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We would like to express our appreciation and gratitude to the authors and reviewers. Hopefully Allure Journal can be useful and able to improve the quality of research of the academic community.

Semarang, 30 July 2023
Editor in Chief

Dr. Sukma Nur Ardini, S.S., M.Pd.



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Students' Teaching Experiences of *Kampus Mengajar* Program in Teaching Literacy and Numeracy at Elementary Schools in Cirebon

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ABSTRACT

Nadiem Makarim founded the kampus mengajar program in 2021, which entails students from various study programs going straight to schools in 3T location. This study aimed to explore students' experiences through kampus mengajar program in conducting teaching literacy and numeracy in the 2021–2022 academic year. Five students from the Faculty of Teacher Training and Education at Universitas Muhammadiyah Cirebon participated in this qualitative research study using a narrative inquiry design as its methodology. The narrative frame and interview findings were utilized as the source of the data in this study to examine how students experienced teaching literacy and numeracy while actively participating in the kampus mengajar program as well as the difficulties they encountered. The stages of this narrative research included identifying the phenomena to be studied, deciding participants who would allow researcher to study the phenomena, gathering information (experiences) from participants, retelling information (experiences) from participants, and writing narratives based on information (experiences) from participants. The results revealed that teachers at the target schools greatly benefited from the Kampus Mengajar program's implementation, this became the novelty of the study. Nevertheless, aside from that students faced the challenges in teaching literacy and numeracy. The lack of student motivation, the number of students who still struggle with reading and counting, the lack of learning materials that assist literacy and numeracy, and the restricted use of technology by teachers are a few of the factors.

Keywords: kampus mengajar program; literacy and numeracy, students' experiences

INTRODUCTION

Indonesia's educational system is being impacted by the COVID-19 outbreak. All educational institutions have abandoned face-to-face instruction. (Rosita & Damayanti, 2021). Learning was done entirely online at the start of the 2020 pandemic, using a variety of internet media platforms. After a year, the pandemic has started to fade, but some areas remain classified as red, orange, or yellow zones, preventing face-to-face learning in classrooms. In these circumstances, the government has reopened schools with a limited number of students attending courses, in order to sustain the quality of education in Indonesia, both the length of time and the proportion of students in class must be adjusted. Students only attend school for two or three days a week, and the rest of the time they study at home. Similarly, so that social distance can be reduced.

As a result, Nadiem Makarim, as Minister of Education and Culture of the Republic of Indonesia introduced modifications to the Indonesian education system by launching the new policy, namely *Merdeka Belajar Kampus Merdeka* (MBKM) program. According to *Merdeka Belajar Kampus Merdeka* (MBKM) Guidebook launched by the Directorate General of Higher Education, MBKM is one of the Ministry of Education and Culture programs that offers students to study for three semesters outside of their majors. With this policy, it is hoped that universities will be able to enhance the competence of their graduate students, both soft skills and hard skills so that they are in line with the needs of an era that is experiencing rapid social, cultural, work and technological changes (Setiawan & Sukanto, 2021).

Kampus mengajar program is one of the MBKM programs that currently implemented, which involves students from various study programs and majors in each university in order to assist in the teaching and learning process in schools, particularly at the basic education level, and to give students opportunities to learn and develop themselves through practices outside of the classroom (Iriawan & Saefudin, 2021). According to *Buku Saku Utama Program Kampus Mengajar 2021*, *kampus mengajar 2021* is a continuation program of the Program the Pioneer Teaching Campus which was held in 2020 as proof of campus dedication through students to move to the success of national education in pandemic conditions. Further, *Kampus mengajar* is a program launched for students throughout Indonesia to provide teaching assistance to elementary schools located in the *3T* area and affected by the COVID-19 pandemic. By enabling student support around the school's domicile, this program intends to ensure that schools affected by Covid-19 can continue to carry out learning and execute the government-launched independent learning program. Setiawan & Sukanto (2021) stated that teaching assistance activities in educational units or commonly referred to as *kampus mengajar* is activity that provide opportunities for students to learn and develop themselves in primary school education units by helping the learning process at the school. Field experience is a substitute for producing professionals. The chance to develop their abilities is crucial for pre-service teachers. The best chance to learn and develop one's own effectiveness as a teacher is offered by this (Suyatno et al., 2023). *Kampus mengajar* students will assist teachers in carrying out learning, particularly in enhancing literacy and numeracy skills of Indonesian students who are currently deficient. Aspects of teaching, technology adaptation, and school administration are included in student activities during field practice on *kampus mengajar* (Suwanti et al., 2022). Therefore, students who have passed the selection of *kampus mengajar* program are required to attend for 5-days briefing filled with speakers who are experts in the field of elementary school education because students will go directly to teach literacy and numeracy at elementary schools. Through *kampus mengajar* program, the government responds to the challenges of the world of education regarding the readiness of students in terms of literacy and numeracy in the *3T* area. Coupled with a pandemic condition, students are having difficulty in learning process. Therefore, this program is designed to help students improve their literacy and numeracy skills.

Literacy is an essential skill that enables students to select, critically analyze, and use information to make life decisions. Sari et al. (2021) stated that according to the 2019 PISA (Program for International Student Assessment) assessment, Indonesia ranks 62 out of 70 nations in terms of literacy. By this statistics, Indonesian literacy is quite weak. Literacy abilities may benefit many parts of a human's life, including social life, education, and potential professional opportunities. The capacity to investigate, write, and notice details can all have an impact on a human's employment. Studies have shown that mastering literacy in the first three years of school ensured academic success (Dlamini & Sheik, 2019). Lau & Richards (2021) stated that early literacy skill is a component that create a critical foundation for children's academic performance and later educational accomplishment in school. Moreover, students' moral principles, critical thinking skills, and creativity can all be enhanced by reading

proficiency or literacy in general (Mahastu et al, 2022). Based on the previous statements, it is possible to concluded that literacy is the most significant ability in human life. In Indonesia, there is still a low level of interest in reading. The poor interest in reading in Indonesia is associated to the ease of access to educational institutions, which are not uniformly dispersed, inhibited the growth of literacy quality. Despite the fact that reading may help people gain access to information and even acquire a new language, one of which is English as an international language. Meanwhile, numeracy refers to how people deal with the mathematical, quantitative, and statistical demands of life, and it is seen as an essential consequence of education as well as a core skill for all individuals (Gal et al., 2020). Numeracy is a foundational skill that enables students to use number ideas and arithmetic operations in everyday situations. As well as the capacity to analyze quantitative data that is all around us. Understanding quantitatively represented information, such as graphs, charts, and tables, is sometimes referred to as this skill. Indonesia's numeracy skills are also rather low, according to the 2019 PISA survey, which ranks Indonesia 73rd out of 80 nations. According to PISA, numeracy ability is the focus of students' competency in presenting explanations, analyzing, and effectively communicating ideas in solving, interpreting, and creating diverse mathematical issues (Sari et al., 2021). Therefore, it can be stated that literacy and numeracy skills are essential nowadays age. Those skill is directly connected to human actions in everyday life. According to Graff (2006) as cited in Sari et al. (2021) stated that literacy is simply defined as the capacity of an individual to read and write. The Ministry of Education and Culture defined numeracy as skills in applying the notion of numbers as well as numeracy abilities in life and the capacity to analyze quantitative information that is around (2017). It is possible to concluded that literacy is defined as the capacity to read, write, and evaluate information. While, numeracy is the capacity to apply mathematical theory practically in everyday life.

Participants in *kampus mengajar* program are followed by students who passed the screening process and come from a variety of educational and non-educational backgrounds. This phenomenon of the different study programs and majors of university students in teaching creates different stories and experiences for each individual, especially regarding literacy and numeracy teaching assistance in elementary schools. The students faced some challenges in teaching literacy and numeracy to the elementary schools' students. Based on the results of the researchers' unstructured interviews with *kampus mengajar* students at Universitas Muhammadiyah Cirebon, students stated that when they were first deployed to their target schools, they were confused in teaching for enhancing literacy and numeracy to elementary schools' students.

In order to find out students' experiences and challenges in teaching literacy and numeracy at elementary schools' students in Cirebon, the researchers were to investigate more deeply about students' teaching experiences of *kampus mengajar* program in teaching literacy and numeracy at the academic year of 2021/2022. As the dimension of the attitude helps students to understand their language in classroom, appraisal resources are able to assist both students and teachers to achieve teaching and learning process of literacy and numeracy (Aenida et al, 2022). Narrative inquiry is utilized to capture students' stories based on their experiences instructing literacy and numeracy at elementary schools in Cirebon. This is done through encouraging students' experiences of the *kampus mengajar* program. A strategy for self-evaluation and self-criticism on the difficulties of teaching literacy and numeracy (Sugesti et al., 2020). This study provided an understanding of how to teach thematically to enhance student teachers' capacity for doing so and to make the learning model more effective in the classroom.

METHODOLOGY

To determine the experiences of *kampus mengajar* students at Faculty of Teacher Training and Education in teaching literacy and numeracy at elementary schools in Cirebon, the researchers used narrative inquiry design under qualitative method in this study.

SUBJECT OF THE RESEARCH

Students in Faculty of Teacher Training and Education Universitas Muhammadiyah Cirebon make up the study's subjects. There were five students from various study programs, 2 of whom are from English Education, 1 of whom is from Science Education, 1 of whom is from Mathematics Education, and 1 of whom is from Primary Teacher Education.

DATA COLLECTING METHOD

The data was gathered using two different instruments: narrative frame, and interviews. These instruments were explained in detail as follows:

NARRATIVE FRAME

The data is carried out by writing down the students' experiences. Narrative frame is meant to elicit data relevant to the research issue. According to (Creswell, 2012), the study of personal experiences is the center of this sort of narrative design, which then collects data from the story of people. The researchers take on the role of someone's life, collecting data from them, then telling and writing the story in a narrative manner. Loo (2018) stated that narrative inquiry might dive into beliefs or attitudes that aren't always obvious. Meanwhile, Avianita et al. (2018) stated that in defining the meanings given to the experiences, both the researcher and people giving their stories have an equal say. What will be narrated in this study is the students' experiences in teaching literacy and numeracy during *kampus mengajar* program. Respondents were given narrative frame by the researchers. Following that, the researchers demonstrated how to answer the narrative frame, then the researchers asked students to elaborate their stories when conduct the teaching literacy and numeracy through narrative frame.

INTERVIEW

To increase information more deeply which cannot be gotten through the stories on students' narrative frame, the researchers used interview. An interview is one-on-one conversation with a specific purpose in mind. The interview carried out using a guided free interview technique, which means that the questions asked will not be fixed on the interview guide and deepened or developed based on the setting and conditions in the field.

TECHNIQUE OF ANALYZING DATA

The data in this study obtained from *kampus mengajar* students in the academic year of 2021/2022. Through *kampus mengajar* program, the researchers got an understanding of student's stories in teaching literacy and numeracy at elementary schools (individual experience). The researchers examined and reported on the chronological experiences of *kampus mengajar* students. When a researcher focused on comprehending experiential, otherwise researchers understood about students' experiences in *kampus mengajar* program. The researchers examined and wrote about students' experiences utilizing a temporal sequence or chronology of occurrences at this level. In the following step, the researchers collected data from interviews to gather experiences regarding each student's stories and challenges in teaching literacy and numeracy. Understanding students' stories and challenges in teaching

literacy and numeracy by constructing a chronology of experiences. After receiving experiences from students, the researcher retells the story in her own terms (story collection).

RESULT AND DISCUSSION

The findings of this study are the narration given by *kampus mengajar* students which has been summarized by the researchers. Those narration will be divided into two topics, as follows.

THE EXPERIENCE OF KAMPUS MENGAJAR STUDENTS IN PARTICIPATING KAMPUS MENGAJAR PROGRAM

There are some findings about students' experiences in participating *kampus mengajar* program. Those findings are about how is the preparation to join *kampus mengajar* program, and the processes in conducting teaching assistance especially in literacy and numeracy competences. To make all of those clear, it will be elaborated in the narration below.

The researchers determined that five students were chosen as participants in this study out of the many students from the Faculty of Teacher Training and Education at Universitas Muhammadiyah Cirebon who passed the selection of *kampus mengajar* program. These students included two students from the English Education Study Program, one student from the Mathematics Education Study Program, one student from the Science Education Study Program, and one student from the Primary Teacher Education Study Program.

To begin with, internal student selection marks the start of *kampus mengajar* for batch 3. There are a number of factors that have been established in the selection of prospective *kampus mengajar* participants, including: (1) students with an active status of at least in the 2nd semester; (2) students with organizational experience and teaching experience are preferred; (3) students with a minimum GPA score of 3.00 on a scale of 4.00; and (4) students who behave well in a classroom setting (Kemedikbud, 2021). Following a series of internal selection procedures, students started getting ready for the debriefing. The student debriefing lasts for a full month. Students received information on learning methodologies, principles for teaching literacy and numeracy, technological adaptation, social adaptation, and communication in the educational setting during the briefing. The debriefing took place for a month before the students were eventually simultaneously freed online and sent to their respective target schools. The Minister of Education and Culture, Nadiem Anwar Makarim, was present at the release event itself.

The findings of the study revealed that not all of the students enrolled in *kampus mengajar* program had prior teaching experience, making this program their first opportunity to get practical teaching experience in classrooms. Students who take part in *kampus mengajar* program can develop their public speaking skills, develop a sense of responsibility, increase their creativity because they must be able to produce engaging literacy-and numeracy-based learning materials, and help teachers complete administrative roles in the school. Students that take part in *kampus mengajar* program might gain these positive effects and advantages. Despite the fact that some students do not have prior teaching experiences, they are still able to work effectively with the target school. Because, prior to being sent there, they must attend briefings or receive instructions from the committee of *kampus mengajar* program regarding the skills and knowledge that students must possess, particularly when it comes to enhancing their literacy and numeracy.

THE CHALLENGES FACED BY KAMPUS MENGAJAR STUDENTS IN TEACHING LITERACY AND NUMERACY

The challenges in teaching literacy and numeracy to the students were discussed in this section. The results of this study were based on interviews with students who enrolled in the *kampus mengajar* program during the academic year 2021–2022, as well as on the students' own narrative frames.

TABLE 1. The Students' Challenges

Student Challenges in Teaching Literacy and Numeracy		
Initial	Name of Elementary Schools	The Challenges in Teaching Literacy and Numeracy
R1	SDN 3 Kasugengan Kidul	Controlling varied student characteristics. Conditioning the class in the process of teaching-learning. Providing engaging learning materials.
R2	SDN 2 Kedungsana	The number of children who struggle with reading fluency. The unstable internet connection The lack of computers and projectors to assist teachers in doing learning process.
R3	SDN 2 Kedungsana	The lack of educational facilities, including libraries, that might help students become more literate. The lack of suitable books for students to read. Poor school conditions that frequently cause closures during the wet season.
R4	SDN 2 Kedungsana	The lack of reading enthusiasm among students. Most of the students are still struggle with reading and counting. The lack of educational resources to aid in students' learning activities. The poor internet connection and outdated equipment.
R5	SDN 3 Sumber	Understanding each personality of the students. The students are still struggle with basic reading and math. The shortage of learning resources, such as teaching aids and books in order to promote literacy and numeracy development. The lack of school resources, such as computers and projectors.

Based on Table 1, the results of the study demonstrate that the five students at the Faculty of Teacher Training and Education Universitas Muhammadiyah Cirebon, who come from various study programs, each face a variety of difficulties while trying to teach students reading and numeracy. According to them, many students still struggle with reading and counting. They contend that the recent pandemic, which caused schools to be closed for an extended period of time, and the inefficiency of the online learning system are to blame for the decline in students' motivation in learning, particularly in reading and math. Whereas, literacy has been shown to have a vital part in a student's capacity to equip communication, problem-solving, and critical thinking abilities as a must-have capability for students in the twenty-first century (Abidin et al., 2017). The challenges that *kampus mengajar* students must overcome also include those related to children character. Because elementary school students still fall under the category of children, they have a variety of personalities, therefore teachers and students must learn how to interact with them. This is especially important when students are teaching yet the classroom environment is overcrowded and unfriendly. This is among the most difficult teaching issues for certain students. *Kampus mengajar* program is a learning support program for schools in the 3T region; as a result, a major difficulty is the lack of understanding of technology and school infrastructure. The target schools for *kampus mengajar* students in this research do not yet have adequate facilities and infrastructure. Including computers, projectors, comfortable classrooms and a decent library. There are hardly any books or learning resources to support teaching and learning activities. However, these challenges do not reduce the enthusiasm of students to serve and contribute to the impact on schools that need assistance in this *kampus mengajar* program.

CONCLUSION AND RECOMMENDATION

According to the explanation above, the researchers found that several participants in this study had no prior classroom experience. *Kampus mengajar* program was their first opportunity to interact directly with students in a formal educational setting. All participants encountered a variety of difficulties when conducted teaching literacy and numeracy in the target schools. In order to enhance literacy and numeracy instruction, all participants in this study stated that their target schools required advanced technology like computers and laptops, as well as adequate learning aids and school facilities like libraries and comfortable classrooms. Teaching literacy and numeracy to primary school kids and cultivating a love of reading present university students with their most difficult challenges.

Based on the result of the this present study, the researchers recommend the Ministry of Education to improve the requirements for prospective *kampus mengajar* students to teach, at least the students in fourth or fifth semester so that they have qualified and better prepared to contribute in the target schools, particularly in the aspect of teaching assistance. The *kampus mengajar* committee is also advised to continue the program by removing the various challenges that have been identified. Because this program is good enough to provide assistance to schools that located in 3T areas (outermost, leading, and underdeveloped). The findings of this present study corroborate Pepayosa & Bataha (2023) study, according to which the Teaching Campus Program aims to give students the chance to expand their knowledge outside of the classroom by helping teachers and other education professionals as well as assisting in the improvement of literacy and numeracy at the basic education level across Indonesia. Even so, there were still a few technical and logistical issues with the activity's execution. Nevertheless, it went off without a hitch.

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Exploring and Reflecting on Problems and Challenges in Teaching Culture for English Young Learners

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ABSTRACT

This study aims to reflect on the problems and challenges in teaching culture to English Young Learners (EYL) primarily related to the English context. The study focused on two objectives; to find out problems and challenges faced by the teacher in teaching culture for EYL, as well as the effective methods used to teach culture for EYL. Recently, many more pre-schools in Indonesia have offered English as a major in the learning process. For example, KB TK Hj Isriati Baiturrahman 2 made English as a central subject in daily life. Ideally, the teachers are required to know English culture besides the teaching itself. However, they found some problems in teaching culture when they asked the students to practice “how to say, go to the toilet in English”; it made students’ perspectives in their home opposites. This study tried to investigate this issue from the teachers’ problems. The interviews and classroom observations data showed that the cultural aspects of language were still not good. The possible strategies also showed a solution to face the problems. Make talking about different backgrounds, cultural practices, religious beliefs, and racial differences part of the conversation at home were the novelty of the study. Thus, teaching English in Indonesia should consider the culture because to communicate functionally using the language and the students have to be familiar with the culture. This study suggested some other memorable ways to learn about other cultures include traveling to other places, visiting museums, and attending cultural events and festivals.

Keywords: English context; English for young learner; problems and challenge; teaching culture.

INTRODUCTION

The features and characteristics of the culture are other conditions while learning a language besides knowledge of grammar, pronunciation, and vocabulary. Leading us to encounter cultural differences involves the ability to use the language to carry out the intended functions and the ability to communicate interculturally. Such differences exist in every language, such as expressions, dialogues, and tone of voice. Brown (1994) described the relationship between language and culture as follows: “A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” In a word, culture and language are inseparable.

The importance of culture in teaching language involves us in a condition such as Brown, (2007) to include culture as the fifth skill besides listening, speaking, reading, and writing. According to Tomalin (2008) in Farnia (2010),

“... the international role of the English language and globalisation are the two main reasons to teach culture as a fifth language skill, in addition to listening, speaking, reading and writing. “What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures” (Farnia 2010 p. 19).

It means that learning another language, like English, the teachers and learners need to understand how to use language to embrace the differences. They need to find a solution for completing the culture as the fifth skill in communication; it is a primary reason for teaching and learning at school. The teachers are about to meet some issues in teaching culture, especially in preschool, because the students need to understand the culture better. They only know that a language is to communicate with others. Besides, they need to know how influential culture is.

Understanding the influence of culture is an important aspect of adapting programs or interventions for different populations. Culture refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. Cultural factors can significantly impact how individuals perceive and respond to health interventions or educational programs. For example, cultural beliefs and practices around health and illness may affect how individuals seek medical care, adhere to treatment plans, or perceive the effectiveness of interventions. Cultural factors can also influence communication styles, decision-making processes, and social norms, all of which can affect the success of an intervention or program. Therefore, it is important for developers of procedure schemes to be aware of and sensitive to cultural factors that may impact the effectiveness of the program. This may involve conducting a cultural assessment of the target population, involving cultural experts in the development process, or adapting program materials to be culturally appropriate and relevant.

When people think about culture, they often think about an aspect of culture on the surface where they are easy to explore. However, as Peterson (2004) emphasized, there are, in fact, two distinctive types of culture, which he illustrated using the metaphor of an iceberg. At the top of the iceberg are the visible aspects of a culture; art, music, and literature. At the bottom of the iceberg – the immense, unseen area below the surface – is the visible features of the culture, such as its core values, attitudes, beliefs, and assumptions, all of which cannot be perceived with our senses. However, they are the foundation for what people see at the top. Liu et al. (2014) explored that culture teaches us what the essential rules, rituals, norms, and procedures are within our society; culture also cultivates and reinforces our beliefs and values.

Many mainstream values of English-speaking people and most cultures may mean different things to different people. According to Brown (1994), culture is deeply ingrained part of the very fiber of our being, but language – the means for communication among members of a culture – is the most visible and available expression of that culture. Thus, a person's worldview, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another. Similarly, Tang (1999) claimed that culture is language, and language is culture. He suggested that to speak a language well, one has to be able to think in that language, and thought is compelling. Language is the soul of the country and the people who speak it. Language and culture are inextricably linked. As such, we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curricula to issues of deliberate

immersion versus non-deliberate exposure to it. "Culture" is a broad concept that embraces all aspects of human life. It includes everything people learn to do. It is everything humans have learned. Culture shapes our thoughts and actions, and often does so with a heavy hand" (Seelye, 1993). Of its several meanings, two are of significant importance to teachers (Brooks, 1975): Hearthstone or "little-c" culture: Culture as everything in human life (also called culture BBV: Beliefs, Behavior, and Values). Olympian or "big-C" culture: the best in human life restricted to the elitists (also called culture MLA: great Music, Literature, and Art of the country).

In other words, culture is a way of life (Brown, 1994). It is the context in which we exist, think, feel and relate to others. It is the "glue" that holds groups of people together. It can be defined as a blueprint that guides people's behavior in the community and is nurtured in family life—governing our behavior within the group, being sensitive to status issues, knowing what others expect of us, and what they do when we fail to meet their expectations. In this way, culture helps us know how far we can go as individuals and our responsibilities to the group. When talking about "teaching culture," theoreticians and practitioners often restrict themselves to the specific culture of the target language (Chlopek, 2008). This may be a good approach in English as a Second Language (ESL) contexts, where students live and are immersed in the English speakers' culture. Anggraheni et al (2022) stated the culture of Indonesian society can be divided into three layers: regional or local culture, national culture, and international or global culture. However, this is a very narrow view in English as a Foreign Language (EFL) settings. Byram & Wagner (2018) stated that teaching 'culture' is part of 'language teaching' is an axiom widely shared among World Languages educators. In EFL classes, the students typically study English monolingually while living in their own country, where English is not used in society. They have little access to the target culture, which limits their ability to become culturally competent (Wahidah, et al, 2020). Importantly, their goal in learning English is to communicate not only with native English speakers but also with non-native speakers such as schoolmates. Learning English enables EFL students to become users of international/intercultural communication. Therefore, you can turn your target language into a tool for learning foreign cultures.

It is possible that some preschools in Indonesia offer English as a major in their teaching and learning curriculum, particularly in areas where there is a high demand for English language proficiency. It is happening since English is widely spoken around the world and is considered an important language for international communication, business, and education. As such, many countries, including Indonesia, have recognized the importance of teaching English to their citizens, particularly to young learners. In Indonesia, English is taught as a mandatory subject in primary and secondary schools, and many universities also offer English language courses. Some preschools may also offer English language classes as an elective subject or as part of their regular curriculum. It is worth noting that not all preschools in Indonesia may offer English language instruction, and the availability of such programs may vary depending on the school's location, resources, and educational philosophy. It is always advisable to do research on a particular preschool's curriculum and language instruction before enrolling your child.

Recently, many more preschool in Indonesia has offered English as a major in teaching and learning. For example, *KB TK Hj Isriati Baiturrahman 2* made English as the main subject in daily life. Ideally, teachers are required to know English culture besides the teaching itself. This urgency led the researchers conducted research aimed at reflecting on the importance and problems of teaching culture to English Young Learners (EYL), primarily related to the English context. The study focused on two objectives; to find out

problems and challenges faced by the teacher in teaching culture for EYL, as well as the effective methods used to teach culture for EYL.

METHODOLOGY

In this study, the researchers used qualitative research with a grounded theory approach. The development of a procedure scheme for adaptation results involves several key steps. The following is a general outline of the process, adapted from Creswell (2007):

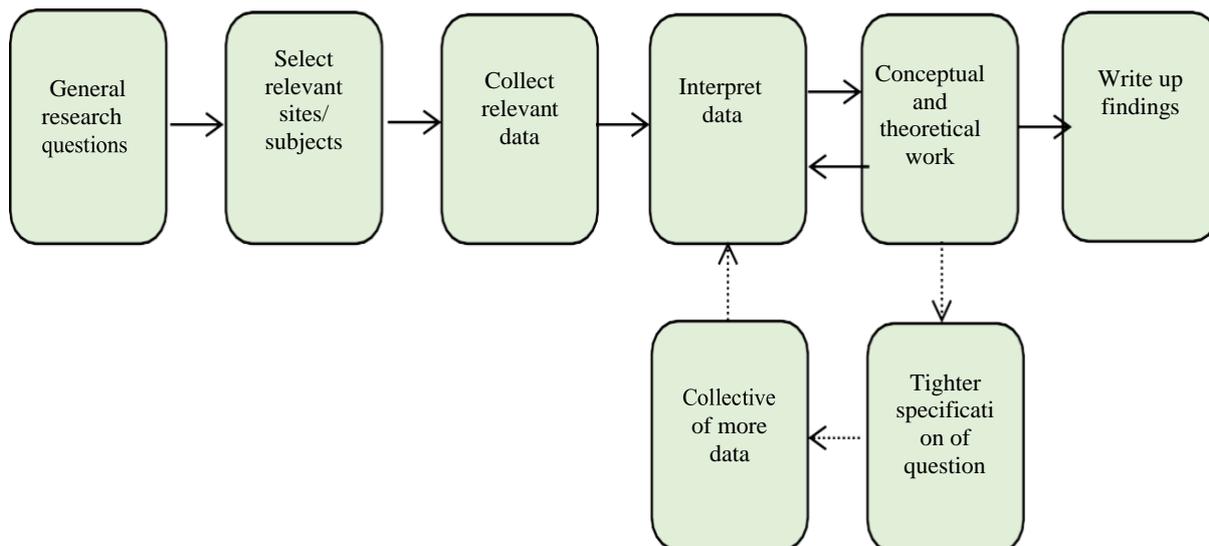


FIGURE 1. Developing procedure scheme of adaptation results in developing procedure (Creswell, 2007)

Figure 1 displayed the developing procedure scheme of adaptation results in developing procedure. 1) Define the purpose of the adaptation: The first step is to clearly define the purpose of the adaptation. This includes identifying the target population, the specific outcomes to be achieved, and the contextual factors that may affect the adaptation process. 2) Conduct a needs assessment: A needs assessment involves collecting information about the needs and preferences of the target population, as well as any existing resources or programs that may be relevant to the adaptation. 3) Develop the adaptation framework: Based on the needs assessment, a framework should be developed that outlines the key components of the adaptation, including the specific interventions or activities to be used, the training and support needed for staff and stakeholders, and the evaluation plan. 4) Pilot test the adaptation: Before implementing the adaptation on a larger scale, it is important to pilot test the procedure scheme to ensure that it is feasible, acceptable, and effective. This may involve testing the adaptation with a small group of participants or in a specific setting. 5) Implement the adaptation: Once the adaptation has been pilot tested and any necessary revisions have been made, it can be implemented on a larger scale. 6) Evaluate the adaptation: Finally, the effectiveness of the adaptation should be evaluated using appropriate methods, such as pre- and post-test assessments or qualitative interviews. The results of the evaluation should be used to refine the procedure scheme and inform future adaptations.

The researchers used some instruments (questionnaire sheet and in-depth interview) for collecting data by using two methods. In the first method, the researchers visited the school to observe the condition. Later, the researchers took a retrospective interview to collect information by checking teachers' answers about his/ her teaching experience in the

past, for example, how did they introduce culture to the students and what did they find? Then the researchers asked everyone to write down their experiences and asked the teachers to interview each other based on the questions the researchers gave; in this part, the researchers put on rules to maintain and protect teachers' experiences. The following day, the teachers shared their experience in teaching culture by filling out questionnaires. Interestingly, in the first method, the researchers asked the teachers to make written diaries and journals of teaching activities.

The second method was an oral part of collecting data. The researchers had to focus on student teachers' discussions. They offered something different in their experience because the researchers asked them to record their teaching activity in the classroom. During this term, stimulated recall interviews (SRI) were used. Shocking videos were the main point and reflected the decision-making processes during the video playing. Indeed, the researchers had prepared the instrument sheets before. There were a growing number of researchers using video-stimulated recall interview (SRI) as a research method that produced both insightful and valuable data for examining the way people experience a specific event of interaction in education (Calderhead, 1981; Dempsey, 2010; Haw & Hadfield, 2011; Hoffman, 2003; Marland, 1984; O'Brien, 1993; Theobald, 2008; Nguyen, 2013).

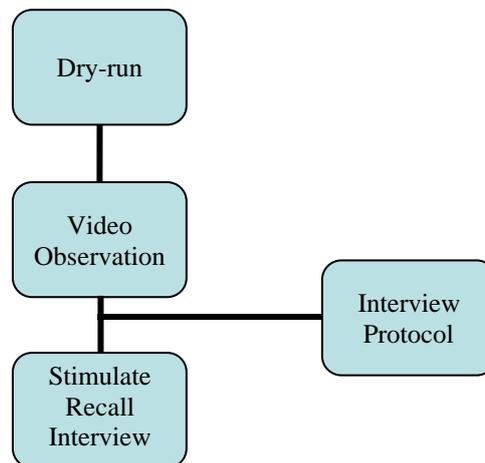


FIGURE 2. The procedure of using recall interview (Nguyen et al. 2013)

Figure 2 shows how SRI works, how student teachers prepared (teaching material) in the classroom, and how they felt. The researchers sincerely did this activity with protocol to collect more information. The aim was to encourage changes in student teachers' behavior. The most distinguishable was think-aloud protocols as a reflection to gather data on student teachers' development in designing teaching materials. It involved them describing the experience of how they did the activities or re-correct the mistakes. Thus, they explored the mistake during activities or after the decision. Finally, the researchers did debrief and transcription into analysis steps.

To be included in this study, participants had to meet the following criteria: college-educated (student teacher), are at school, have less experience in teaching, and are good enough in knowledge of teaching and learning. The researchers used the essential elements of digital literacies in a questionnaire and in-depth interviews to measure the student teachers' motivation in designing teaching materials.

RESULT AND DISCUSSION

As mentioned earlier that the objectives of this study were to find out problems and challenges faced by the teacher in teaching culture for EYL, as well as the effective methods used to teach culture for EYL. Therefore, this study is reflecting on the importance and problems of teaching culture to EYL.

Firstly, the researchers met a problem with students' perspectives while teaching in preschool. He was so surprised the first time came to the school. He said hello to the students, such as "Good Morning, class," and they said, "Good Morning, Teacher." It was a big problem in understanding foreign cultures. Considering the importance of incorporating the cultural aspects in English language teaching, the most important prerequisite is for language teachers to make them familiar with the culture of the language they are teaching (Turkan, 2009). One of the problems with English language teaching in Indonesia is that sometimes the English teachers are not qualified to teach the subject. However, some of them graduated from the English department. Possibly there is a perception that teaching English only teaches grammar and vocabulary. The lack of competent resources available may also be another reason. In addition, teachers' lack of target cultural knowledge may result in inappropriate use of English, which will be transferred to the students, who will bring the error to a later stage.

Secondly, the researchers had more challenges in finding out other problems. He met some teachers in *KB TK Hj Isriati Baiturrahman 2*. Besides, that school applies English as the main subject in their curriculum; the researchers want to know more about preschool as the basis of students' learning. He asked them to share their experience and problems in teaching especially teaching culture, by using questionnaires and discussion.

TABLE 1. Questionnaire result

No	Teachers	Problems
1	A	Teacher A taught the students how to politely ask permission to go to the toilet. She said, "May I wash my hands?" but some students said, "It is different from what they got in private courses." They preferred "Can I go to the toilet?" It confused the teachers about how to teach the culture of EYL. In "Greeting," the teacher has a problem setting her students' mindset. She wants the students always "Greet" to start a conversation, such as "Good Morning, Hello, hi, etc." and say "Bye, See you, Goodbye, etc." at the end of the conversation.
2	B	Teacher B, the problem was funny enough. The teacher wanted to change the students' perspective from saying "Hulk" when they smell a terrible thing to "Eww." He taught the students how to say in asking a friend to repeat their words by using "Sorry" and "Excuse me".
3	C	Teacher C taught saying "Thank you" if someone does a good thing to us. The teacher tried to introduce the part of the table manner (appetizer, main course, dessert). The teacher thought that the government, through the curriculum, tries to protect national values from the impact of western culture. It is one of the reasons that the students know less about culture.

Thirdly, for a sense of adventure, the researchers spun a globe or the wheel of random countries to select a random culture to research. Once the students have selected a culture, they are ready to enjoy the fun activities. The researchers asked the students to learn a different language. Other languages can be so fascinating. Learning phrases in another language was easy with the internet at their fingertips. They used Google Translate to translate between English and over 100 other languages. They can even listen to the correct pronunciations. The most exciting part was that they tried to find the culture's customary greetings as a starting point. The words "please" and "thank you" are always helpful. If the culture uses different characters, see if the students can research how their names would be spelled. Can you notice similarities between the other language and their primary language?

On the other hand, the researchers tried to use the methods for teaching about culture in Celik (2012) (1) A Day at Cinema, Television shows and films are valuable tools for learning about culture; they often tell stories that exemplify a particular cultural value or theme, at the same time providing an opportunity for listening practice. Choose an age-appropriate English- language film. If you can, make the experience even more authentic by providing snacks and drinks during the show as a treat. (2) Videos of Cultural Events show recordings of special occasions such as birthday celebrations, anniversary parties, or other gatherings; have students think these events are similar to those in their own culture. (3) Native Speakers, the best way to bring culture into the classroom is to engage a native guest speaker to talk to the class. The target culture becomes much more personal and real. In addition, Mardiana (2008) identified at least three problems:

1. There is confrontation among the students when the EFL teachers introduce foreign cultures through some materials from original textbooks of the English language. We know that most students in Indonesia are Muslims whose religious culture does not always accept samples of cultural practices such as having parties, drugs, sexism, and the like.
2. The government, through the curriculum, tries to protect national values from the impact of western culture. Maintaining national identity, especially for the young generation, is one of the objectives of Indonesian education.
3. It is still being determined what the cultures attached to the English language are because nowadays, English belongs to the international language without necessarily characterizing the culture of people in a particular country.

Language is a powerful tool for learning about foreign cultures. By learning a new language, you can gain insight into the history, customs, beliefs, and values of the people who speak that language. Here are some ways to use language learning as a tool for exploring foreign cultures; 1) Study the language in context: As you learn the language, immerse yourself in the culture through literature, music, films, and TV shows. This will give you a better understanding of the culture's values and beliefs. 2) Connect with native speakers: Find language exchange partners or join online communities where you can connect with native speakers of the language you are learning. This will give you the opportunity to ask questions and learn firsthand about the culture. 3) Travel to a country where the language is spoken: Traveling to a country where the language is spoken is one of the best ways to learn about the culture. You can explore the country, try local foods, and interact with locals. 4) Learn about cultural norms: As you learn the language, take the time to learn about the cultural norms and customs of the people who speak that language. This will help you avoid cultural faux pas and show respect for the culture.

Overall, language learning can be a great way to learn about foreign cultures. By taking the time to explore a culture through its language, you can gain a deeper understanding and appreciation of that culture.

CONCLUSION AND RECOMMENDATION

In conclusion, the teachers should be concerned with this case because there is a tendency for students to transfer the expression used in their home culture into the target language, which is only sometimes appropriate. This condition needs changing since the trend has been achieving intercultural communicative competence as the objective of foreign language learning.

Thus, teaching English in Indonesia should also consider this aspect because to communicate functionally using the language, someone has to be familiar with the target cultures. Teaching culture should be included in the classroom. Make talking about different backgrounds, cultural practices, religious beliefs, and racial differences part of the conversation at home became the novelty of this study. This includes talking about our own cultural identity. Aside from the activities in class, some other memorable ways to learn about other cultures include traveling to other places, visiting museums, and attending cultural events and festivals. Those become the recommendation for the further researchers.

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The Analysis of Linguistics Features of Ecovacs Vacuum Robot Deebot Ozmo 920 Manual Book: A Procedure Text

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ABSTRACT

Manual book is a guidebook made to convey information related to the product purchased by consumers. This information is usually detailed regarding warranty information, safety instructions, installation instructions, problem identification, setup instructions, general specifications about the product and maintenance and troubleshooting instructions. The objective of this qualitative research was to analyze schematic structure in a procedure text of Ecovacs Vacuum Robot Deebot Ozmo 920 manual book, especially in Important safety instruction text. There are 44 utterances in text of Important Safety Instruction that are picked up randomly as some samples of analysis. Before they are analyzed, the utterances were grouped with the same linguistics categories, those are simple present tense, imperative sentence, declarative sentence, conjunction, and material process. In material process, there are two categories to discuss, they are passive voice and active voice. Then using schematic structure form, the data were analyzed one by one. The findings of this study show that the language used in Important safety instruction text in manual book is concise, as evidenced by the low percentage of conjunctions (4%). Another is the language used in the text of the Important safety instruction text is effective and direct, as shown by the high percentages of declarative (20%) and imperative sentences (27%), this reduces the possibility of misunderstandings or misinterpretations moreover, the pattern makes the information being conveyed directly easy to understand. Moreover, the study only discusses linguistic features to explain how to describe the use of language in a straightforward procedural text

Keywords: ecovacs vacuum robot; linguistics features; manual book; procedure text; schematic structure

INTRODUCTION

The study of genre within the field of linguistics has long been a topic of great interest and significance. Genres are communicative forms that are characterized by specific linguistic features, structures, and functions, serving as powerful tools for conveying information effectively (Bathia, 1993; Dobakhti, 2016; El-Dakhs, 2018; Martin & Rose, 2008; Masduki, 2022; Mellisourgo, 2017; Yayli, 2011). In this study, we focus on the analysis of genre within the context of linguistic procedures, with a particular emphasis on the schematic structures employed in language.

Previous research in this field has provided valuable contributions to our understanding of genre and its linguistic manifestations. For instance, Proborini (2013) conducted a

comprehensive analysis of schematic structures in tourism brochure. Additionally, Wang (2016); Wang & Yang (2014) studied the comparative genre to find out the schematic structure used in public speeches of native and nonnative English Speakers. The data were taken from Chinese Universities students for nonnative speakers while for native English is from American students.

Proborini (2013), in her literary review, quotes an opinion from Martin quoted by Swales about genre.

when language is utilized to achieve goals, genre is how those goals are achieved. They include literary and non-literary genres such as poems, stories, expositions, lectures, seminars, recipes, instructions, setting up appointments, receiving services, news broadcasts, and so forth. Here, the word "genre" is utilized to encompass all of the linguistically realized activity categories that make up a large portion of our culture.

According to genre, a genre is a text or discourse type that is identifiable by its users based on its distinctive form or style, which can be pinpointed using stylistics, text linguistics, discourse analysis, and/or the specific function of the texts that fall under the genre.

Text of the procedure, according to Feez & Joyce (in Gafur & Milaningrum, 2015) explain that the text of the procedure shows how to carry out actions in a certain sequence. According to Asadah, et al. (2016) the text of the procedure is a step and goal that must be followed so that a job can be done. The text of the procedure has great benefits in life. The text of the procedure can help to know the ways of performing certain activities and the correct habits of life. Moreover, it helps in using the tools correctly without raising any harm to oneself and without damaging the tool itself.

To achieve the right goal, the procedure text is arranged according to the correct order because the steps in compiling the procedure text cannot be reversed to achieve the goal. Based on the above opinion, it can be concluded that the procedure text is a text that contains the objectives and steps of activities to complete a job in the right order. The characteristics of the procedure text in terms are three: (1) guidelines for the steps money must be carried out, (2) rules or restrictions in terms of materials or activities in carrying out activities, (3) the content of activities carried out in sequence. In addition to learning, the text of this procedure can be found in magazines, newspapers, and cookbooks.

Basically, the linguistic characteristics of the procedure text are as follows. First, use conjunctions. Second, use the word number (numeralia). Third, use a lot of command sentences (imperative sentences). Fourth, use nouns. Fifth, use verbs. Sixth, use diction (word choice), (Suherli et al, 2017; MacLaughlin & Moore, 2012; Parwati & Sugesti, 2023). Conjunctions are words used to connect word to word, clause to clause, or sentence to sentence, Finoza (2010), while imperative sentences also called command sentences are sentences that function to ask or forbid someone to do something. Declarative sentences are also called statement sentences. Sentences like this serve to provide information or news about something. Declarative sentences are useful for structuring the text of the procedure in the introduction. The introductory part of procedure is very important because it opens the body of the text, lists the objectives, and explains the sections to go through the steps. The last is a verb or verb, which is a word that indicates an action, event, state, for example writing, seeing, and witnessing. Verbs in procedural texts are usually behavioral verbs (verbs that refer to verbal expressions) or material verbs (verbs that refer to physical actions). Examples of behavioral verbs are acceptance, rejection, and so on. Examples of material verbs are writing, reading, and driving.

Chaer (2011) states that verbs are divided into four kinds semantically, namely first, verbs that express actions or deeds. For example, the words build, eat, kick, run, and go. Second, verbs that express inner experience, express attitudes, emotions, or feelings, such as the words bored, know, understand, realize, fear, and proud. Third, verbs that express the process or change from one state to another, such as the words yellow, melt, boil, sink, rise,

and round. Fourth, verbs that express the external state of something, such as the words empty, vibrating, shivering, open, and scarred. Gerot & Wignell in Proborini (2013) stated that a procedure text has a social function to describe how something is accomplished through a sequence or action or steps. Some significant lexicogrammatical features of procedures are focus on generalized human agents, use of simple present tense, often imperative, use of mainly temporal conjunctions and, use of mainly material processes. Furthermore, study by Yadira, Zein & Setia (2022) examined the use of Systemic Functional Linguistics (hereafter SFL) to analyze the schematic structure of Sinta's indexed. It was adapted the work of interactive model of Miles by Huberman & Saldana (2014) to support the analysis. The research found that there are two structures of Sinta's indexed, the first is mandatory structure and the second is optional structure. Discussing about SFL, based on Halliday & Matthiessen (2014); Martin (2016); Prihatna (2015); Rizal et al (2022); Yadira et al (2022), it is a comprehensive theory of language that explores how language functions in communication, with a particular focus on the relationship between language and social context. It analyzes how language is used to express meaning and how different aspects of language, such as grammar, lexis, and phonology, contribute to the communication of meaning.

Building upon these previous studies, our research aims to expand the understanding of genre analysis by delving deeper into the schematic structures employed in linguistic procedures especially in Ecovacs Robotics Manual Book Deebot Ozmo 920. We will examine some various linguistic features, such as the use of imperative forms, specific lexicogrammatical patterns, cohesive devices, and rhetorical strategies employed in procedural genres. Through this analysis, we seek to uncover the underlying principles and patterns that contribute to the effectiveness and comprehensibility of language used in procedure.

The focus of analysis of the current study is in the use of linguistics features that shows in procedural text of manual book in Ecovacs Robotics Vacuum Deebot Ozmo 920 such as simple present tense, imperative sentence, declarative sentence, conjunction, and material process. In the material process itself divided into two categories, they are passive voice and active voice.

The findings of this study have implications for various fields, including technical writing, instructional design, and language education. By identifying the linguistic features that enhance procedural discourse, we can provide insights that contribute to the development of instructional materials, language teaching methodologies, and communication technologies.

METHODOLOGY

This type of research is qualitative research. This research is called qualitative research because of research whose analysis using words (Sugiyono, 2010, Miles et al, 2014), while Creswell & Creswell (2018) said that research in qualitative is a method that suits for investigating and analyzing the content of persons or group of people relate to a social or human being with his problem. The method used in this study is the descriptive method. It is said to be a descriptive method because this study describes the schematic structure, and linguistic features of the procedure text in the Ecovacs Robotics Deebot Ozmo 920 manual book. The data in this study are 44 instructions in important safety instructions, but only 11 sentences that will be the sample to be analyzed, it is to avoid large number of samples.

The instrument of this study is the researcher himself. This is in accordance with the opinion of Sugiyono (2010) who revealed that in qualitative research the instrument or research tool is a person or human instrument, that is, the researcher himself. Researchers used the procedure text in the Ecovacs Robotics Deebot Ozmo 920 manual book.

Data collection techniques in this study were carried out through documentation studies. According to Chaer (2011), data collection is stopped if the data is sufficient to be able to explain the focus of the study, or answer the study questions, then a theory, a rule, or a decree is compiled. In this study, data collected by reading the Ecovacs Robotics Deebot Ozmo 920 manual book. After all the data is gathered, then examination and analysis of the data is carried out. Data checked and analyzed with steps, as follows. First, identify the general elements of the data. Identify common data elements by formatting data codes and text headings. Second, identify data based on the theory that is being referenced. Data identification is done by creating schematic structure identification formats, and linguistic features of procedure texts. Third, analyze the data. Analyzing data is done by making the format of analysis of schematic structure of procedure text, and linguistic features of procedure text. Fourth, interpret the data that has been analyzed. Interpreting data is a form of activity to combine the results of an analysis that has been collected to find answers about structure, and diction.

RESULT AND DISCUSSION

From the data analysis of 44 utterances, we can conclude that the most commonly used type of sentences is imperative (27%), simple present (24%), declarative (20%), conjunction (4%), material process (25%), for material process, there are two kinds of material processes, they are active process (15%), passive process (10%). Here is the detail of the sample of analysis of the use of important safety instructions.

TABLE 1. The use of linguistic features in important safety procedure.

No	Simple Present	Imperative	Declarative	Conjunction	Material Process active	Material Process passive
1.	Close attention is necessary when used by or near children.		Close attention is necessary when used by or near children.	when	Close attention is necessary when used by or near children.	Do not allow to be used as a toy.
2.		Clear the area to be cleaned.				Clear the area to be cleaned.
3.	Make sure the physical barrier is not a trip hazard.	Make sure the physical barrier is not a trip hazard.	If there is a drop off in the cleaning area due to a step or stairs, you should operate the Appliance to ensure that it can detect the step without falling over the edge.		Make sure the physical barrier is not a trip hazard.	
4.	Only use as described in this manual.	Only use as described in this manual.			Only use as described in this manual.	
5.	Please make sure your power supply voltage matches the power voltage	Please make sure your power supply voltage matches the power voltage marked on			Please make sure your power supply voltage matches the power voltage marked on the Docking Station.	

	marked on the Docking Station.	the Docking Station.			
6.	Do not handle plug or appliance with wet hands.	Do not handle plug or appliance with wet hands.			Do not handle plug or appliance with wet hands.
7.	Non-rechargeable batteries are prohibited.		Non-rechargeable batteries are prohibited.		Non-rechargeable batteries are prohibited.
8.	Do not use without dust bin and/or filters in place.	Do not use without dust bin and/or filters in place.			Do not use without dust bin and/or filters in place.
9.	Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging.	Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging.		before	Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging.
10.	The battery must be removed and discarded according to local laws and regulations before disposal of the appliance.		The battery must be removed and discarded according to local laws and regulations before disposal of the appliance.	before	The battery must be removed and discarded according to local laws and regulations before disposal of the appliance.
11.	A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack.	Recharge only with the charger specified by the manufacturer.	A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack.	when	A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack. A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack.

From Table 1, we can see that there are 10 examples the use of simple sentences, 8 sentences of imperative, 5 sentences of declarative, 4 conjunction, 9 sentences using active material process and the last, 4 sentences using passive material process. Here are several data that will be explained.

1. Simple Sentence

The researchers found simple sentence in data 1, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The first data of the analysis is a sentence in a simple present tense form. The sentence is used to indicate a

general truth about the necessity of close attention just like mentioning in the sentence “close attention is necessary when used by or near children. The verb used in the first sentence is “is” which indicate as a present verb. While another use of simple sentence is in the fifth data, it is “please make sure your power supply voltage matches the power voltage marked on the Docking Station.” Verb in basic form added by -es/s is the main characteristic of present simple form when the subject used is in single form. In data 5, The verb “match” followed by -es is because the subject “please make sure your power supply voltage” is single. For next example is data 7. It is an illustration of simple present in plural subject. The sentence “non-rechargeable batteries are prohibited,” used plural subject as the subject. It is indicated by suffix -es after the noun ‘battery’. We can put -s/-es after noun to indicate plural form. Because the subject is plural, that is why the used in data 7 is “are”. To be “are” matches with subject in plural form.

2. Imperative Sentence

Imperative sentence comes in some patterns, they are found in data 2, 3, 4, 5, 6, 8, 9, and 11. The first is affirmative form. It is used to tell the reader or listener to do specific action. In the example above, affirmative imperative used in data 2, 3, 9, and 11. The structure of the sentence is straightforward to the point to direct someone to do something just like told in the verb used in the sentences. The verb used in the sentence is indicated by the use of base form of verb at the beginning of the sentence. In data 2, the reader or listener is told to “clear the area,” in data 3, the reader or listener was asked to make sure something before doing a thing “make sure the physical...” In data 9, “turn off the power switch before...” the reader or listener commanded to turn something off before doing one thing. In data 11, “recharge only with the charger,” the reader or listener was warned to recharge only with the charger whose comes together with the tool, here it is Deebot ozmo 920.

Another form of imperative is negative imperative. It is used to tell the reader or listener to not to do something just like told in the verb used in the sentence. The different with affirmative form is that, in this form, the structure sentence is in negative form. In the data, only 2 data used this kind of form, it is data 6 and 8. In data 6, “do not handle plug or appliance with wet hands” is a command to the reader or listener to not touch the appliance with hand when it is getting wet. The word “do not” is indicated the prohibition. The same explanation in also for the example in data 8. The sentence “do not use without dust bin and/or filters in place” is used to warn the reader or listener to not use the appliance without its dust bin and or filters because it can cause some errors for the appliance when it is used.

The last form of imperative sentence is imperative in which it is soften with such a request to make it politer to the reader or listener. It is indicated by the use of word “please.” The data using this sort of imperative is data 5. The sentence “please make sure your power supply voltage matches the power voltage marked on the Docking Station,” is requested the reader or listener to make sure that the power supply voltage used is suitable for the appliance just like printed on the Docking Station. The word “please” is used as a request to the reader or listener not a command, it is to make the sentence of imperative softer and or polite to be listened or to be read.

The imperative form above is used rare imperative as well. It is imperative with conjunction. The data using it is data 4. The sentence “Only use as described in this manual” is using conjunction “only” to lead the reader or listener to only use the appliance in the right way just like told in the manual book.

3. Declarative Sentence

Declarative sentence is a sentence that makes a statement. It can be a fact or opinion or observation or only a plain statement in which it is used to communicate information directly. Like other sentence, declarative needs a subject and a verb to support it as a sentence that serves an information for its reader or listener. They were found in data 1, 3, 7, 10, and 11.

Data 1 “close attention is necessary when used by or near children,” contents knowledge that inform the reader or listener about the necessity of close attention when using the appliance when there are children nearby. The subject that support the sentence in data 1 is “close attention” while the verb is “is.”

Data 3, “if there is a drop off in the cleaning area due to a step or stairs, you should operate the appliance to ensure that it can detect the step without falling over the edge.” The sentence told the reading or listener about the possibility of something using conditional sentence. It is indicated by the using of “if” in the beginning of the sentence. In structure form, data 3 can also be categorized as imperative sentence and or declarative sentence using conditional form. But here I put it as declarative sentence because data 3 is not directly commanding the reader or listener to do something, both in the if sentence or in the second sentence, it is only providing information about what the listener or the reader should do when he is in a such situation as stated in the sentence in data 3.

4. Conjunction

Conjunction is a word to connect clauses or sentences. Some conjunctions that are used in this data are on data 1 (when), data 9 (before), data 10 (before) and data 11 (when). The analysis is as follows.

Data 1 “close attention is necessary when used by or near children.” The word “when” in data 1 has a function as a subordinate conjunction to connect main clause to dependent clause to frame a complex sentence and to introduce a subordinate clause itself. There are several functions of “when” as a subordinate conjunction, they are: to show at the time that something happens, to talk about a particular time or situation, to say about a particular point of time when something is happening, and the last is to show a situation that makes someone surprised. In data 1, the word “when” connected the main clause “close attention is necessary” and the second clause “it is used by or near children.”

Data 9 “turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging.” The conjunction “before” here used to show that there is a second action happen before the first one. The first action in data 9 is that we need to turn off the power switch, then the second event is cleaning or maintaining the appliance.

5. Material Process

The data were found in the form of active voice (data 1, 3, 4, 5, 6, 7, 8, 9, and 11); and passive voice (data 1, 2, 10, and 11). Material process shows the process of doing and happening something that has been done physically between two entities. There are two kinds of material process, they are active voice and passive voice. In active voice, the subject participant is as an actor, while the object participant is the goal, while in passive voice, the process is the opposite, that is the subject of participant becomes the goal, meanwhile the object participant is the actor. In data 3, the sentence “make sure the physical barrier is not a trip hazard,” is an example or active voice of material process. The subject participant here is “the physical barrier” as an actor which did an action as mentioned in verb used in data 3, while the goal in this sentence is “a trip hazard.”

Data 2, is an example of passive voice in material process. The sentence “clear the area to be cleaned,” is explained as a process of doing something that is clearing area before cleaning. The passive voice is indicated by the used of auxiliary verb (to be) which is followed by verb in past participle form (V3) “cleaned.”

CONCLUSION AND RECOMMENDATION

Language produced from a procedure text is straightforward language, which contains many declarative and imperative sentences, making it easier for listeners to respond as expected or

do just like the text asked to do. For further research that will discuss about linguistic features in text procedures, it is better to include social functions and other linguistic analyses so as to sharpen research results and make the result of the research more useful. In conclusion, studying procedure texts with an emphasis on social functions and linguistic analyses enriches the research and provides valuable insights into the language's impact on audience response and usability. It allows researchers to develop a comprehensive understanding of these texts and their role in various communicative situations.

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Fake News on Social Media A Threat to Social Conditions: Critical Discourse Study

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ABSTRACT

The phenomenon of using language in cyberspace or social media is trending with various up-to-date applications with the aim of being more effective and efficient communicating. This research really needs to be done because there is rampant communication that is not wise through social media, in addition, no one has studied this phenomenon from a language perspective. This research focuses on fake news texts in the media social context with a focus on discourse, namely the impact of fake news texts on social conditions. The purpose of this study is to describe in depth the problem of the threat of spreading fake news texts on social media to social conditions. The aim is to find out and analyze threats in the form of the impact of spreading fake news on social media on social conditions. Methods and techniques of data collection by way of observation, documentation of the instrument with a questionnaire. Based on the results of an analysis of the data found related to the spread of fake news texts on social media, it has an impact on social conditions in terms of aspects; (a) Aspects of media literacy, less wise in using social media; (b) The economic aspect, the motivation to live instantly is reflected in unhealthy economic competition; (c) Health aspect, reflected by people with unhealthy lifestyles and obstacles to health stability nationally; (d) Political aspects, the occurrence of dishonest and unfair political implementation in the process of political contestation.

Keywords: fake news; critical discourses; social conditions; social media

INTRODUCTION

Any information or news is needed by everyone because without information life will not have a change in adjusting developments about the picture of a situation or condition of life in the past, present and future. Information or news at first easy to obtain (Allcott & Gentzkow, 2017; Bassio, 2017; Bell, 2001; Halliday & Ruqaiya, 1992; Jordan, 1999). This is due to the development of science and technology so rapidly developing in the current era of digitalization.

The development of science and technology does have a tremendous impact on today's life, including the positive impact that it is easier for someone to get information or news through various media, both print, electronic and other media (Broersma, 2013; Carr & Hayes, 2015; Harley, 2008). On the other hand, the development of science and technology in the modern era is very supportive from various aspects in carrying out daily activities, such as in the aspects of education, social economy and culture.

Information or news is very easy to obtain for everyone because it is easily and quickly accessed for the desired purpose, one of which is through social media in the current era of digitalization. Social media is indeed very beneficial from two sides, news makers or news presenters in conveying information with a specific purpose, and news connoisseurs or netizens in receiving the desired information.

Information security is marginalized by information that is far from existing facts because, this is caused by personal or group interests by reconstructing previously established information into information that is vague or vague and becomes buried by hoax information or fake news itself. Indeed, fake news on social media (here after BBDMS) is currently rife with various factors or specific goals that lead to the emergence of fake news presentations, for example economic, social and political factors. As for BB, it has often appeared so far, indeed various information has been presented, both information about religious, cultural, economic, educational, social and political content.

BBDMS is indeed contradictory when viewed from the point of view of the values and norms that exist in the life of the state, besides that it is also very contrary to the values that exist in any religion. In this case, fake news is very contrary to religious values and norms. This can be observed as a very relevant reference material in this study with previous studies, one of which was carried out by Istriyani (2016). The object of previous research has similarities, namely from the context of fake news texts, However, the difference between the current research and previous research is from the side of the study. Previous research looked at the ethical aspect while the current research looks at the language aspect. This research is used as a reference in terms of communication ethics about fake news in cyberspace.

The existence of BBDMS becomes a threat to a country, if it is not paid attention to and monitored in the maximum way. There is a potential that the digitalization of social media is currently a threat to the country, because it has a very significant impact from cultural, social and political aspects. This has been studied in previous research by Legionosuko & Hamowo (2017) Previous research has a relationship in terms of the context of the same research object discussing the problem of the fake news text phenomenon. But in previous research with research there are differences seen from the study, the previous research used the study of social studies, while in this study from the perspective of language, namely the context of discourse. This was used as a reference in this research.

The rampant spread of fake news in the current era of digitalization cannot be stopped by any party, even though our country has legal instruments regarding the ITE Law. Actually, the government's efforts to prevent the use of communication technology tools that are not in accordance with the values and norms have been contained in the ITE Law. This law is an attempt to eradicate all things that are horrendous and make the atmosphere of the nation worse. In relation to this problem, research has been carried out by Prayitno (2017) & Fairclough (1995). This research, if observed from the side of the study, is very different from previous studies, the approach used by previous research is from a legal perspective, while the current research is from a language perspective, namely discourse. Previous research has relevance in terms of the research object, namely a fake news text.

Based on the description of the phenomenon of spreading fake news on social media which is rife in the current digitalization era, then this research is feasible to do to examine all the phenomena of the spread of fake news texts on social media with a language perspective approach from a discourse perspective (Jorgensen et al., 2010; Nunan, 1993; Parwati & Sugesti, 2023; Tyas & Pratama, 2022). The researchers took a step with the focus of this research in terms of the social context from the phenomenon of spreading fake news on social media by exposing the language. This research is expected to educate people to be wiser in using social media by prioritizing social conditions.

METHODOLOGY

Researchers in the process of data collection methods observed some hoax information in the form of text on social media. By looking at some of the content, it is suspected that it belongs to the BB or hoax category. Observations were made because the form of data examined by researchers was BBDMS text content. In accordance with the opinion of Creswell & Poth (2018) which states that the procedure for collecting qualitative data is carried out by qualitative observation, which means that researchers go directly to the field to observe the behavior and activities of individuals at the research site. Qualitative researchers can also engage in roles that range from nonparticipants to full participants.

The next step is carried out by researchers, in data collection is documentation. This is in accordance with Creswell & Poth's view (2018) which states that in the process of data collection, it can be done by collecting qualitative documents. These documents can be in the form of public documents, for example, newspapers, papers, office reports and others. related to this research, including using a qualitative method approach. So, in data collection, according to researchers, it needs to be done by means of documentation. The reason is because the form of data or information in this study is in the form of contents or discourse texts, both written and visual videos contained in social media, which are BB indications. In the data collection method by means of documentation, it is necessary for the researchers to take steps in collecting the data, as a technique to obtain data quickly and accurately. These techniques can be seen in the section below.

Based on the things described above, it is necessary for the researchers to describe several techniques in the process of collecting data by means of documentation with a specific purpose, one of which is to make it easier for researchers to classify and categorize some BB contents. This can make it easier for researchers at the next stage, namely in the data analysis process, why all the steps and techniques in the data collection process are carried out. The reason is to see the condition of the data or information forms in the form of BBDMS discourse text, both written text and visual video. All forms of data in this study are research objects, namely BBDMS texts. For more details, all of these things can be seen in the description of data collection techniques by means of documentation, researchers do this by downloading, screen shots, check lists and retyping.

Nature of research based on the data found, this research is non-field research or literature review which examines fake news texts on social media by reviewing the discourse aspect. The fake news text data is studied in depth and comprehensively according to the text content on social media. For more details, this can be observed from the data and data sources in the section below. Data and data sources includes steps this research has the type of research data in the form of qualitative data in the form of BBDMS discourse text. The discourse text on social media becomes the data in this study. The research studied in the perspective of critical discourse initiated by Van (2000). The purpose of the researchers using the critical discourse analysis approach is to answer all problems regarding the phenomenon of language use in social media. This is in accordance with the type of data to be examined, namely qualitative data because it is abstract and ambiguous. The source of data in this study is BB text which is widely spread on social media via Facebook, WhatsApp, Twitter and other social media accounts.

Research instruments includes steps the previous research provided a description of the things that support the data collection process. Indeed, in providing an explanation in every study there must be elements that support, to assist in the research process. All of these things are very much needed by every researcher in uncovering a phenomenon about the conditions to be studied. Such phenomena are called instruments or research tools. The above argument

is in accordance with the opinion of Arikunto (2002) which states that the research instrument is a supporting tool to facilitate the data collection process that aims to achieve maximum, comprehensive and systematic results so that they are easier to process. The instrument used in this study was a questionnaire related to the impact of spreading fake news on social media.

This research includes research that uses a qualitative approach method. This study aims to understand and reveal the phenomenon of contemporary language use on social media by looking at discourse texts about BB. It is appropriate for this research to use a qualitative approach as its method. Such thing, indeed, this research looks at texts on social media that no one can stop. This has become a culture in the use of social media in the digital era and the current democratic era. In addition to the methods applied in this study, the next step is data collection techniques. The first steps were carried out by the researchers as a first step in collecting data, observation and documentation. For more details, all these steps are described in the section below.

After obtaining a variety of data that has been collected through various methods in data collection, researchers then carry out data processing. This really needs to be done by researchers with the aim that it can be used according to the needs of this research. The data obtained by the researchers is then processed using several techniques, including data verification with the aim of facilitating the data analysis process at the next stage. The data verification process is adjusted to the BB text content contained in social media accounts. The data that has been obtained by the next researchers need to be verified in accordance with BB's contents. This is done by taking BB text data that has the potential to suit the needs of this research problem.

The process of data processing in this study was carried out by the researchers by verifying the data according to the needs which can be in the form of images, text and tables. The aim is to facilitate the researchers in the process of analyzing data which can be considered more efficient and effective before the process of data analysis.

In the process of data analysis, what is used by the researchers are the methods and techniques of data analysis including, as a first step, all the data findings are classified. In the process the data is classified into several categories, from BB content found on social media. The data is classified based on content relating to criminal, health, economic, religious and disaster issues.

In addition, the data is classified on the basis of users or actors who spread and makers of BB, both male and female. Then the data is classified from the findings of the data, based on profession as public officials, politicians, actors/artists, religious and community leaders, and students. The classification of the data findings is then seen based on the level of education from the low level of education to the high level of education. The next step, data that has been classified based on certain contents, is analyzed according to the data findings. The data is described one by one from all the data collected, then the data is interpreted in detail from the BB discourse text. The data is differentiated based on the content or context of the BBDMS.

RESULT AND DISCUSSION

Unknowingly that someone does not experience indirectly the impact or result of an action. This can be categorized as an action that is not commendable, namely spreading BB or hoaxes. In fact, the influence is very significant for community groups and personal interests. However, the effect or impact is still abstract. The impact that can be experienced by community groups in general from the act of spreading BB or hoaxes can affect personal behavior in particular and the social context or social conditions in the midst of society related to a particular community culture.

According to the researchers, all aspects that have been mentioned need to be reviewed based on the impact of the influence of the spread of BBDMS in the midst of today's society. Therefore, to clarify this problem, all of these things can be considered in the explanation below.

LITERACY ASPECT

Social media as a vehicle for interaction in communicating individually and in groups is carried out indirectly or through cyberspace. Some people use social media applications with different types of applications to suit their individual tastes. There are those who use social media feel more comfortable with WhatsApp and other social media applications. The essence of social media is as a forum for outreach in various fields: religious, social, cultural, economic and political.

The diversity of readings contained on social media from a positive perspective adds insight and repertoire for readers and media connoisseurs. In addition, there are various treasures for layers of society who may not know things from the cultural side of other community groups. On the negative side, the media as a vehicle for communication stirs up one another, ridicules and fights, both personal and group. The aim is to defame other people or bring down political opponents in the contestation of democratic parties.

Acts of blasphemy, fight against each other, hate speech framed in information issues or BB. This sort of thing often happens on social media because social media is a fast and indirect distribution of crime. It can be experienced by other people by spreading information issues or a BBDMS. This action was most strongly triggered due to the lack of community literacy so that it became the main source of the spread of BBDMS.

The researchers described several things related to the problem of the impact of BBDMS texts on social contexts. In the social context in this section is the aspect of community literacy which can be seen from the side of motivation, the level of competence of community literacy in understanding information both in mass media and social media. For more details, see the explanation below.

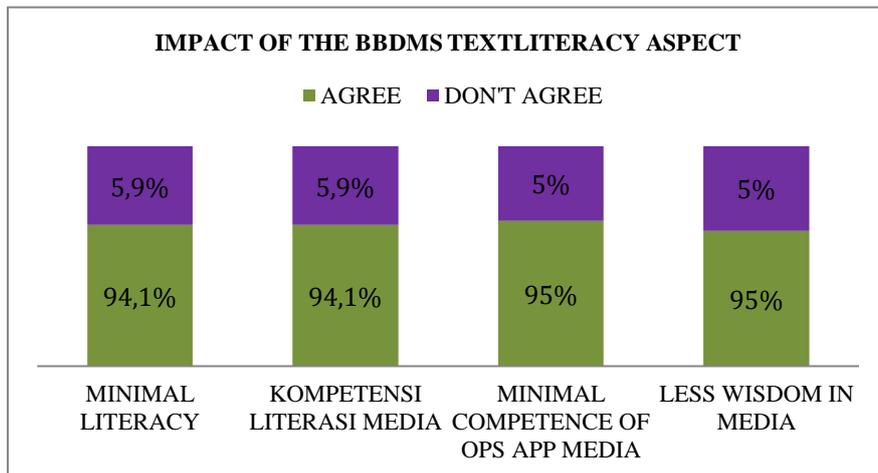


CHART 1. The impact of BBDMS text in media literacy aspects

ECONOMIC ASPECT

Technological developments in the current era of digitalization really help people in general to carry out their daily activities because of the application of the industrial technology revolution in the current phase 4.0 which is widely used by all levels of society by using various media to interact with specific purposes.

The purpose of technology as a supporting tool in communication. Things that are economically promising, for example the use of technology, in this case social media, is used as a vehicle for the promotion of various types of goods offered by sellers to enthusiasts and customers because they post various products, both from primary and secondary needs.

When viewed from the positive side of current technological developments, the use of social media as a national market and global market can reap greater profits compared to the capital they have. Indeed, the current state of the global market is far more advanced than in the past because time and costs are more efficient.

The phenomenon of spreading BBDMS has a huge effect on social conditions in the current digitalization era. The deployment is a motivation in itself both in terms of personal and group interests. The content published on social media in this context is part of the micro and medium economy. Most of the content is essentially the motivation of the main actors for the spread of BB which aims to drop a product from a certain company and seek personal financial gain.

This section describes the impact of BB texts that are not factual on the economic situation in society in general, starting from the lower class to the upper classes. The effect of the BBDMS text on society in general based on the results of the analysis is very significant from an economic perspective. In this case, the researchers classified the impact of the BBDMS text on social conditions from the economic aspect into three categories: economic competition, economic health, and social media as capital.

The category of impact of the BBDMS text on society mentioned in this section describes several questions, why did these things happen and what was the motivation for these actions.

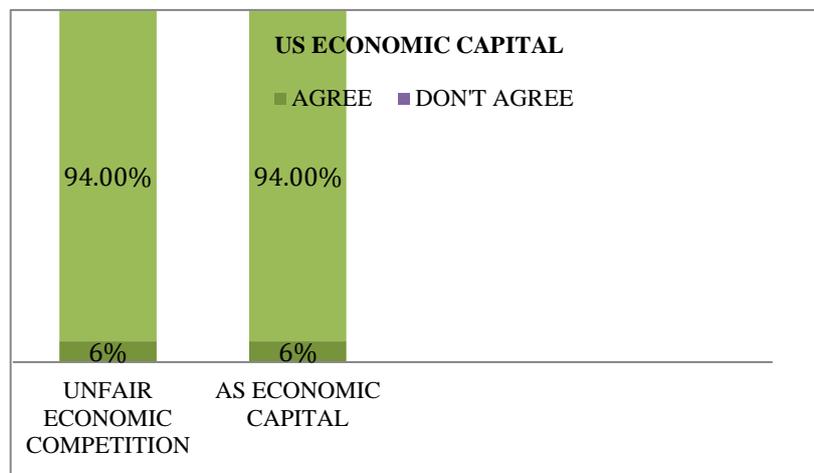


CHART 2. The impact of BBDMS texts in health aspects

THE IMPACT OF BBDMS TEXTS IN POLITICAL ASPECTS

The color of democracy really determines the outcome of the existence of a developing country in the process of building a democratic government system at a more established level, namely today's democracy. Because the benchmark of a country's democracy can be said to be an independent country and managed to regulate circulation or regulations that will be applied in the life of the nation and state, of course the application needed is to implement a democracy that has honesty and justice.

Indonesia has a democratic system that has occupied a position that can be said to be a mature democratic country. In the implementation process runs according to the rules that have been determined. Even though in reality it cannot be denied that the problem of the application

of democracy itself is still not optimal. Several other countries recognize that Indonesia has an established democratic process.

Politics is an action that is oriented in a democratic system owned by a country with the aim of building a transparent and accountable government system. Political parties are political machines that have legitimate legality, this has been mandated by the state, although it differs from the side of the political machine used, however, has one specific goal that must be achieved by politicians to occupy good positions in the legislature and parliament.

The democratic system in undergoing the process has stages that have been regulated in the Election Law, both the Election Law which regulates elections to the regions or the DPR and presidential elections. One of the stages that is very influential and has a high sensitivity in the process of these stages is the campaign stage. The campaign stage is one of the democratization processes that has high complexity compared to the other stages, because the process in the campaign itself has certain rules.

Campaigning is indeed one of the actions that is necessary and must be carried out by candidates participating in democratic contests both as candidates for Regional Head, DPR and President. The campaign stage is the stage of dissemination of the vision and mission conveyed by the candidate to all supporters honestly without badmouthing the opponent or bringing down the opponent in an unhealthy manner. This is in line with Kholid's opinion (2019) which states that a black campaign means that the campaign by making BB aims to attack other candidates. The slander that is conveyed is not supported by data and is far from the value of the truth which is absolutely not justified to do.

Based on the description above, in the opinion of the researchers, in general it can be said that the phenomenon of BBDMS text is widespread in the midst of society, both through the real world and cyberspace, which greatly influences the impact of political stability. This can be detrimental indirectly to the organizers who are said to be dishonest and fair. This problem gave rise to various protests in certain areas due to the omission of the BBDMS text fake news on social media. The impact or influence of the BBDMS text is described comprehensively based on the results of the analysis. For more details, you can pay attention to the opinion diagram section from the audience below.

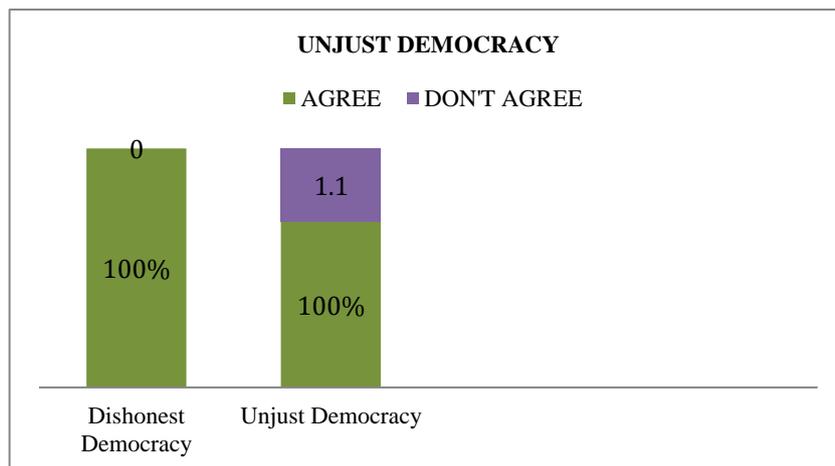


CHART 3. *The impact of BBDMS texts in political aspects*

CONCLUSION AND RECOMMENDATION

Based on the results of the data findings and data analysis, a conclusion can be drawn that the spread of fake news texts is indirectly a threat in the form of an impact on a social condition that no one can deny. The threat of spreading fake news texts to social conditions includes aspects

of literacy, economic aspects, health aspects and political aspects. All of these aspects are indirectly a threat to social conditions if considered in a social context which cannot be separated from all aspects of living a life process. This is corroborated by empirical evidence contained in the correspondence regarding all these aspects in a very significant quantity.

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Pre-service Teachers' Perceptions after Designing TPACK-based Media for 21st Century Learning in Practice Teaching Experience

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ABSTRACT

There are three research objectives in this research. First, to find out the pre-service teachers' perception of using Technological Pedagogical Content Knowledge (TPACK)-based media in their teaching practice. Second, to explore technological content knowledge TCK-based media which pre-service teachers used in their teaching and learning. Third, to describe the challenges that the pre-service teachers face in practice teaching experience. This research used descriptive qualitative method. The subject of this research consists of 25 pre-service teachers. The data of this research were collected by using questionnaires and interviews. The questionnaire consisted of closed-ended questions using a Likert scale to measure participants' perceptions related to TPACK implementation. The responses from the questionnaire were analyzed using pie charts to visually represent the distribution of responses. Additionally, interviews were conducted to validate the questionnaire responses and gain further insights into the use of TPACK-based media. The findings of the study indicated that pre-service teachers held positive perceptions of TPACK-based media. They reported implementing TPACK-based learning approaches, successfully overcoming design challenges, and observing improved student engagement and comprehension. The study underscores the importance of technological content knowledge (TCK) utilized by pre-service teachers during their teaching experience. By examining the development and practical application of TPACK, the research aims to contribute to the design of professional development programs that enhance pre-service teachers' technical pedagogical knowledge.

Keywords: perceptions; pre-service teacher; teaching practice; TPACK; 21st century

INTRODUCTION

Current demands for teachers' knowledge include not only knowledge of the discipline of science they teach and pedagogical knowledge related to classroom principles and strategies, but also the ability to manage effective teaching through the use of technology (Asad et al., 2020; Nur Aenida, Herdiawan, & Rofi'i, 2022) need for pre-service teachers to feel prepared and comfortable using technology in the classroom is perhaps the most important factor in attaining effective technology integration among pre-service teachers. According to Valtonen et al., (2017), pre-service teacher education is the ideal setting for addressing the challenges that national and international educational systems confront.

A teachers' perceptions and thoughts about the interaction between technology, content, and pedagogy are influenced by their use of technology in the classroom and their technological competencies; therefore, it is crucial that they receive professional development in this area (Çırak & Demir, 2014; Widyanita et al, 2023). To analyze and describe pre-service teachers' perceptions of technology integration in education, it is necessary to develop a framework. This framework should be grounded in theory and empirical evidence in order of evaluating and tracking the educational paths of pre-service teachers.

According to Mishra & Koehler (2006), the Technological, Pedagogical, and Content Knowledge (TPACK) framework is an example of a technology integration paradigm that can become one of the most successful ways to adapt teacher knowledge. TPACK is an established theoretical structure between researchers who study the use of information and communication technologies (ICT) by pre-service teachers (Voogt et al., 2013). In accordance with (Mishra & Koehler, 2006), the TPACK framework includes seven constructs: Content Knowledge (CK), Technological Knowledge (TK), Pedagogical Knowledge (PK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPACK).

In accordance Raudyatuzzahra (2020), teachers should be capable to establish an enjoyable classroom environment so that students will pay greater focus to their instructions. As remarked by Voogt et al. (2013), teachers must be familiar with a variety of pedagogical approaches in order to take advantage of ICT and facilitate learning's acquisition of 21st-century abilities. The emphasis of twenty-first century skills is on pedagogy, including collaborative learning and problem-solving as pedagogical practices. We hypothesize that the TPACK model, when linked with the educational aspects of 21st-century skills, will offer an extensive framework for researching and assisting pre-service teachers' development of TPACK that is aligned with 21st-century skills. Voogt et al. (2013) state that in order for teachers to make effective use of information and communication technologies (ICT) and contribute to the growth of students' twenty-first-century skills, they need to be familiar with a variety of pedagogical techniques. The implications of this point to the necessity of incorporating abilities relevant to the twenty-first century into the curriculum of future teachers.

It is common knowledge among those who work in education that the act of teaching is a challenging profession that calls for an intricate blending of a wide variety of fields of expertise. Teaching is a representation of an ill-structured subject since it requires teachers to employ complicated conceptual structures in a variety of situations and contexts (Mishra & Koehler, 2006). Thus, teaching is an instance of a field that does not fit neatly into one area. Kong et al. (2013) says that teaching has changed in the 21st century and that teachers must be able to use technology in their lessons to meet the current day's standards. So, it is important for new teachers to start using technology in their lessons as soon as they get to the field. Thus, this study aims to find out pre-service teachers' perceptions after designing TPACK for 21st century learning in practical teaching experience.

Unfortunately, not all educators are capable of managing and integrating technology into the teaching-learning process. In light of this fact, it would be advantageous to require teachers to take technology courses as part of their education curriculum. Therefore, the objective of this research was to determine the perceptions of pre-service teachers focusing on how TPACK-based media knowledge related to the use of various technologies in their teaching practice experiences. Given the current limitations in TPACK research, the aim of this study is to investigate how classroom educators construct TPACK and utilize it as an approach to assist in the design of learning innovations during lesson preparation and

practice. The researchers will focus on the technological content knowledge (TCK) used by pre-service teachers in their teaching experience. This can help shape the design of professional development initiatives targeted at strengthening pre-service teachers' technical pedagogical knowledge by examining the evolution of TPACK and its practical use. It can also offer insightful information for teacher education programs. In the end, our research aims to close the knowledge gap between theory and practice, enabling successful and significant technology integration in educational settings.

The understanding of perception comes from several definitions of perception. Qiong (2017) remarks that perception comes from the Latin terms *perceptio* and *percipio*, that mean obtaining, gathering, and comprehending with the thoughts or the senses. According to Walgito (2010), perception is a process that begins with collecting a stimulus through the senses, then continuing with the stimulus, and the following process is referred to as a perception process. Perception is the process through that a person or a group look at a circumstance. It involves the gathering of inputs and the usage of thoughts and emotions in understanding (McDonald, 2011). Perception is completing information and giving meaning to sensory stimuli via objects, relationships obtained, and experiences (Rahmat, 2018). The perception process does not take place despite the sensing process. Interpreting the meaning of sensory information requires sensation, attention, expectancy, motivation, and memory. According to Wilcox (2018), perception is the brain's interpretation of all information given by all senses, including what we have seen, everything we want, expect, assume, and need, as well as our experienced. As said by Morissan (2013), psychological factors influence perception. Everything observed will always give meaning, and that meaning is significant to what is seen. Experience, understanding, and contextual circumstances all have a substantial impact on perception. According to Mahmud (2018), perception refers to the process through which our brain interprets stimuli. Perception can also be defined as a perspective about the happenings to us. Not only is the stimulus itself a factor in perception, but also the stimulus background, sensations, emotions, attitudes, and intentions at the time.

TPACK is a framework that explains the links and complications of technology, pedagogy, and content (Mishra & Koehler, 2006). The junction of these three knowledge kinds is an intuitive understanding of teaching subject with appropriate pedagogical approaches and technologies. The TPACK framework has seven parts. First, Technology knowledge (TK) expertise encompasses pencil and paper, the Internet, digital video, interactive whiteboards, and software applications. Second, Content knowledge (CK): Mishra & Koehler (2006) define content knowledge as "knowledge about actual subject matter that is to be learned or taught." Teachers must understand their curriculum and how knowledge varies by subject. Third, Pedagogical knowledge (PK) is evaluation, lesson planning, classroom administration, and student learning all form part of PK. Fourth, Pedagogical content knowledge (PCK) is content knowledge that is relevant to teaching. Fifth, Technological content knowledge (TCK) refers to the awareness of how certain content might be presented through innovative uses of technology. It suggests that educators are aware of the potential for some technological tools to revolutionize the ways in which students learn and apply knowledge in a given subject area. Sixth, Technological pedagogical knowledge (TPK) refers to the process of gaining an understanding of how various technologies might be utilized in the classroom as well as how these technologies may influence the approaches used by educators. Seventh, Pedagogical content knowledge (TPACK) is the knowledge teachers need to integrate technology into any topic area.

By employing suitable pedagogical approaches and technologies to teach material, teachers intuitively understand the intricate interplay between the three basic components of knowledge (CK, PK, TK). In line with this, a study from Batane & Ngwako (2017)

illuminates the importance of equipping pre-service teachers with technology skills and knowledge to satisfy the educational demands of the twenty-first century. They emphasize the need for a systematic and comprehensive strategy involving all stakeholders to ensure a smooth transition from training to practice for pre-service teachers, reinforcing the use of technology at all educational levels.

Research by Nordin et al. (2013) emphasizes the importance of pre-service teachers learning about technology, content, pedagogy, and their interaction, known as Technological Pedagogical Content Knowledge (TPACK). The perceptions of pre-service teachers' TPACK mastery levels before and after field experience in schools were evaluated to see if there were any significant differences in TPACK after field experience. The TPACK survey was completed by 107 pre-service teachers enrolled in a research-intensive university program in New Zealand. Three student teachers were interviewed both before and after the fieldwork. Pre-service teachers performed best in the TPACK domains of Content Knowledge (CK) and Technology Knowledge (TK) before and after field experience. Following field experience, TK, PK, PCK, TCK, and TPACK all increased dramatically. Taking into account pre-service teachers' perceived knowledge prior to field experience, the study highlights the importance of field experience in developing TPACK and warns against misinterpreting TPACK survey results.

Koh, Chai, Wong, and Hong's theoretical paper explores the challenges teachers encounter while building ICT lessons for 21st-century learning and the need of TPACK and design thinking. The authors use the literature on design thinking to explain a conceptual framework that views teachers' The design procedure as non-sequential and episodic, and relying on how they experiment with ideas, develop design structures, alongside as they create and carry out teachings. TPACK structures are viewed as cognitive tools used by instructors in the planning process. The framework shows how guiding questions might trigger different types of teachers' TPACK throughout the design process.

A study conducted by Jannah et al. (2020) aimed to identify elementary school teachers' perceptions of digital technology-based learning in the 21st century. Using qualitative research and phenomenology, ten teachers were interviewed for this study to acquire data. Teachers believed that digital integration in elementary schools would have a positive impact on both the instructional process and student learning outcomes. However, the presence of digital technology in learning caused students to experience social and cultural issues. It was discovered that the effectiveness of digital-based learning depends on the competencies of teachers, such as digital skills, creative thinking, and communication skills. The research suggests promoting these competencies via collaboration between educators, stakeholders, parents, and education environment parties. The study's findings are consistent with those of previous studies that emphasize the significance of integrating technology in learning and the need for adequate technological devices, facilities, and infrastructure, as well as qualified teachers, in order to integrate technology in learning.

A study from Batane & Ngwako (2017) investigates the use of technology by pre-service teachers during their teaching practicum and the factors that influence their technology adoption. The majority of pre-service teachers did not use technology in their classrooms, despite having high levels of technology competency, according to the study. Fewer than 10% of the participants utilized technology in their classrooms, and the vast majority of instructors who did so taught in private institutions. A lack of training, support, and access to technology, as well as a perception that technology was not required for passing teaching practice, were among the factors identified in the study as impeding technology use. Additionally, the availability and accessibility of technology resources in institutions were analyzed. The results revealed that the majority of pre-service instructors lacked access to technology resources, and those with access had limited access. The study suggests that

schools provide adequate technology resources to pre-service teachers to facilitate the integration of technology into their teaching practice.

METHODOLOGY

In conducting research, the researchers used a qualitative method and a descriptive approach. According to Jackson & Mazzei (2011), qualitative research uses circumstances as the main data source, with the researchers serving as the primary instrument. According to Creswell (2012), qualitative research is a method for studying and understanding how important it is of people or groups attributed to a society human issue. Designing objectives and methods, collecting data from participants' circumstances, implicitly analyzing data, evolving from specific to general themes, and data analysis are all components of the research process. The arrangement of the final report was inconsistent. This assertion asserts that the application of qualitative methodologies allowed the writer to accurately describe the facts.

In this research, instruments used to collect the data were questionnaire and interview. The primary data source for this research was their reflective perception of using TPACK-based media in the past. According to Kumar (2011), a questionnaire is a handwritten survey form where respondents agree to give a response and submit their responses. In a questionnaire, respondents learned the questions, comprehended what was necessary, and then answered with their responses. The researchers used closed-ended questions in this research. This closed-ended question used the Likert scale type, also known as a summated rating scale, as the type of attitudinal scale. The researchers supplied five possible responses using Likert Scale; strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaires included numerous items representing twenty questions related to technological content knowledge (TCK). The TPACK-21 questionnaire provides a useful tool for evaluating pre-service teachers' knowledge and skills related to 21st-century skills, including creative thinking, critical thinking, and information and communications technology (ICT) (Valtonen et al., 2017).

The data from the questionnaire was analyzed by determining the percentage of each student's response to each question. Each of the questions is described in the percentage through the diagram. Firstly, the researchers grouped the data and created a pie chart by grouping comparable responses together. This helped visualize the percentage distribution. Second, researchers interpreted the diagram to determine the response categories with the highest frequency. This provided with a sense of the prevalent perspectives among the respondents. Then the researchers described in the form of paragraph text. The researchers also used interview to collect data. Interviews are a standard technique for gathering information from participants (Kumar, 2011). Interviews are one of the most used methods of gathering information by asking questions to receive answers from participants (Jemna, 2016). In this study, the researcher used a semi-structured interview type. The semi-structured interviews are a type of data collection approach appropriate for qualitative research. In semi-structured interviews, researchers must provide a question guide to be easily understood by respondents, after which they will answer in their own words (Adhabi & Anozie, 2017). This interview method was used to validate questionnaire responses and learn more about TPACK-based media. According to Matthew et al (2014), the researchers used data analysis techniques to analyze interview transcripts. The data analysis of the Miles & Huberman model is a continuous process between data collection, data reduction, data presentation, and conclusion. The researchers derived conclusions based on the questionnaire and interview. These questionnaire and interview demonstrated pre-service teachers' engagement in technology competences in teaching based TPACK. The pre-service teachers' at MAN 1 Kota

Semarang during the school year 2022/2023 served as the focus of this particular case study which had a total of 25 pre-service teachers of Universitas PGRI Semarang and Universitas Negeri Semarang. A Google form was used by the researchers to distribute the questionnaire and interview.

RESULT AND DISCUSSION

To explore the pre-service teachers' perceptions after designing TPACK-based media for 21st-century learning in practice teaching experience, the researchers provided a questionnaire to figure out the objectives of this study. The questionnaire contained of 20 questions, including 15 closed questions and 5 open questions. The following diagram displayed the research findings.

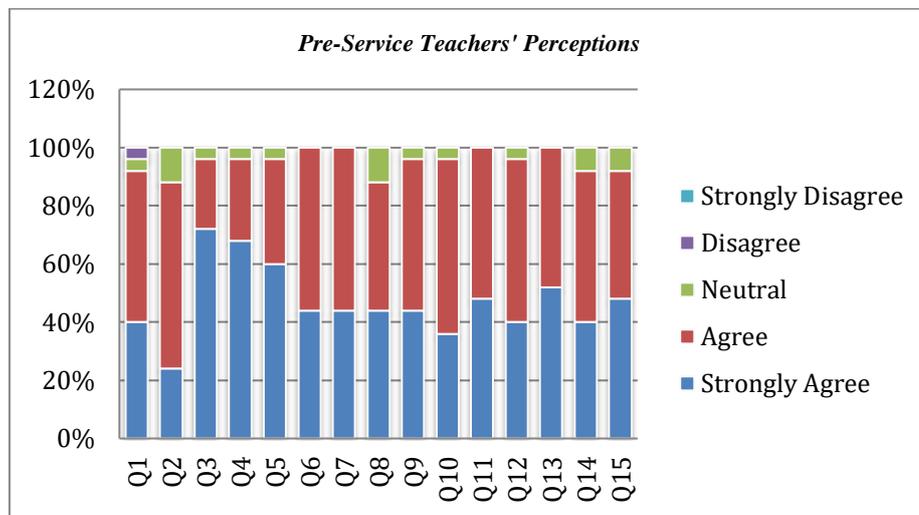


FIGURE 1. Pre-service teachers' perceptions

Based on the Figure 1, the researchers discovered that the majority of pre-service teachers hold positive perceptions about TPACK-based media. The result of question number one was 52% of the pre-service teachers strongly agreed that they have implemented TPACK-based learning approaches in their teaching practice. Based on question number two, 64% of the pre-service agreed that they overcome hurdles in designing TPACK-based media. Question number three was the pre-service teachers find it easier when teaching with technology. The result showed that 72% of the students were strongly agree, it could be conclude that they find using technology to teach simpler. This was supported by questions number four and five with presentation results of 68% strongly agree that technology enhances student participation and engagement and 60% strongly agree that the TPACK-based media can improve 21st-century learning comprehension. Question number six and seven showed pre-service teachers all agreed that TPACK improves their teaching quality. They utilize learning media integrating content, technology, and effective teaching strategies, including multimedia presentations, interactive tools, and online resources. According to the results of question number nine, 52% of the pre-service teachers strongly agreed that the use of technology in learning has improved the efficiency and effectiveness of the learning process. Pre-service teachers use various technologies such as interactive projectors, PCs, learning software, and mobile devices. According to the results of question number twelve, 56% of the pre-service teachers strongly agreed that understanding TPACK can enhance their creativity in designing engaging learning experiences, indicating their belief that TPACK-literate individuals can

offer more engaging learning experiences. This was supported by the result of question number 13,14,15 showed most of pre-service teachers agreed that TPACK could helps them adapt to 21st-century technologies and student needs, fosters creativity and innovation in learning design, and promotes interactive learning.

From collected research data, it was found that the results of interviews are presented in the following table.

TABLE 1. The result of the interviews

Category	Perceptions
Media	Quizizz, ppt, video animation, YouTube , liveworksheet, kahoot, powtoon, mentimeter, wordwall, jamboard, canva.
Facilitating 21st-century learning	<ul style="list-style-type: none"> a. Make it easy for teachers to show engaging and innovative learning media b. Improve students' enthusiasm in learning c. TPACK can help students develop critical thinking skills d. Technology is crucial to 21st-century learning.
Advantages of TPACK implementation	<ul style="list-style-type: none"> a. Increase student learning motivation; b. Enhance student comprehension; c. Simplify complex learning content; and d. Aid pre-service teachers in achieving competency development objectives. e. Enhance pre-service teachers' abilities to use technology collaboratively in the classroom. f. Simplify the distribution of instructional materials, evaluation, and assessment.
Challenges	<ul style="list-style-type: none"> a. school facilities are less applicable b. adjusting technology and subject to be taught c. limited ability to explore technology d. lack of internet network availability e. creative teaching materials
Solution	<ul style="list-style-type: none"> a. research online and ask peers. b. paying attention to the topic to be taught, need to examine the characteristics, modalities, and needs of students in learning to adapt what technology supports this subject. c. Self-improvement through training d. using technology that optimizes classroom accommodation e. checking again some of the things to do before learning

From Table 1, it can be assumed that pre-service teachers utilize a variety of media based on the TPACK framework to enhance their teaching practice. These media include Quizizz, a platform for creating interactive quizzes; PowerPoint presentations to deliver content in a visually engaging manner; video animations to illustrate complex concepts; YouTube for accessing educational videos and tutorials; liveworksheet for creating interactive worksheets;

Kahoot, a game-based learning platform for formative assessments; Powtoon for creating animated presentations; Mentimeter, an interactive presentation tool for real-time audience engagement; Wordwall for creating interactive games and activities; Jamboard for collaborative brainstorming and visual organization; and Canva for designing visually appealing learning materials. These media tools enable pre-service teachers to leverage technology effectively in their classrooms, making learning more interactive, engaging, and tailored to the needs and preferences of their students.

The TPACK framework, according to pre-service teachers' perceptions, facilitates 21st-century learning by providing several benefits. It makes it easy for teachers to incorporate engaging and innovative learning media, improving students' enthusiasm in learning. TPACK also helps students develop critical thinking skills through the effective integration of technology in the classroom. Furthermore, it recognizes the crucial role of technology in 21st-century learning, preparing students for the digital age by fostering digital literacy, communication skills, collaboration abilities, and adaptability. Overall, the TPACK framework empowers pre-service teachers to create dynamic learning environments that enhance students' engagement, critical thinking, and technological competencies, aligning with the needs of 21st-century learning.

According to the perceptions of pre-service teachers, implementing TPACK in their teaching practice requires overcoming numerous challenges. Firstly, limitations in school facilities hinder the effective integration of technology. To address this, educators can conduct online research and consult peers for insights. Secondly, aligning technology with specific subjects requires careful consideration. A thorough analysis of the topic, student characteristics, and needs can help determine the best technology support. Thirdly, constraints in exploring and utilizing technology due to limited resources or training opportunities can be resolved through self-improvement via training programs. Additionally, employing technology that optimizes classroom accommodations and efficient resource utilization proves beneficial. Lastly, the creation of creative teaching materials can be demanding, but reviewing and preparing materials in advance ensures alignment with learning objectives and technology integration. By implementing these solutions, pre-service teachers can improve their TPACK skills, integrate technology effectively, and design engaging learning environments.

CONCLUSION AND RECOMMENDATION

Pre-service teachers have favorable perceptions of TPACK-based media in teaching. They have successfully adopted TPACK-based learning methodologies, overcome design challenges, and think that technology improves student engagement, comprehension of 21st-century content, and teaching quality. They use numerous media resources, such as interactive projectors, PCs, learning software, and mobile devices, to create interactive and unique learning experiences. Despite barriers, pre-service teachers are determined to use research, peer consultation, training programs, and preparation to overcome obstacles and create dynamic learning environments. Embracing the TPACK framework and successfully utilizing technology prepares students for the 21st century and builds critical abilities.

The outcomes of the research align with those of previous studies that emphasize the significance of integrating technology in learning and the need for adequate technological devices, facilities, and infrastructure, as well as qualified teachers, in order to effectively employ technology in teaching. Consequently, it is essential to offer pre-service teachers their training in order and support for successfully integrating technology into the classroom in order to establish a successful learning setting.

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Thematic Progression in Jack Ma Speech “We Never Give Up” and as an Alternate Source for Teaching Speaking

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ABSTRACT

This research mostly concentrated upon the thematic progression discovered on Jack Ma’s speech “We Never Give Up”. The current study attempts to identify thematic progression patterns on the speech, to show the most common sort of theme progression pattern found in the speech, to explained the thematic progression observe in the speech. The research design is Qualitative descriptive research. The research objective was Jack Ma’s “We Never Give Up” speech. The data from the speech script formed the study’s instruments. The discussions from the study may conclude three kinds of thematic progression. There is a constant pattern with 136 findings, the zig-zag pattern with 14 findings, and a multiple pattern with 4 findings. The dominant type that being used in Jack Ma’s speech is constant theme. The constant patterns can be implemented by using the prior clause’s rheme as the theme in the subsequent sentence, whereas the pattern of constant theme is generally applying since it is relatively simple to employ by repeating themes from the previous clause, the split theme pattern may be involved by taking rheme for two themes, and the multiple theme patterns can be employed when developing the following clause using a theme as a topic. As an alternate source for teaching speaking, thematic progression helps the watcher to understand the message from the speech and the result from thematic progression will provide information to the watcher.

Keywords: Jack Ma speech; teaching speaking; thematic progression; theme-rheme

INTRODUCTION

There are two prominent spots in an English clause: the beginning (Theme) and the conclusion (Rheme). The beginning of the word carries information that connects the clause to what has come before it. This information is found in the clause initial nominal group. As stated in Halliday & Matthiessen (2004), the theme is the element which serves as the starting-point for the message: it is what the clause is going to be about. The theme of a clause often involves common, or given, information, that is information that has already been mentioned somewhere in the text or is familiar from the context. Meanwhile, rheme is defined as the component of the sentence that promotes the theme. The rheme typically contains unusual or fresh information. The rhemes identification criteria are easy to understand, everything that is not the theme is the rheme. As a result, once you have to identify the theme in a phrase, you also found the rheme after.

The theory from Eggins (2004) indicates that a sentence or a clause is composed of a theme and rheme, with the Theme serving as the initial point of a clause informing readers what information is to follow, and the rheme serving as the consequent or remaining

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component of a clause that forms the entirety of a sentence following the theme. Thus, Rheme in the above sentence is "is not for sale" and serves as a subject expansion. Scholars use several methods to categorize and name the evolution of a text in order to examine its thematic progression.

Text, based on Halliday (2004), is any occurrence of language in any form of communication that makes sense to someone who knows the language. Further, Paltridge (2012) & Linda et al. (2017) identified three forms of thematic progression patterns: theme reiteration/constant theme pattern, zigzag linear theme pattern, and multiple theme/split rheme pattern. A solid comprehension of thematic evolution. Regarding the process of thematic progression finding the researcher will use it for teaching speaking. The result of the data can be an example for teaching speaking in the classroom. Students who study thematic progression are capable of conceive the languages meaning in sentences, hence this method of teaching teaches language's meaning in sentences. The meaning itself could have a social significance. It refers to the relationship between language-using individuals. By this research the watcher being aware of the increase on speaking students' ability to comprehend the sentence clause.

The previous studies revealed that after studying recount text using thematic progression method, their speaking competence were increased (Lewier, 2020; Mahastu et al, 2022; Simamora et al., 2019). It is important of students to know how to enhance their speaking skills in order to fully understand recount material by understanding the meaning. For translator, how a translator handles worldview gaps between the source and target language texts. The gaps in perspective can be discovered by studying each sentence selected by the translator. (Oktaviani, 2013). Other studies discussed about Systemic Functional Linguistics (hereafter SFL). According to (Feng & Espindola., 2013), SFL is a language theory concerned with the function of language in various settings. It specifies how languages differ to meet the needs of users. Halliday & Matthiessen (2004) underlined that SFL is the progression of systematic functional grammar, which was introduced in the 1960s. In addition, Maharani et al., (2022) discussed that language aids in interpreting what someone is attempting to communicate in a sentence. The linguistic structures we utilize are contained in Systemic Functional Grammar (hereafter SFG). The emphasis of SFG is on the examination of text and meaning through the implementation of words (Kuswoyo, 2016).

There are many definitions of theme-rheme according to the experts. The issue that is spoken is referred to as a theme by Gerot & Wignell (1994). Rheme is concerned with what is spoken, meanwhile, theme also indicates where the communication begins and where it is heading. Previous studies by Nadilla (2020), Teich (1999), & Rahmawati (2016) confirmed that theme is a specific aspect of the clause that gives a specific interpretive context. Conforming to thematic progression in nursing students written text, thematic progression plays a significant function because the development of ideas may be seen. These researchers suggested that the professor and students examine the students' ability to produce qualified spoken and written content that can fulfill communicative competence. Rheme is the development of a theme that explains the theme's purpose. Meanwhile, according to Halliday and Matthiessen (2004), a theme is the first component of the message that acts as a beginning point for the message and tells what the clause is about. The clause in which the theme is developed includes rheme. Where it provides new or unusual facts on the theme. As a result, topic and rheme are typically constrained. The theme states the topic in the clause as well, and it is supplemented by new specific information known as the rheme.

The study of thematic progression from Hawes (2015) stated that the familiarization with subject evolution in tabloids and broadsheets, respectively, an overview of a spectrum of progression from formal to informal should be provided. Additionally, the teaching thematic

progression pattern by Los, n.d., (2003). The examination of thematic progression in student writing Syharizal et al., (2018). They explored another purpose of speech is not only to convey a statement or words but also can give an effect or invite the listener to do something and have the benefit of the delivery.

Based on Ardhiani et al., (2021), the general objective of the speech is to communicate, and that in order to successfully transmit the message discussion. Speaking is more than just making sounds or saying words; it is a tool for communicating thoughts that have been prepared and developed in response to the demands of the speaker or listeners. Students should be exposed to actual activities that make use of language as a tool for communication. It also elaborated by Rahmawati & Kurniawan, (2017) the study of thematic progression analysis in Indonesian EFL Students' thesis abstract. It shows the use of constant theme patterns, which makes their writing well-arranged. The use of theme-rheme and thematic progression in speech and its translation by Oktaviani, et al. (2013). Further, the theme and rheme analysis and politeness as a discourse analysis by Rahardjo et al., (2021). One of the theories employed in this study by Halliday (2014) and the established thematic progression theory Paltridge (2006) is thematic structure theory. The personality of a message within a clause is defined as the thematic structure. It was divided into two parts: theme and rheme. The theme is a section of the sentence that serves the message's purpose, whereas the rheme is a section of the clause that contains the amended section of the theme. Simple theme and multiple themes were the two form of themes. Furthermore, the research was done by (Domínguez et al., 2020) the theme pro as a toolkit for the analysis of thematic progression. The use of theme-rheme analysis and thematic progression in speech. The study made speech have been developed cohesively.

Speaking is an important part of learning English because it offers you to explain and distribute meaning to people clearly. As stated in the research Oktaviani et al., (2022), speaking is an important verbal communication skill for students of all levels to learn; speaking helps convey meaning in brief chats, dialogues, and speeches, and it may also be utilized to express students' thoughts, opinions, and ideas. According to Ardhiani et al., (2021), speaking is a highly essential skill that must be acquired because communicating makes it easier to communicate with participants.

With this backdrop in mind, this research mostly concentrated upon the thematic progression discovered on Jack Ma's speech "We Never Give Up". The current study attempts to identify thematic progression patterns on the speech, to show the most common sort of theme progression pattern found in the speech, to explained the thematic progression observe in the speech.

METHODOLOGY

The researchers employed a qualitative descriptive analysis method in this analysis, which involves gathering data and examining an object before describing it. According to Creswell (2014), the qualitative descriptive approach was used to characterize occurrences saw on a daily basis; in this analysis, the researchers employed Jack Ma's speech We Never Give Up. The goal of this descriptive study was to examine the thematic progression found in Jack Ma's "We Never Give Up" speech.

The research concentrated on the theme proceed in Jack Ma's speech "We Never Give Up". The research was classified as qualitative because the data was presented in the form of words rather than numbers. In this research, the researchers extracted information from the data before examining it. The examination of thematic progressions in students' speeches is

designed to reveal a text's cohesion and coherence. Eggins (1994) theory of thematic progressions was used to conduct the analysis. Furthermore, the researchers used Bloor & Bloor's (2004) supplementary theory to strengthen the analysis. The thematic progression was discovered by the researchers. The research concentrated on the theme proceed in Jack Ma's online video speech "We Never Give Up". The data was reviewed by the researchers. In the end, the researchers interpreted the data's findings. The researchers' instrument was the researchers, who became the one who conducted the research. The researchers analyzed from the start, collecting data and interpreting it.

RESULT AND DISCUSSION

Based on this theory, three major patterns of thematic progressions are investigated: reiteration (constant), zigzag (linear), and multiple (split).

a. Thematic progression: constant theme

Here is the constant theme found in the Jack Ma's speech. There are some findings according to the data. The table below provided more specific information.

TABLE 1. Constant theme pattern on Jack Ma's speech

No	Theme	Rheme	Total
1.	„It“	„is been a long break for 7 years“	45
2.	„I“	„was coming for the year 2001 for the “Young Global Leader for tomorrow”	70
3.	„We“	„can never win the world by talking“	17
4.	„You“	„want to go university“	4

According to Table 1, thematic progression found 136 sentences constant theme. Constant theme itself explains the patterns of the theme into rheme, which is constant/linear every sentence has a different topic. The usage of the constant and linear thematic progression is the thematic patterns in the majority of the abstracts used as samples in this study. From the finding, we can count that the most dominant subject is "I" on the thematic progression: constant theme. The total findings of "I" is 70 words in the Jack Ma's speech. Then, the next finding is the use of "we", there are 17 words that use we. Followed by the use of "it" with the total findings of 5 words. The use of the word "you" with total 4 findings. Next the words "this" with the total finding 3 words. From the finding, Thematic progression findings in this research can be seen. The data showed that 136 sentences are the result of the constant theme patters. The constant theme explains the themes pattern into rheme, which is constant/linear. Each sentence is about a separate issue. The use of constant and linear thematic progression is the majority of the abstracts determined as samples in this study have a common subject.

b. Thematic zig-zag/linear theme

Here is the zig-zag/linear theme found in the Jack Ma's speech. There are some findings according to the data. The detailed information was explained in the table below.

TABLE 2. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
1	„But when I“	„came into Switzerland so many young people demonstrated.“
	„It“	„was such a horrible scene“

The pattern in Table 2 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("came into Switzerland so many young people demonstrated") and theme 2 ("It") which is signaled by discussing the demonstrated in Switzerland.

TABLE 3. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
2	„There“	„is only one middle school that lasts only one year.“
	„It“	„was changed from primary school to middle school because our graduates of our school“

The pattern in Table 3 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 (“is only one middle school that lasts only one year”) and theme 2 (“It”) which is signaled by discussing the change of middle school.

TABLE 4. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
3	„They“	„Said anti –globalization“
	„Globalization“	„is a great thing“

The pattern in Table 4 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 (“Said anti – globalization”) and theme 2 (“Globalization”) which is signaled by discussing the globalization issue.

TABLE 5. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
4	„I“	„Want people to see and know about Alibaba“
	„Because it“	„is already everywhere“

The pattern in Table 5 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 (“Want people to see and know about Alibaba”) and theme 2 (“It”) which is signaled by discussing the Alibaba start-up.

TABLE 6. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
5	„This“	„is about my school story“
	„There“	„is an examination that young people have a dream“

The pattern in Table 6 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 (“is about my school story”) and theme 2 (“there”) which is signaled by discussing the speaker's school story.

TABLE 7. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
6	„I“	„don't know whether U.S. Bank's still there or not“
	„But it“	„is a building“

The pattern in Table 7 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 (“don't know whether U.S Bank's still there or not”) and theme 2 (“It”) which is signaled by discussing the U.S bank building location.

TABLE 8. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
7	„very ugly looking page“	„called China“.
	„It“	„is something like I did a translation agency“

The pattern in Table 8 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("called China") and theme 2 ("It") which is signaled by discussing China.

TABLE 9. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
8	„We“	„are listed on there.“
	„It“	„was so shocking.“

The pattern in Table 9 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("are listed on there") and theme 2 ("It") which is signaled by discussing their list on the school.

TABLE 10. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
9	„I“	„ran down the street and asked 10, 20 people“
	„They“	„all know about Alibaba and the forty thieves and open sesame.“

The pattern in Table 10 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("ran down the street and asked 10, 20 people") and theme 2 ("they") which is signaled by discussing about the people.

TABLE 11. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
10	„This idea“	„would love Davos because“
	„It“	„was a big decision.“

The pattern in Table 11 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("would love Davos") and theme 2 ("It") which is signaled by discussing about the love Davos City.

TABLE 12. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
11	„I“	„Start to launch a payment system“
	„It“	„is against the financial legal laws.“

The pattern in Table 12 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("start to launch a payment system") and theme 2 ("It") which is signaled by discussing about the payment system.

TABLE 13. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
12	„I“	„listened to a leadership discussion.“
	„leadership“	„is about responsibility.“

The pattern in Table 13 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("listened to a leadership discussion") and theme 2 ("leadership") which is signaled by discussing about the leadership.

TABLE 14. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
13	„I“	„showed them around as a free tour guide“
	„And they“	„taught me English“

The pattern in Table 14 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("showed them around as a free tour guide") and theme 2 ("they") which is signaled by discussing about the tour guide.

There are 13 thematic zig-zag/linear themes based on the data table above. In this pattern, a component introduced in the rheme of a sentence contributes to the Theme of the following phrase. This pattern is commonly used by students, and here are some examples that feature the zig-zag pattern seen in Jack Ma's speech.

The zigzag/linear theme that observed in Jack Ma's speech. According to the data, there are 13 thematic zig-zag/linear themes, as shown in the data table above. In this kind of patterns, an element introduced in the rheme of a sentence is promoted to the theme of the following phrase. This design is commonly used by students, and here are the examples that feature the zig-zag pattern observed in Jack Ma's speech.

This zig-zag pattern form topic, an element from the prior clause becomes the present clause's theme. A sentence's theme can be an outline of the majority of the previous phrase's material, and it makes a new point, which is a new rheme. Because of text appears flexible, this style helps increase the reader's or listener's interest in the next information.

c. Multiple theme/split theme

Here are the multiple/split themes found in the Jack Ma's speech. There are some findings according to the data. The detailed information was explained as follows.

TABLE 15. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
1	„We“	„came all the way for two hours here.“
	„There“	„is a machine gun.“
	„There“	„is a people checking us.“

There is some information based on the pattern showed in Table 15. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("there"), theme 3 ("there") refers to rheme 1, which refers to "the way for two hours here".

TABLE 16. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
2	„We“	„think its like electricity“
	„Nobody think, it“	„is a high tech today“
	„This“	„is something that I don't know“

There is some information based on the pattern showed in Table 16. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("it"), theme 3 ("this") refers to rheme 1, which refers to "electricity".

TABLE 17. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
3	„You“	„will never believe in Hangzhou, my city.“
	„There“	„is only one middle school that last only one year.“
	„It“	„was changed from primary school to middle school because our graduates of our school.“
	„It“	„would become a middle school.“

There is some information based on the pattern showed in Table 17. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 (“there”), theme 3 (“it”), theme 4 (“it”) refers to rheme 1, which refers to the school that was in Hangzhou city.

TABLE 18. Multiple theme pattern on Jack Ma’s speech

No	Theme	Rheme
4	„Jack, the name“	„was given by a lady in tennis.“
	„She“	„is a tourist.“
	„She“	„came here.“
	„She“	„said came to Hangzhou.“

There is some information based on the pattern showed in Table 16. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 (“she”), theme 3 (“she”), theme 4 (“she”) refers to rheme 1, which refers to “tennis lady”.

According to the data findings above, there are 4 multiple/split themes in Jack Ma’s speech. In this pattern, rheme is transformed into theme information in the subsequent sentences. The first clause of this paragraph contains some information that can be conveyed by a rheme based on the pattern. The message development in that approach provides different outlook than conventional forms of thematic patterns. There is a recurrence between rhemes (1), and (2). As well as between rhemes (4), and (5). Everything happens when the same term is repeated.

Thematic Progression Theory is a theory that commonly used for examining academic literature. Using the Thematic Progression Theories (An Analysis of Textual Metafiction in Thai EFL Student’s Writing, Sudrutai Arunsirot 1, 2015) In accordance to the study, there are five theme difficulties detected in student’s speaking, that involve the problems of an empty theme, a brand new theme, the misuse of steady growth, an empty rheme, and the problem of a confused selection of textual topic. Thematic Progression analysis can be used in teaching speaking to improve students’ speaking skills.

Jack Ma’s speech carries multiple/split theme. In this pattern, the theme of one clause introduces an immense number of distinct pieces of information, each of which is eventually taken up and formed a theme in subsequent clauses. According to data, there are four multiple/split themes on Jack Ma. The information in this pattern is in the subsequent sentences, the rheme is translated into topic information. The first clause of this paragraph contains some information that can be conveyed by a rheme based on the pattern. The message development This scheme offers a distinct perspective than conventional forms of thematic patterns. There a recurrence between rhemes (1) and (2), as well as between rhemes (4) and (5). It occurs when the same term is repeated.

According to the finding, the researchers can count that the most dominant “I” in the thematic progression is a constant theme with total findings of “I” 70 words in the Jack Ma speech. Then, the next finding is the use of “we”, there are 17 words that use “we”. Followed by the use of “it” with the total findings are 5 words. The use of the word “you” with a total of 4 findings. Next the word “this” with a total finding 3 words. The total number of findings on the constant theme is 136 findings.

Further data based on the data findings here is the dominant result from the speech Jack Ma “Never Give Up”. These three thematic progressions found the constant theme pattern, zig-zag theme pattern, and multiple/split theme pattern.

TABLE 19. Total theme pattern on Jack Ma's speech

No	Types of Thematic Progression patterns	Total
1	Constant theme pattern	136
2	Zig-zag theme pattern	13
3	Multiple/split theme pattern	4
	Total	153

Based on the data from Table 19, the thematic progression finding according to the Jack Ma's speech can be seen by the researchers. A constant theme is the major form of thematic progression used in Jack Ma's speech. The total number of findings on the constant theme is 136 findings. Then the next finding is the zig-zag theme with a total finding of 13 zig-zag. The last one is the multiple theme findings with a total of 4 data.

The finding from the thematic progression can be used for teaching speaking. It can be one of the alternatives that the students have new activities with the thematic progression, especially in the way to speaking skills. The students will be more familiar with the English pattern that was used for the daily conversation.

According to this research, after studying the theme development, students may be able to communicate more efficiently and clearly. The students tend to use the right thematic progression to make the conversation more attractive. The students have their own words to use when interacting with their friends and the structure of thematic progression is a marker of identity in their conversation style. Then, the students could answer the right pattern correctly. It shows that they understand the thematic progression very well.

By learning the thematic progression students can get access to English patterns well. Students can use the right structure to make a good speaking skill clear meaning. It also improves in understanding normal conversation and communicating with English speakers. Thematic progression might be stimulating in order to make teaching structures to students more interesting.

CONCLUSION AND RECOMMENDATION

The summary might indicate that there are 3 forms of thematic progression. There is a constant theme pattern with 51 discoveries, a zig-zag theme pattern with 14 discoveries, and a multiple theme pattern with 4 discoveries. The dominant type of thematic progression being used in *Jack Ma's* speech is a constant theme. The constant theme pattern is widely used by taking the rheme from the previous clause to serve as the theme in the following clause, the split theme pattern can be applied by taking rheme for two themes, and the multiple theme patterns can be used to build the following clause by using a theme as a topic. Recognizing that most of the examples appear fragmented due to a lack of thematic patterns, this may suggest the difficulty people deal with while speaking abstracts. The challenge that they are likely to face is determining how to write a coherent abstract and build an adequate logical connection between sentences in their speaking. Students may also have difficulty speaking abstracts due to the limitation on the number of words in delivering an abstract. The thematic progression helped the students to improve their speaking ability to have good spoken skills. Although employing a theme progression is another method of text development. Thematic progression describes how the presence of a theme in the text progresses. As a result, the flow of information in the text will be clear. As stated by (Paltridge, 2006), "there are three frequent patterns in the progression of the text: a consistent theme, a linear theme, and a divided rheme". Constant theme progression is indicated by inserting the clause's theme into the next starting clause. The linear theme pattern is indicated by placing the rheme1 at the

beginning of the next clause. “A split rheme is one that has several types of information that are transformed into a theme in the subsequent clauses” (Yanthi & Umiyati, 2018).

Jack Ma’s speech can be used as an alternate teaching material that can develop the students speaking patterns. This is also supported by the theories that have been implemented by the expert. Thematic structure theory (Halliday, 2014) and thematic progression theory (Johns et al., 2006) are two theories used in this research. Thematic structure is defined as the personality of a message beneath a clause. The theme is part of the clause that serves the message's point. the rheme, on the other hand, is component of the clause that gives an expanded version of the theme. Themes are classified into two types: simple themes and multiple themes. A simple theme is one that has only one structural element, however multiple theme patterns has more than one structural element. It contains textual meanings that describe how experiencing and interpersonal meanings are ordered in a linear and cohesive method. Thematic progression helps a text's cohesive development and results in a coherent entire text. Eggins (1994) distinguishes three types of thematic progression. They are re-iteration, zig-zag, and multiple themes.

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