill term, students might improve their cognitive reasoning abilities to become able to think critically. For this reason, the teachers must be prepared with their knowledge and skills since they must instill multi-skills and information in their students since the application STEM inquiry demands a significant amount of work on the part of both teachers and students (Zhai, 2019). Therefore, it can be used in multilingual education programs.

Some studies have shown that STEM is applicable for junior high school students. Suprpto (2016) argued that STEM encouraged students at junior high schools to become critical thinkers which helps them become more effective problem solvers, self-reliant, thinkers, creators, innovators, logical thinkers, and technology literate. Junior high school students are between young and adult learners need exposures of higher order thinking skill. Murnawianto et al. (2017) also agreed by stating that scientific instruction that improves critical thinking abilities is required to equip students for the problems of the twenty-first century. STEM can be a useful way to progressively introduce STEM into study while also training students' critical thinking skill.

There are also studies that have been conducted on STEM strategy in English language teaching and writing strategies. From the results, it is found that that STEM strategy is applicable in teaching English. Toran et al. (2020) found that early STEM education that considers individual variability and is suited for children's developmental levels is shown to have a supporting role in concept acquisition and school readiness. Zhai (2019) also found similar result which the inquiry teaching method based on STEM educational practices has shown advantages in English Language Teaching and has the potential to significantly improve students' overall ability and professional quality; therefore, it should be considered for instructional strategy.

Wardani et al. (2020) investigated how scientific teaching materials for elementary school students through the Project-Based Learning approach may improve writing abilities. The results suggested that Project-Based Learning might improve pre-service teachers' abilities to create lessons that are appropriate for students' personalities, 21st-century skills, and the relevant curriculum. The Project-Based Learning approach is having an impact by using scientific teaching materials written by primary teacher students more often. The Project-Based Learning model may be employed as an alternate learning model to enhance the writing abilities of instructional materials for students.

Abdurahman et al. (2019) argued that the combination of the inquiry learning, and the STEM strategy helped to create the fictitious version of the inquiry-based STEM learning strategy. "*GUIDANCE*" steps have been recommended to implement STEM inquiry methodologies. The steps of *GUIDANCE* are described below.

a. Generating motivation and interest in science

During this stage, teachers share their own firsthand experiences with the students as they build concepts and define terms. The teachers may choose to begin by asking a question on a situation. The students must find this experience appealing and unusual. Students utilize a model to create an explanation of the occurrence they are seeing while raising problems. Through soft scaffolding, the teacher also increases students' motivation for and interests in science at this stage.

b. Upraising curiosity

The teacher facilitates interactive learning in this stage by modeling scientific techniques, performing experiments, and asking insightful questions. While the students identify the issues and items that may require scientific investigation, teachers can come up with questions that can be investigated to stimulate students' curiosity.

c. In depth discussion

In this stage, the teacher facilitates students to conduct experimental method formulation by supporting the discussion of problems, needs, or desires that have potential solutions. However, the students engage in extensive debates to create experimental plans that identify variables by utilizing simulations and models to review current solutions.

d. Analyzing

During this stage, the students perform experiments and gather relevant information by discovering strategies to obtain the information required to identify requirements and limitations and test design hypotheses. The students also use technology to build ideas for improvement and analyze data to determine the proper link between variables, explain failures, and design remedies.

e. Arranging

At this stage, the students create answers to the problems and comprehend how to apply existing information using a variety of representations. It implies that the students make a design for a solution employing a reasoned approach to problem-solving based on scientific knowledge and the model of the material world. By balancing the limitations and needs of the current conditions, the developed solution is made as optimal as possible.

f. Constructing ideas

In this stage, the students build concepts for brand-new actual problems throughout this phase. The students can create by sharing ideas, making design decisions, presenting arguments, referencing scientific theories, and establishing useful design guidelines.

Based on the explanation above, teaching writing is challenging in SMP Negeri 15 Kota Bengkulu due to lack of effective strategies in teaching writing. While there is a convenient condition in classroom, there is a gap in this problem which was derived from pre-observation activity. The results from previous studies suggest that it is important to implement STEM inquiry strategy in teaching. Therefore, this research is necessary and deserves to be carried out to reveal the effectiveness STEM inquiry on students' writing abilities at Eighth Grade of SMP 15 Kota Bengkulu”.

Method

This study used a quasi-experimental design to collect empirical data on the use of Inquiry-Based STEM Strategy in students' writing. Quasi-experimental research aims to mimic the benefits of actual experimental design as nearly as possible in which some participants in a group receive treatment while others do not (Gopalan et al., 2020). This study was done at SMP Negeri 15 Kota Bengkulu Academic Year 2022/2023, with the subjects being class VIII.B as the experiment group and class VIII.C as the control group since the students in those groups had similar writing skills.

The pre-test and post-test control group design was used in this study. The experiment and control groups were given a pre-test and a post-test in this design. The pre-test was designed to see if the two groups could be compared before the treatment, but the post-test allowed the researcher to see how the treatment affected the end variables immediately. Rogers & Revesz (2019) stated that the experiment group engages in a treatment that may include a single teaching session or a series of them. Therefore, this research executed six teaching sessions both for experiment group and control group, so they had enough exposure in their learnings.

This research used inquiry-based STEM learning strategy. It was the combination of the inquiry learning and the STEM strategy helped to create the fictitious version of the inquiry-based STEM learning strategy. Abdurrahman et al. (2019) proposed "GUIDANCE" steps have been recommended to implement STEM inquiry methodologies. This strategy was implemented in the treatment for experiment group.

The data were taken from writing ability test. A writing test was administered as the pretest at the beginning of the term, and the second as the post-test at the conclusion of the term. They were experiments that ran in concurrently. Students were asked to create a short functional letter that was a letter in each test. The curriculum served as the idea for the topic of the letter used in this study. SPSS v.25 was used to analyze the data. Its objective was to determine the pre-test and post-test results. It included descriptive information, a normality test, a homogeneity test, and a sample test.

Findings and Discussion

The findings included a data description, normality and homogeneity analysis, and data analysis using the independent sample t-test. The data was collected from pre-test and post-tests administered to the experiment and control groups. The difference in students' scores between the experiment and control groups on the aspect of writing skill was determined by comparing their scores before and after the treatment.

After the experiment group received treatment for six meetings, a post-test was administered to assess the group's progress. Both the experiment and control groups were given a post-test to assess how they performed. The post-test results for both groups were used to determine the highest, lowest, and mean scores.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment (Inquiry-Based STEM Learning Strategy)	20	58.5	72.5	65.875	4.1003
Post-Test Experiment (Inquiry-Based STEM Learning Strategy)	20	78.0	86.0	82.100	2.6931
Pre-Test Control (Conventional Method)	20	56.5	74.5	66.750	4.6552
Post-Test Control (Conventional Method)	20	72.0	84.0	77.725	3.4961
Valid N (listwise)	20				

The table above revealed that the mean score of the pre-test experiment group was 65,86, with the lowest score being 58.5 and the highest score being 72.5. The pre-test control group's mean score was 66.75, with the lowest score being 56.5 and the highest score being 74.5. The mean post-test experiment score was 82.1, with the lowest score being 78.0 and the highest being 86.0. The mean post-test control score was 77.73, with the lowest score being 72.0 and the highest score being 84.0.

Normality Test

The researcher performed a normality and homogeneity test prior to testing the hypothesis. The normality test was used to determine whether the sample data was drawn from a normally distributed population. Further statistical tests needed a properly distributed sample population. If the assumption of normality was not genuine, the test findings would be inaccurate. In this study, the normality test employed Kolmogorov-Smirnov of SPSS v.25 for windows with criterion $\rho > 0.05$.

The output of normality test showed that (Sig.) for pre-test experiment group of Kolmogorov-Smirnov was $0.200 > 0.05$, indicating that the data of pre-test experiment group were normal, and (Sig.) for post-test experiment group of Kolmogorov-Smirnov was $0.198 > 0.05$, indicating that the data of post-test experiment group were also normal. The results of normality tests confirmed that (Sig.) for pre-test control group of Kolmogorov-Smirnov was $0.120 > 0.05$, indicating that the data of control group's pre-test were normal, and (Sig.) for post-test control group of Kolmogorov-Smirnov was $0.200 > 0.05$, indicating that the data of control group's post-test were also normal.

Therefore, it can be concluded that that (Sig.) for all data of the Kolmogorov-Smirnov test is greater than 0.05, indicating that all data were regularly distributed. Because the data were normally distributed, the parametric statistic tests, Paired-Sample T-Test and Independent-Sample T-Test, could be used to test the hypothesis; however, before applying independent sample t-test Analysis, the data had to be homogeneous.

Homogeneity Test

Homogeneity test was purposed to examine if two or more populations had the same category variable distribution. Homogeneity means that the distribution

of results in each independent group is comparable. False findings may be achieved if independent groups were not similar in this regard. The output of homogeneity test revealed that (Sig.) based on mean was $0.439 > 0.05$, implying that the data variance of the post-test experiment group and post-test control group was homogeneous. As a result, one of the Independent-Sample T-Test criteria have been met.

Hypothesis Testing

The t-test was performed to determine the hypotheses posted. It means that if the t-value from the results shows that there is a significant difference between the two groups. The objective of employed paired sample test was used to find out the difference between the result of pre-test and post-test each group. It is used to determine the effect from each learning strategy used before and after the treatment. In this test, there were two pairs used to compare each result as pre-test and post-test of experiment group was set as paired 1, and pre-test and post-test of control group as paired 2.

The paired sample test findings showed that the Sig. (2-tailed) of pair 1 was $0.000 < 0.05$, implying that there was a significant difference in students' writing ability between the pre-test and post-test experiment group. Furthermore, the Sig. (2-tailed) was also $0.000 < 0.05$, indicating that there was a significant difference in students' writing skill between the pre-test and post-test control group.

The independent sample test was used to examine the significance of the difference between the experiment group and the control group following different treatments. The post test was completed after six meetings of Inquiry-Based STEM Learning Strategy treatments and six meetings of the conventional method (scientific approach), and it was examined for normalcy and homogeneity. Because the findings demonstrated that the data was normal and largely homogeneous, an independent sample test could be undertaken. The Independent-Sample T-Test, results showed that the Sig. (2-tailed) was $0.000 < 0.05$, so it can be concluded that there was significance difference of students' writing skill between post-test score of experiment group and post-test control group.

The post-test mean score of experiment group was 82.1 while the post-test mean score of control group was 77.73. Therefore, it can be concluded that the mean score of experiment group was higher than the mean score of control group. The comparison of mean score between pre-test and post-test is presented in the figure below.

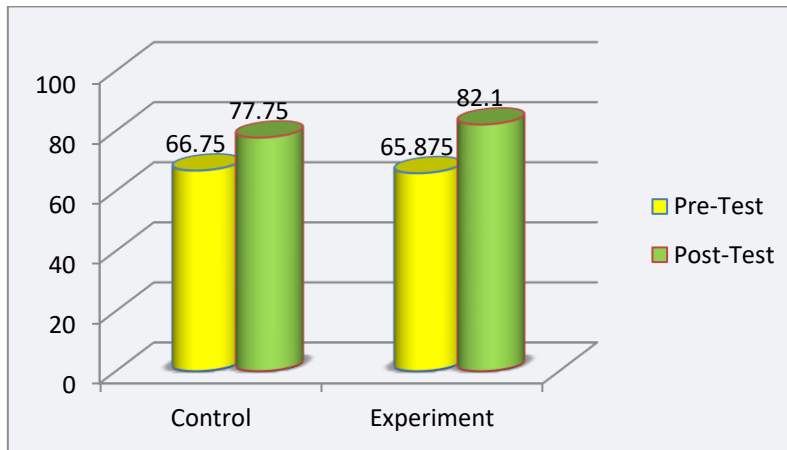


Figure 1. The Means Score of Pre-Test and Post-Test Results

Based on the findings, the students' mean pre-test writing ability score for the control and experiment groups was 66.75 for the controlled group and 65.875 for the experiment group. In the post test, however, the experiment group's writing score was higher than the control group's, with 77.75 for the control group and 82.1 for the experiment group. The Sig. (2-tailed) from the independent sample test was 0.000 0.05, suggesting that H_0 (null hypothesis) was rejected and H_1 (alternate hypothesis) was accepted. Implementing the Inquiry-Based STEM technique to improve students' writing abilities had a significant effect as an outcome.

Discussion

The findings of the study revealed the effect of Inquiry-Based STEM strategy. After receiving treatments, the experiment group showed a significant progress after receiving treatments by using Inquiry-Based STEM strategy. During the pre-test, the students from both the experiment and control groups experienced difficulties in writing English. They seemed confused in doing the test because they were afraid of making mistakes. There were some problems they faced during the pre-test. The first problem might be connected to the process of creating writing itself and the second problem was a lack of vocabulary. When the students ran out of words to write with, the students were stuck and did not write anything on the paper. From the pre-test, it is also found that the students were confused about how to connect ideas into a meaningful sentence.

After the pre-test, the experiment group received the treatment for six meetings. In the process of teaching writing, the inquiry-based STEM technique is quite helpful. It changed the regular educational environment they usually have into an interactive one. It keeps students from becoming bored while studying by using the conventional strategy. The conventional strategy used in the control group which is scientific approach may also be used to teach writing; however, only half of the students actively participated in the teaching learning process. In contrast, in experiment group, all students engaged in the conversation and writing process.

It is evident that students' writing abilities improved after six treatments were administered to the experiment group. The analysis of post-test results shows that the Inquiry-Based STEM technique had a beneficial impact on students' ability to write English. The control group's mean score did improve, but it did not significantly overlap with the experiment group's improvement. Although the traditional method increases students' writing exam results, it is incapable of keeping up with the progress provided by the Inquiry-Based STEM strategy.

Second, data analysis demonstrated that the Inquiry-Based STEM technique had a significant impact on the students' writing skills. It is discovered by comparing the results of the pre-test and post-test. After six treatments, the mean score of students taught using Inquiry-Based STEM techniques was greater than the students taught using the traditional scientific approach. The improvement in mean score achieved by students in the experiment group in the post-test demonstrates that Inquiry-Based STEM techniques were helpful in teaching writing.

Students who were taught using Inquiry-Based STEM strategies were more creative and engaged than students who were taught using conventional methods because this strategy stimulates the learner to think critically. Abdurrahman et al. (2019) argued that encouraging inquiry-based STEM education may improve students' engagement and attitude toward learning second language. Because of the integrated application of Inquiry-Based STEM strategy, the students will have the chance to improve their abilities via discovery and experimentation which is promoted in curriculum 2013.

The post-test results demonstrated a substantial difference in students' reasoning skills between the Inquiry-Based STEM technique and the traditional strategy. The t-test results demonstrate this. The t-count was calculated from the t-test and compared to the t-table value.

The Sig. (2-tailed) from the independent sample test was $0.000 < 0.05$, suggesting that H_0 (null hypothesis) was rejected and H_1 (alternate hypothesis) was accepted. Implementing the Inquiry-Based STEM technique to improve students' writing abilities had a significant effect as an outcome. In other words, there was a substantial difference between the pre-test and post-test results, indicating that the Inquiry-Based STEM technique is helpful in increasing students' writing abilities.

As mentioned earlier, although the conventional technique affected students' writing test scores, it cannot keep up with the development given by the Inquiry-Based STEM strategy. It may be happened due to several factors including external and internal factors (Yulyanah & Khotimah, 2021). Internal factors are such as students' health condition, motivation, and interest. Students' bad habits in learning also affect the learning outcome. On the other hand, external factors are the factors that are from environment such as unstable internet connection, lack of technology devices, and inability to manage an effective teaching.

The result of this research is accordance to Suprpto (2016) who argued that STEM learning allows junior high school students to become critical thinkers, which helps them become more effective in problem solving. Junior high school students, who are between young and adult learners, require higher order thinking skill exposure. Zhai (2019) also found similar result which the inquiry teaching

strategy based on STEM educational practices has proven beneficial in English Language Teaching and has the potential to considerably increase students' general ability and professional quality; consequently, it should be considered for instructional strategy.

Kurniawan (2022) argued that the application STEM inquiry provides two main benefits which are social connection and cognitive skills. By utilizing the phrase social interaction skill, students may motivate themselves to engage with other students and build their abilities in social life practice. Nonetheless, in terms of pedagogic competence, students may enhance their cognitive reasoning abilities to think critically. As a result, teachers must be ready with their knowledge and abilities because they must inculcate multi-skills and information in their students since the application STEM inquiry requires a large amount of work from both teachers and students.

Integrated Inquiry-Based STEM strategy also has a variety of benefits, including promoting scientific understanding at a young age and encouraging scientific interest and curiosity among the students. It allows the students to get a thorough grasp of STEM topics and how they are interconnected, as well as the possibility to address numerous STEM ideas concurrently through a richer learning environment than one with divided disciplines, thereby increasing efficiency. Murnawianto et al., (2017) argued that STEM integration had a good impact on student achievement. It enables students to be prepared for the rapidly changing and competitive job market by assisting students in understanding real-world situations so that they can meet the industries' growing needs, particularly in advanced scientific and technical skills, thereby contributing to global economic growth, advancement, and entrepreneurship.

Apart from all the advantages, there are also some weaknesses in integrating Inquiry-Based STEM strategy into English Language Teaching. The main weakness was the difficulty in drawing connections between the information and skills covered and real-world applications for students. It is critical to strike a balance between teacher engagement relevant to new concepts and student implementation in their study. Johnson et al., (2020) added that the weakness in using Inquiry-Based STEM strategy in teaching was the additional investment cost that may be required to support the shift to STEM integration. It may cost a lot of money for budget planning and the development of standard STEM equipment as a response to budget difficulties.

Although the conventional method, scientific approach, is still applicable in teaching writing; however, it is still not capable to catch the progress that provided by Inquiry-Based STEM strategy did. It is found from the mean score and t-test result which indicated Inquiry-Based STEM strategy did was an effective strategy. In conclusion, there was a significant effect between the writing ability of students who were taught using the Inquiry-Based STEM method and the writing ability of students who were simply taught using traditional techniques. As a result, the Inquiry-Based STEM technique was demonstrated to be one of the strategies that had a beneficial influence on students' writing skills.

Conclusion

Based on the findings, it's indeed possible to summarize that there is a significant difference in writing ability between students who are taught using the Inquiry-Based STEM strategy and students who are taught by using scientific approach which was used as conventional techniques. It was discovered from the post-test results that it had a good influence on students' writing. The results of the independent sample test revealed that the Sig. (2-tailed) was $0.000 < 0.05$, indicating that the null hypothesis was rejected, and the alternative hypothesis was accepted. As a result, implementing the Inquiry-Based STEM strategy to increase students' writing abilities had a significant effect.

It is evidence that students' writing abilities improved after six treatments were administered to the experiment group. The analysis of pre-test and post-test results shows that the Inquiry-Based STEM technique had a beneficial influence on students' ability to write English. The mean pre-test writing skill score of students in the control and experiment groups was found to be slightly comparable. However, the writing score of the experiment group was greater than that of the control group in the post test. As a result, it can be stated that the Inquiry-Based STEM technique has a beneficial influence on students' writing abilities and has been proven to be a successful strategy for teaching writing.

There are some recommendations for teaching and learning activities in English. First, it is recommended that writing teachers use the Inquiry-Based STEM strategy while teaching writing since it has been shown to have a positive effect on the teaching learning process. Second, it is recommended that teachers thoroughly understand the process for implementing the Inquiry-Based STEM strategy in teaching writing so that they may effectively employ this strategy in the classroom. Finally, because this study has limitations, it is proposed that other researchers perform research on implementing the Inquiry-Based STEM technique in various grades or schools.

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Revisiting Existed Syllabus in Poetry Class: An Interactive Approach

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Abstract. Poetry has become less and less preferred by the students. Poetry has been viewed as a boring subject. This is because the process of learning and teaching poetry is considered as a routine activity. This article seeks ways to make poetry become an interesting subject to learn by examining the existing poetry syllabus and proposing a more interactive syllabus. Ethnography was used in this study to gather the information. Lecturers and students will have to work together and collaborate in conducting a conducive atmosphere to reduce the anxiety in learning and teaching poetry. By reducing the anxiety, students will find that learning poetry will give them something more than just analyzing poems. Learning poems will contribute to their English development. The result of this study is a proposed syllabus that is more interactive compared to the existing one, especially the class activities; that are employing collage and mirror writing as ways to appreciate poems read. The implication of the proposed syllabus is that this syllabus should be implemented to see how far the proposed syllabus helps to reduce learning anxiety and make the learning process of poetry class become more interactive.

Keywords: poetry; syllabus; interactive; ethnography

Introduction

Teaching English literature in Indonesia is very challenging to the lecturers in terms of preparing the materials, activities, and methods in the context of teaching English as a foreign language. This issue appears to be one of the concerns of literary courses lecturers, not only to prepare materials but also how to conduct class management in the learning process. It is true that teaching English literature requires a chance to be creative in every step of the teaching process, not to create boredom for the students. There is an

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assumption if teaching literature fails to enhance today's classroom, it is not the fault of the literature or the learners, but rather of the lecturers and the strategies and approaches used in delivering the materials (Wahyuni, 2010: 22). It means that lecturers should find ways to make the teaching and learning literature more interesting, meaningful, effective and give advantages for the students.

Teaching English poetry in the context of Teaching English as Foreign Language (TEFL) requires multi-faceted approaches because understanding poetry as one of the literary subjects is not only about the knowledge of the literature but also about the ability to appreciate and to create (Wardoyo, 2009: 248). Moreover, teaching poetry is closely associated with imagination, thought, creativity, and sensitivity towards society and culture. In facing this challenge, lecturers should be creative, innovative and communicative in creating the optimum learning process reflected in the design of teaching materials and activities.

In learners' point of view, English poetry is considered as the most frightening subject to learn compared to other literary works. Poetry can be ambiguous and complicated; students are afraid and shy away from learning English poetry. In facing the challenges in the learning process, lecturers are required to be creative, communicative and innovative in order to change the learner's mindset that they can express their thoughts, ideas, and questions while attempting to appreciate and create poems. Additionally, English poetry lecturers should make the learners understand the importance of poetry for social functions. Related to these problems, some recent studies proposed some pedagogical methods in teaching poetry, such as using a "prosing poem" strategy (Amri & Basthomi, 2022), employing dance (Delchamps, 2018; Jusslin & Hoglund, 2021), using songs (Sebastian, 2020), or using technology (Curwood & Cowell, 2011).

As one of literature subjects, English poetry learning is assumed to be marginal or not to be central and less relevant in the English learning process. Communicative competence is considered as the central importance in the English teaching and learning objectives, even though English literature has become part of the language learning process (Raman & Vasuthayan, 2009) and literature is a means for language enrichments (Floris: 2004: 2).

Additionally, English poetry learning in Indonesia has been a kind of routine and monotonous activity and it has become less attractive to Indonesian students (Irmaniati, 2018). It happens maybe because the teaching and learning process of English poetry is not well developed, which leads to boredom for both sides, lecturers and learners. If lecturers do not do anything to overcome this sooner, English poetry learning in Indonesia will be like a *walking robot*.

It can be seen from how students view English poetry as their subject to study. Based on the researchers' experiences in teaching English poetry, it has become less challenging when the lecturers are teaching similar materials and methods for a long time. There are two possible consequences, first, it creates boredom for the lecturers and affects their way of teaching and thus creates poor results on the learners' performance. The learners are not interested in what they have learned but focus more on what mark they will get. Therefore, they do not study for their own future sake, but only for the sake of

passing the class. Second, it will positively affect the teaching performances. When the lecturers are willing to work extra miles to make use of their creativity in approaching the same subject, there will be developments on the teaching materials as well as the teaching performances. If the lecturers are enthusiastic about the subject, the students will be enthusiastic, too (Tran & Le, 2022).

When learners are short term oriented, it is not good for the future of the society. Thus the goal of education is not achieved. To improve a nation, first we need to improve the people within the nation. One way to improve their quality of life is through education (Rasyid, 2015). But we need to be careful not to create a motivated person, because a motivated person will only do his/her job well. A nation needs more and more empowered persons, that are those who do their job well and consider the welfare of higher and higher institutions.

Knowing this phenomenon, we should think of it and do something about it. It is clear that education is a field where we can improve our nation. Through education, we can develop the human resource so that more and more excellent people will think about the future of our beloved nation. Education is also responsible for improving the life quality of human resources (Rasyid, 2015). The quality of life will improve as long as the goal of education can be achieved successfully.

Based on the discussion above and also some researches that have done before, it is necessary for lecturers to regularly revisit the syllabus. Solikhah (2020) in her study discussing about analyzing 12 EAP Syllabi. The participants of this study were 40 participants from undergraduate students in Surakarta. The data was gathered from interview, checklist, and document analysis. The result showed that English course in EAP context should be included in four states. The syllabi should also involve a basic knowledge of grammar, vocabulary, speaking, and listening. This research is different to the previous studies in terms of data collection method. What motivate the researchers to conduct this study is the need to run the poetry class in a different way so that the teaching learning process become more interactive. This study focuses on revisiting the existing syllabus to design a better version.

Before the discussion goes further, it would be better if we look at some possible paradigms of knowledge acquisition to refresh our mind.

People do many things to improve their quality of life, and according to Novak (as cited in Leonard, 2002) one way to improve life is through education. Education can be interpreted as acquiring knowledge which can be done through learning and teaching. In order to acquire knowledge, people should do systematic actions. That is to create long term effects. These systematic actions require thinking, planning, and doing or what we call paradigm.

Paradigm of knowledge acquisition is a set of concepts, design, and operation. A concept is usually universal; it is true in different places. In concept we think of why (reasons), what (subject matters), and how (methods of acquiring). Design is contextual, in which we plan the goal, the process to achieve the goal, and the resources to process to achieve the goal. While an operation is procedural; it consists of a set of steps/activities.

There are three types of paradigms according to Skilbeck as stated in Finney (2002). They are cultural humanism, behaviorism, and progressivism. According to Finney, there

is a possibility to apply progressivism in combination with other paradigms; this paradigm is called pragmatic progressivism. It is progressivism but taking the value from other paradigms.

To design a syllabus, there are many aspects to be considered, such as the choice of methods, the evaluation, the assessment, and the learners' needs. The syllabus must give information about the target students for whom syllabuses are designed, as well as information about their needs, their goals, the content in every unit and the sequence. Additionally, from syllabuses, it is often found the recommendations on how to teach the content, and to evaluate that content (Breen as cited in McGroarty et al, 2011: 141).

Based on Krahnke as cited in Karpava, Sviatlana (2022) , there are six types of syllabus. The first one is a structural syllabus which contains grammatical elements, such as verbs, tenses, nouns, and so on. The second is a notional/functional syllabus that has a collection of functions to be performed when language is used, for example, informing, agreeing, promising, etc. The third one is a situational syllabus in which it is the collection of situations in which the language is used, for example, asking directions in a new town, seeing a doctor, etc. The fourth one is a skill-based syllabus that contains specific abilities which play a part in using the language. The fifth is a content-based syllabus. The example of this syllabus is a science class taught in the language the students need to learn. The last one is a task-based syllabus which contains a series of tasks that the students need to perform in the language that they learn. According to Mahdi (2013), there are 13 types of syllabus. Those are: Structural syllabus, Situational syllabus, Notional Functional syllabus, Built-in Syllabus, Proportional syllabus, Negotiated syllabus, Procedural syllabus, Skill-based syllabus, Content-based syllabus, Task-based syllabus, Lexical syllabus, Cultural syllabus, and Multi-dimensional syllabus. The last one is a combination of some syllabus mentioned before.

Realizing these phenomena, lecturers should consider the modern orientation of education on the formation competencies in which the readiness and ability to handle activity and communications presupposes the creation of pedagogical and psychological conditions. Herewith, learners can manifest the intellectual and cognitive capacities as well as the personal social position, individuality, and learners can express themselves. Khanin as cited in Kutbiddinova, et al. (2016: 6569) says that interactive training is a "technology of collaboration of students and lecturers, which consists in close cooperation of all participants in the discussion, exchange of views and ideas on the discussed problem and which fosters the acquiring of necessary skills (practical, communicative, social, analytical, and reflective ones)". Moreover, Panina considers interactive training as a "way of cognition, realized in the forms of joint activity of students" (Kutbiddinova, et al., 2016: 6569). Thus, interactive learning requires active participation from both lecturers and learners in the learning process. Furthermore, Kuthbiddinova et.al (2016) state the characteristic features of interactive training such like the required feedback; more independent and initiative of the students; cooperation of all participants of the pedagogical process; the problem-based and reflective character of learning. Meanwhile, when the problems are addressed in the framework of interactive learning, the source of activity in the forms of relationship and interaction between the lecturer and the students, believing that the problem of development of the students'

activity and their needs in self-education can be successfully solved (Gargay; Korotaeva; Klarin; Panina in Kutbiddinova, et al., 2016: 6569).

Method

This study is descriptive qualitative study, where ethnography plays an important role during the data gathering process. Ethnography enables the researchers to make use of personal experiences as the data and analyze them according to the need. This method is suitable to approach this research because ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture of sharing groups' shared patterns of behavior, beliefs, and language development over time (Cresswell, 2008). Moreover, Fazon in Maulizan, Z. A (2020) said that ethnography gives further contextual meaning in a way that it can be integrated within several social forms. In line with this opinion, Yanik (2017: 114) argues that ethnographic research does not have a fixed and tested technical method, but it involves a dynamic method that changes according to the context. It means that the ethnographic method is more fluid and contextual so that it can fit into any kind of research.

The dynamic structure of the ethnographic method in this study is divided into two parts:

1. Description of Teaching and Learning English Poetry using existing syllabus, learning process, methods and techniques.
2. Description of the Teaching and Learning English Poetry using interactive syllabus, learning process, methods and techniques.

The data sources in this study are 1) teaching and learning process of poetry class in UKSW in 2020, 2) source persons: English Poetry Teacher, Students of English Poetry Class, 3) documents including syllabus, academic regulation, curriculum documents.

In this study, ethnographic research is considered as an effective method in designing an interactive syllabus by revising the existing syllabus combined with the participant observation. The past experiences in teaching poetry class are used as the main source to conduct the research which aims in revising the syllabus to meet the classroom needs in a more modern and flexible era.

Findings and Discussion

This section is initiated with the findings taken from the analysis of the existing syllabus of English poetry class as well as the teaching methods. The findings are then followed by the discussion on the needs of the change to have a more interactive teaching learning process. It includes the recommended syllabus that later on can be applied in English poetry class and some examples of the new activities to make the teaching learning process more interactive.

Teaching and Learning English Poetry using Existing Syllabus

The data of this study is the existing syllabus taken from the syllabus of poetry in the university curriculum of the English Department in 2020. The original syllabus serves as the monological data. The custom of learning and teaching poetry has made this subject become a less preferred one. Students do not like learning poems because they think that

poems are difficult to understand (Raman & Vasuthayan, 2009). The lecturer also does not give this subject its 'soul', it seems that this subject is considered as another way to learn English. Another interpretation of this syllabus is that learning poetry is a must, if one learns English, he or she has to learn poetry, so it is an inseparable set.

This kind of class adopts classical humanism in the learning and teaching process. The lecturer is the one who masters all of the information. In fact, when the learners are trying to interpret poems, they will come up with the idea that at the end the correct interpretation will be the one from the lecturer. Therefore, some students might feel useless trying to interpret the poems. This will create anxiety of learning poetry; the students will just stay in class and wait for the lecturer's explanation of the poems' interpretation.

It does not mean that adopting classical humanism is completely wrong. Classical humanism has its good value to be taken. Only, now if it is being fully implemented, it is not appropriate anymore. In this post-modern era, people want to get fresher air in every aspect of life including education.

Based on the original syllabus of poetry, it can be seen that the participants are university students of the English Department. The goal of the class is more classical that is how to analyze the elements of poems, this will result in evaluating the students' ability to analyze poems as seen from their two papers submitted for the mid-test and final test. The process of teaching and learning is more lecturer-oriented, the lecturer will explain and the students will practice. This syllabus' resources are different kinds of poems that are provided by the lecturer.

From the analysis of the original syllabus, it can be summed up that the syllabus is material based and lecturer's centered, although active participants are required.

Picture 1. Original Syllabus

COURSE : Poetry			
CREDIT : 2			
COURSE DESCRIPTION :			
<p>In this subject, the students will explore various kinds of poems and try to interpret the meaning of the poems. The students will also appreciate this work of art by completing essays about certain poems.</p>			
OBJECTIVES :			
<ul style="list-style-type: none"> To enable the students to recognize the structure (the parts/elements) of a poem. To enable the students to see how the elements construct meaning and idea. To enable the students to analyze a poem. 			
COURSE OUTLINE :			
WEEK	Topic	Poems/Materials	Poets
I	Introduction Experiencing Poetry and Non-poetry (form, rhyme, rhythm, image, figurative language, idea, etc.) Definition of Poetry	Let me not to the marriage of true minds That Times of Year Paragraph Passage from <u>Walden</u> Paragraph Passage from a magazine A Glossary of Poetic Terms	Shakespeare Shakespeare H.D Thoreau (News Week) (Carl E.Bain)
II	Guiding questions to understand a Poem (The speaker, occasion, purpose, setting) Writing about Poetry: Comparing 2 poems	The man he killed Is my team ploughing? Hawk Roosting The Eagle	Hardy Housman Hughes Tennyson
III	Words in poetry Denotation/Connotation & Dickinson's life Glancing at expressive approach	There's no frigate like book Some keep the Sabbath going to Church I Never Saw a Moor The Word is too much, with us	Dickinson W. Wordsworth
IV	Imagery Figurative Lang. I Metaphor, Simile Personification + Apostrophe, Metonym + Synecdoche	Meeting at night Parting at morning The Darkling Thrust A hillside Thaw A valediction: Forbidding Mourning To his Coy Mistress Crossing the Bar	Browning Hardy Frost John Donne Marvell Tennyson
V	Figurative Lang. I (continued) Metaphor, Simile Personification + Apostrophe, Metonym + Synecdoche Figurative Lang. II Symbol, allegory	A hillside Thaw A valediction: Forbidding Mourning To his Coy Mistress Crossing the Bar The road not taken The Sick Rose The Tiger	Frost John Donne Marvell Tennyson Frost Blake Blake

VI	Figurative Lang. III Paradox Overstatement/Hyperbole Understatement Verbal irony Dramatic Irony Situational Irony	My life closed twice A red, red rose The rose family My last duchess Ozymandias	Dickinson Robert Burns Frost Browning Shelley
VII	Submit the 1 st Paper		
VIII	Allusion Looking Outside the Poem Glancing at mimetic approach	Out, out The carpenter's son Dover Beach Ballad of Birmingham Southern Cop (Myth) Musee des Beaux Arts	Frost A.E Housman Arnold Randall Brown Auden
IX	Meaning and idea	Barter Stopping by Woods on a snowy Evening Song Dirgie	Teasdale Frost Browning Shelley
X	Tone	The villain Apparently with no surprise (To his coy mistress)	Davies Dickinson (Marvel)
XI	Musical Devices, Rhythm, and Meter, Sound and meaning	The turtle The harbor The span of life	Odgen Nash Carl Sandburg Frost
XII	Pattern/form (1) Continuous form Blank Verse Stanzaic form	My last duchess Dover beach When I heard the learned astronomer O captain! My captain! To daffodils So we'll go no more a Rowing Annabel Lee	Browning Arnold Whitman Whitman Herick Byron Poe
XIII	Pattern/form (2) English sonnet Fixed form Italian Sonnet Villanelle	(That time of Year) When to the Sessions of Sweet Silent Thought On first Looking into Chapman's Homer Do not Go gentle into that good night The house on the hill	Shakespeare Shakespeare Keats Thomas,Dyland Robinson,Edwin
XIV	Submit 2 nd Paper		

ASSESSMENT :
 Paper (2) @ 40 % : 80 %
 Class work/participation : 20 %

REQUIREMENT :
 Read the poem before the class.
 Be active in class.
 Submit the papers on time.
 Attend the class minimum 80 %

REFERENCES :
 Kirsner & Mandell. 2000. *Literature: Reading, Reacting, Writing*. USA: Harcourt College Publishers

Teaching and Learning English Poetry using Interactive Syllabus

There are several things that can be done to revise the syllabus of poetry, in order to make poetry class become more interesting, interactive, and the most important thing is to make the goal of teaching poetry achieved.

The first thing to do is that the lecturer should work on the students' interest in poems. The lecturer should make them love poems. The lecturer can start it by asking the students to feel free to suggest poems that they like. Then, the lecturer can also initiate it by introducing easy and simple poems to read in class. The correct way to read poems might also be helpful for the students in order to understand poems better.

The second is that it is important to teach elements of poems or how to analyze poems, but it is not necessary to force the students to learn it classically. By forcing the students to do learning in a way that is chosen by the lecturer might result in the students' anxiety to learn more. This will make the goal of learning poetry not successfully achieved.

Therefore, it is very obvious that the lecturer should be aware of the problems and try to solve them. One way that is suggested is the use of several ways or methods in teaching poetry. Classical value is needed but the learning and teaching process should be based more on progressivism; this kind of paradigm is called pragmatic progressivism (Finney: 2002).

Since pragmatic progressivism is based on progressivism, we need to know progressivism first. Progressivism according to Dewey (1997: 19 – 20) focuses on learners-centered, free activities, learning through experience, and the ability to connect with the changing world. Therefore, progressivism is connecting education with the reality in which the students or learners participate in building.

While pragmatic progressivism according to Finney (2002) is an integrated approach in which a progressivism paradigm is taking the value of other paradigms, for example taking the value of classical humanism. Because the basis is progressivism, it is learners-centered and it emphasizes on the process and the product.

The Recommended Design

After analyzing the original syllabus and reading the students' needs in learning poetry, a new syllabus is proposed. By adopting pragmatic progressivism, this new design hopefully will give a new perspective in learning and teaching poetry.

As stated before, the first thing to do is to make the students interested in reading the poems, then exploring the easiest poems to the most difficult ones. Therefore, the lecturer should be aware of choosing poems or grading poems into several levels of difficulties. This hopefully will reduce the students' anxiety. The lecturer also has to work hard to show his or her interest in the poems, since it is believed to bring a good atmosphere in the classroom. The lecturer's enthusiasm in teaching poetry will inspire the students to learn the poems (Darta, D & Fajarini S, 2011)

Below is the recommended syllabus of poetry.

Picture 2. Recommended Syllabus of Poetry

Syllabus		
COURSE : Poetry		
CREDIT : 2		
COURSE DESCRIPTION :		
<p>In this subject, the students will explore various kinds of poems and try to interpret the meaning of the poems. The students will also appreciate this work of art by completing essays about certain poems. The teacher and the students will cooperate in providing the poems to discuss. The class will also conduct a comparison and contrast on the moral value and how people solve problems in the poems.</p>		
COMPETENCY STANDARD:		
<p>Students are able to discuss poems related to the topic given by the teacher, analyze them through their elements, interpret them by the use of various kinds of approaches, and finally appreciate them by writing essay on comparing and contrasting.</p>		
SPECIFIC :		
At the end of the course, the students are:		
Able to discuss the poems and find the poems related to the topic discuss.		
Able to analyze the poems with the use of the theory of elements of poetry		
Able to write essays to appreciate poems		
Aware of some problems found in the poems and find the solution.		
Performing their critical thinking by comparing and contrasting poems and the moral value.		
COURSE OUTLINE :		
Week	Topic	Material or activities
I	Introduction to poetry	What is poetry and what is not poetry?
II	How do you like poem?	Teacher and students share on their individual interest on poems. Each member of class should bring a poem to share.
III	How to read poems	Practicing to read simple poems. Students try to read poems aloud within small groups.
IV	Understanding poems	Questions to ask on the poems to understand them. Students ask the possible questions and answer them based on the poems they like to discuss
V	Practising reading and understanding poems	Students help one another in practicing to read and understand poems, provided by the teacher and the students. The students are free to use any tools or technologies to help them.
VI	Free activities	The students are free to bring up any topic concerning poetry to discuss in class. The class can be conducted outside the classroom
VII	Mid Test	

VIII	Elements of poem: imagery, figurative languages	The teacher provides example of analyzing elements of poems and the students practice analyzing elements of poems
IX	Elements of poem: Meaning idea, musical devices, pattern	The teacher provides example of analyzing elements of poems and the students practice analyzing elements of poems
X	Understanding modern poems	Students explore modern poems they bring from home, finding the value and comparing with their own culture
XI	Collage making	The students are to make collage on the poems they've read to show their understanding on the value taken from the poems
XII	Mirror writing	The students appreciate poems by providing other poems to express his or her idea about the poems given by the teacher
XIII	Free activities	The students are free to bring up any topic concerning poetry to discuss in class. The class can be conducted outside the classroom
XIV	Final Test	

Mid Test: The students should write a reflection on how far he or she like to study about poetry.

Final Test: The students are to make an essay on comparing and contrasting poems provided by the teacher and self provided by each students as a mirror writing, and finding the value can be learnt and comparing it with the students' culture.

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The recommended syllabus above offers some new activities: collage making and mirror writing. Collage making refers to the activities where students read poems and

show their understanding of the poems by making collage from the poems to express their thoughts about the poems.

For example, the lecturer asks the students to read the poem below and request the students to show their understanding of the poem they read through making use of the words found from the poem and re-arrange them into sentences.

You Are Who You Are For A Reason

You are who you are for a reason.
 You're part of an intricate plan.
 You're a precious and perfect unique design.
 Called God's special woman or man.
 You look like you look for a reason.
 Our God made no mistake.
 He knit you together within the womb,
 You're just what he wanted to make.
 The parents you had were the ones He chose,
 And no matter how you may feel,
 They were custom – designed with God's plan in mind,
 And they bear the Master's seal.
 No, that trauma you faced was not easy,
 And God wept that it hurt you so;
 But it was allowed to shape your heart
 So that His likeness you'd grow.
 You are who you are for a reason,
 You've been formed by the Master's rod.
 You are who you are, beloved,
 Because there is a God!

(Russell Kelfer)

The students then take words from the poems and arrange them according to the understanding they want to convey, for instance:

“God had a reason to design woman and man, He wanted you to feel unique.”

“God is the reason you are loved.”

Meanwhile, mirror writing is another way to invite students' feedback on the topic discussed. It refers to a way to express ideas by using the poem given as a model. The model poem can be taken as its theme, message, form, rhyme, etc.

At Home with Nature

Hungry eyes
 admiring nature.
 Mountains,
 in all shapes and sizes,
 inspire us to see in them
 animal figures;

Desaku yang Kucinta
 Desaku yang kucinta
 Pujaan hatiku
 Tempat ayah dan bunda
 Dan handai taulanku
 Tak mudah kulupakan
 Tak mudah bercerai
 Selalu kurindukan
 Desaku yang permai

elephants, chickens and pigs.
 They stimulate
 our hunger
 and make us miss

 our mothers' cooking,
 our grandfathers' farm
 and our childhood picture books.

Beautiful nature
 makes us homesick,
 but in a good way.
 Most surprisingly
 home does not remind us
 of nature
 but nature reminds us
 of home! (Bao Dat)

The poem above is an example of a poem given to students to read. After reading, the students find the theme and the message of that poem. Then, the students are asked to provide other poems or songs (that can be treated as poems) in Bahasa Indonesia that have a similar theme and message to the poem read. The poem on the right side is the mirror to the poem above in terms of theme.

Conclusion

A lecturer should collaborate with the students to create a good atmosphere in the learning and teaching process. A disoriented lecturer will make the students become disoriented also. On the other hand, an enthusiastic lecturer will inspire the students more easily.

This study is an ethnography study because that data was based on the lecturer's experience during teaching poetry. The procedure of the research is including gathering the primary data, making initial analysis, collecting more resources to support, finding the relation, and finally using it to explain the finding.

The research resulted in proposing the new syllabus for poetry class. The differences between the first syllabus and the proposed one lay on the content updates and the new activities that are more interactive such as collage and mirror writing.

After trying to develop a new design on poetry, it can be concluded that any subject matter will become less attractive if it is not regularly revised according to the needs of the students. A boring assumed subject will become more interesting and attractive if the lecturer and the students work together as a team. The main problem that the lecturer should work on first is to reduce the anxiety of the class at the beginning of the lesson. As an idiom says that *first impressions are important*.

The implication of this study is implementing the new syllabus to see how far it helps to reduce the students' anxiety and make an interactive learning process of poetry class.

Further research on syllabus design needs to be done, it should test the proposed syllabus to see the effectiveness. Revisiting the existing syllabus is a never-ending research that needs to be done to meet the needs of every class. Thus, the lecturer can address the teaching learning activities in the context of the classroom in which she/he engaged.

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Audio Podcast and Video Practical for Short and Long-Term Memory Student

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Abstract. Listening items on the Marlins Test are more varied with various nationality accents. Seafarers' listening ability can be improved by listening to different language accents. Based on the background of the problem, the present study uses the listening instrument because listening is essential for seafarers. Listening is required for interacting with instructions from expatriate officers working on vessels. The objective research to explain effectiveness of audio podcasts and video practical training in teaching listening comprehension. The study compares podcast music media in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang This research used here is a quasi-experimental research design. The sampling method used for Non-Probability Sampling. Based on the results of the analysis and discussion, the following conclusions are obtained: there is no significant difference between Using Audio Podcast and Video Practical Training (Students with Short Term and Long-Term Memory) groups; there is no significant difference between Student Short Term Memory - Student Long Term Memory; there is a significant difference between the two Audio Podcast groups (Student Short Term Memory - Student Long Term Memory); there is no significant difference between the two Video Practical Training groups (Student Short Term Memory - Student Long Term Memory).

Keywords: Audio Podcast, Video Practical Training, Listening Comprehension.

Introduction

At work, every workforce really needs a good memory or memory to optimize its performance (Lestari, 2013). Media is everywhere; Media has become a part of our daily life. Nowadays, it is easier for people to get information and enlightenment thanks to media services. The presence of the internet has indeed changed the pattern of communication, especially the medium for distributing information. New media, such as YouTube, social media Instagram, twitter, and various other platforms are now loved by many people.

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Spotify is also one of the applications or audio-based media that is in great demand by many people. Quoting from tekno.kompas.com, Spotify's paid subscribers continue to grow, especially during the pandemic. According to financial reports in the first quarter of 2020 Spotify users reached 130 million. This figure is an increase of 30 percent compared to the same period in 2019.

A lack of understanding of the relationship between receptive and productive skills (receptive and productive skills) has led to the view that listening skills, one of the receptive abilities, are an unimportant ability. The results of (Hastuti, 2019) research show that: Learning using audio-visual media is proven to improve students' memory in learning. Even so, the theory that develops says that listening is important. Listening skills are as important as other skills. Listening doesn't just involve hearing or paying attention to what other people are saying. Effective listening requires active and conscious attention to sounds, words, and grammar, and at the same time engages the brain to process our background knowledge of what we hear for the purpose of gaining understanding. Maybe we listen to an interesting speaker, the music from a good orchestra, the news on the radio, or the sound of traffic as we drive. In that case, if we listen properly, we will react according to what we hear by shouting, giving verbal comments, laughing, crying, or simply by giving body movements or facial expressions.

Therefore, a lecturer has a role to teach effectively and motivate students. He is responsible for encouraging students to learn English both inside and outside the classroom. Lecturers also need to improve student learning by motivating their attitudes in learning. Thus, listening learning must be carried out in a comfortable atmosphere and able to motivate student learning. Therefore, listening activity which is an interactive process must be conveyed in learning as an interactive process to increase student motivation. The human brain has extraordinary prowess, however a separate method is needed to optimize the brain's performance. One of them is short term memory (Pratiwi et al., 2022). It is hoped that teaching listening can trigger interactive and meaningful activities. Therefore, students can be motivated to improve their listening skills. Even so, it is still the lecturer's job to be able to carry out effective and motivating activities.

However, there are still very few attempts to teach listening skills in foreign language classes. In general, listening lessons in college are very dependent on monotonous activities. Lecturers usually do traditional listening activities where the lecturer just sits and plays the cassette, the students listen and then they answer questions related to the text. The students rarely do activities that increase their motivation in learning English. Memory is needed in everyday life, especially in the learning process (Harianti et al., 2021). It seems that listening strategy refers only to testing students' listening comprehension rather than teaching them how to listen effectively.

The ease of accessing the internet and various providers that offer cheap packages also support the growth of the creative industry in this new media, one of which is podcasts. Spotify is not only used to listen to songs but also to listen to podcasts, it substitutes a piece of radio function. Starting from the word "iPod Broadcasting" which was coined by Ben Hammersley in 2005, Podcast is a new generation of radio. Unlike radio which uses FM/AM frequencies, podcasts offer broadcasts on demand. This makes us more flexible to listen to Podcasts over and

over again and without space and time limits. Memory is something that is very important for humans because it is the power of the human soul to receive, store, process and reproduce impressions, understandings or responses (Musdalifah, 2019).

Semarang Merchant Marine Polytechnic is an official school under the Ministry of Transportation that specializes in maritime shipping education. Semarang Merchant Marine Polytechnic has 3 departments, (Nautical Science, Engineering, Marine Management and Port). First in Central Java, Semarang Merchant Marine Polytechnic managed to get approval from Marlins, a maritime English training and assessment provider institution, to conduct English tests for seafarers, namely the Marlins English Test and the Marlins Test of Spoken English (TOSE). After completing various requirements, receiving a visitation and TOSE training for prospective assessors, on January 10 2018, Semarang Merchant Marine Polytechnic officially became the Approved Marlins Test Centre. The proliferation of Internet has been another warning bell for conventional broadcast radio. Numbers of listener gradually shift to the new mean of media as it is more attractive and convenient for users. The situation drives radio managers to adapt with various ways. Developing audio podcast is among the strategy that has been growing in the United States and various countries in Europe, but not yet quite popular in Indonesia (Fadilah et al., 2017). Cadets in the Nautical Science and Engineering departments are required to take the Marlins Test.

We can also do various activities while listening to Podcasts at the same time. Podcasts are also suitable for urban lifestyles, they fill spare time such as traffic jams, train rides, or just relaxing. Moreover, if the broadcaster brings Podcast with fun, the intimacy of listeners and broadcasters is also a plus to relieve fatigue. This makes Podcasts widely listened to, quoting from Katadata.co.id, almost half of the audio listeners on Spotify take their time to listen to Podcasts. Podcasts can be a source of innovative teaching for lecturers and help the learning process of training participants (Arifdarma, 2021). As one of the world's maritime axes, Indonesia has the critical potential to produce qualified seafarers. The government has opened official public schools that accept prospective seafarers through its ministry. Politeknik Ilmu Pelayaran (PIP) Semarang is an official school under the Ministry of Transportation specializing in maritime education. PIP Semarang offers three study programs: Nautical Studies, Marine Engineering, Port and Shipping Management.

Being professional seafarers working in the world's maritime industry, ideally, the students referred to as cadets are expected to master English as the world's international language of communication. All aspects from speaking, listening, pronunciation, vocabulary, reading, and writing become an essential package for their communication on the vessel. Unfortunately, most of the cadets who have been carrying out marine practices found difficulty in touch, primarily how to deal with a wide range of accents. Sometimes cadets misinterpret orders from their superiors who come from worldwide just because they do not understand their speaking style or accent. Education is a process of learning knowledge, attitudes, and skills (Fadhilah, 2022).

For higher education, the expectation of excellence in teaching and learning is made to develop a system to measure the effectiveness of English

learning. A comprehensive skills review, including instructional design and course management, assesses teaching effectiveness. Podcasts can be of different types based on their length: short (1–5 min), moderate (6–15 min) and long (>15 min) duration (Prakash et al., 2017). One of the indicators determined by PIP Semarang in measuring the success of English cadets is the Marlins Test. This can be seen from the Marlins Test results and becoming an essential part of the expected edge when considering graduation promotions, especially for cadets who take Nautical Studies and Marine Engineering study programs. The fact is that the Marlins Test value determines the English academic evaluation process. If the Marlins Test evaluation preparation instrument can be used effectively, it must have a standard in evaluating the given teaching. So for the entire PIP Semarang academic community, a statistical value can be obtained for each Marlins Test assessment item. This study also considered the potential and differences in the Marlins assessment items in PIP Semarang.

First, in Central Java, PIP Semarang managed to get approval from Marlins, a maritime English training and assessment provider institution, to conduct English tests for seafarers, namely the Marlins English Test and the Marlins Test of Spoken English (TOSE). After completing various requirements and receiving visitation and TOSE training for prospective assessors, on January 10th, 2018, PIP Semarang officially became the Approved Marlins Test Centre. Cadets in the Nautical Studies and Marine Engineering programs must take the Marlins Test. Podcasts involve downloading a series of audio or video broadcasts to a digital media player, via smartphone, computer (Rachmawati et al., 2019). Support should be given to teachers to improve the quality of teaching and assessment for learning. This research also suggests that English teachers need comprehensive and well-planned professional development in classroom assessment. Given the increasing pressure and demand for regulatory measures and standards on students' achievements in the teaching field, research and measurement of psychosocial factors that may affect an individual's practical teaching abilities are crucial.

The experiment will be conducted by teaching two different classes. Each class is given another method and will be compared to determine an effective learning model. The footage also left a deep impression and was remembered by students for a long time. In addition, the video also inspires students to listen to more stories. The use of podcasts has changed the world of education to be more accessible so that everyone can search for learning materials on digital channels (Sugiono, 2021). This article aims to define learning strategies to identify which methods can guide teachers to apply appropriate methods to promote the use of learning strategies.

(Mujiyanto & Wahidah, 2021) research results show that students can use information and communication technology well. Students search for text sources from YouTube and podcasts. Several applications are used concerning student listening activities, such as pallets and anchors. A study (Bharati, 2021) found that similar news stories with little listening as extensive listening material helped student teachers familiarize similar structures and vocabulary of the spoken texts from similar topics or themes. The use of Podcast materials is expected to increase students' motivation to practice Listening strategies modelled by lecturers. students are able to work together with their classmates to understand

spoken texts. By studying students can practice together with their teammates on how to listen effectively, such as how to get the main idea and detailed information. As individual contributions make a big difference to the team's success, students are encouraged to help each other and share listening skills.

The use of podcast-based audio media makes it easier for students to do assignments, become skilled in using technology and information facilities (Maulida et al., 2021). Many cadets have difficulty taking the Marlins Test, and the scores do not match the passing standards. By having the ability to speak English, it is possible to work on vessels that operate overseas or internationally based companies, as it is essential to be able to speak English. At one point, we apply to shipping companies, especially international companies, and there will be specific tests in English. Factors are causing maritime English to become less popular in its use: (1) Lack of information and knowledge about maritime English, (2) Less varied learning methods, and (3) The instrument for improving English maritime proficiency is less effective.

Memory is good for optimizing performance (Lestari, 2013). Learning using audio-visual media is proven to improve students' memory in learning (Hastuti, 2019). However, the development of Podcast audio is not yet popular in Indonesia (Fadhilah, 2022). Through this research, Podcasts can become an innovative source of teaching for lecturers and help the learning process of trainees (Arifdarma, 2021). Podcasts are easily accessible so that everyone can search for learning materials on digital channels (Sugiono, 2021). The use of podcast media also makes it easier for students to use information technology facilities (Maulida et al., 2021). Based on the background of the problem, the present study uses the listening instrument because listening is essential for seafarers. Listening is required for interacting with instructions from expatriate officers working on vessels. Listening skills are necessary to hear various language accents, such as Russian, Chinese, Germany, etc. The Marlins Test provides test components such as speaking, listening, pronunciation, reading, vocabulary, and writing. The present study uses listening to test the learning model. Listening items on the Marlins Test are more varied with various nationality accents. Seafarers' listening ability can be improved by listening to different language accents. The study compares podcast music media in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

Method

In this study, the effectiveness of audio podcast and video practical training in teaching listening comprehension for maritime cadets with short-term and long-term memory at the shipping science polytechnic (PIP) Semarang was tested. This type of research is experimental research using a quasi-experimental research design. The Marlins English Test provides a standard interview format for oral assessors to assess seafarers' oral and hearing skills. It can comprehensively assess seafarers' understanding and spoken English skills as an independent product. Used in conjunction with online tests, it can provide comprehensive information on seafarers' language skills. Like the online exam, Marlins also provides spoken English tests for seafarers, cruise ship employees, and offshore employees. Marlins' new flagship program builds on years of maritime English assessment and training expertise. The experimental design in

quasi-experimental research is defined as research close to experiments or quasi-experiments. This study aims to reveal a causal relationship by involving two experimental groups, separating the two groups (experimental group 1 and experimental group 2) not using random techniques. This study chooses the sampling method that will be used for Non-Probability Sampling. The respondent sampling technique used in this research combines the quota sampling technique and sample blocking technique (Cluster Sampling). So, each class is taken 30 sample respondents, then obtained the result of the calculation of the sample of 60.

Accuracy of research instruments used validity and reliability test. The listening comprehension achievement using Marlins English for Seafarers based computer in the language laboratory. Basic competencies for improve listening skills. Teaching plan:

1. Students can capture the specific information contained in the procedure text.
2. Students can fill in the gap text in the procedure text.
3. Students can identify aspects that exist in procedure text.

The data analysis technique used in this study used a test technique. Hypothesis testing was carried out by descriptive analysis of the average difference test t-test using the IBM Statistics 23 program. The average difference test t-test is a statistic used to test whether a certain value (given as a comparison) differs significantly or not from the average of a sample. To perform the average difference test with a t-test, quantitative data is used. The average difference test based on the distribution of the values used is the independent sample t-test. This test shows the significance of the difference in the mean of two groups of unrelated samples that are not related.

Findings and Discussion

Effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang

An overview of the results of the comparison of treatment results using audio podcasts to students in the short-term memory category can be seen in table 1:

Table 1. Audio Podcasts to Maritime Cadets with Short-Term Memory

		Short Term Memory	
		Pre-Test	Audio Podcast -Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.47	5.60
Median		5.00	5.00
Std. Deviation		1.717	2.328
Variance		2.947	5.421
Minimum		3	3
Maximum		10	10

The results of the descriptive test in table 1 show that the post-test and pre-test score of the student with short-term memory taught by audio podcast is higher than the student's score in the pre-test ($5.60 > 5.47$). The standard deviation of students in the audio podcast treatment is higher than students in the pre-test session ($2.383 > 1.717$).

Effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang

An overview of the results of the comparison of treatment results using audio podcasts to students in the long-term memory category can be seen in table 2 below:

Table 2. Audio Podcasts to Maritime Cadets with Long-Term Memory

		Long Term Memory	
		Pre-Test	Audio Podcast Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.80	5.90
Median		6.00	6.00
Std. Deviation		1.448	1.539
Variance		2.097	2.369
Minimum		3	3
Maximum		10	9

The results of the descriptive test in table 3 show that the post-test score of the student with long-term memory taught by audio podcast is higher than the student's score in the pre-test ($5.90 > 5.80$). The standard deviation of students in the audio podcast session is higher than students in the pre-test session ($1.539 > 1.448$).

Effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang

An overview of the results of the comparison of treatment results using video practical training to students in the short-term memory category can be seen in table 3 below:

Table 3. Video Practical Training for Maritime Cadets with Short-Term Memory

		Short Term Memory	
		Pre-Test	Video Practical Training - Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.47	6.03
Median		5.00	6.00
Std. Deviation		1.717	1.497
Variance		2.947	2.240
Minimum		3	3
Maximum		10	9

The results of the descriptive test in table 3 show that the post-test score of the student with short-term memory taught by video practical training is higher than the student's score in the pre-test ($6.03 > 5.47$). The standard deviation of

students in the video practical training session is lower than students in the pre-test session ($1.497 < 1.717$). These results indicate that overall students in the practical training session have a better score distribution than students in the pre-test session.

Effectiveness of video practical training in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang

An overview of the results of the comparison of treatment results using video practical training to students in the long-term memory category can be seen in table 4 below:

Table 4. Video Practical Training for Maritime Cadets with Long-Term Memory

		Long Term Memory	
		Pre-Test	Video Practical Training - Post Test
N	30	30	30
	0	0	0
Mean		5.43	5.80
Median		5.00	6.00
Std. Deviation		1.716	1.448
Variance		2.944	2.097
Minimum		3	3
Maximum		10	10

The results of the descriptive test in table 4 show that the post-test score of the student with long-term memory taught by video practical training is higher than the student's score in the pre-test ($5.80 > 5.43$). The standard deviation of students in the video practical training session is lower than students in the pre-test session ($1.448 < 1.716$). These results indicate that overall students in the practical training session have a better score distribution than students in the pre-test session.

The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

Table 5. Independent Samples Test Audio Podcast

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Audio	Equal variances assumed	.610	.001	2.443	58	.000
Podcast	Equal variances not assumed			2.443	56.951	.000

The first row is the t-count value of 2.443 on DF 58. The DF on the t-test is $N-2$, that is, in this case, $60-2=58$. The calculated t value is compared with the t table in DF 58 and the probability is 0.05. By comparing the t count with the t table:

1. If the value of t count is positive: There is a significant difference if t count > t table.
2. If the value of t count is negative: there is a significant difference if t count < t table.

The calculation results obtained a t count of 2.443 and a t table of 2.001 so that there is no significant difference between students with short-term memory and students with long-term memory when using audio podcasts for listening comprehension.

The effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

Table 6. Independent Samples Test Video Practical Training

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Video	Equal variances assumed	6.574	.013	.589	58	.558
Practical Training	Equal variances not assumed			.589	50.283	.559

The first row is the t-count value -.589 on DF 58. The DF on the t-test is N-2, that is, in this case, 60-2=58. The calculated t value is compared with the t table in DF 58 and the probability is 0.05. By comparing the t count with the t table:

1. If the value of the t count is positive: there is a significant difference between short-term memory and long-term memory.
2. If the value of the t count is negative: there is no significant difference between short-term memory and long-term memory.

The calculation results obtained t value > t table so that there is a significant difference between students with short-term memory and students with long-term memory when they are taught by using audio podcasts for listening comprehension.

Discussion

The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang

The younger generation of Indonesia is required to be able to speak English. In line with that, local governments in Indonesia have taken a policy to include English as one of the additional lessons that can be taught from elementary schools. But even so the draft has been neatly drawn up by the authorized officials. This requires teachers or lecturers to be more creative and innovative in choosing learning media or making teaching materials that can achieve learning objectives (Adawiyah et al., 2021). But there are still many problems encountered in teaching English. Lack of understanding of the relationship between receptive and productive abilities leads to the view that listening skills, one of the receptive abilities, are not important abilities. Even so,

the theory that develops says the importance of listening. Listening skills are as important as any other skill. Listening doesn't just involve hearing or paying attention to what other people are saying. Effective listening requires active and conscious attention to sounds, words, and grammar, and at the same time engages the brain to process our background knowledge of what we are listening to for the purpose of gaining understanding. Maybe we listen to an interesting speaker, the music from a good orchestra, the news on the radio, or the sound of traffic as we drive. In that case, if we listen properly, we will react according to what we hear by shouting, giving verbal comments, laughing, crying, or simply by giving body movements or facial expressions.

The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang

Education is one way to overcome the era of globalization in the XXI century which is characterized by the rapid development of information technology (Oktaviyani & Ibrohim, 2021). Lecturers also need to improve student learning by motivating their attitudes in learning. Thus, listening learning must be carried out in a comfortable atmosphere and able to motivate student learning. Therefore, listening activity which is an interactive process must be conveyed in learning as an interactive process to increase student motivation. It is hoped that teaching listening can trigger interactive and meaningful activities. Therefore, students can be motivated to improve their listening skills. Even so, it is still the lecturer's job to be able to carry out effective and motivating activities. Based on the syllabus, students are expected to achieve the learning objectives in the syllabus. However, many Listening students cannot identify the main idea expressed in the spoken text. The students were also unable to identify the detailed information contained in the Listening materials. It is assumed that effective teaching strategies and interesting materials will help improve students' listening skills. Therefore, researchers, as lecturers, have a responsibility to find ways to solve problems that occur in their classrooms. There must be an answer to the problem. It may be innovative teaching strategies or media or materials that enable students to be actively involved in the teaching and learning process, motivated in learning, thereby improving their listening skills. Thus, lecturers must be creative and innovative in choosing teaching strategies and materials.

The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

The third research objective was used to test the effectiveness of listening comprehension learning using practical video training on students with short-term memory. Students in the video practical training session have a higher average score than students in the pre-test session ($6.03 > 5.47$). Listening is an activity process that requires the listener to be actively involved in forming a message from the sound stream.

Podcasts arise as one of the perfect examples of media-based audio, which has a facility on-demand (Lyanty, 2020). As an active skill, listening requires a number of skills such as vocabulary, grammar mastery and the ability to understand the message of the speaker. Learning a language means learning how language can be useful to help us learn, by learning a language we can communicate, share ideas, and interact with others for the sake of learning.

Listening skill is one of the four language skills that is important to learn because it allows students to gain insight and information.

The effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

The fourth research objective was used to test the effectiveness of listening comprehension learning using practical video training on students with long-term memory. Students in the video practical training session have a higher average score than students in the pre-test session (5.80 > 5.43). Language learning strategies are strategies taken by learners to improve language learning efficiency, language skills, self-confidence, mental activities, behavioral actions, and various other techniques. Learning strategies are very personal, different from one individual to another because it is an invisible mental process. These language learning strategies can be identified through behavioral manifestations. The understanding put forward by Oxford is more of an observable action, although this understanding can also include unobservable cognitive actions. The term strategy refers to activities that Stern refers to as techniques. Test results and related comparisons, (Saputra, 2014) findings show that podcasts are more effective than films for teaching listening comprehension. The term technique, is intended as specific forms of observable learning behavior. Language learning strategies include certain behaviors, actions, ways, steps, or techniques taken by learners to develop skills and confidence in using language.

The differences in learning outcomes with audio podcasts between students with short-term and long-term memory in PIP Semarang

Cognitive psychologists have developed what they call the information processing view of learning. These theorists rely entirely on the computer as an analogy to explain how the brain and its memory system work. Podcast is created by combining of the word “iPod” and “broadcast” and it produces audio and video files episodically that can be downloaded and listened by personal computer, tablet, smart phone, or another audio/video device and listeners can listen and learn all interesting materials that they need (Alfian, 2019). From this point of view, information enters the brain through the senses and is temporarily stored in a workspace called short-term memory (storage space of a computer). Memory strategies reflect very simple principles, such as compiling, making connections, and repeating. All of these principles require meaning, and the purpose of language learning, word order and relationships must be meaningful to the learner, and the media have a significant function.

The differences in learning outcomes with practical video training between students with short-term and long-term memory in PIP Semarang

Students can immerse themselves completely in dramatic situations and conversations, concentrate. The model of listening comprehension course instruction is characterized with its venue, activities, and strategies (Nur & Syarifuddin, 2016). The teacher helps students develop a package of listening strategies and strategies that are appropriate for each listening situation. Teaching listening suggests that we need to take a more active approach to improving listening skills, by focusing on scientific problems that students have and strategies for listening activities that can help their problems.

Comparison of effectiveness between audio podcasts and video practical training

Students with short-term memory, and video practical training, had higher post-test scores than audio podcasts (6.03 > 5.60). Students with long-term memory audio podcasts have higher post-test scores than audio podcasts (5.90 > 5.80). There are significant differences between groups of students (short and long-term memory) in the use of audio podcasts. During pre-listening, the goal is to prepare students for what they will hear, what types of vocabulary structures will be, and what topics will be covered. This is important to be able to anticipate many possible topics in the listening section; Vocabulary discussion can encourage global meaning, and motivate students. During the listening activity is the stage where students complete the given task. The task depends on the learning objectives. There are many types of tasks that must be applied in listening activities such as labeling, selecting, drawing from filling, and completing the grid. The last stage of listening is post-listening. The teacher asks students to conclude the meaning of the words. This procedure is written on the blackboard, answers sentences containing vocabulary, and asks students to think of other meanings.

Conclusion

Based on the results of the analysis and discussion, the following conclusions are obtained:

1. Students with short-term memory in audio podcast treatment have a higher average score than students in the pre-experimental (5.60 > 5.47). The problems that arise are caused by several things. Among them are students' interest in learning to learn. Listening activity which is an interactive process must be delivered in learning as an interactive process to increase student motivation.
2. Students with long-term memory in the audio podcast session have a higher average score than students in the pre-experimental session (5.90 > 5.80). Therefore, a lecturer has a role to teach effectively and motivate students. He is responsible for encouraging students to learn English both inside and outside the classroom.
3. Students with short-term memory in the video practical training session have a higher average score than students in the pre-experimental session (6.03 > 5.47). These results explain that the use of video practical training media has a significant impact on students with short-term memory qualifications before and after media use.
4. Students with long-term memory in the video practical training session have a higher average score than students in the pre-experimental session (5.80 > 5.43). These results explain that the use of video practical training media has a significant impact on students with long-term memory qualifications before and after media use.
5. there is a significant difference between students with short-term memory and students with long-term memory when using audio podcasts for listening comprehension (t count of 2.443 and t table of 2.001). From short-term memory the data is then sent to long-term memory and stored until recalled for later use. From the description above, it can be concluded that various working

procedures in memory strategies are closely related to strategies for learning a second language, a foreign language as a communication function.

6. there is no significant difference between students with short-term memory and students with long-term memory when using video treatment practical training for listening comprehension (t count of 0.589 and t table of 2.001). To encourage students' mastery in listening skills, teachers need to carefully select and prepare various quality teaching materials and aids to be used in the language laboratory, ensuring that students will get optimal results from listening lessons.

Podcasts are an effective medium for teaching listening to PIP Semarang in 2022. However, in the application of media, a lecturer must pay attention to the level of listening habits. It is proven in research that listening habits affect cadets' listening comprehension. By considering the level of cadets' listening habits, a lecturer can choose the media he uses correctly to teach listening to improve cadets' listening comprehension. Listening plays an essential role in communication. Listening also has great importance in the foreign language classroom. In the language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin.

Based on the study's conclusions, implications, and limitations, the following suggestions are prepared. Podcasting is being introduced to academia as an e-learning tool. The existence of podcasting contributes to helping teaching and learning activities run well. However, there are difficulties for students to achieve meaning in listening subjects. That is because listening comprehension becomes a complex process to understand spoken language in English Foreign Language learners. The use of audio podcasts in achieving listening skills in teaching activities needs to be investigated further. Literature research using the systematic review method to determine the effectiveness of audio podcasts in teaching listening at all levels of students needs to be studied further. The use of audio podcasts in teaching listening needs to be increased because it is effective for students inside and outside the classroom.

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The Effect of RPG Maker Mobile Learning Model in Learning English

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Abstract. The aimed of this research was to measure the effect of application (RPG) MakerMV. This research belongs to experimental research and quasi experimental design. It described about the effect of using of the application. The research methodology was a quantitative method. The population of this study was one Class XI students from MA Siti Khadijah, and the sample was twenty students or two classes throughpurposive sampling. The research result showed that this application were very effective and very easy to use.The researcher concluded that the experimental group through this application in the right way. The average percentage of student activity is 75.6%, which is included in both categories.The experimental group had higher score (429) after learning English vocabulary using direct method than control group (274). The conclusions of this study was RPG Maker mobile effective in the teaching learning English. This study recommended to use this application in teaching english. The application help students to follow the lesson.

Keywords: Learning Application, RPG Maker MV.

Introduction

Language is the most important tool of communication in daily life. Communication is one of the ways to interaction between people. Language can help people to deliver a context to another person. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021).

According to Brown (1994:7, states that learning is acquiring or getting of knowledge of a subject or a skill by studying, having experience or instruction. Meanwhile, Wichadee (2005), states that teacher's approaches in traditional classrooms do not produce active recipients and result in fossilized language learning on students because teachers usually play an important role in teaching

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learning process. Based on theory above, it can be explained that learning can improved student's ability by following every lesson and students focuses in every instruction to enhance their skill in English.

According to Michael, and Modell, (2003) states that in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts. Based on theory above, it can be explained that learning practice can influence students in every aspect English skill. The students will be able to use English skill in daily life because the result of taching learning will be permanent.

Teaching learning English have their aspects especially mastering English skill. The students need to use their ability to learn the skills one by one. The students should focuses during teaching learning processes. According to Sequeira (2021) states that learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment.

The lecturers have to prepare a variative teaching methodology during learning activity, teaching methodolgy can influence into students creativity and their interest in the lesson. According to Michael, and Modell (2018) in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts.

In the teaching learning English, the students find many dificulties during practices. The students have to be able to engage the skills and use the language for communication. This is inline with Mitra; cited by Pond & Rehan (2008) states that students expect to have ownership over the learning session.

According to Coffield, (2013), the quality of teaching and learning is often compromised due to lack of constant up-gradation in knowledge on the subject or issue. We agreed with this sentiment, since we have witnessed first-hand that innovation and continuous learning is the primary way to ensure success in teaching. It means that the function of language is a medium of communication and interaction. One of the important aspects of communication is the use of words.

However, being a master of English, especially for University students, who are going to be the subject of this research, remains a utopian ideal, something unreachable in terms of school semester periods, yet in terms of years on which "truly English teaching learning process" does exist. This indicates on the other side that mastering English is not something impossible but something challenging. It is like the ability of University students where some of which is in a higher level, and some others in a lower level of English.

Multiple higher education research explored that the inclusion and equity in teaching and learning resulting in policy makers and scholars have been discussing the importance of widening participation in tertiary education (e.g., Bradley & Miller, 2010). As a result, the students' can comprehend their lesson as the result of their learning. The English lecturer usually uses some techniques in teaching English, and one of the techniques is a using technology in English language learning.

Based on the description above, the researcher is interested in conducting a research about the Effect of RPG Maker Mobile Learning application in Learning English. The purpose of this research were to know how to use this application during teaching learning processes, to know students' result after using this application.

Method

Leedy and Ormrod (2010:95) state that quantitative researchers seek explanations and predictions that will generalize to other persons and places. Based on theory above, it can be explained that quantitative method is research type through numerical data to measure students competence and ability in learning. According to Melissa and Goertzen (2017:12), quantitative research methods are used to collect and analyze data of the research that were presented numerically. Based on theory above, it can be explained that the data analyze through statistical pattern to get the result. According to White and Sabarwal (2014:2), states that the quasi-experimental method is a method that was used as a comparison between the two groups. Both the experimental group and control group. This tells us that the important characteristic of experimental research is that investigators deliberately control and manipulate the condition.

Ross (2006:1.3) explains that experimental research is used in settings where variables defining one or more causes can be manipulated in systematic fashion in order to discern effects on other variables.

The method of this research was quantitative research. According to McKay (2006:6), quantitative research typically begins with a research question or hypothesis that is quite specific. This denotes that quantitative research generates statistic through the use of large scale survey research, using methods such as tests and questionnaires to get precise reason.

Findings and Discussion

Pre test

The pre-test was conducted before applying the application. Both groups of control and experiment were given the same material and they were asked to accomplish the test individually in 90 minutes. There were some forms to display the question items in the English test. The types of question items for pre-test are multiple-choice, sets and matching items. The multiple-choice was consists of 30 items; sets consist of 10 items and matching items consist of 10 items. After giving pre-test, the basic knowledge of the two groups could be measured.

After conducting the pre-test activity, the researcher used application in the experimental class in teaching learning processes. Students were taught twice a week for experimental group through the application as an alternative way of teaching English.

Post-test

After the experiment activity, the next activity was conducted the post test. The researcher conducted the test for the experiment and control group. Students were asked to do the test in 90 minutes. After that their answer sheets would be analyzed.

The results of this research were about the effect of mobile learning RPG maker MV in learning English, during the teaching learning activity in the

experimental and control classes had similar activity including exercise for students. The difference was experimental class used mobile learning RPG Maker MV, and in control classes through lecturer explanation.

The researcher used N-Gain to get the score through mobile learning RPG maker MV application in the experimental class, and the score of the control class, in table 1 below.

Tabel 1. Descriptive Statistics N-Gain

	N	Minimum	Maximum	Mean
N gain experiment	37	.30	.75	.6180
N Gain Control	33	.00	.39	.1053

From the table above, it can be seen that the score of pre-test of the experimental group was minimum score N-Gain of 0.30, a maximum score N-Gain of 0.75 and an average score N-Gain 0.61 with medium criteria. It means that implementing mobile learning RPG Maker MV in English learning was in the medium category. Meanwhile, in the control class had a minimum N-Gain of 0.00, a maximum score N-Gain of 0.39, and average score N-Gain of 0.10 in low category.

Therefore, there was significant effect of using this application for learning, it can be seen from score improvement for each group. The score for experimental class (429) was higher than the control group (274). The table showed that pre-test score between two groups were almost equal before using the application. After implementing the application, the experimental class was more higher score than that of the control group.

From the result above, implementing mobile learning RPG maker MV in the experimental class was effective rather than through lecturing in the control class. The application helped the students to understand the lesson. It can be seen from students' interest during learning processes. Based on previous research that the application was one of multimedia programme and animation to make interesting situation in teaching learning process.

Students' improvement English learning ability data came from the pre test result, the post test was held after implementing the application, and the data analyzed used statistical data. The result of analyzing students' improvement score presentag in the table 2 below.

Table 2. Students' English learning ability percentage eachs indicator aspect

Aspect Indicators	Control			Experiment		
	Averages	%	Category	Averages	%	Category
1	10.3	51	deficient	15.2	76.5	good
2	10.3	51	deficient	14.6	73.2	fair
3	10.3	51	deficient	14.8	74.60	fair
4	10.3	51	deficient	15.3	75.68	good
5	10.3	51	deficient	14.7	74.2	Fair

Based on the table 2, English learning ability indicator in the control class was 51 % the score represent of the low category, on the other hand, in the experimental

class indicators was 76, 5% in the good category. Meanwhile, the indicators aspect in setting strategy and tactics was 74, 2% in a fair category. From the explanation above, it can be explained that the improvement of students' English learning ability in the experimental class was improved. The application gave good effect to students during learning activity. Students focused to the application and following every instruction during exercises. The post test score described how the application help students to enhance their english skill.

The researcher measured the hypothesis in teaching learning activity, the researcher used statistical formula sample T test SPSS 20 for windows. The results sample T test in the table 3 below.

Tabel 3. Independent samples T test Independent sample test

	Levene's test for equality of variances		t-test for equality of means							
	F	Sig	f	df	Sig (2 tail ed)	Mean differences	Std Error differences	95 % confidence		
								lower	Upper	
equal variance assumed	22.713	.000	11.986	73	.000	22.700	1.901	19.009	25.950	
variances not assumed			11.728	4079	.000	22.700	1.941	18.878	26.718	

Based on the result from table three, it can be showed that t-count result was 11.986 meanwhile t-table (0.005;93) was 1.663, so it can be explained that t-count was higher than t-table. It means that the result showed how significant result between the experimental class and the control class after using this application. This application made learning activity more variatif, and students followed every steps to use application during the learning. From the explanation above, It can be stated that the use of this application helped students more focuses to the lesson and the application was effective in teaching learning English. Based on the data above, it can be concluded that the improvement of students' English learning ability in the experimental class was better than the control class, it can be seen from the score. It happened because the content of this application

help students to follow and use the application for learning activity. Students were able to answer during exercise through this application, and students were easy to find out every meaning from the sentences

Conclusion

After conducting and gathering the data, the researcher concluded that using application RPG maker MV gave significant effect to students' English learning ability into medium category. Implementing this application in teaching learning improved students' interest in English and help students to enhance their ability in English. It can be seen from the mean score of experimental class, the students had 75 received by the experimental class. Meanwhile, in the control class got mean score 51. The students' response in implementing this RPG maker MV in English learning was in good category with the score around 2100.

Based on conclusion above, the author recommended to use the application for teaching learning process. The application helped students to understand every material during learning process.

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An Error Analysis of Students' Cover Letter Writing Assignments

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Abstract. The objective of this descriptive study was to analyze students' grammatical errors in writing assignments, in this case writing a cover letter for second-semester Computer Science students at the University of Semarang. The target population included 21 Computer Science students enrolled in a Business English class chosen randomly from a pool of 50 participants. They were asked to write an application letter in English. Then, using the surface approach taxonomy, the researcher examined the students' writing for the following errors: 1. Omission Errors; 2. Addition Errors; 3. Misinformation Errors; and 4. Misordering Errors. The findings of this study show that student errors range from the most common to the least common, with a total of 67 phrases: (1) Omission 38.8%, (2) Misinformation on Sub-Alternating Forms 23.8%, (3) Addition on sub-Simple Addition 22.3%, (4) Misinformation on sub-Alternating Forms 8.9%, (5) Addition to sub double markings 2.9%, (6) Misinformation to sub regularization 2.9%. The errors in the Addition type (sub-regularization) and Misinformation categories do not appear at all (0%). According to the data above, pupils still do not comprehend how to employ basic English grammar structures or how the first language (L1) affects how sentences are formed in English.

Keywords: grammatical errors, sentences, writing, and cover letter

Introduction

The growth of information technology and the handling of big data are two key concerns that are included in the Strategic Plan Roadmap for Research in the Leading Field of Information and Communication Technology at the University of Semarang for 2021–2025. This problem results in the rapid expansion and development of different types of information on different platforms, which creates

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a need for quick and effective data processing. System engineering, mapping, and data processing methods must be developed and used in research.

In accordance with the aforementioned strategic goal, the Business English Course is one way to help Semarang University students—in this case, Computer Science majors—improve their capacity to compete internationally in terms of writing in English, in this case writing cover letters in English.

The four main skills in English are reading, listening, speaking, and writing. Writing is widely regarded as one of the most challenging skills for students learning a foreign language. "ESL teachers include writing skills in the curriculum because this skill is critical to academic success." (2008) (Kellogg). Because writing helps to i) strengthen grammatical structures, ii) expand vocabulary, and iii) support other language skills like reading, listening, and speaking.

The majority of English for Specific Purpose (ESP) courses place a strong emphasis on writing talents as a means of enhancing student performance. Practice with other abilities, notably reading skills, is typically linked with writing practice. Its goal is to help students improve their writing abilities. This activity begins with simple sentences and progresses to complex sentences, compounds, complexes, paragraphs, and finally essays.

"The real goal is not what level of writing skill acquisition students have, but rather their ability to recognize the arrangement of sentences into paragraphs and essays, as well as sentence connectors or sequence signals to demonstrate cohesion in expression." Aladrus, Abubakar, and colleagues (2012): ix.

Writing is typically composed of paragraphs. While paragraphs are usually 150-word-long papers that begin with a topic sentence/main thought and are followed by a series of sentences that support that point. To produce good writing, students must understand grammatical structures and vocabulary. If students do not understand how to write correct sentences based on existing grammar rules and how to understand their meaning, they will struggle in school. This study aims to examine grammatical errors in cover letters written by second-semester Communication Science students enrolled in the English for Business course.

Business English (English for Business) is a course offered to all students at the University of Semarang with the goal of preparing them to compete in the recruitment of workers after they have completed their studies. As a result, they must be trained to write cover letters and curriculum vitae, as well as to practice job interviews in English. However, the focus of this study is solely on error analysis in cover letter writing.

Research on Error Analysis has been conducted by many researchers. Suhono (2016) did an error analysis on compositions written by EFL Students of IAIM NU Metro based on James's Surface taxonomy (1998): omission, addition, misinformation, misordering, and blending. The subject of his research was students from different grade semesters: second, sixth, and eighth. Whereas, the purpose of his study was to describe: 1. The types of grammatical errors that frequently appear in students' written composition, 2. The frequency of grammatical errors appears based on the grade semesters, and 3. The sources of errors. The result shows that the total number of errors from the three groups was 268 error sentences and the omission error got the highest number of 131 (48.9%) sentences. Referring to the second research question, the second-semester students produced the highest number of errors with a total of 124 (46.8%)

sentences. While concerning the sources of errors in this research (third research question), the sources of errors in this research were mother-tongue influences (Interlingual errors). The errors in the production of the target language were greatly influenced by their native language/mother tongue. which interferes with target language learning. The second was Intralingual errors, such as misanalysis (wrong hypothesis), and incomplete rule applications.

Another research on Error Analysis was conducted by Setyorini, Tri Jampi. et.al. (2020) The study concentrated on identifying the many grammatical mistakes that students made on their essay assessments. The participants were 20 third-semester students from Purworejo Muhammadiyah University in Indonesia. Keshavarz's theory (omission, addition, substitution, and permutation) was used to analyze the results of essay tests. According to the analysis's findings, the percentages for each type of error are omission (34.06%), addition (7.25%), substitution (57.97%), and subtraction (0.72%). (permutation). In this study, the most dominant error produced by students is substitution (57.97%).

The researchers have taken two previous studies about error analysis in two different cases. The first analyzed errors in students' compositions in different grades second, sixth, and eighth by using Carl's surface taxonomy (omission, addition, misinformation, mis ordering, and blending). While the second analyzed the compositions of 20 third-semester students from Purworejo Muhammadiyah University by using Keshavarz's theory (omission, addition, substitution, and permutation). In this study, the researchers examine all types of grammatical errors found in students' essays in order to determine how much students know about the target language. They anticipate that English lecturers will be able to spot students' language-learning challenges, gauge their proficiency in the target language, give feedback to reduce mistakes, change the target language materials, and choose the best teaching approach, medium, or strategy to help students improve their language skills. The researchers analyze types of errors using James's surface taxonomy (1998) and Keshavarz's theory (2012). The differences between this research and the two previous research are the use of the cover letters as data and surface taxonomy by Dulay, Burt, and Krashen's theory (1982) as the method of analysis

Based on the research background, the formulation of the problem in this study are: (1) What errors occur most frequently in writing assignments (cover letters) and (2) What errors occur most rarely in writing assignments (cover letters). The goal of this study is to identify the types of errors that frequently appear in the assignment of writing cover letters in English, as well as the types of errors that occur most rarely and frequently in the assignment of writing student cover letters. Meanwhile, this study is expected to increase knowledge about the types of errors that students frequently make when writing in English, as well as alternative solutions to improve students' ability to detect errors in writing assignments in English.

Method

Types and Research Method

The data in this study is descriptive qualitative data because it is presented as words, phrases, or sentences. According to (Bogdan, 2007, pp.30), "descriptive research is a characteristic of qualitative research, meaning that the data obtained is mostly in the form of language or images rather than numbers." Descriptive data that is explicitly representative and more informative can be produced via research methodologies.

This is qualitative research. This research is called qualitative research because it uses words to analyze it. Wahid Murni (2017) said that qualitative research is a method used to answer research problems related to data in the form of narratives originating from interviews, observations, and document

Twenty-five writing assignments were assigned at random to 50 Computer Science students at the University of Semarang who were enrolled in English for Business classes. The student assignments were then examined using Dulay, Burt, and Krashen's (in Alfiyanti, 2013) four descriptive classifications in the superficial strategy taxonomy to analyze errors: omission, addition, misinformation, and misordering.

Data and Data Source

The data in this study were collected at random from the task of writing cover letters (application letters) of 21 Communication Science students from the University of Semarang who took the English for Business course out of a total of 50 participants.

Research Instruments

The instrument used in this study is the superficial taxonomy strategy developed by Dulay, Burt, and Krashen (in Alfiyani, 2013: 24-28), in which data from students will be analyzed based on four aspects of error analysis: (1) omission errors, (2) addition errors, (3) misinformation errors, and (4) misordering errors.

According to Erdogan (2005: 263), "Error Analysis" is related to student performance in terms of cognitive processes. They use recognition or coding to recognize or code target language input. As a result, evidence provided by learners' errors with knowledge of the fundamental processes of second language acquisition has become a major focus of error analysis.

According to Brown (2014), "the mistake analysis highlights the relevance of the error in the learner's interlanguage system. This kind of linguistic analysis concentrates on the errors that pupils make. as a procedure for spotting, classifying, and assessing departures from the second language's rules before disclosing the learner's system."

There are four descriptive categories for assessing errors, according to Dulay, Burt, and Krashen: linguistic taxonomy errors, surface strategy taxonomy errors, comparative analysis taxonomy errors, and communicative effects errors. (In Alfiyani, 2013, pages 24-28) However, this study only analyzes the surface strategy taxonomy's four categories of errors, which are as follows:

- a. *Omission Errors*

The absence of an item that should appear in a properly formed utterance is defined as an omission error. Two types of morphemes are more frequently omitted than the others. Content morphemes and grammatical morphemes are the two types of morphemes. Content words are the words that carry the majority of a sentence's referential meaning, such as nouns, verbs, adjectives, adverbs, and so on. Grammatical or function words are small words that play only a minor role in conveying a sentence's meaning. Noun and verb inflections (-s, ed, ing), articles (a, an, the), auxiliary verbs (is, will, may, can, and so on), and prepositions are among them (in, on, at, etc).

b. *Addition Errors*

Addition errors are indicated by the presence of items that should not be in the correct/well-formed utterance. This generally occurs at a later stage of the L2 acquisition or learning process i.e. when the learner has acquired some rules of the target language.

There are three types of addition errors:

1) *Double Markings*

This error occurs when certain items that are required in some linguistic constructs are not deleted. The examples are: **she didn't went/goed back** instead of **she didn't go back**.

2) *Regularization*

This error occurs when a marker that is normally added to a linguistic item is mistakenly added to a word of a different class that does not use that marker. For example: **offsprings** instead of **offspring**, **vocabularies** instead of **vocabulary** (because the two words belong to uncountable nouns which cannot be pluralized)

3) *Simple addition*

All addition errors are characterized by the simple addition error. They refer to the use of items that should not be included in the properly formed speech. For example, Tono **must brings** his books. Instead of Tono **must bring** his books.

c. *Misformation errors*

Misformation errors are distinguished by the use of incorrect morphemes or structures. They occur when a student writes something incorrectly. Formation faults are classified into three types:

1) *Regularization Errors*

Regularization errors that fall under the misformation category are errors in which regular markers are used instead of irregular markers. e.g., **runned** instead of **run**, **womans** instead of **women**, **phenomenons** instead of **phenomena**

2) *Archi-forms Archi-forms errors*

The incorrect use of certain formats/terms as pronouns for others for example **Her** danced with my brother instead of “**She** danced with my brother.”

3) *Alternating forms Alternating forms error*

Errors caused by students' development/addition of vocabulary and grammar.

Example: We will eat at the break time **when we are study**

instead of

We will eat at the break time **after studying**

d. *Misordering errors*

Sequencing errors are characterized by the incorrect placement of morphemes or groups of morphemes in an utterance. This occurs systematically for both L1 and L2 students in the constructs obtained.

For example: He is **all the time** late → **all the time** is in the wrong position

The sentence should be: He is late **all the time**

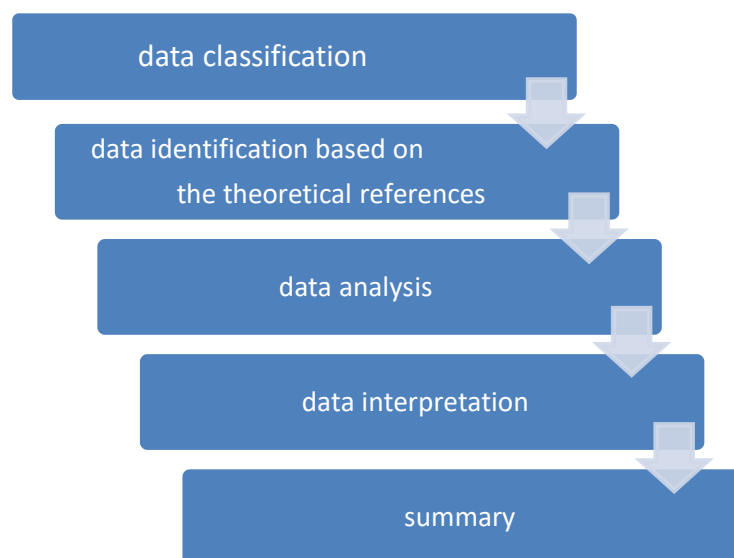
Data Collection Technique

This study's data collection techniques included documentation studies. According to Chaer (2019), data collection is terminated when the data is sufficient to explain the study's focus or answer the research questions, at which point a theory, rule, or provision is developed. The documents examined in this study were cover letters written by 21 Communication Science students enrolled in the English for Business course.

Data Analysis Technique

The table below depicts the technical flow of data analysis performed by the researchers and team during the implementation of this research.

Figure 1. Data Analysis Chart



The researcher looks over and analyzes the data after it has all been gathered. These processes involve checking and analyzing data. First, create a table with a classification of the 21 Communication Science students' Mid Test Cover letter assignment data (cover letter). Format data codes and text titles to identify common data elements. Second, identify the errors in student cover letter assignments and include them in the table of the correct types of errors based on the reference theory, namely the superficial taxonomy. Third, look into the data. The data is analyzed by calculating the percentage of errors that occur from student assignments, ranging from the most common to those that do not occur frequently and even those that never occur. The fourth step is to interpret the data that has

been analyzed. In this case, interpreting the data aims to identify errors that frequently, infrequently, and never appear in the assignment of creating student cover letters and to determine what causes these errors to appear or

Findings and Discussion

Findings

Based on the data collected for this study, namely data on writing cover letter assignments (cover letters in English) of students, the following errors were identified (Error Analysis) based on surface strategy taxonomy: 1. Omission Errors., 2. Addition Errors., 3. Misinformation Errors., 4. Misordering Errors.

According to the findings of this data analysis, there were 67 phrase/word errors in the assignment of writing Cover Letters for 21 students majoring in Communication Studies at the University of Semarang.

The following are the levels of student errors, from most common to least common:

No	Type of Errors	Occurrence Percentage
a	Misinformation on sub-Archi Forms	23,8%
b	Addition pada on sub-Simple Addition	22,3%
c	Misinformation on sub-Alternating Forms	8,9%
d	Misinformation on sub-Regularization	2,9%
e	Addition on sub-Double Markings	2,9%
f	Addition sub-Regularization	0%
g	Misinformation	0%

Regarding the study's purpose, which is to answer the questions: (1) What errors occur frequently in writing assignments (cover letters) and (2) What errors appear most rarely in writing assignments (cover letters), it can be concluded that:

- Omission is the most common error in writing assignments, accounting for 38.8% of all errors (cover letters).
- Misinformation in sub-regularization and Addition in the Double Markings sub-regularization both recorded the same occurrence, namely 2.9%, whereas in the Addition category in sub-regularization and Misinformation - no errors appeared (0%).

Discussion

The following are the analysis results based on the types of incorrect phrases:

Table 1. Error Analysis Recapitulation According to Dulay, Burt, and Krashen (1982)

No	Error Types	Error Samples	Correct sentences	Analysis	Total
1	<i>Omission</i>	I also proficient I familiar	I <i>am</i> also proficient I <i>am</i> familiar	There is no to be that functions as a main verb (main verb	2

In maintain ...	In <i>maintaining</i>	After the preposition of the verb in the gerund form (verb + ing)	1
I am recent graduate	I am <i>a</i> recent graduate	There is no article “ a ” to indicate a single subject	10
I am interest	I am interested <i>in</i>	Interest here functions as an adjective so you have to use -ed and the preposition in	1
Please find the attached file my CV	Please find the attached file <i>of my CV</i>	No preposition	1
He develop (verb)	He develops	Present Simple Verbs with Subject Singular must be added -s	1
My name Muh	My name is Muh	There is no “to be – is” in this sentence	1
Other required document	documents	The plural noun should be added “s”	1
I have experience	I have experienced	Present perfect: the verb must be in past participle form	1
... have proved	I have proved	There is no subject in this sentence	1
A job opening HR ...	A job opening <i>for</i> HR ...	There is no preposition “for”	1
I was best graduate	I was <i>the best</i> graduate ...	There is no “ <i>the</i> For superlative adjective	2
During my four month	During my four months	There is no -s ending for plural nouns	1
For the position human resources	For the position <i>of</i> human resources	There is no -of the preposition to join two nouns	1

A	Double Markers	... <i>before for</i> 3 years ...		The use of double prepositions	1
		I have proved that my work during internship	I have proven my work	That in this sentence is the same as my work , therefore one of them must be omitted	1
B	Simple Addition	Look forward to meeting with you ...	Look forward to meeting you	The preposition <i>with</i> in this sentence is not appropriate	6
		In the field of teamwork	In teamwork	The word <i>in the field</i> is not necessary for this sentence. This is a direct translation from L1 (Bahasa Indonesia)	1
		... at anytime ..	anytime	The preposition <i>at</i> is not appropriate for the word <i>anytime</i>	1
		I am finished ..	I finished	The sentence should be in active instead of passive, therefore to be is not needed	1
<hr/>					
3	<i>Mis-information</i>				
A	Regularization				
B	Archi forms	... an HR administration	... <i>a</i> HR administration	The article should be <i>a</i> instead of <i>an</i>	1
		... an staff	... a staff	The article should be <i>a</i> instead of <i>an</i>	1
C	Alternating forms	i worked	I worked	I should be in capital letter	1
		i am a friendly worker	I am a friendly worker	I should be in capital letter	1
		... my GPA is 3.88	... with a GPA of 3.88	This is a direct translation from L1 (Bahasa Indonesia)	1
		I am enclosing	I enclose	The sentence should be in Simple present instead of present continuous	1

Thank you for taking the time consider my application	Thank you for considering my application	This is a direct translation from L1 (Bahasa Indonesia)	1
... on time for my job a punctual person	Inappropriate term	1
I can also understand	I understand	Modal can in this sentence is not necessary	1
I am writing this letter to increase ...	I am writing this letter to show ...	Inappropriate choice of verb	1
I would love to hear back from you	I look forward to meeting you	This is a direct translation from L1 (Bahasa Indonesia)	1
.... of psychology,	... of psychology.	Incorrect punctuation: the comma should be full stop	1
i	I	I should be in capital letter	1
Can understanding	Can understand	Modal + V1	1
I would like to work ...	I would like to apply for ..	The wrong choice of verb	
During personal meeting	In an interview	This is a direct translation from L1 (Bahasa Indonesia)	

The table below describes the number of occurrences of errors based on the types of errors

Table 2 Recapitulation of the number of error occurrences by types.

Recapitulation of the number of error occurrences by types.								
Participant no	Omission	Addition			Misinformation		Mis-ordering	
		Double Markings	Regularization	Simple addition	Regularization	Archi Forms	Alternating Forms	
1	1			1				

2	4							
3	1			1				
4	1			1				
5				1				
6	1			1				
7	1			1				
8	1			1				
9	1	1						
10	2	1					3	
11	1			5		2	3	
12	4					2		
13	2				1			
14	1			1		2		
15						1		
16	3					5		
17						2		
18				1	1			
19				1				
20	1							
21	1					2		
Total	26	2	0	15	2	16	6	0
%	38,80597	2,9850746	0	22,38806	2,985075	23,8806	8,9552239	0

Research novelty

Based on the data on Cover Letter assignments, it is possible to conclude that the most common mistakes made by students are:

- a. Students' knowledge of the basic structure in English is still lacking because they frequently make mistakes in the form of missing sentence structure parts. Examples are the followings:
 - 1) Missing **to be** in a sentence, for instance: *I also proficient* should be *I am also proficient*.
 - 2) A simple present tense sentence with third person singular and missing the -s for the verb e. g: *He develop* should be *He develops*.

- 3) Missing the prepositions e.g.: *files my CV* should be *files of my CV*.
 - 4) A present perfect sentence with the wrong type of verb e.g.: *I have prove* should be *I have proven* (the verb should be in past participle form).
 - 5) Plural nouns without -s, e.g.: *During my four month* should be *during my four months*.
- b. On the other hand, there are also students who make mistakes when writing unnecessary and incorrect double phrases.
 - 1) The use of double prepositions for example: *before for 3 years*
 - 2) The use of double nouns, for example: ... *that my work...* (**that** and **my work** refer to the same thing, therefore one of them must be crossed out).
 - c. There are also students who tend to include extraneous words or phrases. For example: *Look forward to meeting with you* instead of *Look forward to meeting you* (this happens due to the influence of direct translation from L1 (Indonesian Language)).
 - d. Students lack knowledge about the differences in the use of the articles "a" and "an".
 - e. The writing of the pronoun "I" with the small "i".
 - f. Inappropriate choice of words or phrases due to the influence of direct translation from L1.

From the above description, it can be concluded that first, students continue to make numerous errors in their Writing Cover Letter assignments, particularly in removing words/sentences in English sentences (omission) or adding unnecessary words/sentences. The students then do a lot of direct translation (direct translation) from L1 (Indonesian) into English. As a result, the resulting sentences are not in proper English.

Meanwhile, the students' assignments to write Cover Letters did not contain mis-ordering and Addition (regularization) problems.

Suggestions

The findings of this analysis are expected to assist English teachers in developing materials to improve students' ability to understand sentence structure in English, particularly with lots of practice. Then, students must be taught how to properly and correctly translate sentences from Indonesian into English structurally and meaningfully.

In order to determine whether students in other majors have the same issues as the research's target population of students, this study needs to be duplicated among other students.

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<https://qqeng.net/Learning/basic-sentence-patterns-in-english/>

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An Analysis of Politeness Strategies Used by Kit Connor in the Heart Stopper Series

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Abstract. In social situations, people must be able to recognize the faces of others to respond to emotions and maintain relationships. People are supposed to utilize politeness strategies to save their faces. The purpose of this research is to explain the different functions and kinds of politeness strategies utilized by Kit Connor in the television show *The Heart Stopper*. This study falls under discourse analysis and employs Brown and Levinson's theory of politeness strategies. In the form of utterances and words, this data is the script for the television series *The Heart Stopper*. According to our findings, Kit Connor's politeness strategy is used in 37 utterances. She used the baldness strategy 18.9% or 7 times of the time, positive politeness 54% or 20 times of the time, negative politeness 24.4% or 9 times of the time, and informally used 24.4% or 1 time of the time. 2.7% used. Kit Connor's favourite politeness strategy is the "offer and promise" part of the positive politeness strategy. The strategy is employed 18.9%, or 7 times of the time. Generally, he employs politeness strategies in his daily life to maintain and build positive relationships with others.

Keywords: Discourse Analysis, Politeness strategies, Function.

Introduction

Human beings are social creatures who spend their lives with other people. Humans are constantly involved in social interactions, including all forms of communication, as members of society. A language is a necessary tool for human communication. According to Hornby (2000), The spoken and written communication system used by people in a particular country is known as speech. Language, in other words, is the communication system that humans use to communicate or interact with one another. Language and society are closely related.

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Moreover, language serves different functions in society, and so does society. It means that language shapes, social everyday interactions, and is shaped by society. People must pay attention to other people's faces when interacting socially to respond to their emotions and maintain relationships with others. According to Yule (2014), face refers to a person's public self-image. Also, in everyday conversation, you should avoid actions that threaten other people's faces. Brown and Levinson (2012) stated that behaviour that violates the listener's need for self-esteem and respect is referred to as "face-threatening behaviour or FTA". It is said that people use politeness strategies to save and save a person's face. Brown and Levinson (1987) state that politeness strategies have four kinds. Baldness, negative politeness, positive politeness, and covert strategies are examples. Politeness strategies are utilized in real situations to save face. Also, movies are a kind of entertainment that reflects real situations. For this reason, movies and their scripts are ideal for researching the various functions and kinds of politeness strategies. Researchers analysed the politeness strategy utilized by Kit Connor in the series *The Heart stopper*. The purpose of this research was to (1) describe the kinds of politeness strategies utilized by Kit Connor in the series *The Heart Stopper*, and (2) To explain the function of the politeness strategy used.

In everyday life, language is required for people to communicate and interact with one another. Language, in other words, in everyday communication, is an important medium of human interaction. According to Hornby (2000), speech is the spoken and written communication system used by people in certain countries. In short, language is a sound and word-based communication system that people use to express and communicate their feelings, thoughts, ideas, and meanings. In this condition, people need to manage their speech. Indahsari and Surjowati (2021) argues that in doing communication and interaction speakers have to pay attention to some factors which are essential for the success of communication. There are also some aspects in people's interaction. Permadi et.al (2022) argues that there are several aspects in social interaction that influence the way you talk, such as background of education, age, ethnicity, power, gender, and context.

Language and society are inextricably linked. Moreover, social context inspects language as it is utilized by people and the relationship between society and language. The study of language and society is known as sociolinguistics. It implies that language is a social construct. Hudson (1996) stated that the study of language is known as sociolinguistics about society. It means that language should be used appropriately for the situation at hand. In conclusion, sociolinguistics is the study of how social and language variables interact.

People use language in everyday conversation to exchange, communicate, or express each other's thoughts, ideas, meanings, or feelings. According to Yule (2014), When people try to express themselves, they act through speech. Furthermore, Searle (2004) argues that the most fundamental unit of verbal communication is the speech act. Regarding the preceding definitions, The researchers summarize that speech acts are the actions that people present in everyday conversation through their utterances. Furthermore, Austin (1962) argues that when a person utters a sentence, he or she may do something as well as say something. He also divides speech acts into three categories. These are speech acts, speech acts, and speech acts. People use politeness strategy in their communication. Rosari (2016) states that the study of politeness strategy is

basically the study of knowing the way people use a language while they are having interaction or communication

Positive politeness strategies are classified into four kinds, according to Brown and Levinson (1987). The four kinds are bald on record, positively polite, negatively polite, and off record.

1. Bald on Record

On-the-record strategies that are bald rarely try to mitigate the threat to the addressee's face. Brown and Levinson (1987) argue that On-the-record strategies that are bald rarely try to mitigate the threat to the addressee's face. Great haste; speaking as if extreme coherence is required; task-oriented; little or no desire to keep someone's face; alerting; welcoming; offering; and requesting.

For instance:

a) Great urgency (Strategy1)

For instance: *Watchout!*

b) Speaking as if great efficiency is necessary (Strategy 2)

For instance: *Hear me out: ...*

c) Task-oriented (Strategy3)

For instance: *Pass me the hammer.*

2. Positive Politeness

Positive politeness is more common among friends or among people who are reasonably acquainted with one another. Brown and Levinson (1987) argue that the positive politeness strategy seeks to take part in the desires, interests, and goods of the listener. Positive politeness strategies include: attending and noticing the listener; exaggerating; intensifying interest in the listener; utilizing an in-group identity marker; seeking agreement; and avoiding disagreement; assuming/raising/asserting common ground; joking; implying or asserting the speaker's knowledge; explaining that the hearer and the speaker are collaborators. Concerns for the listener's desires; promise, offer be positive; Include both the listener and the speaker in that activity and provide or request a reason; assert or imply reciprocity: fulfilling the hearer's desires; and bestowing gifts on the hearer.

For instance:

a) His Needs, Goods Interest, and Wants (Notice, Attend to Hearer)

What a beautiful vase this is! Where did it come from?

(Brown and Levinson, 1987:103)

b) Sympathy, Approval with the Listener, Interest (Exaggerate)

What a fantastic garden you have!

(Brown and Levinson, 1987:104)

c) Intensify the Interest to the Listener (Strategy3)

I never imagined that there were thousands beautiful girls in Jim's party last night!

(Brown and Levinson, 1987:106)

3. Negative Politeness

Brown and Levinson (1987) explain that positive politeness is "broader and more general" than negative politeness. Negative politeness includes the following: being conventionally indirect; questioning, hedging; being pessimistic; minimizing the imposition; granting deference; apologizing; impersonalizing the speaker and hearer specify the FTAs as a general rule, the hearer should

nominalize and go on record as not incurring debt or being indebted.

For instance:

a) Question, Hedge

Won't you open the door? (Which could be glossed as, "I request that you open the door)

(Brown and Levinson, 1987:145)

b) Minimize the Imposition

Could I have a taste (a slice) of that cake?

(Brown and Levinson's example, 1996:177)

4. Off Record

Brown and Levinson (1987) explain that Off-the-record communication makes use of indirect language to shield the speaker from being imposed. The listener must infer what is intended in this case. Furthermore, it implies that if the speakers intend to keep away from responsibility, they should refrain from speaking about FTAs in which they can employ the strategy. Dropping hints, being vague, and being sarcastic or joking are all off-the-record strategies.

a) Give Hints

For instance: *it is cold in here.*

b) Be Vague

For instance: *perhaps someone should have been more responsible.*

In real-life situations, courtesy strategies are frequently used to keep each other's faces. A movie is also a form of pleasure depicting a real-life condition. As a result, a film, including its script, can be examined in terms of its various politeness strategies. The researchers chose the series *The Heart Stopper* for this study because it depicts everyday problems that people face. In addition, the series' main character, Kit Connor, works as an English Literature teacher at John Monroe High School. The series not only depicts ordinary people's daily lives, but also their educational aspects, particularly in the United States.

Method

Because the data in this research was in the form of sentences and words, the researchers utilized discourse analysis. Discourse analysis, according to Brown and Yule (2006), is concerned with investigating how language is utilized. It is commonly defined as "language beyond the sentence," and it focuses on text and conversational language analysis. Researchers summarize that discourse analysis is the study of the language use of social interactions that appear in written texts and conversations based on the above definitions. In the television series *The Heart Stopper*, researchers utilized discourse analysis to investigate the various functions and kinds of Kit Connor's politeness strategies.

Findings and Discussion

According to the data analysis, there are 37 utterances in *The Heart Stopper* series that contain Kit Connor's politeness strategies. She employs a variety of politeness strategies in different criteria: 1) bald on record strategies including: high urgency 2.7% (once), task-oriented 2.7% (once), welcomes 5.4% (twice), and requests 5.4% (twice). 2) positive politeness strategies include: noticing and attending to the hearer 16.2% (6 times); exaggerating 5.4% (twice);

using an in-group identity maker 2.7% (once); seeking agreement (5.4%); and offering and promising 18.9% (7 times); Once (2.7%), be optimistic; 2.7% (once), including the hearer and the speaker in the activity; and 2.7% (once), use negative politeness strategies including: 4) off-record strategy including; provide hints 2.7% (once).

a) The following are some discussions of the various politeness strategies employed by Claire Peterson Bald on Record- Task Oriented Datum 12 (12/BoR/TO)

Kevin: Oh, no, dude, you don't wanna do that. They call him "The Crusher"

Kit: Is that what they call me?

Kevin: Yes.

Kit: Kevin? Carry your own plate. Clean up all the dishes!

The dialogue takes place after Kit and his family have finished their lunch.

Actually, Kit orders Kevin on the spur of the moment because he is uncomfortable with the topic at hand. Kit's contribution to Kevin is depicted in the datum in a clear, direct, and unambiguous manner. He conveys himself without shying away from FTAs in his face. Kit employs the strategy to assign him the duty of carrying and cleaning up the dishes as soon as possible.

b) Positive Politeness - Be Optimistic Datum 33 (33/PP/BO)

Kevin: Mom, Seriously, come on, tonight has gotta be perfect, all right?

Because Allie Callahan's the most beautiful girl in school and I just never thought she'd actually go out with me. Okay, please, stop.

Kit: Well, she obviously knows quality when she sees it. She'll love it! Come on!

Kevin is getting ready to leave for the party with Allie Callahan when they have the dialogue. During this conversation, Kevin is not assured in his appearance. The datum depicts Kit's offering to Kevin as conveyed through the strategy of optimism. Kit uses this strategy in the conversation to persuade Kevin to be more assured in his appearance.

c) Negative Politeness–Hedge Datum 5 (05/NP/HED)

Kit: Does she still work there?

Garret: Kit, it doesn't matter.

Kit: No, I guess it doesn't matter

The meeting is held in the dining room. In the dialogue, Kit is envious of Garret since he is still working with his new secretary in his business trip to San Francisco. Kit's contribution to Garret is depicted in the datum as expressed through the negative politeness strategy, particularly for the hedging strategy. During the conversation, he says to Garret, "No, I guess it doesn't matter," in order to minimize the FTAs that may threaten his or both of their faces. He can expand the likelihood of Garret's acceptance by employing this strategy.

a) Off Record -Give Hints Datum 23 (23/OR/GH)

Kit: I mean, we're in limbo here

Garret: What do you mean?

The dialogue is taking place in front of the limbo. Kit informs Garret indirectly of their intention to return home. The datum depicts Kit's contribution to Garret as conveyed through the "off record" strategy, specifically the hinting strategy. During this conversation, he says, "I mean, we're in limbo here," implying

to Garret that they should return to their house. In that case, Garret should draw a reasoning to determine about Kit's intention.

Conclusion

According to our findings, Kit Connor's politeness strategy is used in 37 utterances. Specifically, she used the bald head strategy seven times (18.9%), the positive politeness strategy twenty times (54%), the negative politeness strategy nine times (24.4%), and the off-the-record strategy. 1 time (2.7%). The "offer and promise" part of the positive politeness strategy is Kit Connor's favourite politeness strategy. This strategy is utilized 18.9%, or seven times of the time. In general, Kit Connor believes in courtesy if you want someone to do something for you, please someone else, or minimize free trade agreements that might jeopardize the face of your listener to utilize a strategy of volatility. In other words, he employs politeness strategies in his daily interactions with others. increase. Student of English Education. Researchers suggest that students apply politeness strategy theory to everyday conversation. Maintaining good relationships with others is very important for an English teacher. Researchers suggest that English teachers use film dialogue as an interesting medium for learning politeness strategies.

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Analysis Of Moves and Tenses on Abstract Article Published at Journals

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Abstract. An abstract has an important role in the research article. Generally, if the researcher wants to submit the article the first thing that must be done is to submit an abstract. This article aims to identify the moving structure of English abstracts of researcher's articles from many sources that were published started from 2011 to 2021, to identify of applying tense and disagreement of subject and tense in writing abstract article. This study employed a genre analysis approach. As data collection techniques are used 10 abstract articles from the journal were published and then analyzed by using a moving structure from Hyland and Swales & Feak. The result can be revealed that they are 7 abstract articles that applied the introduction, 9 abstract articles that applied purpose, 9 articles that applied method, and 10 abstract articles that applied product move then there are 4 abstract articles applied conclusion move. In applying tense, the most used is simple present tense. It can be concluded that the most applied move is the product in writing an abstract article then the most used tense is in the simple present tense in writing an abstract article.

Keywords: genre analysis, move, writing, abstract article, tense

Introduction

Writing is one of the skills that must be studied and mastered by foreign students. When it is seen from objective teaching and learning of writing at the senior high school level, the objective is the students are expected to be able to write short functional text and many kinds of texts or text types. The text in school contexts consists of short functional text and genre or text types. An Indonesian student must be able to write short functional text and text. For short functional text must be known 17 types of short texts. They notice/warnings and caution, greeting card, letters, food labels, short messages, advertisements, announcements, invitations, manual guides, banners, posters, pamphlets, brochures, shopping lists, booklet, leaflets, and flyers.

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In studying the text, it refers to types of text that are called by genre. In the Indonesian curriculum, an Indonesian student must be able to write types of text or genre. 13 types of genres must be known by Indonesian students. They are procedure text, narrative text, recount text, descriptive text, analytical exposition, hortatory exposition, spoof, anecdote, report, review, news item, discussion, and explanation. In the school context in Indonesia, Indonesian students can write 30 texts whether it is short text or long text.

Writing at the high education or university level, the students must be able to write their research or study like a research paper, thesis, and dissertation. In writing the research of course the first thing that must be seen is the students' abstract. The abstract is one of the products of writing skills. To see the content of the research of students, it can be seen in the abstract. As a researcher if she or he wants to join some conference the first thing must be done is deliver their abstract. Submitting an abstract of the course has some types or variables that must be understood by the author.

Abstract is the important part as the first impression to the readers in reading the article or journal. After submitting the abstract a reader or examiner must read the study. In reading report of the research the first step that must be done by examiner is reading abstract. It is supported by Paltridge and Starfield: 2007 say that the abstract is the first section to be read by examiners. The reader or examiner tends to read the abstract after reading the title. Therefore abstract of thesis or article represent to the contain of the article that is implied in the abstract.

In writing an article it must be concerned with abstract. Because abstract is considered as an important part that will bring readers to read the content (Emilia, 2009). As we know that readers or examiners of research articles or papers do not have much time to read the all part of research or study. For that reason, "most readers limit their initial research looking at titles and abstracts before choosing what research Articles (RA) to purchase and read" (Alhuqbani, 2013).

Writing abstract is considered to the genre analysis. Genre is a staged, goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes a few steps to reach the goal (Martin & Rose, 2004, p. 7-b). Next, Genre is term for grouping text together representing how writers typically use language to respond to recurring situation. (Hyland) after that. A genre comprises a set of communicative events the member of which share some set of communication purpose (Swale, 1990) In understanding genre, there are three part that must be known by the Indonesian students and also teachers, namely social function, generic structure and language feature. Social function refers to the main purpose of each the text. Meanwhile generic structure refers to the structure of the all of the texts or genre. Then language feature means the grammar when the writer wants to build the text.

After understanding the genre, it is continued to genre analysis. There are opinions about genre analysis here. Hyland (1992) says that genre analysis is the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals. Bhatia (1991) sees genre analysis as an analytical framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of

language use, which may help the ESP practitioners to devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized academic or occupation areas. In the field of academic writing (English for Academic Purposes), conducting a Genre analysis of research articles will shed light that, “it has conventions about layout, form, and style that are too large degree standardized” (Dudley- Evans as cited in Jordan, (1997).

There are some structure based on expert’s opinion. Swale (1981.1991) there is a regular pattern of moves and steps that appear in a certain order in the majority of introduction investigated. A move is a unit that relates both the writer’s purpose and to the content that she/he wishes to communicate. A step is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction. Then, the Finding genre analysis by (Swales, 1990:141) Move 1 Establishing a territory, claiming a centrality and/or (step1),making topic generalizations and/or (step2), reviewing items of previous research (step3), Establishing an niche (move 2), counter-claiming or (step 1a), indicating a gap (step 1b), question raising or (step 1c), continuing a tradition (step 1d). After that, Finding genre analysis by (Dudley-evans 1994) Onformation move (move1), Statement of result (move1), Finding (move3), (Un)expected outcome (move4), Reference to previous research (move5), Explanation(move6), Claim (move7), Limitation (move8) and Recommendation (move9).

Move is unit structure of the text. According to Bhatia (1993:78) there are 4 nove structure, namely introducing the purpose, describing the method, summarizing the result and presenting the conclusion. Then, Santos (1996) Swales and Feak’s (2004) devides the moved into 5 models. They are background, aim, method, product and conclusion. After that, Hyland (2000:67) also divides the move into 5 those are introduction, purpose, method, product and conclusion. These moves are guideline to be anlyzed of abstrct article. To see more detail, it can be explained that introduction is establishes context of he paper and another the research or discussion. Purpose means indicates the purpose, thesis or hypothesis outline the intention behind the paper. Method refers to provides information on design, procedure, assumptions approach data. Products defines as states main findings or result the argument or what was accomplished. Then, conclusion can be meant interprets or extends rsult beyond scope of paper, draws inferences pointssss to application or wider implication.

Move can be found in the abstract article. In following one of activity like conference and seminar, the first thing must be done is submitting abstract. In submitting abstract of course an author or reseracher wants to submit and do the best to do it. In submitting abstract generaly has 150- 250 words. An Abstract is one of representative from researchers ’ability. Abstract is summarizing of content the paper. It is supported by Carole Slade says that an abstract is “a concise summary of the entire paper.” The function of an abstract is to describe, not to evaluate or defend, the paper.The abstract should begin with a brief but precise statement of the problem or issue, followed by a description of the research method and design, the major findings, and the conclusions reached.The abstract should contain the most important key words referring to method and content: these facilitate access to the abstract by computer search and enable a reader to decide whether to read the entire dissertation.

In writing an abstract article can be found some problems, The problems are there is no introduction or background in writing an abstract at the beginning of the abstract moreover the researchers want to identify the move abstract made by the other researchers. Unstructurally in writing the abstract, it means that the researcher put some moves freely or based on the authors' style. Besides that, the researcher also found some cases intense. For instance in one sentence include two tenses like is seen here: the research aims to find out the rhetorical moves in the abstract section and whether or not the study was similar to the study by Bhatia. Then, it can be seen from the sentence the study reveals that most English bachelor thesis abstracts did not follow the five rhetorical moves.

Related to some problems above the researcher wants to analyze two part in this case. First, the researcher wants to find out or identify moves proposed by Hyland, Santos, Swale, and Feaks that are included in 10 abstract articles. The moves are introduction or background, purpose or aim, method, result/ product, and then conclusion. Second, the researcher wants to analyze the use of tense in abstract article frequency and verb phrase errors (disagreement verb and tense).

Method

The type of this research is qualitative research by using genre analysis. Qualitative studies about circumstances associated with organizational types or occupational settings have provided new insights into the dynamics of leadership. According to Bryman et al (1996) states that qualitative studies about circumstances associated with organizational types or occupational settings have provided new insights into the dynamics of leadership. In line with it Cresswell 2002; Pope & Mays 1995; Denzin & Lincoln, 1994) define that qualitative research is intended to deeply explore, understand and interpret social phenomena within its natural setting. It can be meant that the researchers want to seek information deeply about what they conduct research. Also the researchers want to explore question words why and how a situation not like what, where and when.

Just like all scientific research, qualitative research is a method that seeks answers to questions and involves the collection of evidence. In order to collect data, qualitative researchers use a wide range of techniques such as in-depth qualitative interviews; participant and non-participant observation; field notes; focus groups; document analysis and a number of other methods of data collection. But in this research, the researcher uses documents analysis. The researchers analyze the 10 documents abstract provided and published at 8 journals. The name of journals are: *Lingua Cultura*, *International Journal of Applied Linguistics and English Literature*, *Publication MDPI*, *Lensa Kajian Kebahasaan Kesustaraan dan Budaya*, *ISLLE*, *Jurnal Penelitian dan Humaniora*, *International Journal of English Linguistics and Applied Research on English Language*. The research articles on genre analysis published in reputable journals started 2011-2021. The articles are from *sinta* and also from *scopus* or national and international accredited.

This study analyzed 10 research articles by using genre analysis approach. The abstract articles were then identified and grouped into two categories based on the following moves from the experts theories; (1) to find out the moves on abstract article of genre analysis research article, (2) to find out language features (tenses used) in the abstract research article of genre analysis, and (3) to find disagreement subject and tense

Findings and Discussion

1. Identifying The Move On Abstract Article Based On Hyland (2000:67) and Also Santos (1996) Swales and Feak (2004)

1.1. Introduction or Background

Based on 10 abstract articles, it can be found that there are three (3) abstract articles did not state the introduction or background. It can be proven from the abstract available. *This study was conducted to identify the move structure of English abstracts of students' thesis of a State University in public administration, management, fisheries management, and mathematics education programs, compare the consistency of these cross-disciplinary English abstracts with Bathia's four-move structure and Swales & Feak's five-move structure, and identify the preferred verb tense used of each move in the English abstracts of the students' thesis. (article 1)*

Related to this, researcher did not state the background or introduction, the researcher just go directly to the purpose or aim the research. According to the theory used it is not appropriate to state like that. It is suggested that in the beginning the sentence it is more understandable if it is read by reader to write the introduction as background what the writer or researcher want to tell for the next step.

Next, it can be analyzed from abstract article 3. It can be shown as follows:

This study carries out genre analysis of John Ashbery's poem, "Sonnet".

From this sentence it can be said that the author did use the introduction or background. Meanwhile background or introduction has function to establish context of the paper and motivate the research.

Lastly, it can be taken from article 9. It can be displayed as follows:

This study examined 90 research article abstracts in three applied linguistics journals (i.e., TESOL Quarterly, Applied Linguistics, and Language Learning) from two dimensions: the move structure features and the verb tense of each move.

From this beginning of abstract article, the researcher just write to the aim of the article. Dealing with 3 abstract article above, it can be stated that the researcher did not put the introduction in the beginning of writing abstract article. As it is known that introduction or background abstract article is used to attract attention of reader, provide information and to introduce topic of paper or article. It is supported by Hyland (2000) that introduction is used to build context of the paper and motivate the research.

Besides, the uncomplete found in abstract article there are 7 abstract article that also have been stated the introduction or background in the beginning of abstract article. It can be proven from this sentence. It is taken from article 2. In recent years, genre studies have attracted the attention of many researchers.. relates to this simple sentence, the researcher introduce to the reader that the author wants

to tell about genre studies. It can be guess from the beginning the sentence. It is the function of introduction of abstract article to establish the context of the paper.

1.2.Purpose/Aim

In this part a researcher must able to answer research question proposed in the beginning. Start by clearly defining the purpose of your research. In this part it can be included some brief context on the social or academic relevance of the topic, but don't go into detailed background information. After identifying the problem, state the objective of your research. Use verbs like *investigate*, *test*, *analyze* or *evaluate* to describe exactly what you set out to do. This part of the abstract can be written in the present or past simple tense, but should never refer to the future, as the research is already complete. This study investigates the relationship between coffee consumption and productivity. So in this part must explain the research question and also in tense must be used simple past tense or simple present tense.

From 20 articles, only 2 article did not mention the purpose or aim research. It can be analyzed. In article 10 can be found that,

Following Swales's (1981) works on genre analysis, studies on different sections of Research Articles (RAs) in various languages and fields abound; however, only scant attention has been directed toward abstracts written in Persian, and in the field of literature. Moreover, claims made by Lores (2004) regarding the correspondence of two types of abstracts with different models, and by Martin (2004) concerning the influence of sociocultural factors on the way writers write needed evaluation. To fill this gap, 90 English and Persian abstracts written in the field of literature, by English and Persian native speakers, were analyzed based on the IMRD (Introduction, Method, Results, and Discussion) and CARS (Create A Research Space) models.

Started beginning the author did not state about the aim or purpose of the research. The author only tell about introduction to build readers' experience in reading that abstract. In line with this case, the researcher also found some problem about the purpose or aim the research. It can be seen from article 18 as follows:

This paper contains analysis results on abstracts written by students in Academic Writing course. The analysis includes analyses on Moves and linguistic features. The analysis aims at finding out how the abstract writing structures of the English Education students are in the Academic Writing course. The abstract analysis also includes the analysis on the use of the linguistic features in the abstracts. The analysis uses a qualitative research approach. There are totally 10 abstracts that are analyzed.

Regarding two abstract in move of purpose the author did not state the purpose or aim the this abstract article. Since it is known that the purpose is to mention or deliver the the author's intention in conducting the research. It is similar with the Hyland (2000) states that the function of the purpose abstract is to indicate the purpose, outline the aim behind the paper.

In contrast, there are 18 abstracts article that state the purpose of the research in the abstract article. It can be taken from article 3. *The aim of the present study was to observe the differences in generic structure of abstract written by English native and non-native (Iranian) students in two disciplines of mathematics and applied linguistics.* Based on this statement in abstract it can be said that the author writes the purpose of the research clearly. The author mention it after writing the introduction in the abstract article.

1.3. Method

This part should be a straightforward description of what the researcher did in one or two sentences. It is usually written in the past simple tense as it refers to completed actions. Like in this sentence. Structured interviews were conducted with 25 participants. The researchers Don't evaluate validity or obstacles here—the goal is not to give an account of the methodology's strengths and weaknesses, but to give the reader a quick insight into the overall approach and procedures you used.

In analyzing the method of abstract, it can be proven from article 9. In this case the author did not mention the methodology and the part of methodology like data collection technique, data analyzing technique, approach, research design, instrument, population and sample. It makes the reader difficult to understand that abstract article. It can be seen from this article 9:

This study examined 90 research article abstracts in three applied linguistics journals (i.e., TESOL Quarterly, Applied Linguistics, and Language Learning) from two dimensions: the move structure features and the verb tense of each move. The results showed that the abstracts analyzed tended to take a four-move structure instead of a five-move one as proposed in literature. In addition, since some publishers have word limits on abstract length, authors would usually follow the publisher's guideline accordingly, thus there existing some differences concerning the move structure features among the abstracts in the three journals.

In this abstract also wrote unstructurally, the author puts the finding or the result after introduction in the beginning of abstract article.

1.4. Product/Result

This part of the abstract can be in the present or past simple tense. The analysis has shown a strong correlation between x and y. Depending on how long and complex the research is, it may not be able to include all results here. Try to highlight only the most important findings that will allow the reader to understand conclusions.. thus, state the result or product generally.

When the author sees the result or product that stated in the abstract article, all of the abstract states the result or finding of the research. From 20 abstract articles, all of them reveal the result of research. It can be seen from the article 10, *The results demonstrated that literature RA writers generally focus on Introduction and Results, neglect Method and Discussion, and do not mention the niche in previous related work; secondly, although none of the models were efficient, literature abstracts generally matched CARS more than IMRD; and thirdly, abstracts written by Persian native speakers had minor deviations from*

both the Persian and the international norms, and exhibited a standard of their own. So, the product is used and applied by all of the researcher in this article.

1.5. Conclusion

Based on 20 abstract articles, there are 13 abstract articles did state the conclusion. They are article 1, 2, 4,5, 6, 9,10, 11, 14, 16, 17,18,and 19. To analysis,it can be taken from articles 1 and 19. Generally conclusion can be some features words like to conclude, to summarize and inclusion and it located in the last paragraph. For example in article 1, it can not be found conclusion at the last sentence from the abstract. *The present tense and past tense are used in each move across the four disciplines.* The italic sentence is the last sentence, but the author still tells about the result of the research. Then, can be seen from article 19. The last sentence from this abstract article is *The absence of some rhetorical moves in the English bachelor thesis abstracts may lead to the communicative purposes not achieved and thus might cause difficulty for readers to understand the study.* Dealing with this sentence, the position of this sentence is the last sentence. But the author did not state that is included conclusion.

2.Applying Tense In Abstract Articles

Regarding 20 abstracts article it found that there are 172 sentences. From 172 sentences consists of 89 for simple present tense used and 73 simple past tense and then 4 sentences for present perfect tense and 6 sentences for passive sentences. The most usage simple present tense can be found in the article 20 and then the least usage of simple present tense is found many abstract article 1,2,5, 9, 12, 19. For the most usage simple present tense can be stated (1) Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire (Laksmi, 2006; Lestari, 2008; Negari, 2011). (2) However, SFL genre based approach seems to be product or teaching outcomes oriented (Ahn, 2012; Emilia, 2011). (3). Therefore, the concept of scaffolding in which possible supports the process of students" individual development is important to be emerged in the teaching stages of SFL – GBA (Bodrova & Leong, 1998; Mulatsih, 2011). (4) As a result, This study focuses on the issue of scaffoldings in the teaching of writing discussion texts based on SFL – Genre Based Approach. (5).It particularly aims to investigate how scaffolding processes are implemented in the teaching of writing discussion texts based on SFL-GBA and how they improve the students" writing performance. (6). The data rely on teaching and learning process in a classroom with six students in a tertiary level as the focus participants. (7). The results of analysis show that scaffolding processes are implemented in terms of macro and micro scaffoldings and able to improve the students" writing performance specifically in terms of social function, schematic structures, and language features of discussion genre. (8). It is recommended that future related research should be conducted in more diverse of educational settings to see how scaffoldings are implemented in a variety of teaching practices.

In applying the least of simple present tense, it can be seen from article as an example. The total of sentences in the abstract article 5 is 8 sentences. The

sentences are (1) An abstract summarizes the accompanying article in order to promote it. (2). While many move-analysis studies of abstracts in applied linguistics (AL) have used similar coding frameworks and demonstrated similar rhetorical organizations, their findings have not yet been aggregated to show the overall picture. These sentences can be found in the introduction or background move in the abstract article 5.

Applying simple past tense can be found in abstract article 8, 12, 17 and 19. In abstract article 8 there are 10 sentences that consists of 3 for simple present tense and 7 sentences for simple past. 7 sentences of simple past tense may be seen in this case:

(1) People could decide whether they want to continue the full content in the paper through abstract. (2) Corpus data was used to do the research. (3) The document of abstracts 40 in total and were chosen from Undergraduate degree students in English Education Department at Universitas Muhammadiyah Surakarta. (4) The abstracts were selected randomly, and it is consists of two types of concentrations in the field of education and literature. (5). The selected abstracts were published between 2018 to 2019. The instruments were using Hyland's (2000) five moves to identify the selected abstracts' rhetorical structure. (6). The result showed that most of the abstracts have a purpose (100%), then method (97,5%), and the result or product is 87,5%. The conclusion is only 22,5%, and (7) the introduction was rarely used, it showed only 5%.

From these sentences, it can be said that the applying of simple past tense is not all of them true. Sometime indonsian author combines between applying simple present tense and simple past tense. And also in this abstract article the autor uses most of simple past tense. Whether it is found in the introduction, purpose, method, product and conclusion.

Conclusion

Based on explanation above it can be concluded that move on abstract article from 20 artilce generally is used or implied by many researchers. From 20 abstract article can be said that only 5 abstract article that apply Hyland move structure, it is abstract article 8, 12, 13, 15 and 20. 5 abstract articles use of move strcuture that proposed by Hyland. These article apply introduction, purpose, method, product and conclusion move. In contrast there are 15 abstract article did not use or apply move structure that proposed by Hyland structurally. In move structure, there are 3 abstract articles introduction move, in mpurpose move there are 2 abstract article did not the purpose move. In method move structure there is 1 abstract arcile did not apply in using method move. All of abstract artcile apply product move or result move. And There are 13 abstract article did use apply the conclusion at the end of the sentence of abstract article.

In applying tenses in writing abstract article. The most used tense by author is simple present tense. It can be proved that from 172 sentences from 20 abstract article simple present is most used. The total simple present used is 89 sentences. Then followed by simple past tense 73 sentences and the least is present perfect tense is 4 sentences.

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The Protagonist Characterization In Monster University Movie's Script

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Abstract. This research entitled The Protagonist Characterization in Monster University Movie. The problems in this study are (1) How are the Protagonist Characters portrayed in Monster University Movie and (2) How are the protagonist's struggles depicted in the Movie. This research is relevant to descriptive qualitative method to analyze the characterization and the struggle of the characters. The source of the data is the Monster University movie's script. By applying the theory of Boggs (2008) this study aims to depend protagonist character and how the character's struggle in Monster University movie. By doing the data analysis, it is found that the protagonist character namely Mike that has good personality while Sulley is reckless, arrogant, angry, and always giving up the monster. However, they become one and then they are very good and scarer monster ever. In their struggle, Mike and Sulley faced their struggle with the physical of themselves. It teaches people how to behave in life by having good character. Thus, this study contributes to enrich the reference of literature study for it is essential in teaching people in life.

Keywords: *K protagonist, characterization, monster university movie*

Introduction

Literary work is a medium used by the author in conveying author ideas, as a medium for literary works to become a bridge that connects the author's thoughts which are conveyed to the reader. There are so many forms of literary works, novels, prose, short stories and movies. Movie is an audio-visual communication medium to convey a message, because it can convey a lot of information quickly.

Movie depicts a character that is considered as one of the psychological aspects in the story. Characters play an important role to make the story in a movie more alive

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(Pope, 2005). Characters are actors in a story. can be animals, inanimate objects, or humans. The characters in the movie are very important for the audience, because with the characters in the story the audience will more easily understand the plot in a story. Planning is a series of stories that contain the continuity of the movie's story. In a story, each character has a different character or characters.

Discussing about character is certainly related to characterization. The author's strategy in describing the characters in his story so that it is understood that the character or trait of the character is called characterization (Hutagalung, Rajagukguk, Siburian, & Panggabean, 2022). Character and characterization have a relationship which cannot be separated. In the story, it must have a character and characterization to support what the story tells about (Mukarromah, 2019). Character is the objek in the narrative While describing a character in a novel is known as characterization. Therefore, the author discusses the characterizations. In characterizing the characters, it can be started by describing their physical characteristics, their personality, their social status and their social relationships. There are many traits and personalities that are known. One of them is the Protagonist.

Protagonist is the main character who gets sympathy and support from the audience. The protagonist contains a positive disposition and is more admired (Munanto & Rahima, 2020). These characters tend to be involved or influenced by most of the choices or conflicts that arise in the narrative. According to Gordon Allport personality as an organization various aspects psychological and physicalis a structure and a process. The protagonist can appear in any literary work: novels, films, poems, plays, operas, etc. However, if a narrative contains a secondary plot or several different stories, each story may contain its own protagonist, but not always a good protagonist. Many are dishonest or even criminal, but they always get the sympathy and support of the audience. The opposite of the protagonist is the antagonist. An antagonist is usually a character who opposes the protagonist or main character of a story, but an antagonist can also be a group of characters, institutions, or forces that the protagonist must deal with.

Human beings cannot be separated from problems in life. According to Matondang (2019), everybody always has problem in their life. The problem can be classified based on the situation, it may simple or difficult. The problems affect the way human thinking about life, and they need to do something to overcome all of their problems.

In this study, the researchers analyze the protagonist character and the struggle in *Monster University* Movie. Protagonist characterization is interesting to study because from this study it can deepen the knowledge about protagonist characterization and know the struggle of the main character.

Monster university is kind of animated movie released on America 20 June 2013 produced by Walt Disney. This movie tells about animated monster in one university called Monster University. Through the character Mike and Sulley, it will be easy to deepen protagonist characterization Monster University.

Concern to protagonist character in the movie, this study aims to portray the characterization of the protagonist characters and to describe the struggle characters. Thus, problems of the study are formulated as follows:

1. How are the protagonist Character portrayed in *Monster University* Movie?
2. How are the protagonist's struggle depicted in *Monster University* Movie?

Review Of Literature

Characterizatio

Character and characterization are two different things, but they are related. They have their personality and appearance, which make them different from one to another". The character is essential to the author because he represents the role that provides the main idea for the author's story. Character is essential for the author because they give the portrayal of a role that delivers the main idea of the author's story. A character might carry a unique point to provide strong representation and make the readers feel interested and remembered the role. Further, one of the entertainment media that can have an impact or influence on the development of children's character is film media (Payuyasa & Primayana, 2020).

Character is a person portrayed in the drama of a narrative work, interpreted by the reader as possessing the moral and temperamental qualities expressed in words and deeds (Pier & Landa, 2008). Therefore, it can be said that the relation between character and its personal quality depends on the readers' acceptance. The readers can get the personality of a character through its utterances (verbal) and actions (nonverbal) Every character has its characteristics. furthermore, Characteristic is used to differentiate the character by looking through their typical feature or quality. The researcher uses the theory of characterization since the theory applies to reveal the characteristics. In analyzing the characteristics, the researcher focuses on how the interaction between the main character reflected.

Of course, talking about characters cannot be separated from characterizing them. Character and characterization he is two different things, but related. Characters are people or objects or players in a story, whereas characterizations are ways of describing characters. Characterization is the character representation in novels, films, or other literary works, and it uses to make a character real and natural. Boggs (2008) state, "To be interesting, characters must seem real, understandable, and worth caring about." The researcher used the theory of characterization by Joseph M. Boggs and Dennis W. Petrie. In their book entitled *The Art of Watching Films* classified the characterization into 4, there are:

1. Characterization by appearance. The character aspects of the film are represented both visually and momentarily. The first thing the audience sees when watching a movie is the appearance of the actors. The audience can make arbitrary inferences based not only on the character's movements, but also on facial features, clothing, physical structure and demeanor.
2. Dialogue characterization. Character traits are expressed not only in words, but also in the way they speak. Through her word choice and patterns of stress, pitch and pose in her speech, she is able to reveal her true feelings, actions and emotions.

3. Characterization by reactions of other characters. Other pictorial representations are decisive for characterization. A lot of information about the role is gathered and provided before the character first appears on screen.
4. Characterization by choice of name. When characterizing by name selection, a technique called name input is used. Typing a name means using a name that has the appropriate tone, meaning, or connotation.

In addition, Wijianto, (2012), characterization is a pattern of depicting a person who can be viewed from a physical, psychological and sociological perspective. In physical terms, it describes the physical characteristics of a character, for example, age, facial expression, hair, lips, nose, head shape, skin color and so on. In the psychological aspect, a person's character is described through one's thoughts and behaviour. Through the sociological aspect, it can describe a person's personality in the social environment and better understand the personality of each character from the way a person talks, behaves and interacts with the environment.

By watching a film, we will know the characterization that exists in each character that is described by the author about the characters in the story clearly. Characterization is also an important element of fiction, because without characters, the story will not work (Kurnianto, Haryono, & Kurniawan, 2019). By understanding the characterization of each character, the audience will easily understand and find the meaning in the film.

Personality

Personality is the overall attitude, expression, behaviour and the way an individual interacts with other individuals. Many experts have formulated the definition of personality according to the theory they believe in. In this way you will find many variations of the definition of personality. Here are some experts whose definitions can be used as references in personality studies. According to, Allport said if "Personality is a dynamic entirety of those individuals who can determine one's adjustment to others (Caprara & Cervone, 2000). The characters are classified as overall characters, subjective characters, impact characters, and main characters.

Based on the personality theory, the author will more easily explain the personality of the characters that already exist in the story, including all thoughts, thoughts, behaviour and have the potential to form a single unit. The personality of the character in the film can instill character values, such as a person's personality based on whether or not their physiological and psychic needs are achieved (Silviandari & Noor, 2023). Therefore, the film makers give their films their own color, especially when it comes to dialogue and characters to the actors (Sukmaningrum & Hawa, 2022).

Protagonist

Protagonist is the main characters who have the sympathy and support of the audience. Similarly, the protagonist is a character with a good character, so it is liked by readers (Sidiq & Manaf, 2020). This character tends to participate or be influenced by most of the choices or conflicts that appear in the narrative. According to Altenbernd (1970). The protagonist presents something that we

expect according to the view of the reader. This means that the problems he faces are as if they are also our problems. For example, Cinderella is the protagonist in Cinderella movie. Some additional details about protagonist:

1. The protagonist can appear in any literature work: novels, movies, poems, plays, operas, etc. However, if a narrative contains a secondary plot or several different stories, each story may contain its own protagonist.
2. The protagonists are not always good. Many are dishonest or even criminal, but they always get sympathy and support from the audience

Struggle

Human being cannot be separated from problems in life. According to Braun & Jay (1979) everybody always has problem in their life. The problem can be classified based on the situation, it may simple or difficult. The problems affect the way human thinking about life, and they need to do something to overcome all of their problems. The struggle is the way human solving their problems. In a film, problems are often caused by the antagonist because they have the same or opposite goals as the protagonist (Lestari, 2019).

The struggle comes from the word that means struggle a fight for survival or independence (Manesah, 2016). The struggle is such a mission or goal that requires much effort to accomplish or achieve. People do struggle because they have their own goals that can motivate them to achieve their dream. For that reason, people usually will give their best effort to achieve their dreams. Automatically it will make them struggling, even in the worst situation. Sometimes people get fail in the way to reach their goal, but they will keep struggling from the unpleasant experience. They will learn the positive things from what is done by struggling.

1. They will learn the positive things from what is done by struggling.

People will learn the positive things even though they failed in certain problems of life. When negative things and the most difficult problems come people will keep struggle for their satisfying goals. According to McKechnie, struggle is a task or goal requiring much effort to accomplish or achieve. People struggle because they have goal that motivate them. They have dreams to achieve. Therefore, they will give the greatest effort to accomplish the dreams. It keeps them struggling, even in the most difficult situation. When people fail to reach their goal, they will struggle from the unpleasant experience. They can learn positive things from their struggle. Each person believes that he needs struggle since he realizes that all of his efforts will satisfy him.

Method

This study applies a descriptive qualitative method Bogdan (2010). He stated that the qualitative method is a research procedure that produces descriptive data in the form of words written or spoken of the people and behaviour that can be observed. The data are dialogue, the appearance of the characters, the reaction of the characters, expression of the characters, the protagonist characterization and the protagonist struggle in the movie to support the data. The source of the data in this study is taken from the *Monster University* Produced by Pixar Animation Studios and released by Walt Disney Pictures 2013. The duration of the movie was

1 hour and 50 minutes 11 second and the supporting the data is taken from movie script website. After that, the data then analyzed to find out the protagonist characterization and the struggles in the movie.

Findings and Discussion

Protagonist Characters Portrayed in Monster University Movie

The main character is the character who becoming the spearhead in the characterization process in a story. The researcher determined the two main characters in the movie. The two characters are the concern in the story. In addition, they are the most admired characters in the story. Thus, they are also the protagonist's main character.

The Characterization of Mike

Friendly

Mike is friendly. Friendly means relating to, or befitting a friend. That is shown after Mike entered the monster university. He still doesn't know anyone there. But he friendly said "hi" and tried to befriend everyone. Mike is also so happy to meet his roommate and frankly befriend him without choosing friends. Mike showed friendly in his scarer group too. He just met the OozmaKaapa team, but he best friend easily with them.



Mike: "Hello, I'm your roommate."

Randy Boogs: "Hey there! I'm your roomie.

Name's RandyBoggs, scaring major!"

Mike: (small laugh) "Mike Wazowski, scaring major."

Randy: "I can tell we're gonna be best chums, Mike. Take whichever bed you want I wanted you to have first dibs!"

Study Diligently

Mike knows that he can't be a very scared monster, because, he is a little monster and most people just see him with a cute face. So, to become a scarer, Mike always studies diligently. When he just came to monster university, he just prepared all books in his room. And when the study starts, he studies diligently using books in his room and gets a good point for it. Also, in exercising the scarer games, he always learning the scarer method in books and teaches all persons in OozmaKaapa teams about that.

Mike: "I just can't wait to get started"

Spirit

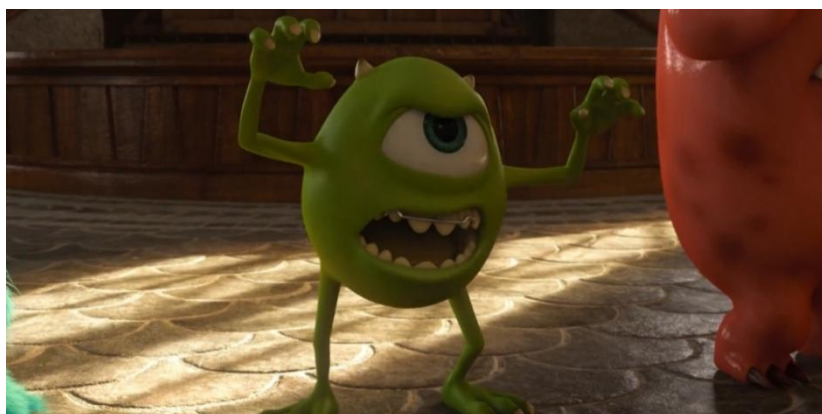
Mike always keeps his spirit on. Since he was a little kid, he has had a spirit to become a scarer. After he got to enter the monster university, he study diligently because he just was so passionate to become a scarer. He always keeps spirit on by learning anything, trying to do all activities that support his personality to become a scarer, and studying diligently all subject in scarer study.



Mike speeds up on the treadmills.

Never Give Up

Mike has had so many struggles in his life. Because he is small, everyone always underestimates his capability. but,he never gives up to learn and becoming a scarer. Although Dean, not believing in him becoming a scarer, he never gives up and always learning to become a scarer. Even, he already winning with cheating but he just goes to the human scare room with his brave to prove that he can be a scarer. After he gets out of the university, he still working in Monsters.Inc to become a postman and promoted to works as a scarer.



Mike: "Roar!!!"

Prof Knight: "Well done, Mr. Wazowski".

The Characterization of Sulley

Sulley is a big blue monster. His full name is James Sullivan. He is from the Sullivan family, who knows as the biggest scarer family. Sulleywas portrayed as good-natured, hardworking, gentle, and confident, hence, he love this job as a scarer. Thus, while he basked in the limelight of being top scarer and going with

the All-Time scare record. Furthermore, he had a humble side in that he was more interested in being a good employee for the company. This was most likely due to him having worked way up through the ranks of the company from mailman to janitor, cafeteria and work to be wrangler and finally to be top scorer ranks. Sulley realized just having the talent wasn't enough when Dean Hardscrabble kicked him and Mike out of the scare program, for which he blank Mike even though he was bullying him and not studying. Furthermore, the researcher will discuss Sulley's characterization that focuses on two points: how Sulley's personality and Sulley struggle in the movie.

Reckless

Sulley is a reckless monster. He just did everything without thinking first. When he just entered the class, he just gives a big roar to prove that he is scared. After that, he underestimates Mike by breaking the Dean can, so he just gets kicked out of the university.



Prof Knight: "one frightening face does not a scarer make, Mr. Sullivan."
Sulley: Roar!!"

Arrogant

Sulley is arrogant monster. He just always doing something to show that he is a very wonderful scary monster. He always showed up to everyone with his roaring.



Sulley: You are not even in the same league with me.

Angry

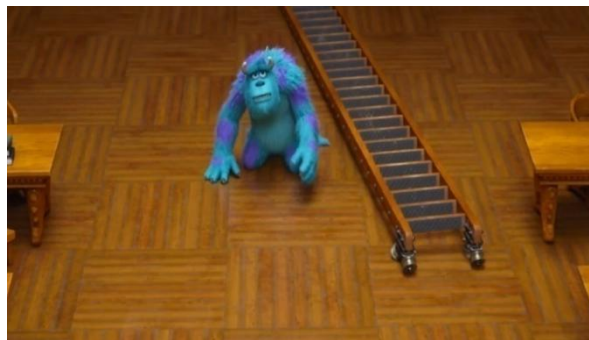
Sulley always being angry with anything. Because he just wants everything will follow his decision. But, if anything goes wrong from his view, he will get angry and angry about it.



Sulley: Really? And who is gonna carry you?

Giving up

Sulley is just easy giving up monster. He just always giving up after getting into any problems. He just not has any way to out form the problems. He just can sit and get sad about it.



The Librarian spins toward the sound and quickly runs toward Sulley

The characterization of both Mike and Sulley in this study presents that characterization contributes to the movie's live. It creates the uniqueness of the movie that makes the movie itself different from other movies Pope (2005). Characterization of the protagonist characters namely Mike and Sulley in Monster University movie teach us as reader how to behave in life. It is clear that different movie or different kind of literary works will play different characterization of the characters that is special or uniq in every movie.

In addition, to know the characterization of the characters, the characters should be seen real and understandable Petrie (2008). In this study, both Mike and Sulley as the protagonist characters are described real and understandable. They are portrayed as the real characters that play the role as the protagonist characters. Thus, reader can understand each of them well.

3. Mike's Struggle

In this movie, Mike has a very big struggle to be born as a little monster. He can't be the same as the other monsters to make everyone afraid of monsters. Start from the first one, Mike entered Monster University for learning how to be a scarer. His struggle start from the first time he came to the university. He's just been laughing thing. He just gets more struggle after the dean announces to the newest students to passed the final exam, so they can still be in the university. Mike has the struggle to hold his position there. He just learning and learning for the exam. Any other struggle from Mike is adapting. He was just so difficult to adapt and has a new friend for him because they just see Mike so cute in his little body. Then the next struggle is for becoming a scarer. He has a big struggle to make the OozmaKaapa team confident with their power. But he still can't become more scarer. So, he just felt completely useless for that. But inside all these struggles, Mike takes it upon himself to prove to the world that he doesn't have to be big or loud to be a good scarer. After failed again, Mike just become enjoy and respected his new job as a postman with his best friend, Sulley. Mike become a more positive, upbeat character and never felt jealous of anyone again.

Mike: "Hey, did you see me ride the pig? That took guts."

Chet: "Slow down, squirt. This party is for scare students only."

Johnny: "Oh, sorry, killer, but you might wanna hang out with someone a little more your speed. They look fun."

Don Carlton: "Oh, hey there! Wanna join Oozma Kappa?"

Squishy: "We have cake!"

Johnny: "Go crazy."

Mike: "Is that a joke?"

Johnny: "Ah, Sulley, talk to your friend."

Sulley: "Well, he's not really my friend, but sure.

You heard him. This is a party for scare students."

Mike: "I am a scare student."

Sulley: "I mean for scare students who actually, you know, have a chance."

Mike: "My chances are just as good as yours."

In this part, they just praise Sulley then Mike. Based on the dialogue above, shows that the ROR team choosing Sulley over Mike. Because they just say Mike is cutest than being a scarer. Mike just sadly approved it because he just knows that he is so little monster.

4. Sulley's Struggle

In this movie, Sulley is one of the monsters who have struggled in his life. He is a very big monster. but, he just not wants to study to become a scarer. Because he can't be clever with it. He just believes that the scarer must be a good roar for becoming a good scarer. He just does not believe in other monsters who study diligently. He just wants to be more than anyone. He just always underestimates others. But, furthermore, after Mike started befriending him, Mike proved that Sulley is a good monster. He just teaches how to be a good one by daily exercise it, making Sulley confident about anything. And, after a long time, Sulley is not believing in Mike becoming a scarer and wins the games. So, he just cheating for winning it. But, after he realized that he is not a scarer anymore, he just sadly said it to Mike. Mike and Sulley make a scarer team and winning the humans scarer because they work together. After that, he just got struggle because he just

got kicked up from the university by the dean. But, they decided to work in Monster. Inc. as the postman and get more benefit to become scarer there.

Sulley: "Oops. Sorry. I heard someone say roar so, I just kinda went for it. Ooh, excuse me. Sorry. Didn't mean to scare you there. Hey, how you doing?"

Prof. Knight: "Very impressive. Mister...?"

Sulley: "Sullivan. Jimmy Sullivan."

Prof. Knight: "Sullivan? Like... Bill Sullivan? The scarer?"

Sulley: "Yeah. He's my dad."

Prof. Knight: "I should've known. I expect big things from you."

Sulley: "(In a country accent) Welp. You won't be disappointed."

Mike: "Um, I'm sorry. S-should I keep going?"

Prof. Knight: "Nah, nah... Mr. Sullivan's covered it. Everyone take out your scaring textbooks and open them to chapter 1."

Sulley: "Hey, bub, can I borrow a pencil? Forgot all my stuff. Ah Yeah, there we go. That'll get it. Mike just narrows his eye at that".

In this part, Sulley shows that he doesn't want to study. Based on the dialogue above, it shows that Sulley is not want to study because he is known as the Sullivan, who is scarer in every roaring. So, he just sitting in the class and not studying.



Sulley can't take it. He bolts forward, leaving his teammate behind

In this part, Sulley just following his friends with an angry face Based on the screenshot above, Sulley just proved that he is not believing in anybody because he thinks everybody in his team is not scary. Everyone in this life faces the problems and they have to do the struggles (Manesah, 2016). Human beings are facing this life by doing the struggles. In this study proves that people should strunggling. Literary works such as movie is the description of real life where the author express his/her ideas, feeling, experiences. It shows how people fight for life, efforts in life and so on. Thus, it is struggle, Marsam (2000).

Conclusion

After doing analysis, it is concluded that in Monster University Movie there are two main characters as the protagonist, they are Mike, and Sulley. Mike is friendly, never gives up, diligent in study, and has so much spirit to be a scarer. In other parts, Sulley is Protagonist but he is reckless, arrogant, angry, and always giving up the monster. But after they become one part, they just being very good and scarer monster ever.

In their struggle, they faced so many struggles. Mike has a struggle with the physical of himself. He is a little monster, who can't be scaring anyone because he

looks more cute than scary. He has just been underestimated by everyone. But he never gives up on becoming a scarer. He just does so many things for him and for his friends to becoming a scarer. Either, Sulley has so many struggles too. Become part of Sullivan, not making him a real Sullivan by not studying and just proudly roaring with a frightened face. Everyone was just proud of him until he was just kicked out by the Dean for fighting with Mike. He just not believing in every monster for becoming scarier than him. But, soon, he realized that he is terrified of becoming a scarer.

Suggestions

The study concerns the adaptation which is focused on the characterization of the main characters of the story. The researchers analyze the characterization of the main character in the movie then found how the movie adapt those characterization and struggles. The next researcher, particularly those who have the same problems and are interested in conducting research, this study can be a reference in researching the adaptation. Knowing about the characterization and the struggles of the movie can be a lesson to the readers to learn many things from the characters especially in the movie. Follow the best characterization and leave the worst one.

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